

Psychology of Gender
PSY 329 / GSS 329
Professor Betsy Levy Paluck
(Professor Paluck; she, her)
Mondays and Wednesdays 11am – 11:50am
Guyot Hall 10

Preceptor: Rachel Connor
(Rachel; she, her)
Precepts: on Blackboard
Readings: available on Blackboard.

“When psychologists take contemporary scholarship on gender, ethnic groups, sexuality, and other social categorizations into account, foundational assumptions and practices in psychology begin to shift” -- Eva Magnusson & Jeanne Marecek, 2010

Readings are empirical and theoretical articles, to be discussed in precept (you will lead two of these discussions during the course of the semester). Professor Paluck’s lectures give you the broader context for these articles. We will not use a textbook. Thus, attendance at lecture is critical for understanding the broad theories and themes of the course. The lecture slides will not be posted online, so please establish with someone else from the class a buddy system if you are sick or away for one of the lectures.

Note on **respect**. The psychology of gender typically generates lively debate, and often personal reactions and strong opinions. In lecture and in your precepts, this is a perfect time to practice respectful and generative critiques of theories and positions that differ from our own. I like the philosopher David Dunnet’s summary of how to compose a successful critical commentary (which he attributes to Anatol Rapoport):

1. You should attempt to re-express your target’s position so clearly, vividly, and fairly that your target says, “Thanks, I wish I’d thought of putting it that way.
2. You should list any points of agreement (especially if they are not matters of general or widespread agreement).
3. You should mention anything you have learned from your target.
4. Only then are you permitted to say so much as a word of rebuttal or criticism.

Source: [Brainpickings](#)

Requirements/Grading:

Mid Term Exam - 30%
Final Exam - 35%
Op-ed - 20%
Precept Presentation - 10%
Class/Precept Participation - 5%

Schedule:

September 14: Why is this class convening? Overview, history, and gender as an analytic tool.

September 19: Categories

Leslie, S. J., Cimpian, A., Meyer, M., & Freeland, E. (2015). Expectations of brilliance underlie gender distributions across academic disciplines. *Science*, 347(6219), 262-265.

September 21: Difference and Essentialism

Prentice, D. A., & Miller, D. T. (2006). Essentializing differences between women and men. *Psychological Science*, 17(2), 129-135.

Brescoll, V., & LaFrance, M. (2004). The correlates and consequences of newspaper reports of research on sex differences. *Psychological Science*, 15(8), 515-520.

September 26: Gender-based prejudice

Glick, P., & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. *American Psychologist*, 56(2), 109.

Broockman, D., & Kalla, J. (2016). Durably reducing transphobia: A field experiment on door-to-door canvassing. *Science*, 352(6282), 220-224.

September 28: Explanations for gender: Evolution and sex roles.

Buss, D. M., Larsen, R. J., Westen, D., & Semmelroth, J. (1992). Sex differences in jealousy: Evolution, physiology, and psychology. *Psychological Science*, 3(4), 251-255.

*Diekman, A. B., & Eagly, A. H. (2000). Stereotypes as dynamic constructs: Women and men of the past, present, and future. *Personality and Social Psychology Bulletin*, 26(10), 1171-1188.

October 3: Gender, and. (Intersectionality)

*Navarrete CD, McDonald MM, Molina LE, Sidanius J. 2010. Prejudice at the nexus of race and gender: an outgroup male target hypothesis. *J. Personal. Soc. Psychol.* 98:933-45

Purdie-Vaughns V, Eibach RP. 2008. Intersectional invisibility: the distinctive advantages and disadvantages of multiple subordinate-group identities. *Sex Roles* 59:377-91

October 5: Power, situations, and gendered meaning-making

*Brescoll, V. L. (2012). Who takes the floor and why: Gender, power, and volubility in organizations. *Administrative Science Quarterly*.

October 10: The development of gender

Bem, S. L. (1989). Genital knowledge and gender constancy in preschool children. *Child development*, 649-662.

Weisman, K., Johnson, M. V., & Shutts, K. (2015). Young children's automatic encoding of social categories. *Developmental science*, 18(6), 1036-1043.

October: 12: Gendering brains and hormones

Fausto-Sterling, A. (2000). Do sex hormones really exist? (Gender becomes chemical). In A. Fausto Sterling, *Sexing the Body*, Basic Books. Pp 170-194.

October 17: Precarious manhood and othering

Pascoe, CJ 'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse *Sexualities* July 1, 2005 8: 329-346

Kimmel, M. S., & Mahler, M. (2003). Adolescent masculinity, homophobia, and violence random school shootings, 1982-2001. *American behavioral scientist*, 46(10), 1439-1458.

October 19: Gender contestation

*Rudman, L. A., & Fairchild, K. (2004). Reactions to counterstereotypic behavior: the role of backlash in cultural stereotype maintenance. *Journal of personality and social psychology*, 87(2), 157.

October 24: Transgender identities

Olson, K.R., Key, A. C., & Eaton, N. R. (2015). Gender cognition in transgender children. *Psychological Science*, 26, 467-474.

Diamond, L. M., & Butterworth, M. (2008). Questioning gender and sexual identity: Dynamic links over time. *Sex roles*, 59(5-6), 365-376.

October 26: Midterm

Please fill out class survey over fall recess: vote for lecture of choice and provide feedback

Fall Recess

November 7: Gendered communication

*LaFrance, M., Hecht, M. A., & Paluck, E. L. (2003). The contingent smile: a meta-analysis of sex differences in smiling. *Psychological bulletin*, 129(2), 305.

Bigler, R. S., & Leaper, C. (2015). Gendered Language Psychological Principles, Evolving Practices, and Inclusive Policies. *Policy Insights from the Behavioral and Brain Sciences*.

November 9: Working with gender

Iris Bohnet, & Greig, F. (2009). Exploring gendered behavior in the field with experiments: Why public goods are provided by women in a Nairobi slum. *Journal of Economic Behavior and Organization*, 70 (1), 1-9.

Bowles, H. R., & Babcock, L. (2013). How can women escape the compensation negotiation dilemma? Relational accounts are one answer. *Psychology of Women Quarterly*, 37(1), 80-96.

November 14: Writing an op-ed (with special guest lecturer Elisabeth Donahue)

Read around on the OpEd project website: <http://www.theopedproject.org/>

November 16: Sex and gender

*Diamond, L. M. (2008). Female bisexuality from adolescence to adulthood: Results from a 10-year longitudinal study. *Developmental Psychology*, 44, 5-14.

November 21: **Guest lecture (Ana Gantman): Gender based violence on campus**

Armstrong, E. A., Hamilton, L., & Sweeney, B. (2006). Sexual assault on campus: A multilevel, integrative approach to party rape. *Social problems*, 53(4), 483-499.

Thanksgiving recess

November 28: Gendering relationships

Way, N. (1996). Between experiences of betrayal and desire: Close friendships among urban adolescents. *Urban girls: Resisting stereotypes, creating identities*, 173-192.

Hall, R. L., & Fine, M. (2005). The stories we tell: The lives and friendship of two older black lesbians. *Psychology of Women Quarterly*, 29(2), 177-187.

November 30: Mental health

Nolen-Hoeksema, S., & Jackson, B. (2001). Mediators of the gender difference in rumination. *Psychology of Women Quarterly*, 25(1), 37-47.

December 5: **Guest lecture (Rachel Connor)**

December 7: Lecture of choice (*Op-ed due*)

No readings for this lecture

December 12: Op-ed assignment review

Readings will be a selection of peer Op-eds

December 14: Catch up and wrap up

January Final exam: TBA