Enrollment Restrictions
Enrollment in this course is restricted to graduate students in Psychology, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student’s home program.

Instructor and Teaching Assistant Information
Instructor: Dr. Rachel Calogero
Office: Room 321, Westminster Hall
Office Phone: x 80403
Office Hours: By Appointment
Email: rcaloger@uwo.ca

Course Description
The study of gender is fundamental for understanding individual and group psychology. This course will provide a selected overview of the literature on the social psychology of gender, with a focus on gaps, open queries, and theory integration, where relevant. The psychological study of gender has grown so large that it is impossible to cover all topics. Consequently, the coverage of the course is somewhat selective but hopefully compelling.

Course Format
In-person

Course Learning Outcomes/Objectives
The overarching goal for this course is to develop and sharpen your research acumen around the social psychology of gender. You will become familiar and be able to engage with the research literature on the social psychology of gender, apply the course material to your own research, and become practiced in presenting and critiquing research. In addition, science tolerates and critically evaluates all points of view when they are advanced with sensitivity for those who may not share them. In a class of this nature, a variety of opinions and views are to be expected. To ensure a positive learning experience and full participation by all, please listen with an open mind and express your thoughts and responses in a respectful manner.

Course Materials
There will be articles and/or chapters assigned. The reading list appears below under the course timetable. All readings will be available on the OWL class site.

For additional reading and a solid overview of research on the psychology of gender, see:
Methods of Evaluation

Assessment for this course is based on three key tasks which are described in more detail below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Class Discussion Leader</td>
<td>30%</td>
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<tr>
<td>Thought Papers</td>
<td>30%</td>
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<tr>
<td>Research Proposal</td>
<td>40%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Class Discussion Leader**

Each week, two students will organize and facilitate discussion (each student will be a discussion leader two times). The purpose of this exercise is for you to gain experience leading a seminar. Leading a seminar discussion is harder than it looks; good discussion leadership requires careful planning. This component will look different this year than past years, but will follow the same principles. For your assigned week(s) as discussion leader, you will pose 2 or 3 (or more as you prefer) discussion questions based on the readings as well as respond to any discussion questions by your classmates. Those students who are not the discussion leaders will respond to these questions and we will consider the readings, ideas, and findings collectively through this medium. We will continue to discuss the material until we are satisfied and/or we begin the next set of readings. We have four readings each week so this averages to about 30 minutes of discussion per article each class, but this will vary and may be longer or shorter for a particular article. Your goal as discussion leader is to inspire your colleagues to express their opinions and observations about the readings, and to manage/direct/redirect the exchange of ideas.

As facilitators, you decide how to best accomplish your goal for the week. It is not your responsibility to explain the readings to others per se; instead, your role is to provide a sensible and interesting framework for discussing the topic. You might highlight common themes that run throughout the readings. You could come up with a class activity to go along with the discussion. For example, you could share a video. Please feel free to use power point slides or other visual aides. The goal of facilitation is to provide structure and direction for fellow students in order to have a productive discussion; there is no right or wrong way to do so. Please touch base with me the week before you facilitate discussion to briefly review your plans and any questions that you might have. The best discussion facilitators are those who think about how to structure the discussion, and who have backup plans or multiple ideas for how to foster active discussions.

**Thought Papers**

Each week you will submit a one-page paper (single-spaced) in which you describe your thinking about that week’s readings. This assignment is open-ended; the general idea is that you consider some aspects of the strengths, limitations, implications, and interconnections in the week’s readings. The thought paper is NOT a summary of what you read; it should be a critical analysis of a specific primary reading or the set of readings. It might draw connections to other readings, follow-up on an idea expressed in an article, challenge conclusions about data, or present a new idea about a phenomenon. Your paper should conclude with two questions that you think would be particularly interesting to discuss in class (these may be shared in the discussion for that week). These two questions are not part of the one-page limit. You must submit your thought papers via email to me by noon on Tuesday of each week. A reference page is not necessary. You do not need to use up space citing the article(s), you can simply refer to the readings, unless you are focusing on one specific paper and want to refer to the authors by name. Your papers will be graded primarily on how well you provide a thoughtful, well-argued analysis of the work, but writing style always counts. Late
papers will not be accepted. **You do not have to submit a thought paper the week you lead discussion.** Each student will submit a total of 6 thought papers for the course.

A couple additional notes on the thought papers. I always edit and comment on grammar. I see it as one of my fundamental roles as an academic and, as a journal and book editor for over a decade now, I can’t help it. We can always become better writers and we should strive to become better writers. As psychological scientists in training, this skill is an essential one to craft. Please look at my comments and edits on typos, grammatical errors, etc. and apply them going forward. We will likely make other different mistakes next time, but let’s try to avoid making the same ones, and this is how we improve our writing over time.

The same can be said for comments on substance and clarity of thought. Part of good writing is obviously the polish and error-freeness of it. Good writing also needs to be coherent, clear, and lead the reader through the idea from start to finish. The additional challenge for you in this course is the amount of material each week and the limit to one page. This challenge is intentional because I want you to think through your observations fully enough that you understand what you want to say and how to say it as succinctly as possible. The comments and questions that I will pose to you in your thought papers are meant to help draw out your thinking more fully on the observation that you are making, and to help you see where you could actually keep going with an idea instead of moving to another idea or even another article.

**Research Proposal**

Each student will submit a proposal of an empirical study that would test an important and novel research question related to the social psychology of gender. The proposed study should center gender and/or gender contexts as the key constructs and/or conditions, including gender identities, beliefs systems, representations, interactions, relations, organizations, institutions, and statuses, etc., as well as draw from gender-relevant theories to support the work. You will not be required to carry out the research for this course, but you are encouraged to pick a topic that connects to your own interests and that you would like to conduct. This proposal should include information sufficient for a grant/fellowship submission with the intention to be used for that purpose. You will begin the proposal with your background and rationale for the project, then the objectives and hypotheses, and then information about the sample(s), design and procedures, and ethics.

Proposals require the following information organized by sections and subsections and presented in APA format:

Title, background/rationale, objective and hypotheses, population to be studied (includes power analysis, inclusion/exclusion criteria), study design (e.g., pre-registration, randomization, experimental procedure), study procedures (e.g., recruitment and screening, informed consent process, baseline assessment, pilot testing, experimental protocol, post-experiment materials, compensation, all measures, debriefing), analysis plan (e.g., data screening, software, models), potential benefits, potential risks, importance/impact, and a reference list.

More instructions will be provided later in the term.
Course Timeline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Discussion Leaders</th>
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<tbody>
<tr>
<td>1</td>
<td>9/14/22</td>
<td>First Day of Class – Introduction and Organization</td>
<td>Rachel</td>
</tr>
<tr>
<td>2</td>
<td>9/21/22</td>
<td>Assessing &amp; Analyzing Gender</td>
<td>Ella &amp; Bidushy</td>
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<tr>
<td>3</td>
<td>9/28/22</td>
<td>Essentializing Gender</td>
<td>Rama &amp; Mackenzie</td>
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<td>4</td>
<td>10/5/22</td>
<td>Stereotyping, Stigma, &amp; Bias</td>
<td>Michelle &amp; Warda</td>
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<td>5</td>
<td>10/12/22</td>
<td>Backlash &amp; Barriers</td>
<td>Rita &amp; Mackenzie</td>
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<tr>
<td>6</td>
<td>10/19/22</td>
<td>Sexist Ideology</td>
<td>Rama &amp; Ella</td>
</tr>
<tr>
<td>7</td>
<td>10/26/22</td>
<td>Gender Relations</td>
<td>Bidushy &amp; Michelle</td>
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<tr>
<td>8</td>
<td>11/2/22</td>
<td>Reading Week</td>
<td></td>
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<tr>
<td>9</td>
<td>11/9/22</td>
<td>Power &amp; Violence</td>
<td>Warda &amp; Rita</td>
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<tr>
<td>10</td>
<td>11/16/22</td>
<td>Doing Science, Doing Gender</td>
<td>Rachel</td>
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<tr>
<td>11</td>
<td>11/23/22</td>
<td>Presentations</td>
<td>TBA</td>
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<tr>
<td>12</td>
<td>11/30/22</td>
<td>Presentations</td>
<td>TBA</td>
</tr>
<tr>
<td>13</td>
<td>12/7/22</td>
<td>Presentations/Final Proposal Due</td>
<td>TBA</td>
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READING LIST

**Assessing and Analyzing Gender**


**Essentializing Gender**


**Stereotyping, Stigma, & Bias**


**Backlash & Barriers**


**Sexist Ideology**


**Gender Relations**


**Power & Violence**


**Doing Science, Doing Gender**


**Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:  
[http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ([http://www.turnitin.com](http://www.turnitin.com)).

**Health/Wellness Services**

Students who are in emotional/mental distress should refer to Mental Health@Western ([http://www.uwo.ca/uwocom/mentalhealth/](http://www.uwo.ca/uwocom/mentalhealth/)) for a complete list of options about how to obtain help.

**Accessible Education Western (AEW)**

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.