WESTERN UNIVERSITY
LONDON   CANADA
Department of Psychology
2023-2024
PSYCHOL 9733A: Advanced Topics in the Psychology of Gender
Please see Student Centre for course time and location.

Enrollment Restrictions

Enrollment in this course is restricted to graduate students in Psychology, as well as any student outside Psycholgy who 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 Information

Instructor: Dr. Rachel Calogero
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Office Phone: x 80403
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Course Description

The study of gender is fundamental for understanding individual and group psychology. This course will provide an overview of key literature on the social psychology of gender, with a focus on clarifying and sharpening our understanding of how gender influences individual thoughts, feelings, and behaviors and shapes social behavior and the social environment more broadly. The social psychological study of gender encompasses a wide range of topics, including identity, attitudes and stereotypes, norms and socialization, stigma and discrimination, ideology and collective action, interpersonal relationships and group dynamics, power and violence, and personalty and performance. The psychological study of gender has grown so large that it is impossible to cover all topics. The coverage of the course is necessarily 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 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. This is a reading-intensive graduate seminar that will integrate work and perspectives from within and outside psychology, giving the course the interdisciplinary lens that the study of gender demands. I like to point out in a class of this nature that 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 respectfully. Science tolerates and critically evaluates all points of view when they are advanced with sensitivity for those who may not share those views.

Course Materials

The reading list appears below under the course timetable and will be available on the OWL class site.

Methods of Evaluation

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

Assignment	Weighting
2 Class Discussion Leader	20%
7 Thought Papers	40%
Research Proposal and Presentation	40%
Total	100%

Class Discussion Leader

Each week, our discussions will always be grounded in and organized around the course readings. Students will be assigned in pairs to organize and facilitate discussion of the material for two different weeks during the term. The purpose of this activity is for you to gain experience leading a seminar. For your assigned week as discussion leader, your goal is to *inspire* discussion about the readings, learning of the material, and facilitate an exchange of ideas. You will summarize the material and 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. We will continue to discuss the material until we are satisfied and/or we move to the next reading. We have three to four readings each week so this averages to about 40 minutes of discussion per article each class, but this will vary as needed.

As discussion leaders, 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 through the readings. You could come up with a class activity to go along with the discussion. For example, you could share a video or media post or some other illustration. 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 single way to do so. **Please touch base with me prior to your discussion to briefly share your plans and ask any questions that you might have.** The best discussion facilitators are those who think about how to structure the discussion ahead of time, and who have backup plans or multiple ideas for how to foster active discussions. It is essential that <u>everyone</u> does the readings each week so that all can participate and the onus is not on the discussion leader to talk the entire class – that's not what we are aiming for here.

Thought Papers

Each week you will submit a one-page paper (single-spaced) in which you describe your thinking about that week's readings. The general idea is that you consider some aspects of the strengths, limitations, implications, and/or 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 in the topic area inspired by the readings. Your paper should conclude with two questions that you would like 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 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.

Each student will submit a total of 8 thought papers for the course. You do not have to submit a thought paper the weeks you lead discussion. I will only count the 7 thought papers with the highest marks for your grade, dropping the one with the lowest mark.

A couple additional notes on the thought papers. I always edit and comment on grammar. 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, threading of ideas, etc. and apply them to your next thought paper. 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 covered each week and the limit to one page for the thought paper. 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 and Presentation

Each student will design a research study (or set of studies) that would test an important and novel research question related to the social psychology of gender. 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. Each student will prepare a written proposal of the research, following the guidelines below, which align with the content required in SSHRC grant/fellowship applications and ideally would be used for that purpose. Each student will also prepare and give a presentation of the research to the class. Further instructions for the written proposal and presentation are outlined below.

Written proposals are due Friday, December 15, 2023.

Presentations are scheduled for the last day of class, Wednesday, December 6, 2023.

Course Timeline

Week	Date	Topics	Class Lead
1	9/13/23	First Day of Class – Introduction and Organization	Rachel
2	9/20/23	Unpacking and Measuring Gender	Alana & Alyssa
3	9/27/23	Essentializing Gender	Shannon & Yanxinchen
4	10/04/23	Gender Roles and Stereotypes	Sweta & Tian
5	10/11/23	Gender Ideology	Zahra & Zhiyu
6	10/18/23	**No Class**	
7	10/25/23	Precarious Genderhood	Sahba & Sweta
8	11/01/23	**Fall Reading Week**	
9	11/08/23	Gender Bias and Discrimination	Yanxinchen & Alyssa
10	11/15/23	Gender Relations	Alana & Sahba
11	11/22/23	Power and Harm	Tian & Zahra
12	11/29/23	Collective Action and Gender (In)equality	Zhiyu & Shannon
13	12/06/23	Presentations	

Instructions for Written Proposal and Research Presentation

Written Proposal

The proposed research 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, as well as draw from gender-relevant theories and/or integrate them with other theoretical frameworks to support the project.

The written research proposal should include the following sections (this is also probably the best order):

1. Objectives: Summarize the primary aims of the project and why this work needs to be done. This might be between 1-3 paragraphs.

2. Context: Lay out the background theory and research supporting the project and informing the hypotheses. Make sure all the main concepts, variables, and processes being examined in the project are explained here. This section should build the rationale for the study and connect to the objectives that were highlighted.

3. The Proposed Research: Summarize the proposed research, naming the specific variables and processes being investigated, and stating the hypotheses. Here is where you would also include a proposed conceptual model or some type of illustration in support of the research, as relevant.

4. Methodology: Describe the design (e.g., pre-registration, randomization, experimental procedure, qualitative approach), participants, measures, materials, and procedure (e.g., recruitment and screening, informed consent process, all materials, pilot testing, experimental protocol, compensation, debriefing). This section should also include the proposed analytic strategy (e.g., data screening, software, models). In a multi-study proposal, this should be done for each study. For quantitative studies, please include considerations of power and effect size to determine sample sizes and cite supporting sources. For qualitative studies, please include considerations of sample size and parameters for determining saturation, depending on the methods being used.

5. Impact: Summarize how this project will advance the literature as well as knowledge of the concepts being examined. Describe any applications of the work to real-world settings and connect to any larger national or global efforts related to the ways that gender organizes and influences our lives. This section should focus on showcasing the value and benefit of the work as broadly as possible (and as reasonable).

All projects should have a **clear and relevant title** on a title page with your name and course number. Please think about how to **organize your information** in the most efficient and clear way. You will want to use heading and subheadings thoughtfully. You will want to include references throughout the proposal. A **full reference list** should be included at the end of the proposal. Please follow the **7th edition of the APA manual** for formatting and style. **The proposal should be no more than 6 single-spaced pages in length**, consistent with SSHRC application proposals**. The reference list is not included in the page length.

As you prepare your proposal, keep in mind that the overarching goal of the proposal is to convince a funding panel to invest in your project. This is your opportunity to show them it is worth the investment.

Research Presentation

You have approximately 12 minutes for the presentation itself. Please do not exceed 15 minutes. This will leave time for questions for each presenter.

<u>Here is what should be covered in the slide deck:</u>

Title slide

Overview: Identify and define the problem or topic to be addressed in the project

Context: background and rationale for the project

Summary of current project: State research questions and hypotheses and explain why they are worth exploring and testing

Methods: Describe the approach, frameworks, methods, materials, and procedures being used

Impact: Summarize the proposed outcomes of the research, how it will advance the literature, and how it applies in real-world contexts

<u>General tips:</u>

The number of slides itself will vary depending on the project but please aim to be parsimonious.

Do not clutter a single slide with too much information. Stick to one idea per slide. Your presentation will flow more smoothly and give your audience time to absorb what you are saying.

Use dark font on a light background.

You need to present the project as if you are presenting to a funding panel. I will ask everyone to stand in front of the class to give their presentation. Please avoid reading entirely from a script. Of course you may include some general presentation notes, but please avoid reading to us. I want to see your command of the project and its finer points and your eyes!

You may use superscript numbers to cite sources to avoid cluttering slides with full citations OR you can make the font smaller for cited sources, so it takes up much less space. All reference should appear at the end.

Please send your presentation to me before class so I can send to everyone. You may prepare a handout for the class if relevant. Please also come with questions you have about the project for discussion.

As with the written proposal, keep in mind that the overarching goal of the presentation is to convince a funding panel to invest in your project. This is your opportunity to show us it is worth the investment.

READING LIST

Unpacking and Measuring Gender

Ridgeway, C. L., & Correll, S.J. (2014). Unpacking the gender system: A theoretical perspective on gender beliefs and social relations. *Gender & Society, 18,* 510-531.

Hyde, J. S., Bigler, R. S., Joel, D., Tate, C. C., & van Anders, S. M. (2019). The future of sex and gender in psychology: Five challenges to the gender binary. *American Psychologist, 74*(2), 171–193. https://doi.org/10.1037/amp0000307

Lindqvist, A., Gustafsson Senden, M., & Renstrom, E. A. (2020). What is gender anyway?: A review of the options for operationalizing gender. *Psychology & Sexuality*, doi: 10.1080/19419899.2020.1729844

Morgenroth, T., & Ryan, M. (2020). The effects of gender trouble: An integrative theoretical framework of the perpetuation and disruption of the gender/sex binary. *Perspectives on Psychological Science*, doi :10.1177/174569162090244

Essentializing Gender

Morton, T.A., Postmes, T., Haslam, S. A., & Hornsey, M.J. (2009). Theorizing gender in the face of social change: Is there anything essential about essentialism? *Journal of Personality and Social Psychology, 96*, 653-664.

Park, B., Banchefsky, S., & Reynolds, E.B. (2015). Psychological essentialism, gender, and parenthood: Physical transformation leads to heightened essentialist conceptions. *Journal of Personality and Social Psychology, 109,* 949-967.

Skewes, L., Fine, C., & Haslam, N. (2018). Beyond Mars and Venus: The role of gender essentialism in support for gender inequality and backlash. PLoS ONE 13(7): e0200921. https://doi.org/10.1371/journal.pone.0200921

Martin, A. E. (2022, August 29). Gender relativism: How context shapes what is seen as male and female. *Journal of Experimental Psychology: General.* Advance online publication. http://dx.doi.org/10.1037/xge0001264

Gender Roles and Stereotypes

Prentice, D. A., & Carranza, E. (2002). What women should be, shouldn't be, are allowed to be, and don't have to be: The contents of prescriptive gender stereotypes. *Psychology of Women Quarterly, 26*(4), 269–281. https://doi.org/10.1111/1471-6402.t01-1-00066

Ellemers, N. (2018). Gender stereotypes. *Annual Review of Psychology, 69,* 275–298. https://doi.org/10.1146/annurev-psych-122216-011719

Hentschel, T., Heilman, M. E., & Peus, C. V. (2019). The multiple dimensions of gender stereotypes: A current look at men's and women's characterizations of others and themselves. *Frontiers in Psychology, 10,* Article 11. https://doi.org/10.3389/fpsyg.2019.00011

Eagly, A. H., Nater, C., Miller, D. I., Kaufmann, M., & Sczesny, S. (2020). Gender stereotypes have changed: A cross-temporal meta-analysis of U.S. public opinion polls from 1946 to 2018. *American Psychologist, 75*(3), 301–315. https://doi.org/10.1037/amp0000494

Gender Ideology

Becker, J. C., & Wright, S. C. (2011). Yet another dark side of chivalry: Benevolent sexism undermines and hostile sexism motivates collective action for social change. *Journal of Personality and Social Psychology, 101*(1), 62–77. https://doi.org/10.1037/a0022615

Huang, Y., Osborne, D., Sibley, C. G., & Davies, P. G. (2014). The precious vessel: Ambivalent sexism and opposition to elective and traumatic abortion. *Sex Roles: A Journal of Research, 71*(11-12), 436–449. https://doi.org/10.1007/s11199-014-0423-3

Connor, R. A., Glick, P., & Fiske, S. T. (2017). Ambivalent sexism in the twenty-first century. In C. G. Sibley & F. K. Barlow (Eds.), *The Cambridge handbook of the psychology of prejudice* (pp. 295–320). Cambridge University Press. https://doi.org/10.1017/9781316161579.013

Hopkins-Doyle, A., Sutton, R.M., Douglas, K.M., & Calogero, R.M. (2019). Flattering to deceive: The warmth of benevolent sexism masks its ideological functions. *Journal of Personality and Social Psychology, 116,* 167-192. DOI: 10.1037/pspa0000135

Precarious Genderhood

Vandello, J. A., & Bosson, J. K. (2013). Hard won and easily lost: A review and synthesis of research on precarious manhood. *Psychology of Men and Masculinity, 14,* 101-113.

Chrisler, J. C. (2013). Womanhood is not as easy as it seems: Femininity requires both achievement and restraint. *Psychology of Men & Masculinity, 14,* 117-120.

Infanger, M., Rudman, L. A., & Sczesny, S. (2014). Sex as a source of power? Backlash against self-sexualizing women. *Group Processes & Intergroup Relations, 19,* 1-15.

Vandello, J.A., Upton, R.A., Wilkerson, M. *et al.* (2023). Cultural beliefs about manhood predict anti-LGBTQ+ attitudes and policies. *Sex Roles,* 88, 442–458. https://doi.org/10.1007/s11199-023-01365-x

Gender Bias and Discrimination

Ansara, Y. G., & Hegarty, P. (2012). Cisgenderism in psychology: Pathologizing and misgendering children from 1999 to 2008. *Psychology & Sexuality, 3,* 137-160.

Brassel, S.T., Anderson, V.N. Who thinks outside the gender box? Feminism, gender self-esteem, and attitudes toward trans people. *Sex Roles,* 82, 447–462 (2020). https://doi.org/10.1007/s11199-019-01066-4

Schnurr, B., & Fuchs, C. (2023). Public reactions to instances of workplace gender discrimination. *Journal of Experimental Psychology: Applied, 29*(2), 451–466. https://doi.org/10.1037/xap0000433

Neuenswander, K.L., Haines, E.L. & Stroessner, S.J. Caring or competent? Apparent prioritization of childcare over work affects evaluations and stereotyping of fathers. (2023). *Sex Roles,* 89, 328–346. https://doi.org/10.1007/s11199-023-01401-w

Gender Relations

Conley, T. D., Mors, A. C., Matsick, J. L., Ziegler, A., & Valentine, B. A. (2011). Women, men, and the bedroom: Methodological and conceptual insights that narrow, reframe, and eliminate gender differences in sexuality. *Current Directions in Psychological Science, 20,* 296-300.

Rudman, L. A., & Fetterolf, J. C. (2014). Gender and sexual economics: Do women view sex as a female commodity? *Psychological Science*, *25*(7), 1438-1447.

Hammond, M. D., Cross, E. J., & Overall, N. C. (2020). Relationship (in)security is central to the sources and outcomes of sexism. *Social and Personality Psychology Compass.* https://doi.org/10.1111/spc3.12522

Waismel-Manor, R., Wasserman, V., & Shamir-Balderman, O. (2021). No room of her own: Married couples' negotiation of workspace at home during COVID-19. *Sex Roles,* 85, 636-649. doi: 10.1007/s11199-021-01246-1.

Power and Harm

Grabe, S. (2010). Promoting gender equality: The role of ideology, power, and control in the link between land ownership and violence in Nicaragua. *Analyses of Social Issues and Public Policy (ASAP), 10*(1), 146–170. https://doi.org/10.1111/j.1530-2415.2010.01221.x

Harrington, A. G., Overall, N. C., & Cross, E. J. (2020). Masculine gender role stress, low relationship power, and aggression toward intimate partners. *Psychology of Men & Masculinities.* Advance online publication.

Calogero, R.M. Tylka, T.L., Siegel, J.A., Pina, A., & Roberts, T-A. (2021). Smile pretty and watch your back: Personal safety anxiety and vigilance in objectification theory. *Journal of Personality and Social Psychology, 121,* 1195-1222.

Schermerhorn, N. E. C., Vescio, T. K., & Lewis, K. A. (2023). Hegemonic masculinity predicts support for U.S. political figures accused of sexual assault. *Social Psychological and Personality Science*, *14*(5), 475–486. https://doi.org/10.1177/19485506221077861

Collective Action and Gender (In)equality

Radke, H. R. M., Hornsey, M. J., & Barlow, F. K. (2018). Changing versus protecting the status quo: Why men and women engage in different types of action on behalf of women. *Sex Roles: A Journal of Research, 79*(9-10), 505–518. https://doi.org/10.1007/s11199-017-0884-2

Rucker, D. D., Galinsky, A. D., & Magee, J. C. (2018). The agentic–communal model of advantage and disadvantage: How inequality produces similarities in the psychology of power, social class, gender, and race. In J. M. Olson (Ed.), *Advances in experimental social psychology* (pp. 71–125). Elsevier Academic Press.

Bruckmüller, S., & Braun, M. (2020). One group's advantage or another group's disadvantage? How comparative framing shapes explanations of, and reactions to, workplace gender inequality. *Journal of Language and Social Psychology*, *39*(4), 457–475. https://doi.org/10.1177/0261927X20932631

Henry, P.J., Steiger, R.L., & Bellovary, A. (2022). The contribution of gender equality to the coexistence of progressive abortion and sexual orientation laws. *Sex Roles, 86,* 263-281.

Doing Science, Doing Gender (will not be required for class)

West, C., & Zimmerman, D. H. (1987). Doing gender. *Gender and Society, 1,* 125–151.

Morgan, E.M., Davis-Delano, L.R. (2016). How public displays of heterosexual identity reflect and reinforce gender stereotypes, gender differences, and gender inequality. *Sex Roles,* 75, 257–271 (2016). https://doi.org/10.1007/s11199-016-0613-2

McClelland, S.I., Dutcher, H., & Crawford, B. (2020). In the fabric of research: Racial and gender stereotypes in survey items assessing attitudes about abortion. *Journal of Social Issues, 76*, 239-269.

Rutherford, A. (2020). Doing science, doing gender: Using history in the present. *Journal of Theoretical and Philosophical Psychology,* 40, 21-31.

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

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).

Health/Wellness Services
Students who are in emotional/mental distress should refer to Mental Health@Western 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.