

WESTERN UNIVERSITY
LONDON CANADA
Department of Psychology
2022-2023
Wednesdays, 1pm – 4pm, WH 36

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:

Bosson, J., Buckner, C.E., & Vandello, J.A. (2021). *The Psychology of Sex and Gender*. Second Edition. Sage.

Methods of Evaluation

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

Assignment	Weighting
Class Discussion Leader	30%
Thought Papers	30%
Research Proposal	40%
Total	100%

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 focusin 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

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

READING LIST

Assessing and Analyzing Gender

Eagly, A. H., Eaton, A., Rose, S. M., Riger, S., & McHugh, M. C. (2012). Feminism and psychology: Analysis of a half-century of research on women and gender. *American Psychologist*, *67*, 211–230.

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

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.

Essentializing Gender

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

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., Banchevsky, 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.

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>

Stereotyping, Stigma, & Bias

Bian, L., Leslie, S.-J., & Cimpian, A. (2017). Gender stereotypes about intellectual ability emerge early and influence children's interests. *Science*, *355*, 389-390.

Sanchez, D.T., Chaney, K.E., & Manuel, S.K. (2017). Stigma by prejudice transfer: Racism threatens White women and sexism threatens Men of Color. *Psychological Science*, *28*, 445-461.

Parker, L.R., Monteith, M.J., Moss-Racusin, C.A., & Van Camp, A.R. (2018). Promoting concern about gender bias with evidence-based confrontation. *Journal of Experimental Social Psychology*, *74*, 8-23.

Biernat, M., Carnes, M., Filut, A., & Kaatz, A. (2020). Gender, race, and grant reviews: Translating and responding to research feedback. *Personality and Social Psychology Bulletin*, *46*, 140-154.

Backlash & Barriers

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.

Croft, A., Schmader, T., & Block, K. (2015). An underexamined inequality: Cultural and psychological barriers to men's engagement with communal roles. *Personality and Social Psychology Review*, *19*, 343-370.

Sexist 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>

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

Koudenberg, N., Kannegieter, A., Postmes, T., & Kashima, Y. (2020). The subtle spreading of sexist norms. *Group Processes & Intergroup Relations*, DOI: 10.1177/1368430220961838

Vescio, T. K., & Schermerhorn, N. E. C. (2021). Hegemonic masculinity predicts 2016 and 2020 voting and candidate evaluations. *PNAS Proceedings of the National Academy of Sciences of the United States of America*, *118*(2), 1-10. <https://doi.org/10.1073/pnas.2020589118>

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(11-12):636-649. doi: 10.1007/s11199-021-01246-1.

Power & Violence

Pratto, F., & Pitpitan, E. (2008). Ethnocentrism and sexism: How stereotypes legitimize six types of power. *Social and Personality Psychology Compass*, 2/6, 2159-2176.

Roberts, T.-A., Calogero, R. M., & Gervais, S. (2018). Objectification theory: Continuing contributions to feminist psychology. In C. Travis & J. White (Eds.), *APA Handbook of the Psychology of Women* (Vol. 1: History, theory, and battlegrounds, pp. 249-272). American Psychological Association.

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

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

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

Cole, E. R. (2009). Intersectionality and research in psychology. *American Psychologist*, 64, 170-180.

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>

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.