

THE PSYCHOLOGY OF GENDER

Macalester College | MWF 9:40-10:40AM | Room: Theater and Dance 203



Instructor

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Office hours:
Tuesdays, 1:00pm-2:00pm
Thursdays, 10:30am-11:30am
(and by appointment)

Textbook & Readings

Bosson, J. K., Vandello, J. A., & Buckner, C. E. (2018). *The Psychology of Sex and Gender*. Los Angeles: SAGE.

Other readings available on course
Moodle site

Course Description

Welcome to the Psychology of Gender! This class is an introduction to feminist psychological theory and research dedicated to understanding and critiquing biological, psychological, social, and cultural meanings and implications of gender and its intersections with race, physical ability, sexual orientation, etc. Examples of research and theory will come from a wide variety of areas in psychology and related disciplines, and will address issues such as socialization and social development, stereotypes, bodies and body image, social relationships, identity, language, violence, sexuality and sexual behavior, well-being, and work. We will also learn about the historical, cultural, and epistemological underpinnings of psychological research on gender.

Course Guidelines

Living and learning are inseparable. There is a relationship between our identities, experiences, and how we see the world. It is essential in this course that we reflect on how the issues addressed in readings, films, and discussions apply to our own lives. Not only will this enhance the meaning of the course, it will also help you better understand the topics at hand. At the same time, it is important to maintain a focus on psychological theory and science and learn how to make an evidence-based argument. We will therefore follow these guidelines:

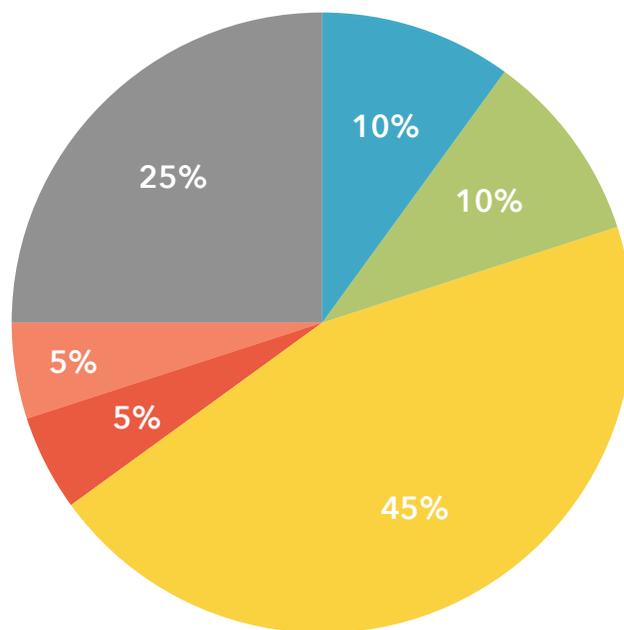
- Sharing our own lived experiences will add an important dimension to this course, but sometimes these experiences distress us. You need not share anything that makes you uncomfortable.
- Outside of class, you should not divulge personal information revealed by classmates.
- We will discuss many issues involving personal and political philosophies. There is no reward and no penalty for having particular beliefs. It is fine to disagree or express unpopular views, as long as we remain respectful of one another.
- Psychology is a discipline based on scientific principles. Therefore, when you share an anecdote about personal experiences, we will sometimes examine your anecdote to determine how it compares or contrasts with findings from the research literature. Be sure that you're comfortable with such an analysis before you share.
- And finally, psychology is all about evidence-based reasoning. You are welcome and encouraged to share your personal beliefs and opinions, but we will press you to back up your beliefs with reasoning, theory, or scientific research findings.

Learning Objectives

At the end of this course, you will be able to:

1. Understand a variety of feminist perspectives on psychology and psychological research.
2. Analyze the ways in which theorists and researchers address issues of sexism and other forms of discrimination that affect people's psychological experiences.
3. Apply class content and knowledge by evaluating personal experiences and the world around you in line with theories and concepts learned in class.
4. Apply a global perspective to the study of psychology of gender and articulate how class topics and concepts operate across culture.
5. Understand how the study of psychology of gender contributes to social justice.

Course Requirements



- Attendance & Participation
- 3 Essays (15% each)
- Final Project Proposal
- Reaction Papers
- A Day Without...
- Final Paper

Course Requirements

1. **Reaction papers:** Two times over the course of the semester, you will provide a written (1.5 to 3 page) reaction to the readings for that day. This is not intended as a summary of what you've read, but as a chance for you to tell me what you thought about it: what questions did the readings raise for you? What connections did you make to other things you're learning or to your life experience? What was interesting about the reading? What was problematic? You do not have to answer all (or even any!) of these questions, they are simply a starting point for your thinking about the readings. Options for Reaction Paper days are noted in the class schedule (**indicated by RP**). You may write about the articles for any two days - your choice. **Reaction papers are due on Moodle before the beginning of class on the day assigned.**
2. **Essay #1:** This essay will allow you the opportunity to examine gender development and gender socialization in more depth. A handout describing this assignment in fuller detail will be posted on the course Moodle site.
3. **Essay #2:** This essay will focus on ways in which discrimination related to gender and other dimensions of identity is related to the body. A handout describing this assignment in fuller detail will be posted on the course Moodle site.
4. **Essay #3:** This assignment will allow you the opportunity to examine the topic of gender and work in more depth. A handout describing this assignment in fuller detail will be posted on the course Moodle site.
5. **A day without...:** Spend a day abstaining from engaging in a behavior or attitude that is typically connected to sexism (or internalized sexism) or male socialization. Examples I can think of include spending a day without looking in a mirror, without accommodating to others' desires or requests, or without trying to act "tough" or "hard." In 1.5 to 3 pages, write about what it was like to avoid that behavior, what you learned about yourself and others from making that change, why you would - or would not - want to make this a more permanent change in your life. Feel free to add any other reactions you want to share beyond those suggestions. Because we live in a world that is so saturated with expectations for our behavior that are based in sexism or the socialization of men, I believe this assignment can be considered regardless of gender identity. That said, here are some additional ways to think about the assignment should you want them: If you already live your life "outside of the binary" or in ways that always require you to be intentional and deliberate about how you represent your gender, you may write about that; you may write about strategies you use to avoid being misgendered. If you have another behavior or attitude you want to spend the day avoiding that's not one that I suggested, just confirm it with me before you do it.
6. **Final project:** For the final project, you will either develop an intervention related to a topic in the psychology of gender **or** review the work of a prominent researcher in the field. A handout describing the final assignment (due 5/10) in fuller detail will be posted on the course Moodle site. You will hand in a proposal and a list of potential references for your final project on 4/15.

Please type, double-spaced with 12-point font, for all of your written assignments in this course. Please do not use margins that are larger than 1 inch - all around. Don't use smaller margins, or smaller font, either - length is not necessarily strength!

Course Policies

- **Attendance & Participation:** Attendance and active participation are essential to fully understanding course material. If you miss a class, it is your responsibility to get notes and/or handouts from a classmate. To earn full credit for a class period, you must arrive on time, come to class prepared (e.g., have thoughtfully completed all assigned readings before class), and actively participate. Because I recognize that life sometimes interferes with academic work, you allowed two unexcused absences. After that, unexcused absences will begin negatively affecting your grade.

I'm counting on you to help guide class discussion, so please raise questions, offer ideas, and make contributions to help facilitate the learning of others in the classroom. I understand that some students may be more vocal or extroverted than others. I will provide a variety of opportunities for you to participate that accommodate diverse learning and participation styles.

- **Late work:** Because I recognize that life sometimes interferes with academic work, I offer a one-time 48-hour extension. You may submit a single assignment up to 48 hours late without penalty. There is no need to ask in advance or to explain your mitigating circumstances; just submit your work within 48 hours of the deadline, and email me to let me know that you would like to use your extension.

Beyond this one-time extension, I accept late assignments, but the grade for that assignment will drop by 5% for each 24-hour period that it is late. For example, if an assignment that would otherwise score 92% were submitted between 1 second and 24 hours late, it would earn 87%; if this same assignment were submitted between 24-48 hours late, it would earn 82%; etc. Remember that submission times are defined by Moodle's timestamps; it is your responsibility to ensure that your work is correctly submitted.

- **Technology:** Please set your cell phones to silent mode while in class. If you must take a call during class, please step outside to do so. You are welcome to use laptops and tablets during class, as they can serve as useful learning aids and serve to support accessibility and sustainability. Multitasking and other non-class-related activity (e.g, web-surfing, checking email, etc.) on computers is not allowed. If you think you will be tempted to multitask, please print readings and refrain from using your computer during class. It's critical that we all have our attention on what is happening in class and on each other; our relationships and connection will make (or break!) this course.
- **Religious observance:** If you will miss class because of a religious observance, please let me know in advance to make alternate arrangements.
- **Accessibility:** I am committed to creating an accessible class that ensures that every student can participate fully in course activities and benefit from course materials. Accommodations are available for students with documented disabilities. Contact the Office of Student Affairs (disabilityservices@macalester.edu) early in the semester to schedule an accommodations meeting. Additional information about disability services and accommodations can be found at: <http://www.macalester.edu/studentaffairs/disabilityservices>. In addition, I would be happy to talk with you about any other way I can help maximize your experience in this class.
- **Incompletes:** Macalester College strongly discourages assigning incomplete grades. Unless a majority of assigned work has already been submitted, an incomplete will not be given. If extenuating circumstances arise, I will direct you to the Dean of Students, and I will consider the Dean's advice when making decisions about incompletes.

- **Academic integrity:** I expect all of you to follow the College's [guidelines regarding academic integrity](#). Please talk to me if you are not clear how these guidelines apply to the course. I will report any violation of academic integrity to the Director of Academic Programs. Academic dishonesty usually results in at least a failing grade on the assignment, and a second instance of dishonesty may result in a failing grade in the course.
- **Health and Well-Being Statement:** Here at Macalester, you are encouraged to make your well-being a priority throughout this semester and your career here. Investing time into taking care of yourself will help you engage more fully in your academic experience. Remember that beyond being a student, you are a human being carrying your own experiences, thoughts, emotions, and identities with you. It is important to acknowledge any stressors you may be facing, which can be mental, emotional, physical, cultural, financial, etc., and how they can have an impact on your academic experience. I encourage you to remember that sleeping, moving your body, and connecting with others can be strategies to help you be resilient at Macalester. If you are having difficulties maintaining your well-being, please don't hesitate to contact me and/or find support from other resources listed below.

On-Campus Resources

Laurie Hamre Center for Health & Wellness

Leonard Center Room 53

651-696-6275

www.macalester.edu/healthandwellness/

Medical Services

- Hours:
 - M, T, W, F: 9:00 am - 4:45 pm
 - Th: 10:00 am - 4:45 pm

Counseling Services

- Hours:
 - M, F: 9:00 am - 4:45 pm
 - T, W: 9:00 am - 7:00 pm
 - Th: 10:00 am - 7:00 pm

Stress Reduction Resources

- healthpromotion@macalester.edu
- paws@macalester.edu

After Hours and Off-Campus Resources

In cases of life-threatening emergency, call 911.

Macalester Security

- 651-696-6555

Press 2 - Phone Mental Health Counseling

- To speak to a mental health counselor after hours, call 651-696-6275, then press "2" to be connected to ProtoCall, a free phone counseling service available 24/7.

Urgent Care Clinics

- Fairview Urgent Care
 - 651-696-5070
- Allina Health Urgent Care - Bandana Square
 - 651-241-9700

Class schedule (subject to change)

Week	Day	Date	Topic	Readings/Assignments
1	F	1/25	Introduction	
2	M	1/28	What is the psychology of gender?	Ch. 1, p. 16-30 Stewart & McDermott (2004)
	W	1/30	Studying Sex & Gender	Ch. 2 Mamone (2017)
	F	2/1	Studying Sex & Gender, cont.	Smiler & Gelman (2008)
3	M	2/4	Masculinity & Precarious Manhood	DiMuccio, Yost, & Helweg-Larsen (2017) Kimmel & Mahler (2003) RP
	W	2/6	Masculinity & Precarious Manhood, cont.	
	F	2/8	No class (I will be at a conference.)	
4	M	2/11	No class (I will be at a conference.)	
	W	2/13	The Nature and Nurture of Sex & Gender	Ch. 3
	F	2/15	Gender Development: Infancy & Childhood	Ch. 4, p. 111-131
5	M	2/18	Gender Development: Adolescence	Ch. 4, p. 131-137
	W	2/20	Gender Development: Middle & Late Adulthood	Ch. 4, p. 137-142
	F	2/22	Transgender & Gender Nonconforming Identities	Diamond & Butterworth (2018) Olson, Key, & Eaton (2015) RP
6	M	2/25	Gender Stereotypes	Ch. 5
	W	2/27	Gender Stereotypes, cont.	
	F	3/1	Sexism & Discrimination	Ch. 6
7	M	3/4	Gender, Media, & Body Image Film: Killing Us Softly 4	Essay #1 Due

Week	Day	Date	Topic	Readings/Assignments
	W	3/6	Objectification, Self-objectification, & Body Image	Calogero (2012) Grabe & Jackson (2009)
	F	3/8	Objectification, Self-objectification, & Body Image	Brewster et al. (2017) Erchull & Liss (2013)
8	M	3/11	Gender & Bodies	Chrisler (2011)
	W	3/13	Power, Pornography, & Sexual Violence/Exploitation	Seabrook, Ward, & Giaccardi (2018) Miller-Young (2010)
	F	3/15	Power, Pornography, & Sexual Violence/Exploitation	Abbey et al. (2010) Banyard, Moynihan, & Plante (2007)
9	MWF	3/18-3/22	Spring Break: No Class	
10	M	3/25	Sexuality	Ch. 9
	W	3/27	Sexuality, cont.	Conley et al. (2011) Bell & McClelland (2017) RP
	F	3/29	Sexuality, cont.	Essay #2 Due
11	M	4/1	Cognition, Gender & STEM	Ch. 7, p. 246-250 Ramsey, Betz, & Sekaquaptewa (2013)
	W	4/3	Gender & Work	Ch. 11
	F	4/5	Gender & Leadership	Anderson (2017) Heilman (2002) RP
12	M	4/8	Gender & Power	Brescoll (2012)
	W	4/10	Gendered Communication	Ch. 8, p. 255-276
	F	4/12	Gender & Relationships	Ch. 10, p. 331-359
13	M	4/15	Gender & Relationships, cont.	Final Paper Proposal Due
	W	4/17	Gender & Relationships, cont.	Way (1996) Hall & Fine (2005) RP
	F	4/19	Aggression & Violence	Ch. 14, p. 477-488 Essay #3 Due
14	M	4/22	Families & Parenthood	Ch. 10, p. 359-364 Biblarz & Stacey (2010)

Week	Day	Date	Topic	Readings/Assignments
	W	4/24	Motherhood & Reproductive Health	Ch. 12, p. 434-439 Morell, C. (2000) Black Mamas Matter Research Report
	F	4/26	Motherhood & Reproductive Health, cont. Film: The Business of Being Born	"A day without..." Due
15	M	4/29	Gender & Well-Being	Ch. 12, p. 407-434 Zucker & Landry (2007)
	W	5/1	Gender & Well-being	Ch. 13, p. 443-458, 465-473 Rieger & Savin-Williams (2012)
	F	5/3	Feminist Activism	Golden (2018)
16	M	5/6	Last day/Wrap-up/Reflections	
	F	5/10		Final Paper Due

Reaction papers must be submitted through the course Moodle site **before the beginning of class** on the day assigned. All other assignments are due on by 11:55pm on the date noted.