

**Psychology of Gender
Psychology 264
Dr. Rebecca S. Bigler
Fall 2022**

TIME: Wednesdays 7-10 pm
PLACE: Theater 202

I ask that you take a moment to honor that this class meets on Dakota land. Macalester is situated on the ancestral homeland of the Dakota people, particularly the Sisseton and Wahpeton bands, who were forcibly exiled from the land because of aggressive and persistent settler colonialism. I make this acknowledgement to honor the Dakota people, ancestors and descendants, as well as the land itself.

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Office Hours: Tuesdays 2:00-3:30 (sitting in office) & Wednesday 3:00-4:30 (walking at fieldhouse or stadium) and by appointment

I am delighted to be teaching this course. I hope to get to know each of you very well and for you to get to know your classmates very well. One of my most important goals in this course is to build a close, supportive, honest community (including myself) in which we learn together and from each other. To do so, it will be important that you contribute to class discussion (even if you are shy—please tell me if that is an issue!) and that I get to know you. As you'll see below, your first assignment requires a visit to my office. I look forward to meeting all of you!

Course Description

This course is an introduction to the psychological study of children's and adults' gender/sex-related attitudes and behavior. We will begin by discussing the definitions of gender/sex and attitudes, as well as their general importance within society. Next, we will examine the acquisition and developmental trajectories of gender/sex attitudes in children. A strong emphasis will be placed on understanding the major theoretical perspectives on the acquisition and effects of gender/sex attitudes on the life course. We will examine what is known about the effects of individuals' gender/sex attitudes on their social relationships, academic and vocational goals, and sense of self. The roles of power and intersectionality in gender/sex will also be covered. Finally, we will review some research on ways to promote gender egalitarian attitudes and behavior.

Course assignments, announcements, and other materials will be posted on the course Moodle.

Course Requirements and Grading Procedure

You will be able to earn 150 possible points in the course. The assignments, their point values, and their due dates are described below. The assignments are designed to provide students with diverse and meaningful tasks. Most writing assignments require that both a draft and a final version be submitted. This policy stems from that fact that (a) revision is an important part of the writing process and (b) I believe that it is vital to provide students with opportunities to show growth and improvement in their work.

Overview of Grading and Requirements	Points	Draft / Final Due Date
Letter: (1-2 pages)	10 pts	SEPT. 14/ SEPT. 21
Interview: (5 pages)	15 pts	OCT. 5 / OCT. 12

Midterm: 20 multiple choice, 2 essays	40 pts	OCT. 19
Reaction Paper #1: (6 pages)	25 pts	OCT. 26 / NOV. 9
Mock Trial		NOV. 30
Mock Trial Papers (4 pages)	20 pts	DEC. 7
Reaction Paper #2: (6 pages)	25 pts	FINAL EXAM PERIOD
Journal	15 pts	OCT. 19 / DEC. 7
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Total Possible Points	150 pts	

Exam

There will be a midterm exam (worth 40 points; 27% of final grade). It will consist of 20 multiple-choice questions (worth one point each) and two essay questions (worth 10 points each) covering the readings, lectures, and films from the first half of the course. This exam will take place in class on October 19. You will be given a list of five essay questions in class two weeks before the exam. Two of the five will be selected via a random drawing during the in-class exam.

Writing Assignments

Journal. I would like for you to spend some time outside of class thinking about the material that we are covering in class. Thus, you will be required to keep a journal during the semester. In the journal, you will record observations and experiences related to course content (e.g., advertisements or television programming related to course themes, your reactions to readings, comments that you are preparing for class). Journals will be due at two points: **Oct. 19** (mid-semester) and **Dec. 7** (last day of class). Journals must have a minimum of six entries during each half of the semester. Feedback concerning the content of entries will be given at mid-semester in the form of "minus," "check," or "plus" grades. Formal aspects of writing (e.g., grammar) will not be graded. Final grades will be assigned at the end of the semester (15 points).

Letter. I would like for you to feel prepared and empowered to use your voice to improve gender/sex equity and justice. Thus, you will be required to write one letter to a business, organization, or individual concerning some gender/sex-related issue that is important to you. (You need not actually mail the letter.) The letter should be 1 or 2 pages in length. The initial draft is due in class on **Sept. 14**. I will return the draft to you with feedback and the final version is due in class on **Sept. 21**. The letter is worth 10 points.

Interview. I would like for you to learn from others about their experiences of gender/sex. Thus, you will be required to conduct and write-up an interview (worth 15 points) with an individual concerning gender/sex issues (e.g., identity, prejudice, attitudes). You should relate the respondent's answers to one or more of the issues discussed in class or in our readings. This paper should be 5 pages in length. The initial version is due in class on **Oct. 5**. I will return draft to you with feedback and the final version of the paper is due in class on **Oct. 12**.

Reaction paper 1. I would like for you to gain experience reading and summarizing psychological science on topics related to gender/sex. Thus, you will be required to write a reaction paper (worth 25 points) dealing with the course readings or topics. The paper should be 6 pages in length and should provide an in-depth discussion of some aspect of one or more of the readings or a related topic. The initial draft is due in class on **Oct. 26**. You will receive feedback on the paper and the revised paper will be due in class on **Nov. 9**.

Mock Trial. I would like for you to appreciate the complexity of legal issues surrounding gender/sex. Thus, the class will hold a mock trial of a hypothetical lawsuit concerning trans athletes on **Nov. 30**. The class will be divided into four groups: (a) the defense, or lawyers on behalf of transgender athletes

seeking to participate in athletic competitions that align with their gender identities, (b) the prosecution, or lawyers on behalf of a plaintiffs seeking to limit transgender athletes' ability to participate in athletic competitions that align with their gender identities, (c) Supreme Court justices, and (d) journalists. Lawyers will prepare notes to argue their cases, justices will draft opinions, and journalists will draft newspaper or magazine stories. Written material will be due in class on **Dec. 7**. The assignment is worth 20 points.

Reaction paper 2. In this paper, you will expand on the topic of your first reaction paper by finding, summarizing, evaluating, and synthesizing three peer-reviewed research papers on your topic. The new material should be 6 pages in length and the paper will be due during the final exam period. The paper will be worth 25 points.

ALL WRITING ASSIGNMENTS ARE DUE AT THE START OF CLASS ON THE DATE THAT THEY ARE ASSIGNED. PLEASE BRING A HARD COPY OF THE PAPER TO CLASS AND KEEP A BACK-UP COPY.

Grading

A	92.0 - 100	C	72.0 - 77.9
A-	90.0 - 91.9	C-	70.0 - 71.9
B+	88.0 - 89.9	D+	68.0 - 69.9
B	82.0 - 87.9	D	62.0 - 67.9
B-	80.0 - 81.9	D-	60.0 - 61.9
C+	78.0 - 79.9	F	Below 60.0

Thus, you can check your grade by adding all of your scores and checking where you grade falls:

138-150 = A
 135-137 = A-
 132-134 = B+
 123-131 = B
 120-122 = B-
 117-119 = C+
 108-116 = C
 105-107 = C-
 102-104 = D+
 93-101 = D
 90-92 = D-

Course Policies

Attendance

I will not take attendance after the first few class meetings. I dislike using course time to do so. I will take attendance at the beginning of the semester merely as a way for us to learn each other's names. You are expected, however, to attend class and to contribute to the discussion of the assigned reading. If you know that you will be absent, you should notify me in advance. The success of the course depends on each of us making a commitment to being an involved, thoughtful, and supportive member of our class. It is by coming to class and sharing that I will get to know you and all of you will get to know each other. I

will do my best to make sure that class is an enriching and interesting experience and I hope that you will do the same!

Missed Examinations

Make-up exams will be given in compelling circumstances. The make-exams will consist of four essay questions covering the material discussed in the lectures, readings, and films.

Late Work Policy

Extensions of time allowed to complete assignments will be given in compelling circumstances. Please see me if you are unable to complete an assignment by the due dates for a compelling reason.

Accessibility and Students with Disabilities

Macalester College provides upon request appropriate academic accommodations for qualified students with disabilities. I am always happy to make the accommodations that are recommended by the Macalester's Disability Services Office. If you are a student with a disability, please contact me about the class accommodations that you may require. For information about services for students with disabilities, contact the Disability Services office.

In addition, I committed to creating an accessible class so that each and every student can participate and benefit fully from the course readings and assignments. I would be happy to talk to you about how to maximize your experience in our class.

Religious Holy Days

A student who misses an examination, work assignment, or other project due to the observance of a religious holy day will be given an opportunity to complete the work missed within a reasonable time after the absence.

Academic Integrity

Honesty, trust, fairness, and respect toward others and the community are central to mission of Macalester College. Macalester's website on "Academic Integrity" describes various forms of unethical behavior, including forgery, cheating, and plagiarism. I recommend that you visit the site (<https://www.macalester.edu/academicprograms/academicpolicies/academicintegrity/>) and review the information. As the website explains, it is important that students learn to avoid plagiarism in their written work. We will cover this material during an in-class writing workshop but I encourage you to learn about this topic and others from Macalester resources (e.g., <https://www.macalester.edu/academics/write-well/>). You are encouraged to study together and to discuss information and concepts covered the class with other students. However, this cooperation should never involve one student copying of all or part of another individual's work.

READING ASSIGNMENTS

Note: Readings are available on the course Moodle site. Reading should be completed before class meeting on the date indicated.

INTRODUCTION

Aug. 31 Course description and introductions

TERMS, DEFINITIONS, & CONCEPTS: GENDER/SEX

Sept. 7 Blakemore, Berenbaum, & Liben, L. S. (2009). Chapter 3: Biological foundations of sex and gender. In *Gender Development*. New York: Taylor & Francis.

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

TERMS, DEFINITIONS, & CONCEPTS: ATTITUDES, STEREOTYPES, PREJUDICE

Sept. 14 Ottati, V., & Lee, Y-T. (1995). Accuracy: A neglected component of stereotype research. In Y-T. Lee, L. L. Jussim, & C. R. McCauley (Eds.), *Stereotype accuracy*. Washington, DC: American Psychological Association.

Thorsteinsen, K., Parks-Stamm, E.J., Kvalø, M. et al. Mothers' domestic responsibilities and well-being during the COVID-19 lockdown: The moderating role of gender essentialist beliefs about parenthood. *Sex Roles* 87, 85–98 (2022). <https://doi.org/10.1007/s11199-022-01307-z>

DRAFT Version of Letter Due Today

ENVIRONMENTAL LEARNING THEORIES & GENDER/SEX—PARENTS

Sept. 21 Blakemore, Berenbaum, & Liben, L. S. (2009). The family as an agent of gender development. In *Gender Development*. New York: Taylor & Francis.

FILM: Tough Guise

FINAL Version of Letter Due Today

ENVIRONMENTAL LEARNING THEORIES & GENDER/SEX—PEERS, MEDIA

Sept. 28 Langlois, J. H. & Downs, A. C. (1980). Mothers, fathers, and peers as socialization agents of sex-typed play behaviors in young children. *Child Development*, 51, 1237-1247.

FILM: Killing Us Softly

DRAFT Version of Interview Due Today

COGNITIVE-DEVELOPMENTAL THEORIES & GENDER/SEX

Oct. 5 Bem, S. L. (1989). Genital knowledge and gender constancy in preschool children. *Child Development*, 60, 649-662.

Bigler, R. S., & Liben, L. S. (2006). A developmental intergroup theory of social stereotypes and prejudice. In R. V. Kail (Ed.), *Advances in child development and behavior* (Vol. 34, pp. 39-89). San Diego: Elsevier.

ATTITUDES: IMPLICIT, SELF-FULFILLING, AND THREATENING

Oct. 12 Devine, P. G., (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, 56, 5-18.

Snyder, M., Tanke, E. D., & Berscheid, E. (1977). Social perception and interpersonal behavior: On the self-fulfilling nature of social stereotypes. *Journal of Personality and Social Psychology*, 35, 656-666.

Shih, M., Pittinsky, T. L., & Ambady, N. (1999). Stereotype susceptibility: Identity and shifts in quantitative performance. *Psychological Science*, 10, 80-83.

FINAL Version of Interview Due Today

Oct. 19 **OUTSIDE-OF-CLASS MIDTERM EXAM**

CONSEQUENCES: OBJECTIFICATION AND SEXUALIZATION

Oct. 26 Daniels, E. A. (2009). Sex objects, athletes, and sexy athletes: How media representations of women athletes can impact adolescent girls and college women. *Journal of Adolescent Research*, 24(4), 399-422.
<https://doi.org/10.1177/0743558409336748>

McKenney*, S. & Bigler, R. S. (2016). High heels, low grades: Internalized sexualization and academic orientation among adolescent girls. *Journal of Research on Adolescence*, 26, 30-36. DOI: 10.1111/jora.12179

CONSEQUENCES: SOCIAL RELATIONSHIPS

Nov. 2 Maccoby, E. E. (1988). Gender as a social category. *Developmental Psychology*, 24, 755-765.

American Psychological Association brief *amici curiae*, Case # S147999, Supreme Court, State of California.

Writing Workshop

DRAFT Version of Reaction Paper Due Today

CONSEQUENCES: DISCRIMINATION AND POWER

Nov. 9 Sipe, S., Fisher, D. K., & Johnson, C. D. (2009). University students' perceptions of gender discrimination in the workplace: Reality versus fiction. *Journal of Education for Business, 84*, 339-349, DOI: 10.3200/JOEB.84.6.339-349

Buchanan, N. T., Settles, I. H., Wu, I. H. C., & Hayashino, D. S. (2018). Sexual harassment, racial harassment, and well-being among Asian American women: An intersectional approach, *Women & Therapy, 41*, 261-280, DOI 10.1080/02703149.2018.142503)

Kohler, J. White Women: Our most divided voting bloc. Democracy: A Journal of Idea, 57. <https://democracyjournal.org/magazine/57/white-women-our-most-divided-voting-bloc/>

FILM: Miss Representation

FINAL Version of Reaction Paper Due Today

CONSEQUENCES: ACADEMICS & OCCUPATIONS

Nov. 16 Liben, L. S., Bigler, R. S., & Krogh, H. R. (2001). Pink and blue collar jobs: Children's judgments of job status and job aspirations in relation to sex of worker. *Journal of Experimental Child Psychology, 79*, 346-363.

Perez-Brena, N. J., Delgado, M. Y., Rodríguez De Jesús, S. A., Updegraff, K. A., Umaña-Taylor, A. J. (2017). Mexican-origin adolescents' educational expectation trajectories: Intersection of nativity, sex, and socioeconomic status. *Journal of Applied Developmental Psychology, 48*, 14-24.

Nov. 23 No class; Thanksgiving

Nov. 30 **MOCK TRIAL TODAY**

INTERVENTION & ALLYSHIP

Dec. 7 Bem, S. (1983). Gender schema theory and its implications for child development: Raising gender-aschematic children in a gender schematic society. *Signs, 8*, 598-616.

Bigler, R. S., & Wright, Y. F. (2014). Reading, writing, arithmetic, and racism? Risks and benefits to teaching children about intergroup biases. *Child Development Perspectives, 8*, 18-23.

Ostrove, J. M., & Brown, K. T. (2018). Are allies who we think they are?: A comparative analysis. *Journal of Applied Social Psychology, 48*, 195-204.

Mock Trial Papers Due (Journalists, Justices)

Instructions and Grading Criteria
Letter Assignment
Psychology 264
Dr. Rebecca Bigler

Assignment:

Think of an issue related to gender/sex about which you have strong feelings or beliefs. Next, select a person, business, or organization with whom you would like to share your opinion, request, or concern. The letter can offer praise or criticism. Visit me during office hours, or make an appointment to meet at an alternative time, to discuss your letter idea. Finally, draft a letter to that entity about your views. You will not be required to mail your missive, although I encourage you to develop an activist approach to issues that we discuss in class.

Timeline:

- Sept. 1-Sept. 13** **Visit office hours to discuss your letter topic with me**
- Sept. 14** **Rough draft of your letter due in class**
- Sept. 21** **Final version of your letter due in class**

Grading will be as follows:

2 pts. Grammar, Punctuation, and Spelling

This component focuses on the technical aspects of writing.

2 pts. Writing Style

This component focuses on sentence structure. Strive to use clear and concise sentences.

2 pts. Organization of Ideas

This component focuses on paragraph structure and organization. Paragraphs should have topic sentences and be cohesive. Paragraphs should also be ordered logically.

2 pts. Content: Originality and Importance

This component focuses on the quality of the content. The topic of your letter should be compelling and distinctive (rather than superficial and mundane).

2 pts. Content: Quality of Logic

This component focuses on characteristics of the argument. Strive to create a coherent, persuasive argument.

10 points total

Instructions and Grading Criteria
Interview Assignment
Psychology 264
Dr. Rebecca Bigler

Think of a topic related to gender/sex about which you have a particular interest and would like to know more. Next, select a person that you would like to interview about his views of, or experiences with, that topic. My preference is to see you select someone who you do not know especially well and who is likely to have some special insight into the topic. Next, draft a set of questions to ask this person. At least some of the questions should relate to class readings, but you are welcome to ask other (related) questions as well. After you've drafted questions, you should interview the person individually. You can take notes and paraphrase the individual's answers or tape record (if the individual consents) and transcribe the person's responses. Finally, condense the interview material and incorporate discussion of the person's answers. That is, relate your interviewee's answers to material that we have covered in the course (films, readings, lecture, etc.). Papers should be 5 pages in length.

Timeline:

The initial draft is due in class on Oct. 5.

The final version of the paper is due in class on Oct. 12.

Grading will be as follows:

- | | |
|--------|---|
| 3 pts. | <u>Grammar, Punctuation, and Spelling</u>
<i>This component focuses on the technical aspects of writing.</i> |
| 3 pts. | <u>Writing Style</u>
<i>This component focuses on sentence structure. Strive to use clear and concise sentences. (You will not be held accountable for your interviewee's sentences if you transcribe them!)</i> |
| 3 pts. | <u>Organization of Ideas and Interview Material</u>
<i>This component focuses on the organization of the material. You will have to make decisions about the order in which to present and discuss the questions that you asked. Strive for a clear internal organization.</i> |
| 3 pts. | <u>Content: Originality and Importance of the Interview Questions</u>
<i>This component focuses on the quality of the content. The interview questions should be compelling and distinctive (rather than superficial and mundane).</i> |
| 3 pts. | <u>Content: Cohesiveness and Relevance to Course Material</u>
<i>This component focuses on the integration of the interview material with the theme of the paper and with the material assigned in the course content.</i> |

15 points total

Instructions and Grading Criteria
Reaction Papers (1 and 2)
Psychology 264
Dr. Rebecca Bigler

Your paper should be related to one or more of the articles assigned in this course. You should first develop a main topic, or thesis, for your paper. This topic or thesis should be introduced early in the paper (i.e., the first or second paragraph), and the rest of the paper should be related to this idea. Specifically, the body of the paper should provide support for your thesis argument. You may, for example, want to: (a) provide a critique of the study, (b) discuss the implications of the study's findings, (c) relate the findings to other aspects of child or adolescent development, or (d) discuss how cross-cultural work might lead to different findings. You should refer to one or two additional (non-assigned) peer-reviewed, psychological studies or sources. Your paper should be technically sound and show evidence of original and serious thought about the subject matter. THIS PAPER WILL BE REVISED AND EXPANDED SO THAT IT BECOMES REACTION PAPER #2.

Timeline:

The initial draft is due in class on Oct. 26.

The final version of the paper is due in class on Nov. 9

Grading will be as follows:

5 pts. Grammar, Punctuation, and Spelling

This component focuses on the technical aspects of writing.

5 pts. Writing Style

This component focuses on sentence structure. Strive to use clear and concise sentences.

5 pts. Organization of Ideas

This component focuses on paragraph structure and organization. Paragraphs should have topic sentences and be cohesive. Paragraphs should also be ordered logically.

5 pts. Content: Originality and Importance

This component focuses on the quality of the content. The topic of your paper should be compelling and distinctive (rather than superficial and mundane).

5 pts. Content: Quality of Logic

This component focuses on the strength of your arguments. Your thesis should be supported with strong, logical evidence derived from peer-reviewed journal articles.

25 points total

Instructions and Grading Criteria
Mock Trial
Psychology 264
Dr. Rebecca Bigler

Trial Date: NOVEMBER 30, 2022

ROLES

12 Supreme Court Justices; 1 Chief Justice (13 Justices total)

5 lawyers for the prosecution (claim: adult trans athletes should be barred from athletic competitions that align with their gender identity)

5 lawyers for the defense (claim: adult trans athletes should be allowed to compete in athletic competitions that align with their gender identity)

7 reporters

30 roles total

ASSIGNMENTS

Lawyers

Each lawyer will have 5 minutes to present an argument. That is 25 minutes per side. Lawyers should meet to decide on how to present their case. Each person may want to argue a specific set of points. Lawyers will be graded on their oral presentation.

Justices

Justices will take notes during the trial and will have 20 minutes to ask questions of the lawyers. Each judge must prepare two questions and these will be turned into me at the end of trial day. Judges will vote at the end of the trial. Justices will then write a 4 page “opinion” in which they will explain or justify their vote.

Journalists

Reporters will pretend that they are working for a news outlet (e.g., newspaper, magazine, cable news show, etc.) write a news piece about the trial. This news piece will cover the arguments made in court and be 4 pages in length.

WRITTEN MATERIAL IS DUE IN CLASS ON DEC. 7.

GRADING: SUPREME COURT JUSTICES

4 pts. Grammar, Punctuation, and Spelling

This component focuses on the technical aspects of writing.

4 pts. Writing Style

This component focuses on sentence structure. Strive to use clear and concise sentences.

4 pts. Organization of Ideas

This component focuses on the organization of the material. Strive for a clear internal organization.

4pts. Content: Logic

This component focuses on the quality of the content. The logic of the arguments on which your vote is based should be clear and compelling.

4 pts. Content: Cohesiveness and Relevance to Trial and Course Material

This component focuses on the integration of the course and trial material with your vote in the case.

20 points

GRADING: JOURNALISTS

4 pts. Grammar, Punctuation, and Spelling

This component focuses on the technical aspects of writing.

4 pts. Writing Style

This component focuses on sentence structure. Strive to use clear and concise sentences. (You will not be held accountable for interviewees' sentences if you transcribe them!)

4 pts. Organization of Ideas

This component focuses on the organization of the material. Strive for a clear internal organization.

4 pts. Content: Originality and Interest

This component focuses on the quality of the content. The piece should grab readers' attention and hold their interest in the topic.

4 pts. Content: Breadth and Sophistication

This component also focuses on the quality of the content. The piece should do an excellent job of educating readers about the trial.

20 points

GRADING: LAWYERS

4 pts. Presentation Style

This component focuses on presentation. You should aim to appear professional and fully prepared. You should speak loudly and clearly and you should appear confident.

4 pts. Clarity of Oral Arguments

This component focuses on sentence structure. Strive to use clear and concise sentences.

4 pts. Organization of Ideas

This component focuses on the organization of the material. Strive for a clear internal organization.

4 pts. Content: Originality and Interest

This component focuses on the quality of the content. Your arguments should be logical and persuasive.

4 pts. Content: Breadth and Sophistication

This component also focuses on the quality of the content. You should do an excellent job of educating the justices about the case and answering any questions that they pose.

20 points