Psychology 594
Psychology of Gender

Spring 2016
Monday & Wednesday 11:00-12:20
Location: Psychology B-248

Instructor: Dr. Marci Lobel
Office - Psychology B-222 (ph. 632-7651)
Email - marci.lobel@stonybrook.edu
Office Hours - TBA

Overview
What is gender, what contributes to gender, and why does gender matter? This class examines how gender affects and is affected by behavior, biology, culture, social roles and relationships, cognition and perception, evolution, development, and other factors. We will investigate theory and research from various scholarly perspectives. During the latter portion of the course, we will examine some implications of gender, including differential advancement of men and women in math and science, men’s and women’s sexuality and body image, mental and physical health, and the lived experiences of women and men in the U.S. today in education, work, and the home.

Objectives
One objective of the course is for students to refine the skills necessary to critique theories and research on gender -- by noting merits, weaknesses, by drawing comparisons, and by identifying (and perhaps resolving) contradictions. A second objective of the course is to facilitate original thinking about gender and to make use of the scholarly work that we study to understand important gender-relevant issues. Students will demonstrate these skills by participating in class discussions, generating “critical topics,” and completing a project addressing an area pertinent to gender.

Reading Assignments
We will read selected empirical and theoretical articles from journals and books. Except where noted, assigned readings can be downloaded from the university library. The remaining readings will be posted on the course Blackboard site for downloading.

Course Requirements
1. Students are expected to attend class and must notify the instructor in advance if they are unable to attend. More than two absences, particularly if unexcused, may result in an unsatisfactory evaluation.

2. Students are expected to complete assigned readings carefully in advance of class sessions and to participate in class discussions. Participation does not require making "brilliant" comments, nor does it entail constant speaking. It means offering comments when one has a contribution to make that shows thought about the readings or discussion topic.
3. During six weeks of the semester, students will identify a "critical issue" relevant to the class topic or readings and bring a description of it to class (approximately two pages; must be typed, double-spaced, and labeled with name and date). For example, you might highlight a discrepancy in the reading, an important point not covered, an idea for research that might resolve a question raised by one of the readings, or an issue to which the reading material could be applied. Students will present their critical issue in class and will submit it to the instructor at the end of the class session.

To alleviate students' workload, only SIX critical issue papers will be required during the semester. A critical issue paper can be submitted on a Monday or Wednesday -- but not both -- of any week (and only on days when we hold class). Do not submit a critical issue paper prior to January 27 or after April 25. It is a student’s responsibility to monitor the number of critical issue papers that she or he has submitted. By the end of the course, a total of six critical issues papers must have been submitted; fewer papers will result in an unsatisfactory evaluation. The instructor strongly suggests that students retain all critical issue papers that have been returned to resolve discrepancies, should they arise.

4. Students will complete a project related to any psychologically-relevant aspect of gender. One option is to write a theoretical or empirical paper. If a theoretical paper, it should be suitable for publication in a journal such as *Psychological Review* or *Psychological Bulletin*, or it might serve as the basis for a dissertation. Students with appropriate resources (e.g., those who are already conducting gender-related empirical research) may write an empirical paper. If you choose to write a paper to fulfill the project requirement, it should be no more than twenty pages long, including the title page, abstract, reference list, and any tables or figures. APA referencing style and other APA format should be used.

A second option to fulfill the project requirement is to write a research grant proposal for a specific granting agency or foundation. Students who choose this option must ensure that their proposal fulfills the submission requirements for the agency or foundation (including length, content, format, required materials, etc.).

A third option to fulfill the project requirement is to design and prepare an upper-division undergraduate course in the Psychology of Gender. Assume that you would be the Instructor for this course. Materials required for this project include a detailed course syllabus with a brief summary of each class session (lecture, film, or class exercise); a list of assigned readings; at least one exam (including questions as well as answers and/or a grading rubric); description of at least one class assignment; and detailed notes for two lectures that you would deliver as the instructor. These materials must be original; they cannot, for example, be samples provided by textbook publishers.

Projects must be approved in advance in consultation with the instructor. Please schedule an appointment with her as early in the semester as possible. The instructor will help you select a project and topic based on your interests and expertise. A goal of this course is to integrate the study of gender into other topic areas that interest you or in which you are already conducting research or teaching. If you would like to submit the same (or a very similar) project for this course requirement as you will submit in
another course or to meet another requirement, you must have the permission of BOTH instructors (or of the instructor and your advisor or other supervisor, as appropriate).

Unless your project involves a grant proposal with other required format, please double-space your project materials throughout, use a font size of 12, 1-inch margins on all sides, and include page numbers in a header or footer. On our Blackboard course site, you will find a document titled, “IMPROVING YOUR PSYCHOLOGY MANUSCRIPTS.” Review it carefully. This document will be especially useful if you have chosen to write a paper or a grant proposal to fulfill the project requirement, but it may also be useful if you opt for the undergraduate course preparation project.

Your project is due no later than **Friday May 6**. Please submit a hard (paper) copy of your project and also email the instructor, attaching an electronic version of your project using document file types (doc or docx). If your project uses other file types, please consult with the instructor in advance.

5. Students will summarize their project in an oral presentation at the end of the semester (see course schedule below). Length of presentations will be determined by class enrollment but are expected to be approximately 10-15 minutes.

Grades will be computed according to the following APPROXIMATE algorithm:
- Participation and attendance - 25%
- Critical issue papers - 30%
- Project - 30%
- Oral presentation – 15%

**IMPORTANT NOTE:** Assignments, class schedule, and assigned readings are subject to modification at the discretion of the instructor.

**Class Schedule**

**Monday Jan 25**  
Organizational Meeting.
No reading assigned.

**Wednesday Jan 27**  
Historical Issues.


Monday Feb 1  | Neurobiological Contributors to Gender, Part I

Wednesday Feb 3 | Neurobiological Contributors to Gender, Part II
Hampson, E. (2008). Endocrine contributions to sex differences in visuospatial perception and cognition. In J. B. Becker, K. J. Berkley, N. Geary, E. Hampson, J. P. Herman, & E. A. Young (Eds.), *Sex differences in the brain: From genes to behavior* (pp. 311-325). NY: Oxford University Press. ON BLACKBOARD.

Monday Feb 8 | Genetic Contributions to Gender


Wednesday Feb 10 | NO CLASS

Monday Feb 15 | Evolutionary Contributions to Gender


Wednesday Feb 17 | Developmental Contributions to Gender


Monday Feb 22 | Childrearing Contributors to Gender
during months three through twelve of development. *Developmental Psychology, 51*(10), 1351-1366.

**Wednesday Feb 24**  
**Anthropological Contributors to Gender, Part I.**  

**Monday Feb 29**  
**Anthropological Contributors to Gender, Part II.**  

**Wednesday Mar 2**  
**Cultural Contributors to Gender, Part I.**  

**Monday Mar 7**  
**Cultural Contributors to Gender, Part II.**  

**Wednesday Mar 9**  
**Status and Power Contributors to Gender, Part I.**  


**Monday Mar 14**  
**SPRING BREAK.**

**Wednesday Mar 16**  
**SPRING BREAK.**

**Monday Mar 21**  
**Status and Power Contributors to Gender, Part II.**  
Wednesday Mar 23  Integrating Contributors to Gender, Part I.

Monday Mar 28  Integrating Contributors to Gender, Part II.

Wednesday Mar 30  Implications for Mental and Physical Health, Part I.
  Rosenfield, S. (2012). Triple jeopardy? Mental health at the intersection of gender, race, and class. Social Science & Medicine, 74 (11), 1791-1801. [NOTE: IT MAY BE NECESSARY TO CANCEL CLASS ON THIS DAY]

 Monday Apr 4  Implications for Mental and Physical Health, Part II.


 Wednesday Apr 6  Implications for Sexuality and Body Image.


 Monday Apr 11  Implications for Advancement in Math and Science, Part I.
Wednesday Apr 13  Implications for Advancement in Math and Science, Part II.


Monday Apr 18  Implications for Education.


Wednesday Apr 20  Implications for Work and Family, Part I.

Monday Apr 25  Implications for Work and Family, Part II.

Wednesday Apr 27  Student Presentations.

Monday May 2  Student Presentations.

Wednesday May 4  Student Presentations.