

1.) DATE: 11/14/18	2.) COMMUNITY COLLEGE: <b>Maricopa Co. Comm. College District</b>																		
3.) PROPOSED COURSE: Prefix: PSY Number: 235 Title: Psychology of Gender Credits: 3																			
<p>CROSS LISTED WITH:</p> <table> <tr> <td>Prefix:</td> <td>Number:</td> <td>;</td> <td>Prefix:</td> <td>Number:</td> <td>;</td> </tr> <tr> <td>Prefix:</td> <td>Number:</td> <td>;</td> <td>Prefix:</td> <td>Number:</td> <td>;</td> </tr> <tr> <td>Prefix:</td> <td>Number:</td> <td>;</td> <td>Prefix:</td> <td>Number:</td> <td>.</td> </tr> </table>		Prefix:	Number:	;	Prefix:	Number:	;	Prefix:	Number:	;	Prefix:	Number:	;	Prefix:	Number:	;	Prefix:	Number:	.
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4.) COMMUNITY COLLEGE INITIATOR: M. SUSAN HORTON PHONE: 480-456-7029 EMAIL: horton@mesacc.edu																			
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.																			
<p>MANDATORY REVIEW:</p> <p><input checked="" type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).</p> <p>POLICY: The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.</p>																			
<p>AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.</p>																			
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:																			
Core Areas: <b>Social-Behavioral Sciences (SB)</b>	Awareness Areas: <b>Select awareness area...</b>																		
6.) REQUIRED DOCUMENTATION																			
<input checked="" type="checkbox"/> Cover Form <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books																			
7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:																			
<input checked="" type="checkbox"/> DECPSYprefix <input type="checkbox"/> Elective  Current General Studies designation(s): <b>SB, C</b>  Requested Effective date: <b>2018 Spring</b> Course Equivalency Guide  Is this a multi-section course? Yes  Is it governed by a common syllabus? Yes																			
Chair/Director: <b>TIM LAREY, PSYCHOLOGY IC CHAIR</b>	Chair/Director Signature:																		

AGSC Action: Date action taken:  Approved  Disapproved

Effective Date: **2018 Spring**

Arizona State University Criteria Checklist for  
**SOCIAL-BEHAVIORAL SCIENCES [SB]**

**Rationale and Objectives**

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[SB] CRITERIA</b>					
<b>A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Course Comps 1 - 9 Syllabus weeks 1 - 16 Bosson text chapters 1 - 14 Appendix: Assignments and supplemental reading list		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul> </td> <td style="width: 50%; vertical-align: top;">           All four areas since gender is a basic basis of differentiation in any study of humans although the empahsis is more like that of social psychology.         </td> </tr> </table>	<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	All four areas since gender is a basic basis of differentiation in any study of humans although the empahsis is more like that of social psychology.	Course Comps 1 - 9 Syllabus weeks 1 - 16 Bosson text chapters 1 - 14 Appendix: Assignments and supplemental reading list
<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	All four areas since gender is a basic basis of differentiation in any study of humans although the empahsis is more like that of social psychology.				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> <li>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</li> <li style="text-align: center;"><b>OR</b></li> <li>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</li> </ul>	Course comps 1 - 9 Syllabus week 1 - 16 Bosson text chapters 1 - 14 Appendix: Assignments and supplemental reading list		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Course comps 1 - 9 Syllabus weeks 1 - 16 Bosson text chapters 1 - 14 Appendix: Assignments and supplemental reading list		
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b> <ul style="list-style-type: none"> <li>• Courses with primarily arts, humanities, literary or philosophical content.</li> <li>• Courses with primarily natural or physical science content.</li> </ul>			

## ASU--[SB] CRITERIA

	<ul style="list-style-type: none"><li>• Courses with predominantly applied orientation for professional skills or training purposes.</li></ul>	
	<ul style="list-style-type: none"><li>• Courses emphasizing primarily oral, quantitative, or written skills.</li></ul>	



Course Prefix	Number	Title	General Studies Designation
PSY	235	Psychology of Gender	SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Course is designed to advance basic understanding and knowledge about human interactions	This course provides a comprehensive understanding and knowledge of both historical and contemporary views of gender grounded in psychological science.	Course Comps 1 - 9 Syllabus weeks 1 - 16 Bosson text chapters 1 - 14 give a basic introduction to the field where the assignments and supplemental reading list allow students to critically think about this information and experience how this knowledge is acquired through research.
2. Course content emphasizes the study of social behavior such as that found in: Anthropology, Economics, Cultural Geography, and History and social psychology.	This course covers the history of how sex and gender are conceived both scientifically and historically and how those views inform modern day thinking about the gender spectrum, gender stereotyping, gender role socialization, sexism, and sex similarities and differences in cognitive, emotional, relational, workplace and health outcomes.	Course comps 1 - 9 Syllabus weeks 1 - 16 (especially assignments) Bosson text chapters 1 - 14 all cover the content (such as that found in social psychology.) The assignments and reading lists provide supplemental content. (See Assignments and Supplemental Reading List)
3. Course emphasizes a) the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological)	The course examines the foundation of the scientific study of sex and gender, defining essential terminology, contrasting classic and contemporary theories and research and applying this to its application in modern society, both locally and cross-culturally.	Course comps 1 - 9 Syllabus weeks 1 - 16 (readings and assignments) Bosson text chapters 1 - 14 - each chapter covers classic and modern research in psychology divided by specific area. Each chapter contains specific example of how psychologists have conducted research to build this knowledge base. In addition, the text and supplemental reading and assignments give students direct experience with higher order thinking as they either collect and analyze data (digit ratio, for example) or compare and contrast opposing views on specific areas of gender study. (See assignments)

<p>4. Course illustrates use of social and behavioral science perspectives and data.</p>	<p>This course critically compares and contrasts various psychological theories about sex and gender, interweaving classic and time-honored theories, approaches, and studies with up-to-date findings with stress on application to current events and students' lives.</p>	<p>All Course comps but particularly 2, 5, 9 Syllabus weeks 2 - 4 especially since we cover methods of research and data collection and students actually collect data on themselves (e.g., digit ratio assignment), weeks 5 - 7 where students take various measures of stereotypes and sexism to see how these are used to develop theories. (See assignments) Bosson text chapters 1 - 14 (see rationale in #3 above.)</p>
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# MARICOPA

COMMUNITY COLLEGES

## Psychology of Gender

Course: <b>PSY235</b>	Lecture 3 Credit(s) 3 Period(s) 3 Load
First Term: <b>2007 Fall</b>	Course Type: <b>Academic</b>
Final Term: <b>Current</b>	Load Formula: <b>S</b>

**Description:** To assess historical and psychological perspectives on women and men and to evaluate contemporary viewpoints regarding the psychology of women and men

**Requisites:** PSY101 with a grade of C or better or permission of Instructor

### Course Attributes:

General Education Designation: Social and Behavioral Sciences - [SB]

General Education Designation: Cultural Diversity - [C]

### MCCCD Official Course Competencies

1. Describe myths and stereotypes surrounding the concept of women and men. (I)
2. Describe theories that relate to the psychological development of women and men. (II)
3. Describe the psychological effects of hormones, pregnancy, and women's and men's physiological structure. (III)
4. Describe sex differences at various ages. (IV)
5. Describe theories of sex role acquisition. (IV)
6. Describe the effects of alternate choice of sex role. (IV)
7. Describe abilities, achievement, and motivation in women compared to men. (V)
8. Describe women's and men's adjustment to life changes and career demands. (VI)
9. Describe minority women's and men's roles and adjustment. (VII)

### MCCCD Official Course Outline

- I. Introduction
  - A. Definitions
  - B. Myths and stereotypes
  - C. Historical considerations
- II. Theories
  - A. Psychoanalytic
  - B. Social learning
  - C. Cognitive-developmental
- III. Physical considerations
  - A. Physiology
  - B. Hormones
  - C. Pregnancy
- IV. Sex role
  - A. Sex differences at different ages



- B. Theories of sex role acquisition
  - C. Alternate styles
  - V. Abilities, achievement, motivation
    - A. Cognitive style
    - B. Motivation
    - C. Gifted women
  - VI. Adjustment
    - A. Life changes
    - B. Career
    - C. Women vs. men
    - D. Women and men in therapy
  - VII. Minority women
    - A. Racial minorities
    - B. Lesbian women/gay men
- 

MCCCD Governing Board Approval Date: **4/24/2007**

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All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.





## PSY 235: Psychology of Gender

Fall, 2018 (Section 24665)

**Instructor:** M. Susan Horton, Ph.D.

**Time:** MWF 9:00 - 9:50

**Room:** BP 9

**Email:** [horton@mesacc.edu](mailto:horton@mesacc.edu)

**Office:** BP17 (Bldg. #43A)

**Phone:** 480-461-7029

**Office Hours:** M/F 12:00 - 1:00, W 1:00 - 2:00  
T/R 10:30 - 11:30  
or by appointment

### Textbook (required)

Bosson, J. K., Vandello, J. A., & Buckner, C. E. (2019). *The psychology of sex and gender*. Thousand Oaks, CA: SAGE Publications.

Student Study Site: <http://edge.sagepub.com/bosson>

### Canvas and Required Readings

All readings, PowerPoints, chapter outlines, assignments, and study guides are posted to our Canvas page, as needed. You can keep track of your grade on Canvas. You can access Canvas through the MCC website. Please see me if you are having trouble accessing Canvas.

### Course Description

Male and female represent the two sides of the great radical dualism. But in fact they are perpetually passing into one another. Fluid hardens to solid, solid rushes to fluid. There is no wholly masculine man, no purely feminine woman.

Margaret Fuller, *Woman in the Nineteenth Century*, 1845

Recently, an engineer was fired at Google for saying men and women have different brains. What does research say about that? We will ask the question, "Is it possible to be neither a man nor a woman?" and consider the phenomena of transgenderism and intersexuality. We will assess both historical and contemporary views on the psychology of the gender spectrum. We'll investigate chromosomes and hormones and how these create the male and female body, generate gender differences at puberty and possibly affect men's and women's behavior. We'll look at stereotypes and myths surrounding the concept of "male" and "female." We'll learn different theories concerning how little boys and girls develop their sense of gender identity and how they acquire the sex roles considered appropriate in our culture. We will explore differences in how men and women look at love, marriage, sex, and relationships. Are women more emotional than men? Are men more aggressive than women? Does one make a better parent? Why do men die earlier than women? Which sex falls in love more easily? We will look into men's and women's career demands. In addition, we will investigate the role of culture and ethnicity on men's and women's views of gender and sex roles. In this class we will explore these issues and many more.

### Attendance

- **This is NOT a distance learning course!** Attendance is a measure of your interest and involvement in class. Therefore, you will receive points for attending class. In addition, your prompt attendance is expected at every class meeting.
- **It is your responsibility to sign the attendance sheet. Everyone must sign in for themselves. If your name does not appear on the attendance sheet, you will be considered absent.** Students who repeatedly arrive late and/or leave early (without notifying me) may have their names taken off the attendance sheet that day and considered absent. Absences begin to accumulate on the first scheduled class meeting.
- *Note that in accordance with MCC policies (see attached attendance policy sheet), I can withdraw you from the course if you have excessive absences. I consider more than four (4) absences excessive. **Please see me if attending class is a problem.***
- Multiple absences (or repeated late arrivals/leaving early) will affect your grade in several ways: (a) you will miss out on attendance points; (b) you will miss in-class assignments and discussions which cannot be

made up; (c) you may miss out on the option of earning extra credit; and (d) you will miss the opportunity to not take the final exam (see below for more about this).

### Cell Phones and Computers

**Please do not use your cell phone, computer, or tablet during class.** Research shows that taking notes by hand is a more effective way to learn. Using your phone is rude and I will embarrass you by asking you to stop in front of the class. (And I *hate* to do this.)

### Quizzes

There will be **four** quizzes and a final exam (NOT comprehensive). The quizzes and final exam will consist of multiple choice items. You will need either a **brown** or a **green** scantron for each quiz. These are available at the bookstore. ***Missed quizzes can be made up ONLY at the final exam - only one quiz may be made up. You cannot make up a quiz for a better grade.*** Study guides are available online (Canvas) to help you study for quizzes. *You may earn the privilege of not taking the final exam if*

1. you have missed only one class or less (**no exceptions—except MCC’s official exceptions—see attachment**);
2. you have missed *NO quizzes or assignment*
3. you have *NO late assignments*;
4. and, you are satisfied with your accumulated points by the last day of class. If you are NOT satisfied with your total points, you may choose to take the final exam as **extra credit**.

### Assignments

You are expected to read the assigned readings (see Canvas) **before** class meets. Class will be more interesting and you will be better equipped to follow the lecture and discussion. In addition, you will have further opportunities to explore issues about sex and gender in the form of in-class and out-of-class projects. *In-class assignments cannot be made up. Points will be deducted (10 points per day including weekends) for late out-of-class assignments.* You will also be doing a Personal Reflection Essay for each unit. Information about Personal Reflection Essays (and other readings and assignments) will be posted on Canvas throughout the semester.

### Grades

Your final grade will be determined by accumulated points approximately as follows:

		Maximum possible points (Example for illustration purposes only)
attendance (45)	2 pts. each	90
quizzes (4)	50 pts. each	200
final exam (1)	50 pts.	50
In-class projects (# will vary)	10 pts. each	50 (if 5 assigned)
Personal Reflection Essays	50 pts. each	<u>200 (if 4 assigned)</u>
		590 (possible total)

Your final letter grade will be determined according to the following procedure (**note: actual numbers may differ - these are for illustration only**):

Grade	(% of Max. pts.)	
A	100 - 90%	590 - 531
B	89 - 80%	530 - 472
C	79 - 70%	471 - 413
D	69 - 60%	412 - 354
F	59% and below	353 and below



### Extra Credit (Limit 30 pts.)

Extra credit opportunities will be available sporadically during the semester. **Extra credit points are not intended to replace attendance, quizzes, or out-of-class projects. You will only be able to gain extra credit if you attend class regularly (no more than 4 missed classes) and miss no assignments or quizzes.** You can keep track of your in-class, out-of-class, and attendance points on the calendar attached.

### Honors Project (For those students taking this class for honors credit and enrolled in Honors.)

If you are taking this course for honors credit (you will need to meet with me and bring a form from the Honors College), you will be responsible for an analytical and critical book project due **Monday, Nov. 26**. Select a book from the following choices. Your report should be typed on a word processor and double-spaced. There is no page limit; however, you are expected to adequately address the following in your report (each point below will be graded.)

1. Why was this book written and who is the intended audience?
2. Who is the author and what authority does he/she have to write this book?
3. What are the main gender issues addressed in this book?
4. What underlying assumptions (biases) about gender differences does the author have? Is the author a minimalist or a maximalist? Why?
5. To what extent is the book objective (based on research), and to what extent is it subjective (based on opinion)? How did you come to this decision?
6. What is your evaluation of the main ideas and assumptions of the book? (Criticize, praise, agree, disagree, point out omissions and overemphasis, all with examples.) Take this chapter by chapter. For example, critique chapter 1 (don't forget to quote examples). Then, critique chapter 2, and so on. (This will constitute the bulk of your paper and points will be deducted for lack of quotations.) *And don't forget to tie what you are reading into what we are learning in class.*
7. What was your overall impression of the book after you have finished it? Why? Would you recommend this book to a friend? Why or why not?

### Suggested bibliography:

*Man interrupted: Why young men are struggling and what we can do about it* by Philip Zimbardo and Nikita Coulombe

*She's not there: A life in two genders* by Jennifer Finney Boylan

*Self-made Man* by Norah Vincent

*As nature made him: The boy who was raised as a girl* by John Colapinto

*The essential difference: The truth about the male and the female brain* by Simon Baron-Cohen

*His porn, her pain: Confronting America's porn panic with honest talk about sex* by Marty Klein, Ph.D.

*The last time I wore a dress* by Daphne Scholinski

*Sex on the brain: The biological differences between men and women* by Deborah Blum

*The lenses of gender: Transforming the debate on sexual inequality* by Sandra L. Bem

*Pink brain, blue brain: How small differences grow into troublesome gaps and what we can do about it* by Lise Eliot

*I promise not to tell: Raising a transgendered child* by Cheryl B. Evans

**If you have a different book (related to gender) that you would like to read for your report, please see me.**

All are available in bookstores and libraries. Your report will be worth a maximum of 100 points and your final grade will be based on adding 100 additional points to the point totals above. *I will deduct points for anything missing from the above criteria and 30 points per day will be deducted for late papers.*

### **Learn and Earn! Do you have a 3.25 GPA?**

The Honors Achievement Award is open to students who have completed 12 college-level credits within the Maricopa Colleges and have a minimum cumulative GPA of 3.25. If this is you, apply to the Honors Program at Mesa Community College, enroll in at least 6-graded credits, including one 3-credit honors course for the semester. To be awarded funds, you must complete the honors course with at least a "C" grade and participate in one co-curricular activity during the semester. Any students who qualify for this award should contact the Honors Office at 461-7079, Kirk Center 35S. More information can be found at <https://www.mesacc.edu/honors/honors-achievement-award-scholarship>

### **MCC Early Alert Program (EARS)**

Mesa Community College is committed to the success of all our students. Numerous campus support services are available throughout your academic journey to assist you in achieving your educational goals. MCC has adopted an Early Alert Referral System (EARS) as part of a student success initiative to aid students in their educational pursuits. Faculty and Staff participate by alerting and referring students to campus services for added support. Students may receive a follow up call from various campus services as a result of being referred to EARS. Students are encouraged to participate, but these services are optional.

Early Alert Web Page with Campus Resource Information can be located at: <http://www.mesacc.edu/students/ears> or locate the "Early Alert" selection at the "MyMCC" link from MCC's home page.

### **F-1 Students:**

If you are an F-1 student, I'm so glad that you're in my class! You bring diversity and a world perspective to the classroom, and that helps me to fulfill one of MCC's student outcomes: Cultural and Global Engagement. Please know that you must adhere to the attendance policy that you see in this syllabus. If you are withdrawn by me for non-attendance, I will not place you back into the class. If you earn a W or Y (for non-attendance) and this brings you below the required 12 credits that you need to maintain your F-1 status in the USA, I will not change your grade to an F. You are given the grade that you earn. If you fall out of status, you can go through a process called "F-1 Reinstatement" with the International Education (IE) Office located in Building 36N. IE regularly sends you messages to your MCC email regarding immigration matters, be sure to check it regularly! They also check attendance reports for all F-1 students on a weekly basis. You are here in the USA to be a student on your F-1 full time study visa, and we'll help you to maintain that status.

### **Information for Students with Accommodation Needs:**

If you have a documented disability (as protected by the Americans with Disability Act) or if you are pregnant or parenting (as protected under Title IX) and would like to discuss possible accommodations, please contact the MCC Disabilities Resources and Services Office at [480-461-7447](tel:480-461-7447) or email [drsfrontdesk@mesacc.edu](mailto:drsfrontdesk@mesacc.edu).

**Access to Course Materials:** If you are experiencing difficulty accessing course materials because of a disability please contact your instructor. All students should have equal access to course materials and technology.

Please feel free to come and talk with me at any time (or email me) about this class (or anything else). Also keep in mind that this syllabus is subject to change at the discretion of the instructor. You will be notified of any changes.



# PSY 235 The Psychology of Gender

Dr. M. Susan Horton MWF 9:00 - 9:50 (Section 24665) Fall, 2018, Rm BP9

Monday	Tuesday	Wednesday	Thursday	Friday
<p><i>Aug 20</i> Welcome and introductions</p>	<p><i>Aug 21</i></p>	<p><i>Aug 22</i> Ch. 1 Introducing sex and gender</p>	<p><i>Aug 23</i></p>	<p><i>Aug 24</i> Ch. 1 Introducing sex and gender</p>
<p><i>Aug 27</i> Ch. 2 Studying sex and gender</p>	<p><i>Aug 28</i></p>	<p><i>Aug 29</i> Ch. 2 Studying sex and gender</p>	<p><i>Aug 30</i></p>	<p><i>Aug 31</i> Ch. 2 Studying sex and gender</p>
<p><i>Sep 3</i> Labor Day -- No Classes</p>	<p><i>Sep 4</i></p>	<p><i>Sep 5</i> Ch. 3 The nature and nurture of sex and gender</p>	<p><i>Sep 6</i></p>	<p><i>Sep 7</i> Ch. 3 The nature and nurture of sex and gender</p>
<p><i>Sep 10</i> Ch. 3 The nature and nurture of sex and gender</p>	<p><i>Sep 11</i></p>	<p><i>Sep 12</i> Ch. 3 The nature and nurture of sex and gender</p>	<p><i>Sep 13</i></p>	<p><i>Sep 14</i> Ch. 3 The nature and nurture of sex and gender</p>
<p><i>Sep 17</i> Quiz #1 Chs. 1, 2, and 3 -- Personal reflection # 1 due</p>	<p><i>Sep 18</i></p>	<p><i>Sep 19</i> Ch. 4 Gender development</p>	<p><i>Sep 20</i></p>	<p><i>Sep 21</i> Ch. 4 Gender development</p>
<p><i>Sep 24</i> Ch. 4 Gender development</p>	<p><i>Sep 25</i></p>	<p><i>Sep 26</i> Ch. 5 The contents and origins of stereotypes</p>	<p><i>Sep 27</i></p>	<p><i>Sep 28</i> Ch. 5 The contents and origins of stereotypes</p>
<p><i>Oct 1</i> Ch. 5 The contents and origins of stereotypes</p>	<p><i>Oct 2</i></p>	<p><i>Oct 3</i> Ch. 6 Power, sexism, and discrimination</p>	<p><i>Oct 4</i></p>	<p><i>Oct 5</i> Ch. 6 Power, sexism, and discrimination</p>
<p><i>Oct 8</i> Ch. 6 Power, sexism, and discrimination</p>	<p><i>Oct 9</i></p>	<p><i>Oct 10</i> Quiz # 2 Chs. 4, 5, and 6 -- Personal reflection #2 due</p>	<p><i>Oct 11</i></p>	<p><i>Oct 12</i> Ch. 7 Cognitive abilities</p>
<p><i>Oct 15</i> Ch. 7 Cognitive abilities</p>	<p><i>Oct 16</i></p>	<p><i>Oct 17</i> Ch. 7 Cognitive abilities</p>	<p><i>Oct 18</i></p>	<p><i>Oct 19</i> Ch. 8 Language and emotion</p>

# PSY 235 The Psychology of Gender

Dr. M. Susan Horton MWF 9:00 - 9:50 (Section 24665) Fall, 2018, Rm BP9

Monday	Tuesday	Wednesday	Thursday	Friday
Oct 22 Ch. 8 Language and emotion	Oct 23	Oct 24 Ch. 14 Aggression and violence	Oct 25	Oct 26 Ch. 14 Aggression and violence
Oct 29 Quiz #3 Chs. 7, 8, and 14 -- Personal reflection #3 due	Oct 30	Oct 31 Ch. 9 Sexual orientation and sexuality	Nov 1	Nov 2 Ch. 9 Sexual orientation and sexuality
Nov 5 Ch. 9 Sexual orientation and sexuality	Nov 6	Nov 7 Ch. 10 Interpersonal relationships	Nov 8	Nov 9 Ch. 10 Interpersonal relationships
Nov 12 Veteran's Day -- No classes	Nov 13	Nov 14 Ch. 10 Interpersonal relationships	Nov 15	Nov 16 Ch. 11 Work and home
Nov 19 Ch. 11 Work and home	Nov 20	Nov 21 Ch. 11 Work and home	Nov 22 Thanksgiving Break -- No classes	Nov 23 Thanksgiving Break -- No classes
Nov 26 Quiz # 4 Chs. 9, 10, and 11 -- Personal reflection #4 due -- Honors paper due	Nov 27	Nov 28 Ch. 12 Gender and physical health	Nov 29	Nov 30 Ch. 12 Gender and physical health
Dec 3 Ch. 12 Gender and physical health	Dec 4	Dec 5 Ch. 13 Gender and psychological health	Dec 6	Dec 7 Ch. 13 Gender and psychological health -- Last class -- All extra credit due
Dec 10 Final Exam - 9:00 - 10:50 - Chs. 11 and 12	Dec 11	Dec 12	Dec 13	Dec 14
Dec 17	Dec 18	Dec 19	Dec 20	Dec 21

## **Appendix A**

### **Assignments**

- 1. Implicit Associations about Gender**
- 2. Should we all be feminists**
- 3. PMS and aggression Debate**
- 4. Domestic Violence Debate**
- 5. Gender Wage Gap Debate**
- 6. Gender in the Media**
- 7. Digit Ratio**

### **In-Class Assignments**

- 1. Bem Sex Role Inventory**
- 2. Hypermasculinity Inventory**
- 3. Hyperfemininity Scale**
- 4. Ambivalence Towards Men Inventory**
- 5. Ambivalent Sexism Scale**

### **Supplemental Reading List**



## Implicit Associations about Gender

This activity is worth 10 points and is due in class when we discuss this. You will be told when this is due

(In Class activities cannot be made up and late assignments will lose points.)

### Part 1

The purpose of this activity is to assess your implicit (hidden) gender associations.

1. Go to this site:

<https://www.aauw.org/article/implicit-association-test/>

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### Defining Implicit Bias

Also known as implicit social cognition, implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. Rather, implicit biases are not accessible through introspection.

The implicit associations we harbor in our subconscious cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance. These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages. In addition to early life experiences, the media and news programming are often-cited origins of implicit associations.

### A Few Key Characteristics of Implicit Biases

- Implicit biases are **pervasive**. Everyone possesses them, even people with avowed commitments to impartiality such as judges.
- The implicit associations we hold **do not necessarily align with our declared beliefs** or even reflect stances we would explicitly endorse.
- We generally tend to hold implicit biases that **favor our own ingroup**, though research has shown that we can still hold implicit biases against our ingroup.
- Implicit biases are **malleable**. Our brains are incredibly complex, and the implicit associations that we have formed can be gradually unlearned through a variety of techniques.



(Adapted from <http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/>)

## **Part 2**

**1. Read the following critique of the IAT (Implicit Associations Test) .**

**<https://www.apa.org/monitor/2008/07-08/psychometric.aspx>**

**2. Write up a short paper addressing the following:**

- **In your own words, how are implicit associations associated with sexism? (See above)**
- **What was your emotional reaction to these results?**
- **How do you think these biases affect your interactions with others?**
- **Do you think these results are accurate? Why or why not? (relate your opinion to the critique you read.)**
- **After considering your results and the critique, do you think you have hidden gender biases? Why or why not?**

## PSY 235 Personal Reflection Assignment # 1

### Should we all be Feminists?

- This assignment is due at Quiz # 1 on \_\_\_\_\_.
- This assignment is worth 50 points. 10 points per day (including weekends) will be deducted for late assignments (up to -50.) Note: A late or missing assignment will prevent you from missing the final exam.
- Please type this essay and double-space. Your essay should be a minimum of two pages.

The purpose of this reflection is to explore your views on feminism. Be sure to read pages 21 – 25 in your textbook.

- Watch the entire Emma Watson UN talk on feminism.

<https://www.youtube.com/watch?v=gkjW9PZBRfk>

- Watch Chimamanda Ngozi Adichie's Ted talk entitled "We should all be feminists".

[https://www.youtube.com/watch?v=hg3umXU\\_qWc](https://www.youtube.com/watch?v=hg3umXU_qWc)

- Watch the opposing views

(Men need equal rights, too.)

[https://www.youtube.com/watch?v=buGasisFS\\_4](https://www.youtube.com/watch?v=buGasisFS_4)

Why I am not a feminist (Betsy Cairo)

<https://www.youtube.com/watch?v=H50eCfpquBl>

Write your essay by considering the following:

- As your textbook authors write on p. 24  
"Although gender equality seems like a noble ideal, many respond to the feminist movements with ambivalence or derision, and stereotypes of feminists tend to be negative."
- Before this assignment, how did you feel about feminists?
- What did you think about the videos? Did they have any effect on your views?
- Why do *you think* people often feel uncomfortable labeling themselves feminists?
- Ask several of your friends/family how they view feminism. What do they say?
- Ultimately, are you a feminist? Why? Why not?

## PSY 235 Personal Reflection Assignment # 2

(50 points due at Quiz 2)

10 points per day (including weekends) deducted for late assignments.

Write a (minimum 2 page) essay addressing the following questions.

### PMS

- Do you think PMS is real or imagined? Why or why not?
- Is it possible that PMS is related to the responsibilities that women have to attend to during their period such as purchasing tampons or pads, changing them periodically, worrying about bleeding through clothing, etc.?
- Many men think PMS is “used as an excuse” or “exaggerated”. Do you think men know enough about periods to have an opinion about PMS? Why or why not?
- Do you think men have “that time of the month” or experiences similar to PMS? Explain.

### Aggression

- Do you agree with the stereotype that men are more aggressive than women? Why or why not?
- How have you experienced aggression in your life?
- Have you experienced bullying?
- Has any of the aggression been directed toward you based on gender? For example, someone might call a girl a “slut” in an aggressive manner (either vocally or online). What messages does this send about women and their role? If you are male, has your masculinity ever been the basis of an aggressive act?

**PSY 235 Personal Reflection Assignment # 3**

**(50 points due at Quiz 3)**

**10 points per day (including weekends) deducted for late assignments.**

**The purpose of this personal reflection is for you to consider gender and domestic violence.**

**Read the debate about gender and domestic violence on pages 487 and 488 in your textbook. You should also consider the paragraph about *situational violence* versus *intimate terrorism* at the bottom of page 486 in your thinking.**

**Write a typed, minimum two-page essay considering the following:**

- **Summarize the argument that men and women commit intimate partner violence in EQUAL NUMBERS.**
- **Summarize the argument that men commit intimate partner violence more often than women.**
- **Explain which side you feel has the stronger argument and why.**



**PSY 235 Personal Reflection Assignment # 4**

**Is the gender wage gap justified? You be the judge.**

**(50 points due at Quiz 4)**

**10 points per day (including weekends) deducted for late assignments.**

**The purpose of this personal reflection is for you to consider arguments about the gender wage gap.**

**Read the following articles:**

- 1. J. R. Shackleton's article titled "Should we mind the gap? Gender pay differentials and public policy" (John Shackleton is a professor of economics and dean of the business school at the University of East London. He argues that the gender gap is NOT due to discrimination but associated with women's choices due to lifestyle, preferences, attitudes, and expectations.)**
- 2. Hilary M. Lips' article titled "The gender wage gap: debunking the rationalizations" (Hilary Lips is a professor of psychology and the director of Gender Studies at Radford University. She argues that women's work is undervalued and the wage gap is due to stereotypes and prejudice.)**

**Write a typed, minimum two-page essay considering the following:**

- Summarize some of the main points of each person's argument.**
- Consider how different skills and different jobs are considered comparable (as far as pay goes.)**
- Consider the educational and career choices made by men and women and how these apply to careers.**
- Consider cultural expectations that affect how difficult it may be for men and women to FREELY choose different careers.**
- Explain which side you feel has the stronger argument and why.**

## Gender in the Media Assignment

This activity is worth 50 points and is due on \_\_\_\_\_.  
(10 pts. per day, including weekends, will be deducted for late assignments and late assignments will disqualify you from missing the final.)

The purpose of this activity is to assess the representation of males and females in the media. You will be looking for evidence of gender stereotyping, gender equality/inequality, gender identity, gender role socialization, and other concepts that we cover in class discussions. You have a choice to survey toy stores, print or visual media. Please follow the directions below and consult me if you have any questions about this project.

Your task is to examine 2 media resources. Below are some examples.

### Print resources

- Children's books (nursery/fairy tales, series, single books, etc.)
- Books for teens/adults; teen magazines
- Adult Men's or Women's magazines (*Time*, *US*, *People*, *GQ*, *Sports Illustrated*, *Glamour*, *Cosmo*, *Vogue*, *Woman's Day*, and so on)

### TV shows

- Cartoons and children's shows; cartoons and shows for adolescents or that have an adolescent in a major role (family sitcoms, high school shows, animated series, etc.). These shows must **currently** be on television.
- Adult series (can be comedy or drama; live or animated; daytime or evening). Must be shown currently. **Don't use talk shows or news programmes.**

### Toy Store (not strictly media, but a socializing force—especially through advertizing)

- Compare and contrast boys' and girls' toys. What messages do they convey?

**Write an essay about what you found.**

- Begin your paper with an introductory section describing the purpose of the assignment and some background (from lecture and our textbook) about gender roles and identity.
- Include in your essay some discussion of how you see gender portrayed in the sources.
- Compare and contrast what you see (especially if you compare male and females in your sources)
- What conclusions did you arrive at?
  - What messages were there about the roles of the male and female characters? Were the depictions of the male and female characters primarily positive, negative, or neutral? Would you want your child to learn about sex roles from this source?
  - If you want, you might include pictures to support your findings.
  - What did you find most interesting, disturbing, surprising from doing this assignment?



Name \_\_\_\_\_ Date due \_\_\_\_\_

### PSY 235 Digit Ratio Assignment (5 points)

Read the attached information on digit ratio. Find a photocopier and make a copy of your right hand (you'll be turning this in). Measure your second digit and fourth digit according to the directions on the back of the attached sheet.

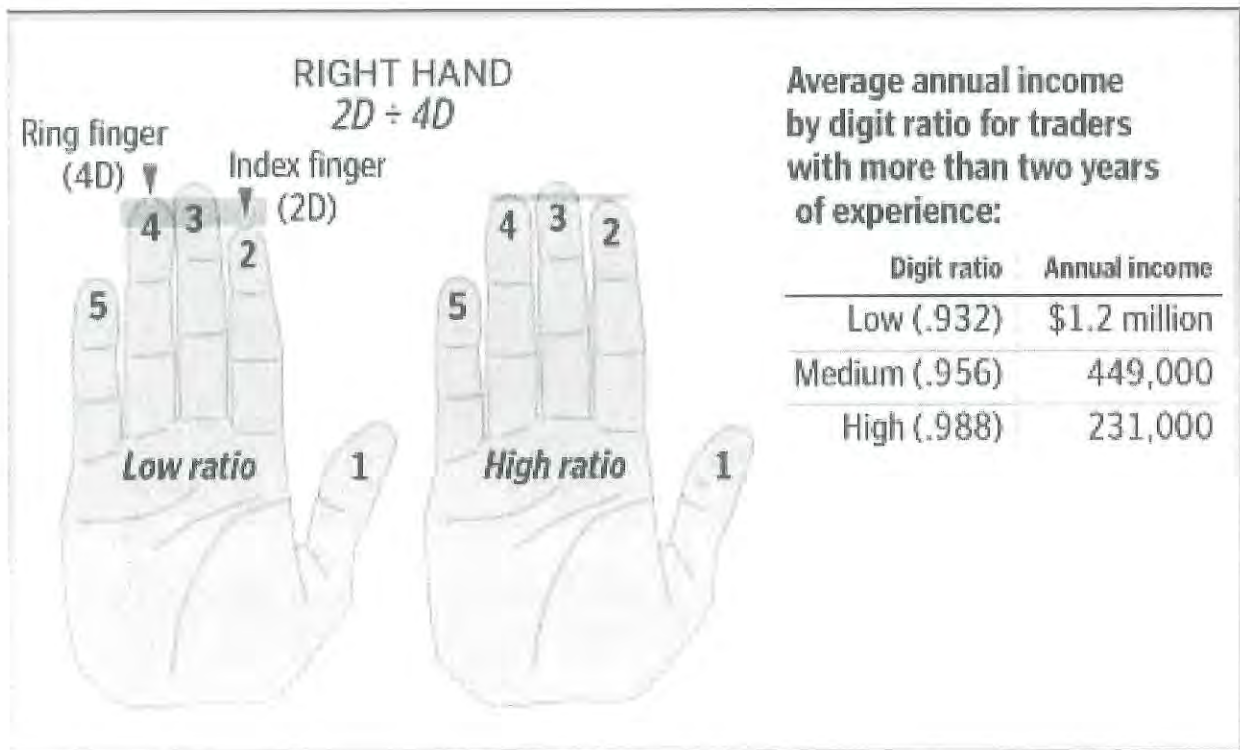
**Recently research pointed out in the hands of financial experts: the longer the ring finger in relation to his index finger, the greater the chance that the person is a successful stock trader. This was some time ago in the news, after examination by the University of Cambridge on the hands of market traders in a London Stock Exchange. But there is more. John Manning is a professor at the University of Swansea and he wrote the book "The Finger Ratio. His book shows that the length of your fingers (2D:4D digit ratio) tells you much more than you might think:**

#### **1 - FINGERS AND HUMAN EVOLUTION:**

The human thumb has historically been described as a 'marker' for the evolution of human kind; but the human race is also featured with the relative long index finger compared to the ring finger. That is because we, during our stay in the womb, absorb low amounts of testosterone in comparison with a higher amount of estrogen. These differences are in relation to our complex social life, including a large dose of empathy and sensitivity towards others is expected. The species most similar to us, the chimpanzee and gorilla, is different. They have long ring fingers and a short index finger.

#### **2 - RING FINGERS & SPORTS**

Exceptional performances in sports and - as stated above - excellence in the financial domain are being linked to the amount of male hormones that people absorb before birth while they stay in the womb. The higher exposure to testosterone and other male hormones, the lower the '2D:4D digit ratio' - or the ratio between the pointer finger and ring finger. This ratio was also used to predict performances in sports leagues. Research from the university of Cambridge points out that financial traders with the lowest '2D:4D digit ratios' have earned 11 times more money than stock traders with a relatively high finger ratio - see the picture below.



### 3 - INDEX FINGERS & SOCIAL BEHAVIOR

Long index fingers (pointer finger) appear to be related to significant social behavior and a strong development of empathy for the feelings of others and yourself. These relationships can best be observed among children, where short index fingers may indicate a lack of empathic ability. Other studies indicate that such children have a greater risk for other disorders during their development.

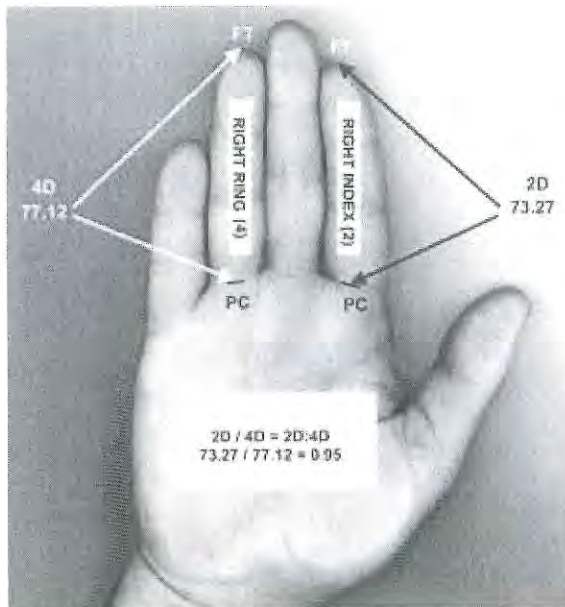
### 4 - A CHANCE FOR CROSS-CONTAMINATION

There is growing evidence that our finger ratios are a reliable predictor of our receptiveness to diseases. Yet, some caution should be considered; the studies prove interesting in theory but in practice they are not significant when it comes to real people who's risk to be identified. Some studies are linking long ring fingers to: the polycystic ovary syndrome or PCOS, osteoarthritis and different developmental disorders in males - like for example: autism. Long point fingers may then be linked to cervical cancer, breast cancer and schizophrenia.



## 5 - FINGERS & SEX

Men with long ring fingers, consider themselves as attractive. Studies show that women in the general rule agree and confirm the judgements of these men. Interestingly, women who have long ring fingers also find themselves attractive. What men think about that is not yet studied. However, these conclusions remain rather sensitive because large numbers of the population must be studied before one can speak of a solid trend. Men with long ring fingers have normally larger families, while women with larger families more often will have a long index finger. These features were clearly observed in societies with highly developed forms of birth control.



### HOW YOU CAN MEASURE THE '2D:4D DIGIT RATIO' OF YOUR FINGERS!

Step 1: measure the full length of your index finger and your ring finger (see the picture);

step 2: calculate the '2D:4D digit ratio' = the ratio between the length of the index finger and the ring finger; in most people this results in a value between: 0.90 and 1.05.

### The BEM Sex Role Inventory (BSRI)

*Note: The number preceding each item reflects the position of each adjective as it actually appears on the Inventory. A subject indicates how well each item describes himself or herself on the following scale: (1) never or almost never true, (2) usually not true, (3) sometimes but infrequently true, (4) occasionally true, (5) often true, (6) usually true, and (7) always or almost always true.*

#### Masculine Items

- \_\_\_ 1. Define my own beliefs
- \_\_\_ 4. independent
- \_\_\_ 7. assertive
- \_\_\_ 10. strong personality
- \_\_\_ 13. forceful
- \_\_\_ 16. have leadership abilities
- \_\_\_ 19. willing to take risks
- \_\_\_ 22. dominant
- \_\_\_ 25. willing to take a stand
- \_\_\_ 28. aggressive
- \_\_\_ 31. self-reliant
- \_\_\_ 34. athletic
- \_\_\_ 37. analytical
- \_\_\_ 40. make decisions easily
- \_\_\_ 43. self-sufficient
- \_\_\_ 46. individualistic
- \_\_\_ 49. masculine
- \_\_\_ 52. competitive
- \_\_\_ 55. ambitious
- \_\_\_ 58. act as a leader

\_\_\_\_\_ total

#### Feminine Items

- \_\_\_ 2. affectionate
- \_\_\_ 5. sympathetic
- \_\_\_ 8. sensitive to needs of other
- \_\_\_ 11. understanding
- \_\_\_ 14. compassionate
- \_\_\_ 17. eager to soothe hurt feelings
- \_\_\_ 20. warm
- \_\_\_ 23. tender
- \_\_\_ 26. love children
- \_\_\_ 29. gentle
- \_\_\_ 32. yielding
- \_\_\_ 35. cheerful
- \_\_\_ 38. shy
- \_\_\_ 41. flatterable
- \_\_\_ 44. loyal
- \_\_\_ 47. soft-spoken
- \_\_\_ 50. gullible
- \_\_\_ 53. childlike
- \_\_\_ 56. do not use harsh language
- \_\_\_ 59. feminine

\_\_\_\_\_ total

#### Neutral Items

- \_\_\_ 3. conscientious
- \_\_\_ 6. moody
- \_\_\_ 9. reliable
- \_\_\_ 12. jealous
- \_\_\_ 15. truthful
- \_\_\_ 18. secretive
- \_\_\_ 21. adaptable
- \_\_\_ 24. conceited
- \_\_\_ 27. tactful
- \_\_\_ 30. conventional
- \_\_\_ 33. helpful
- \_\_\_ 36. unsystematic
- \_\_\_ 39. inefficient
- \_\_\_ 42. theatrical
- \_\_\_ 45. happy
- \_\_\_ 48. unpredictable
- \_\_\_ 51. solemn
- \_\_\_ 54. likable
- \_\_\_ 57. sincere
- \_\_\_ 60. friendly

\_\_\_\_\_ total

#### Scoring:

1. Add up the ratings for the masculine items and divide by 20. This is your masculinity score.
2. Add up the ratings for the feminine items and divide by 20. This is your femininity score.
3. Ignore the third column.

- If you score ABOVE 4.5 in **either** the masculinity or femininity column, then you are sex-typed for that gender.
- If you scored ABOVE 4.5 in **both**, then you are androgynous.
- If you scored BELOW 4.5 in **both**, then you are undifferentiated.

Above 4.5 on <b>both</b> masculine and feminine <h3 style="text-align: center;">Androgynous</h3> High Masculine and high feminine	Above 4.5 in Feminine, below 4.5 in Masculine <h3 style="text-align: center;">Feminine</h3> High feminine and low masculine
Above 4.5 in Masculine, below 4.5 in Feminine <h3 style="text-align: center;">Masculine</h3> High masculine and low feminine	Below 4.5 on <b>both</b> masculine and feminine <h3 style="text-align: center;">Undifferentiated</h3> Low masculine and low feminine

## Hypermasculinity Inventory (Revised)

Directions:

Circle the number (0 to 9) that BEST describes you.

1. After I've gone through a really dangerous experience

0. my knees feel weak and I shake all over	1	2	3	4	5	6	7	8	9. I feel high
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2. I'd rather

0. play it safe than gamble	1	2	3	4	5	6	7	8	9. gamble than play it safe
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3. Call me a name and

0. I'll pretend not to hear you	1	2	3	4	5	6	7	8	9. I'll call you another
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4. In love and war

0. you should still play by the rules	1	2	3	4	5	6	7	8	9. anything goes
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5. When I go to parties

0. I like quiet parties with good conversation	1	2	3	4	5	6	7	8	9. I like wild, uninhibited parties
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6. Some people have told me

0. I ought to take more chances	1	2	3	4	5	6	7	8	9. I take foolish risks
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7. So-called effeminate men

0. are more artistic and sensitive	1	2	3	4	5	6	7	8	9. deserve to be ridiculed
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8. Using drugs and alcohol to "encourage" a woman to have sex with you is

0. gross and unfair	1	2	3	4	5	6	7	8	9. okay if you can get away with it
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9. I like

0. dependable cars and faithful lovers	1	2	3	4	5	6	7	8	9. fast cars and fast lovers
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10. So-called prick teasers

0. should be forgiven	1	2	3	4	5	6	7	8	9. should be raped
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11. When I have had a few drinks

0. I mellow out	1	2	3	4	5	6	7	8	9. I look for trouble
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12. Any man who is a man

0. can do without sex	1	2	3	4	5	6	7	8	9. needs to have sex regularly
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13. When I have a drink or two

0. I like to relax and enjoy myself.	1	2	3	4	5	6	7	8	9. I feel ready for whatever happens
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14. When it comes to taking risks

0. I like to play it safe	1	2	3	4	5	6	7	8	9. I'm a high roller
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15. In conflicts with others

0. I win by not fighting	1	2	3	4	5	6	7	8	9. I fight to win
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16. Getting into fights

0. never solves an issue	1	2	3	4	5	6	7	8	9. is natural for me
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17. When I feel like fighting I

0. try to think of alternatives	1	2	3	4	5	6	7	8	9. go for it
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18. Given what I know about fighting

0. it's just stupid	1	2	3	4	5	6	7	8	9. he who can, fights; he who can't runs away
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19. When I'm bored

0. I watch TV or read a book	1	2	3	4	5	6	7	8	9. I look for excitement
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20. I like to

0. drive safely, avoiding all unnecessary risks	1	2	3	4	5	6	7	8	9. drive fast, right on the edge of danger
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21. So-called pick-ups should

0. choose their men carefully	1	2	3	4	5	6	7	8	9. expect to put out
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22. In my opinion

0. all women deserve the same respect as men	1	2	3	4	5	6	7	8	9. some women are good for only one thing
--	---	---	---	---	---	---	---	---	---

23. When it comes to having sex

0. I only want to have sex with someone who is in total agreement	1	2	3	4	5	6	7	8	9. I never feel bad about my tactics when I have sex
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24. I would prefer to be a

0. famous scientist	1	2	3	4	5	6	7	8	9. famous WWF wrestler
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25. Lesbians have a particular lifestyle

0. and should be respected for it	1	2	3	4	5	6	7	8	9. but really just need a good, stiff cock
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26. If someone challenges you to a fight

0. it's time to talk your way out of it	1	2	3	4	5	6	7	8	9. there's no choice but to fight
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27. If you insult me

0. I'll try to turn the other cheek	1	2	3	4	5	6	7	8	9. be prepared to back it up
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Scoring:

Add up the numbers you circled and divide that total by 9.

(Total) \_\_\_\_\_ ÷ 9 = \_\_\_\_\_ (your hypermasculinity score)

(Your final score should range from 0 [least hypermasculine] to 27 [most hypermasculine].)

Peters, Nason, & Turner (2007), in a convenience sample of 686 undergraduates found a sample mean of 9.32 (SD = 5.2)

**Hyperfemininity Scale**  
**(Murnen & Byrne)**

Choose the statement that is **MOST** characteristic of you.

1. a. \_\_\_\_\_ These days men and women should each pay for their own expenses on a date.  
b. \_\_\_\_\_ Men should always be ready to accept the financial responsibility for a date.
2. a. \_\_\_\_\_ I would rather be a famous scientist than a famous fashion model.  
b. \_\_\_\_\_ I would rather be a famous fashion model than a famous b. scientist.
3. a. \_\_\_\_\_ I like a man who has some sexual experience.  
b. \_\_\_\_\_ Sexual experience is not a relevant factor is my choice of a male partner.
4. a. \_\_\_\_\_ Women should never break up a friendship due to interest in the same man.  
b. \_\_\_\_\_ Sometimes women have to compete with one another for men.
5. a. \_\_\_\_\_ I like to play "hard to get".  
b. \_\_\_\_\_ I don't like to play games in a relationship.
6. a. \_\_\_\_\_ I would agree to have sex with a man if I thought I could get him to do what I want.  
b. \_\_\_\_\_ I never use sex as a way to manipulate a man.
7. a. \_\_\_\_\_ I try to state my sexual needs clearly and concisely.  
b. \_\_\_\_\_ I sometimes say "no" but really mean "yes."
8. a. \_\_\_\_\_ I like to flirt with men.  
b. \_\_\_\_\_ I enjoy an interesting conversation with a man.



9. a.  I seldom consider a relationship with a man as more important than my friendship with women.  
b.  I have broken dates with female friends when a guy asked me out.
10. a.  I usually pay for my expenses on a date.  
b.  I expect the men I date to take care of my expenses.
11. a.  Sometimes I cry to influence a man.  
b.  I prefer to use logical rather than emotional means of persuasion when necessary.
12. a.  Men need sex more than women do.  
b.  In general, there is no difference between the sexual needs of men and women.
13. a.  I never use my sexuality to manipulate men.  
b.  I sometimes act sexy to get what I want from a man.
14. a.  I feel anger when men whistle at me.  
b.  I feel a little flattered when men whistle at me.
15. a.  It's okay for a man to be a little forceful to get sex.  
b.  Any force used during sex is sexual coercion and should not be tolerated.
16. a.  Effeminate men deserve to be ridiculed.  
b.  So-called effeminate men are very attractive.
17. a.  Women who are good at sports probably turn men off.  
b.  Men like women who are good at sports because of their competence.
18. a.  A "real" man is one who can get any woman to have sex with him.  
b.  Masculinity is not determined by sexual success.



19. a.  I would rather be president of the US than the wife of the president.  
b.  I would rather be the wife of the president of the US than the president.
20. a.  Sometimes I care more about my boyfriend's feelings than my own.  
b.  It is important to me that I am as satisfied with a relationship as my partner is.
21. a.  Most women need a man in their lives.  
b.  I believe some women lead happy lives without male partners.
22. a.  When a man I am with gets really sexually excited, it's no use trying to stop him from getting what he wants.  
b.  Men should be able to control their sexual excitement.
23. a.  I like to have a man "wrapped around my finger."  
b.  I like a relationship in which both partners are equal.
24. a.  I try to avoid jealousy in a relationship.  
b.  Sometimes women need to make men feel jealous so they will be more appreciative.
25. a.  I sometimes promise to have sex with a man to make sure he stays interested in me.  
b.  I usually state my sexual intentions honestly and openly.
26. a.  I like to feel tipsy so I have an excuse to do anything with a man.  
b.  I don't like getting too drunk around a man I don't know very well.

## Ambivalence Towards Men Inventory

(Glick & Whitehead 2010)

*Below is a series of statements. Please indicate the degree to which you agree with each statement using the following scale:*

- 0 = disagree strongly*
- 1 = disagree somewhat*
- 2 = disagree slightly*
- 3 = agree slightly*
- 4 = agree somewhat*
- 5 = agree strongly*

- 1. Even if both members of a couple work, the woman ought to be more attentive to taking care of her man at home.
- 2. When men act to “help” women, they are often trying to prove they are better than women.\*
- 3. Every woman needs a male partner who will cherish her.
- 4. A woman will never be truly fulfilled in life if she doesn’t have a committed, long-term relationship with a man.
- 5. Men act like babies when they are sick.\*
- 6. Men will always fight to have greater control in society than women.\*
- 7. Men are mainly useful to provide financial security for women.
- 8. Even men who claim to be sensitive to women’s rights really want a traditional relationship at home, with the woman performing most of the housekeeping and child care.\*
- 9. Men are more willing to put themselves in danger to protect others.
- 10. When it comes down to it, most men are really children.\*
- 11. Men are more willing to take risks than women.
- 12. Most men sexually harass women, even if only in subtle ways, once they are in a position of power over them.\*

### Scoring Instructions

Hostility Toward Men = average items 2, 5, 6, 8, 10, 12

Benevolence Toward Men = average items 1, 3, 4, 7, 9, 11

The Ambivalent Sexism Inventory  
(Glick & Fiske, 1996)

Instructions: Below is a series of statements concerning men and women and their relationships in contemporary society. Please indicate the degree to which you agree or disagree with each statement using the following scale:

- 0 = disagree strongly
- 1 = disagree somewhat
- 2 = disagree slightly
- 3 = agree slightly
- 4 = agree somewhat
- 5 = agree strongly

- 1. No matter how accomplished he is, a man is not truly complete as a person unless he has the love of a woman.
- 2. Many women are actually seeking special favors, such as hiring policies that favor them over men, under the guise of asking for "equality."
- 3. In a disaster, women ought not necessarily to be rescued before men.\*
- 4. Most women interpret innocent remarks as being sexist.
- 5. Women are too easily offended.
- 6. People are often truly happy in life without being romantically involved with a member of the other sex.\*
- 7. Feminists are not seeking for women to have more power than men.\*
- 8. Many women have a quality of purity that few men possess.
- 9. Women should be cherished and protected by men.
- 10. Most women fail to appreciate fully all that men do for them.
- 11. Women seek to gain power by getting control over men.
- 12. Every man ought to have a woman whom he adores.
- 13. Men are complete without women.\*
- 14. Women exaggerate problems they have at work.
- 15. Once a woman gets a man to commit to her, she usually tries to put him on a tight leash.
- 16. When women lose to men in a fair competition, they typically complain about being discriminated against.
- 17. A good woman should be set on a pedestal by her man.
- 18. There are actually very few women who get a kick out of teasing men by seeming sexually available and then refusing male advances.\*



- \_\_19. Women, compared to men, tend to have a superior moral sensibility.
- \_\_20. Men should be willing to sacrifice their own well being in order to provide financially for the women in their lives.
- \_\_21. Feminists are making entirely reasonable demands of men.\*
- \_\_22. Women, as compare to men, tend to have a more refined sense of culture and good taste.

### Scoring Instructions

Before summing either scale, first reverse the scores for the "\*" items:

0 = 5, 1 = 4, 2 = 3, 3 = 2, 4 = 1, 5 = 0.

Hostile Sexism Scale Score: Add items 2,4,5,7,10,11,14,15,16,18,21

The average score for men is about 29, while the average score for women is about 20. Higher scores indicate greater degrees of hostile sexism.

Benevolent Sexism Scale Score: Add items 1,3,6,8,9,12,13,17,19,20,22

The average score for men is about 28, while the average score for women is about 24. Higher scores indicate greater degrees of benevolent sexism.

Total Ambivalent Sexism Inventory Score: Sum the Hostile Sexism Scale score and the Benevolent Sexism Scale score.

The average score for men is about 57, while the average score for women is about 44. Higher scores indicate greater degrees of ambivalent sexism.

From: Glick, P., & Fiske, S. T. (1996). The Ambivalent Sexism Inventory: Differentiating hostile and benevolent sexism. Journal of Personality and Social Psychology, 70, 491-512.

## PSY 235 Psychology of Gender

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# The Psychology of Sex and Gender

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# Detailed Contents

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Preface	xix
Acknowledgments	xxv
About the Authors	xxix
<b>UNIT I FOUNDATIONS</b>	<b>1</b>
<b>Chapter 1 Introducing Sex and Gender</b>	<b>3</b>
How Do We Explain Central Concepts in the Psychology of Sex and Gender?	5
Sex and Gender	6
The Sex and Gender Binaries	7
Gender Identity	9
Sexual Orientation	10
Intersectionality	10
Masculinity and Femininity	11
What Makes Sex and Gender So Complicated?	11
Complexity and Change	12
Ubiquity and Invisibility	13
How Have Gender Movements Shaped History?	16
Structures of Power and Inequality	16
Women's Movements and the Rise of Feminisms	17
<i>Women's Movements</i>	17
<i>Feminisms</i>	21
► <b>Debate:</b> Are Men Overlooked in Feminist Movements?	24
Men's Movements	26
Gay Rights Movements	27
The Transgender Movement	27
Where Are We Now? Inclusivity and Intersectionality	30
About This Book	30
Our (Interdisciplinary) Psychological Approach	30
Our Challenge to You: Critical Thinking	31
<b>Chapter 2 Studying Sex and Gender</b>	<b>37</b>
What Is the Meaning of Difference?	40
► <b>Debate:</b> Should Psychologists Study Sex Differences?	42
What Is Science?	43
The Scientific Method	44

▶ Journey of Research: Conceptualizing and Measuring Masculinity and Femininity	46
What Are the Primary Methods Used in Sex and Gender Research?	47
Quantitative Research Methods	47
<i>Experimental Designs</i>	47
<i>Ex Post Facto Designs</i>	50
<i>Quasi-Experiments</i>	50
<i>Correlational Designs</i>	52
Qualitative Research Methods	54
<i>Case Studies</i>	55
<i>Interviews</i>	55
<i>Focus Groups</i>	55
Mixed Methods	56
What Do Meta-Analyses and Effect Sizes Tell Us About Sex Differences?	57
<i>Effect Sizes</i>	58
<i>Overlap and Variance</i>	60
<i>Beyond Overall Effect Sizes</i>	62
What Are Some Biases Common in Sex and Gender Research?	63
Identifying the Research Question	63
Designing the Study and Collecting Data	64
Interpreting and Communicating the Results	65
How Do We Address the Challenges in Sex and Gender Research?	66
Guidelines for Gender-Fair Research Design	67
Diversity Issues in the Study of Sex and Gender	68
<b>UNIT II BECOMING GENDERED: BIOLOGICAL AND SOCIAL FACTORS</b>	<b>73</b>
Chapter 3 The Nature and Nurture of Sex and Gender	75
Nature Versus Nurture or Nature and Nurture?	78
Gene-by-Environment Interactions	78
Epigenetics	79
How Do Nature and Nurture Shape Sex Differentiation?	80
Typical Sex Differentiation	80
<i>Chromosomes and Genes</i>	81
<i>Hormones and Anatomy</i>	82
▶ Journey of Research: Unlocking Genetic and Hormonal Contributions to Sex	84



Intersex Conditions	86
<i>Chromosomes and Genes</i>	87
<i>Hormones and Anatomy</i>	88
▶ <b>Debate:</b> Should Intersex Individuals Be Allowed to Compete in Athletic Competitions?	91
How Do Nature and Nurture Shape Sex Assignment and Gender Identity?	92
Optimal Sex	92
Gender Identity	93
Gender Confirmation Procedures	96
What Do Sex Differences in Brain Structure Reveal?	98
Sex Differences in the Brain	98
Equating the Brain With "Nature"	99
Neuroscience or Neurosexism?	100
How Do Theories of Sex Differences Account for Nature and Nurture?	100
Evolutionary Psychology	100
Biosocial Constructionist Theory	103
<b>Chapter 4 Gender Development</b>	<b>111</b>
How Central Are Sex and Gender in Early Development?	112
What Are the Major Theoretical Approaches to Gender Development?	113
Social Learning Theories and Sources of Socialization	115
<i>Parents</i>	116
<i>Siblings</i>	119
<i>Teachers and Peers</i>	119
<i>Media</i>	119
▶ <b>Debate:</b> Should Toys Be Marketed as Gender Neutral?	122
Cognitive Theories	123
<i>Cognitive-Developmental Theory</i>	123
<i>Gender Schema Theory</i>	124
<i>Developmental Intergroup Theory</i>	125
<i>Gender Self-Socialization Model</i>	127
Evaluating Social Learning and Cognitive Theories	127
What Are the Experiences of Gender-Nonconforming Children?	127
Biological and Social Contributions to Gender Nonconformity	128
Nonconforming Identities and Milestones	129
How Do Sex and Gender Shape Development in Adolescence and Emerging Adulthood?	131
Puberty and the Transition to Young Adulthood	131
Relationships With Parents	133

Friendship, Dating, and Social Networking	134
Gendered Self-Views Across Time and Cultures	136
How Do Sex and Gender Shape Development in Middle and Late Adulthood?	137
Cultural Ideals of Womanhood and Manhood	137
Gendered Self-Views	140
Women's Gender Advantage?	140
The Double Standard of Aging	141

### UNIT III STEREOTYPES, DISCRIMINATION, AND POWER 145

#### Chapter 5 The Contents and Origins of Gender Stereotypes 147

What Are the Contents and Structure of Gender Stereotypes?	149
Communion and Agency	152
<i>The Stereotype Content Model</i>	152
<i>The Women-Are-Wonderful Effect</i>	155
▶ <b>Journey of Research:</b> Think Manager–Think Male	156
Subgroups and Intersectionality	158
Transgender Stereotypes	163
Sexual Orientation Stereotypes	163

What Are Some Consequences of Gender Stereotyping?	165
Penalizing Gender Role Violators	165
Confirming Negative Stereotypes	166

Where Do Gender Stereotypes Come From?	168
Evolutionary Psychology	168
Social Role Theory	169
Biosocial Constructionist Theory	170

Are Gender Stereotypes Accurate?	172
Challenges: Defining "Reality" and Accuracy	172
Cognitive Stereotypes	173
Personality Stereotypes	173
Nonverbal and Verbal Communication Stereotypes	174
Stereotypes Across Multiple Domains	174
▶ <b>Debate:</b> Are Gender Stereotypes Accurate?	176

So How Universal Are Gender Stereotypes, Really?	177
--	-----

#### Chapter 6 Power, Sexism, and Discrimination 183

How Do Power and Privilege Relate to Sex and Gender?	184
Patriarchal and Matriarchal Social Structures	184
Structural Versus Dyadic Power	186

Ways of Exerting Power	188
<i>Force</i>	188
<i>Resource Control</i>	190
<i>Cultural Ideologies</i>	190
Privilege	192
Intersectionality, Double Jeopardy, and Invisibility	192
What Is Sexism, and Why Does It Persist?	195
Ambivalent Sexism Toward Women	195
Ambivalent Attitudes Toward Men	199
▶ <b>Journey of Research:</b> Measuring Gender Role and Sexist Attitudes	201
Social Dominance and System Justification Theories	202
Why Do Sexist Attitudes Matter?	203
▶ <b>Debate:</b> Do Men Experience Sexism?	204
What Is Gender Discrimination?	205
Overt Discrimination and Microaggressions	206
Global Gender Discrimination in Education and Politics	207
How Can We Resist and Reduce Gender Discrimination?	209
Affirmative Action: It's the Law	209
Confronting Gender Discrimination: Individual Efforts	210
Resisting Gender Discrimination: Collective Action	212
Being an Ally	214

## **UNIT IV COGNITION, EMOTION, AND COMMUNICATION** **219**

### **Chapter 7 Cognitive Abilities and Aptitudes** **221**

What Is Cognitive Ability?	223
▶ <b>Journey of Research:</b> Measuring the Brain From Phrenology to fMRI	224
Sex Differences in General Mental Ability	227
What Are the Sex Differences and Similarities in Cognitive Abilities?	228
Verbal Performance	228
<i>Vocabulary and Verbal Fluency</i>	230
<i>Reading and Writing</i>	230
<i>Verbal Reasoning</i>	231
Quantitative Performance	231
Visual-Spatial Performance	232
<i>Mental Rotation</i>	234
<i>Spatial Perception and Visualization</i>	234
<i>Spatial Location Memory</i>	234
Sex Differences in the Variability of Cognitive Abilities	235
How Do Individual Differences and Context Influence Cognitive Performance?	237



Culture	239
Stereotype Threat	239
Willingness to Guess on Tests	241
Achievement Motivation and Sensitivity to Feedback	242
How Do Sex and Gender Matter in Educational Systems and STEM Fields?	242
Education and School Performance	242
<i>Cultural Influences</i>	242
<i>Home and Classroom Dynamics</i>	243
▶ <b>Debate:</b> Do Children Fare Better in Single-Sex Classrooms?	244
Sex, Gender, and STEM Fields	246
<i>Discrimination</i>	246
<i>Interests, Values, and Expectations</i>	247
<i>Gendered Family Responsibilities</i>	248
<b>Chapter 8 Language, Communication, and Emotion</b>	<b>255</b>
How Does Gender-Related Language Influence Social Perception?	257
Gendered Features of Language	257
<i>The Generic Masculine</i>	257
<i>Grammatical Gender</i>	260
<i>Diminutives and Gender Labels</i>	260
The Influence of Gendered Language on Perceptions	261
What Roles Do Sex and Gender Play in Verbal Communication?	262
Sex Differences in <i>How</i> People Communicate	263
<i>Who Talks More?</i>	263
<i>Who Interrupts More?</i>	264
Sex Differences in <i>What</i> People Communicate	265
<i>Gossip</i>	265
<i>Social Media</i>	265
Beyond Sex Differences: Intersectionality in Communication	268
Verbal Communication: What's the Big Picture?	270
What Roles Do Sex and Gender Play in Nonverbal Communication?	270
Smiling and Eye Contact	271
Personal Space and Touch	272
Body Posture and Gait	273
Nonverbal Communication: What's the Big Picture?	275
How Do Sex and Gender Shape the Experience, Expression, and Identification of Emotions?	277
Emotional Experience and Expression	277
▶ <b>Debate:</b> Are Women More Emotional Than Men?	278
<i>Display Rules</i>	281

Encoding and Decoding Accuracy	282
Empathy and Emotional Intelligence	283
▶ <b>Journey of Research:</b> Understanding Empathy, From Darwin to Mirror Neurons	283

## **UNIT V SEXUALITY, RELATIONSHIPS, AND WORK** **289**

### **Chapter 9 Sexual Orientation and Sexuality** **291**

How Do Understandings of Sexuality and Sexual Orientation Differ Across Time and Culture?	293
▶ <b>Journey of Research:</b> Sexual Orientation Change Efforts	295

What Is Sexual Orientation?	297
Sexual Identity	297
Motivation: Desire and Love	299
Sexual Behavior	302
Complexity of Sexual Orientation	303

How Does Sexual Orientation Develop?	304
Phase Models of Sexual Identity Development	304
Milestone and Narrative Models of Sexual Minority Identity Development	307

Why Do People Differ in Sexual Orientation?	309
Biological Theories	310
Evolutionary Theories	312
The Integrative Approach	314
Evaluation of Theories	315

How Do Sex and Gender Contribute to the Experience of Sexuality?	315
Sexual Behavior and Attitudes	316
▶ <b>Debate:</b> Do Men Have a Stronger Sex Drive Than Women?	318
Orgasm Frequency and Sexual Satisfaction	319
Sexual Fluidity	322

How Does Sexuality Change Over the Life Course?	323
Sexual Trajectories	323
The Medicalization of Sexual Changes	325

### **Chapter 10 Interpersonal Relationships** **331**

What Roles Do Sex and Gender Play in Social Networks and Friendships?	333
Social Networks	333
Friendships	334
<i>Sex Differences in Friendship Intimacy</i>	335
<i>Cross-Sex Friendships</i>	336

<i>Friends With Benefits</i>	337
<i>LGBT Friendships</i>	338
What Roles Do Sex and Gender Play in Interpersonal Attraction?	339
Mate Preferences: Similarities and Differences	339
Mate Selection: Whom Do We Choose?	342
Dating Relationships	344
<i>Dating Scripts and Paternalistic Chivalry</i>	344
<i>Experiencing Love and Romance</i>	345
What Is the Nature of Marriage—Past and Present?	346
A Brief Social History of Marriage	346
Contemporary Marriage-Like Relationships	347
<i>The Changing American Family</i>	347
<i>Arranged Versus Autonomous Marriages</i>	349
<i>Polygyny and Polyandry</i>	350
<i>Consensual Nonmonogamy and Polyamory</i>	351
What Roles Do Sex and Gender Play in Committed Relationships?	352
Happy Relationships: Equity and Love	352
<i>Making Decisions</i>	352
<i>Dividing Labor and Childcare</i>	353
<i>Showing Love</i>	354
Relationship Struggles: Jealousy and Conflict	355
<i>Jealousy</i>	355
<i>Dealing With Conflict</i>	355
▶ Debate: Did Women and Men Evolve Different Jealousy Reactions?	356
Separation and Divorce	358
What Roles Do Sex and Gender Play in Parenting and Family Relationships?	359
Parent to Parent: Gender and Parental Relationships	360
Parent to Child: Gender and Caring for Children	361
Chapter 11 Work and Home	369
How Have Work and Home Labor Divisions Changed?	371
How Do People Divide Housework and Childcare at Home?	372
Trends and Inequities	372
Who Does What?	374
Childcare	375
Predictors of the Division of Domestic Labor	376
<i>Time Availability</i>	376
<i>Relative Income</i>	377
<i>Gender Role Ideology</i>	377
<i>Maternal Gatekeeping</i>	378



How Does Gender Operate in the Workplace?	379
Gender and Leadership	379
Glass Ceilings, Glass Cliffs, and Sticky Floors	381
Bias Against Women	382
Sexual Orientation, Gender Identity, and Race	383
Bias Against Men	385
How Can We Explain the Gender Wage Gap?	386
What Is the Gender Wage Gap?	387
▶ Debate: Is the Gender Wage Gap a Myth?	389
Possible Explanations for the Gender Wage Gap	391
<i>Education and Occupational Segregation</i>	391
<i>Occupational Feminization</i>	393
<i>Salary Negotiation</i>	394
<i>Relocations and Career Interruptions</i>	395
<i>Overwork</i>	397
Conclusions About the Gender Wage Gap	397
How Do Work and Family Roles Interact?	398
▶ <b>Journey of Research:</b> From Work–Family Conflict to	
Work–Life Enrichment	398
Conflict and Enrichment	399
Flexible Work and Family Leave Policies	400

## UNIT VI HEALTH AND WELL-BEING 405

### Chapter 12 Gender and Physical Health 407

How Have Understandings of Health and Longevity Changed Over Time?	408
Changes in Life Expectancy	409
Mortality (Death) and Morbidity (Sickness)	410
▶ <b>Debate:</b> Do Women or Men Experience Better Physical Health?	412
How Do Biological Factors Shape Sex Differences in Health?	413
Genetic Factors	413
Hormonal Influences	415
An Evolutionary Theory of Health and Longevity	415
How Do Social Factors Contribute to Sex Disparities in Health?	416
Health-Relevant Behavior: Things That People <i>Do</i>	417
<i>Accidents and Risky Sex</i>	417
<i>Smoking, Alcohol Use, and Diet</i>	419
<i>Physical Activity and Exercise</i>	422
Health-Relevant Traits: Ways That People <i>Are</i>	423
Accessing Health Care	425

<i>Seeking Health Care</i>	425
<i>Receiving Health Care</i>	426
Gender-Egalitarian Communities and Health	427
How Do Multiple Systems of Discrimination Shape Health and Health Care?	429
Race, Ethnicity, and Sex	429
Socioeconomic Status, Sex, and Race/Ethnicity	430
Sexual Orientation and Gender Identity	431
How Has Reproductive Health Been Medicalized?	434
▶ <b>Journey of Research:</b> Pregnancy and Childbirth Advice Through the Centuries	438
<b>Chapter 13 Gender and Psychological Health</b>	<b>443</b>
How Are Mental Illnesses Defined, Classified, and Conceptualized?	445
The <i>Diagnostic and Statistical Manual</i> and the <i>International Classification of Diseases</i>	446
The Transdiagnostic Approach: Internalizing and Externalizing Disorders	446
▶ <b>Journey of Research:</b> Treatment of Transgender Identity in the <i>DSM</i>	447
What Factors Contribute to Sex Differences in Internalizing Disorders?	449
Gender Role Factors	450
Abuse and Violence Factors	452
Personality Factors	452
Biological Factors	452
What Factors Contribute to Sex Differences in Externalizing Disorders?	453
Gender Role Factors	454
Personality Factors	454
Biological Factors	455
▶ <b>Debate:</b> Do Women Suffer From Depression More Than Men?	456
What Roles Do Sex and Gender Play in Eating and Body Image Disorders?	458
Objectification Theory, Body Image, and Eating Disorders	460
<i>Links to Women's Mental Health</i>	460
<i>Roles of Media and Culture</i>	461
Intersectionality and Eating Disorders Among Women	463
Gender Identity, Body Dissatisfaction, and Eating Disorders	464
The Desire for Muscularity	464

How Do Sexual and Gender Minority Statuses Relate to Mental Health?	465
Victimization, Discrimination, and Rejection	466
Homelessness	466
Institutional Discrimination: A Hostile Environment	467
Internalized Stigma: Homophobia and Transphobia From Within	467
What Roles Do Sex and Gender Play in Mental Health Help-Seeking?	468
Sex Differences in Rates of Help-Seeking	468
Intersectionality and Help-Seeking	469
What Roles Do Sex and Gender Play in Happiness and Well-Being?	470
Subjective Well-Being	470
Communion, Agency, and Well-Being	472
<b>Chapter 14 Aggression and Violence</b>	<b>477</b>
Are There Sex Differences in Aggression?	479
Sex Differences in Perpetrating Aggression	479
<i>Physical Aggression</i>	479
<i>Verbal Aggression</i>	482
<i>Relational Aggression</i>	483
<i>Cyberbullying</i>	483
Sex Differences in Experiencing Aggression	484
What's the Big Picture?	484
What Are the Major Forms of Gender-Based Aggression and Violence?	485
Intimate Partner Violence	485
<i>Situational Couple Violence Versus Intimate Terrorism</i>	486
▶ <b>Debate:</b> Do Men Perpetrate Intimate Partner Violence More Often Than Women?	487
Sexual Violence: Rape and Sexual Assault	488
<i>How Common Is Sexual Violence?</i>	489
<i>Who Commits Sexual Violence?</i>	492
<i>The Aftermath of Sexual Violence</i>	493
Sex-Based Harassment	495
What Explains Gender-Based Aggression and Violence?	499
Biological Factors	500
<i>Testosterone</i>	500
<i>Evolved Jealousy</i>	500
Sociocultural Factors	501
<i>Honor Cultures</i>	501
<i>Precarious Manhood</i>	502



<i>Power and Structural Gender Inequality</i>	502
<i>  F Theory</i>	504
What Is the Relationship Between Pornography and Sexual Aggression?	505
Definitions and Prevalence	505
▶ <b>Journey of Research:</b> Science, Politics, and Pornography, Pornography and Sexual Aggression	506
Glossary	G-1
References	R-1
Index	I-1