Psychology 594
Psychology of Gender

Fall 2006
Tuesdays and Thursdays 12:50-2:10
Location: Psychology B-248

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Office Hours - TBA

Overview
This class examines how gender affects and is affected by behavior, biology, culture, social roles and relationships, cognition, evolution, development, and other influences. We will begin the course with an investigation of theory and research from a variety of scholarly perspectives about gender differences and similarities across the lifespan. During the latter portion of the course, we will examine some implications of gender, including the differential advancement of men and women in mathematics and science, men’s and women’s sexuality and body image, gender discrimination, and diverging trends in the education system for men and women, girls and boys.

Objectives
One objective of the course is for students to refine the skills necessary to critique theories and research on psychology and 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 Psychology to understand important gender-relevant issues. Students will demonstrate these skills by participating in class discussions, generating “critical topics,” and completing a theoretical paper addressing an area pertinent to gender.

Reading Assignments
Each week, we will read selected empirical and theoretical articles from journals, books, and popular media. We will begin by reading chapters from the Second Edition of *The Psychology of Gender* (2004), edited by Alice Eagly, Anne Beall, and Robert Sternberg. Later in the course we will read *Why Gender Matters* (2005) by Leonard Sax. Both of these books and a collection of all other course readings will be sold by Stony Books, 1081 Route 25A (across from the LIRR), telephone: 689-9010 (NOTE: the books will be less expensive from Stony Books than if you purchase them elsewhere).

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 all readings 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. Students will identify three "critical topics" from readings and bring a list of these to class sessions. 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. You can also relate current topics to issues raised in earlier class sessions. The critical topics list must be double-spaced and word-processed (typed). Students will present their critical topics in class and will submit their list to the instructor.

   To alleviate students' workload, critical topics lists will only be required on EIGHT TUESDAYS. Critical topics lists should not be written for the following Tuesdays: November 21, December 5, or December 12. It is a student's responsibility to monitor the number of critical topics lists that she or he has submitted. By the end of the course, a total of eight critical topics lists must have been submitted; fewer lists will result in an unsatisfactory evaluation. The instructor strongly suggests that students retain all critical topics lists (i.e. those that have been returned) to resolve any discrepancies that might arise.

4. The paper assignment is a theoretical paper on any psychological aspect of gender. It should be suitable for publication in a journal such as Psychological Review or Psychological Bulletin, or might serve as the basis for a dissertation or grant proposal. Students with compelling reasons for developing an empirical rather than theoretical paper should contact the instructor early during the semester for consideration. Paper topics must be approved in consultation with the instructor. Please schedule an appointment with her as early in the semester as possible, since multiple students will not be permitted to write papers on the same topic. The instructor will help students select topics based on their 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. If you would like to submit the same (or a very similar) paper for this course requirement as you will submit in another course or to meet another university or department requirement, you must have the permission of both instructors (or the instructor and your advisor or other supervisor, as appropriate).

   The paper should be approximately twenty to twenty-five pages long, not including the reference list. It must be completed no later than Monday December 11. Please double-space, use a font size of 12, 1-inch margins on all sides, and include page numbers in a header. APA referencing style and other format should be used. Please submit a hard (paper) copy.

   Students will summarize their paper in an oral class presentation during the last two weeks of the semester (see course schedule below). Length of presentations will be determined by class enrollment but will not exceed 20 minutes.

   Students are encouraged to contact the course instructor with any questions about this assignment or about other facets of the course.
5. Grades will be computed according to the following APPROXIMATE algorithm:
   Participation and attendance - 35%
   Critical topics lists - 25%
   Paper and presentation - 40%

Class Schedule

This schedule and the list of reading are subject to change. Any revisions will be announced in class.

WEEK ONE
Sept 7 Overview and Course Business.

WEEK TWO
Sept 12 & Sept 14 Biological Bases of Gender.

READING FOR WEEK TWO


WEEK THREE
Sept 19 & Sept 21 Evolutionary Bases of Gender.

READING FOR WEEK THREE

WEEK FOUR
Sept 26 & Sept 28  Developmental Bases of Gender.

READING FOR WEEK FOUR

WEEK FIVE
Oct 3  Anthropological Bases of Gender.

READING FOR WEEK FIVE (OCTOBER 3)

WEEK FIVE
Oct 5  Relational Bases of Gender.

READING FOR WEEK FIVE (OCTOBER 5)

WEEK SIX

READING FOR WEEK SIX
WEEK SEVEN
Oct 17 & Oct 19  Status Bases of Gender.

READING FOR WEEK SEVEN

WEEK EIGHT

READING FOR WEEK EIGHT

WEEK NINE

READING FOR WEEK NINE
WEEK TEN

READING FOR WEEK TEN

WEEKS ELEVEN AND TWELVE
Nov 14, Nov 16, & Nov 21  Implications: Education.

READING FOR NOVEMBER 14

READING FOR NOVEMBER 16

READING FOR NOVEMBER 21

[NOVEMBER 23 HAPPY THANKSGIVING!]

WEEK THIRTEEN
Nov 28 & Nov 30 Implications: Discrimination, Attitudes, and Bias.

READING FOR WEEK THIRTEEN

WEEKS FOURTEEN & FIFTEEN
Dec 5, Dec 7, Dec 12, Dec 14 Student Presentations.