

The Social Psychology of Gender and Power

PSYC 21107

1. Basic Information

Instructor: Asia A. Eaton, Ph.D. Candidate
Office: Kelley 403
Office Hours: Wednesday 10:00-11:00 am, or by appointment
Email: asia@uchicago.edu
Classroom: HM 141
Class: Tuesday and Thursday, 10:30am-11:50am

2. Course Description

This course is a social psychological investigation into gender and power relations in the US. We will systematically review and analyze psychological theory and experimental and correlational data suggesting how sex roles affect the distribution and enactment of power, how the distribution of power affects sex roles and sex-typed behaviors, and how power and gender interact to perpetuate gender stereotypes and power differentials. Key themes in this course include the socialization of gender, gender norms and stereotypes, differences in language and behavior as a function of gender and power, and the self as a function of gender and power. This is not a course on the politics or history of gender, on the biological bases for sex differences, on sexual orientation, or on the nature of sex or gender across cultures.

3. Learning Objectives

Students who complete this course will:

1. Be able to articulate how the development, enactment, structure of, and relationship between gender and power can be explained by psychological principles
 - **Methods for Assessing this Learning Objective:** *Final Paper*
2. Develop skill in critically evaluating psychological experiments, arguments, and practices using logic, theory, and empirical evidence
 - **Methods for Assessing this Learning Objective:** *Weekly Reaction Paper, Class Participation, Team Discussion Facilitation*
3. Relate and compare social psychological theories, concepts, methods, and findings
 - **Methods for Assessing this Learning Objective:** *Weekly Reaction Paper, Final Paper, Class Participation, Team Discussion Facilitation*
4. Engage in discussions promoting intellectual tolerance and respect for others' viewpoints
 - **Methods for Assessing this Learning Objective:** *Class Participation, Team Discussion Facilitation*
5. Develop self-understanding and empowerment, appreciating that we need not be constrained by traditional gender roles and stereotypes
 - **Methods for Assessing this Learning Objective:** No formal assessment

4. Academic Integrity

Throughout this course we will be reading and discussing ideas from eminent scholars in the field of Social Psychology. Their theories, research findings, and conclusions will often serve as the basis for your arguments and claims in written assignments. In this context it is **imperative** that you properly acknowledge your use of another's ideas, whether that use is by direct quotation or by paraphrase, however loose. If you consult any written source and either directly or indirectly use what you find in that source in your own work, you must identify the author, title, and page number. If you have any doubts about what constitutes "use," consult your instructor and view:

www.college.uchicago.edu/academics.discipline.shtml

5. Course Materials

The class website is <http://chalk.uchicago.edu> (select the PSYC 21107 website link). All course documents, including the class readings, handouts, and the syllabus can be found here. Readings are located under the "Course Documents" heading, with approximately 2 readings to be read by *all* students in preparation for *each* class section. **The readings are the backbone of this course.** It is essential for your learning and the learning of your peers for you to come to class prepared to discuss the readings in detail. Lectures on Tuesdays will outline basic methods, structures, and definitions in the psychology of gender and power for that week, with the course readings serving as the basis for lecture on Tuesdays and discussions on Thursdays, providing students with more detailed knowledge of specific findings and theories.

Class updates or changes will be posted on Chalk, but lecture notes will not be made public. If you miss or anticipate missing a class due to an emergency or illness please contact the professor as soon as possible. See the absentee policy on page 4 for additional details.

6. Assignments and Grades

Grades will be based on your weekly reaction papers (30%), class participation (20%), your team discussion facilitation (25%), and your final paper (25%).

Weekly Reaction Paper = 24 maximum points (for the best 8 paper scores) = 30 % of final grade

Class participation = 16 maximum points = 20% of your final grade

Discussion Facilitation = 20 maximum points = 25% of your final grade

Final Paper = 20 maximum points = 25 % of your final grade

80 total points possible

- 72 or above = A range
- 64-71 = B range
- 56-63 = C range
- 48-55 = D range
- Below 48 = F

Weekly Reaction Papers = 30% of your final grade

1) You must turn in your 2-paged, double-spaced weekly reaction paper at the beginning of class each Tuesday. Weekly reaction papers must briefly (in one or two paragraphs) summarize the gist of **each** reading assigned for that **Tuesday**. The paper should then go on to discuss one or more readings, theories, or findings in detail.

2) Late papers will not be accepted. Your worst paper grade will be dropped, so only the best 8 of 9 possible paper scores will count towards your final grade. This policy is in place to allow forgiveness for accidents, emergencies, and other personal or professional issues that may prevent a student from completing a paper or doing his or her best on a paper. Reaction papers will be returned to you the following Tuesday.

3) Check-System: You can receive a "√+", "√", "√-", or a "0" for each weekly response paper

- You will receive a √+ (3 points) for turning in a paper that demonstrates critical and synthetic analysis of the materials covered by **all** the readings assigned for that day. This will include:
 - critiques or defenses of theory or findings contained in that day's assigned readings backed up with empirical and logical support
 - comparing and contrasting materials or concepts from that day's assigned readings against each other, with materials from earlier in this class, or from another psych. class
 - discussing directions for future research, and why those extended or new courses of inquiry are important
- You will receive a √ (2 points) for a paper that demonstrates you have done **all** the Tuesday readings and summarized them in your own words.
- You will receive a √- (1 point) for turning in a paper that does any of the following:
 - fails to demonstrate that you read **all** assigned articles
 - gives critiques or endorsements without supporting them with empirical evidence
 - gives personal opinions without supporting evidence and a clear relationship to the materials
- You will receive a 0 for not turning in a paper.

Class Participation = 20% of your final grade

Class participation includes class attendance and participation in discussion. High quality discussion participation will include all of the following elements:

1. Demonstration of having carefully and critically read all readings for that class session
2. Integration of ideas from previous classes with the content in that class session
3. Attention and responsiveness to other students' comments
4. Respect for others' viewpoints
5. Remarks that further the interrogation being pursued by the class
6. Trying out new ideas related to the materials at hand

It is especially important for you to do the Thursday readings and participate on Thursdays, when your fellow classmates will be relying on you to keep the discussion lively!

Team Discussion Facilitation = 25% of your final grade

- 1) Each Thursday, starting week 3, a small group of students will be responsible for presenting the articles for that day and for leading class discussion. Students will be asked to sign up for a discussion facilitation slot the first week of class.
- 2) All students in a group will receive the same grade for their group presentation. Students will present once each during the quarter.
- 3) In your presentation you will need to do more than just summarize the Thursday articles. You will need to engage your fellow classmates with interesting questions, you will need to identify weaknesses and strengths in the articles based on empirical evidence, and you will need to make conceptual and methodological links between the Thursday articles and the Tuesday articles.
- 4) Your group may present in any format you like –with handouts, with PowerPoint slides, transparencies, by writing on the board, etc. The presentation can be done formally or informally, so long as it is done professionally.
- 5) In your discussion facilitation you are should cover, in the very least, the following points:
 1. What did the papers inquire about (i.e. the main question or theme)?
 2. What evidence is offered as an answer to their questions or in support of their claims?
 3. Is the evidence offered sufficient? What else might be useful to know? Could alternative accounts explain the results, and how would one test the alternative explanations?
 4. What did you learn from this paper?
 5. How does the paper relate to other readings and class lectures?

Final Paper = 25 % of your final grade

The final paper for this class is to be approximately 8 double-spaced pages, not including references. For this paper, you will be presented with passages and quotes from a variety of sources (some anecdotal and personal, some based on psychological research). Your job is to select one passage or quote and make a logical, scientific argument as to whether and how the quote is accurate, inaccurate, or both. Each argument that you present must be supported by psychological research on gender and power.

Writing high-quality weekly papers (papers that include the criteria necessary for a $\sqrt{+}$), will help prepare you for this final assignment. The purpose of the final paper is for you demonstrate the knowledge you gained from this class, to integrate areas of knowledge, and to use your knowledge creatively in the creation of a logical argument.

There are no right or wrong answers or arguments for any given passage or quote. You should carefully examine relevant scientific materials from both inside and outside this course in preparing your paper. You will be graded on how thorough, critical, and clear the paper is, and how well you connect your

arguments to relevant research. The passages and quotes from which you may choose will be handed out in class on Thursday, October 25. You have almost an unlimited opportunity to review research pertinent to your chosen quote or passage that will illuminate theoretical and practical understanding of gender and power issues.

7. Extra Credit

You can receive up to 2 extra credit points towards your final grade by participating in psychology studies offering course credit across campus. 1 extra credit point will be awarded to you per hour of study participation. Participation must be completed by the last day of class. If you do not want to participate in research studies you may write a paper instead, reviewing any Psychological Science paper in the past 12 months. Each paper should be 2 pages double spaced and each will count for 1 extra credit point. You may write a maximum of 2 papers.

8. Absentee and Late Policy

To allow for minor emergencies and everyday mishaps, each student will be allowed to drop their lowest weekly paper grade. For those students who miss a class due to illness or a personal emergency, please be certain to get a doctor's note or some form of documentation so that your absence will not be factored into your discussion participation grade. For students who must miss a class due to a sporting event, your coach will need to write a note verifying the absence. No late papers will be accepted.

9. Course Outline

Date	Topic	Reading and Assignment
Week 1: <u>Class 1</u> Tuesday, September 25	Introduction	
Week 1: <u>Class 2</u> Thursday, September 27	Why Study Gender?	Lott & Eagly (1997) Hyde (1994) Caplan & Caplan (1994)
Week 2: <u>Class 3</u> Tuesday, October 2	Metatheories on the Origin of Sex Differences	Buss (1995) Eagly, Wood (1999) REACTION PAPER 1 DUE
Week 2: <u>Class 4</u> Thursday, October 4	Quantifying Masculinity and Femininity	Bem (1974) Spence (1993)
Week 3: <u>Class 5</u> Tuesday, October 9	Gender stereotypes	Deaux & Kite (1993) REACTION PAPER 2 DUE
Week 3: <u>Class 6</u> Thursday, October 11	Gender norms	Prentice & Carranza (2002) Diekman & Goodfriend (2006)
Week 4: <u>Class 7</u> Tuesday, October 16	Perpetuation generally	Glick & Fiske (2001) Richeson & Ambady (2001) REACTION PAPER 3 DUE
Week 4: <u>Class 8</u> Thursday, October 18	Perpetuation from within	LaFrance et al. (1997) Skrypnek & Snyder (1982)
Week 5: <u>Class 9</u> Tuesday, October 23	The Perception of and motive for power	Winter (1988) Powers & Reiser (2005) REACTION PAPER 4 DUE
Week 5: <u>Class 10</u> Thursday, October 25	Leadership and perceptions of leadership	Eagly & Johannesen-Schmidt (2001) Kawakami, White, & Langer (2000) FINAL PAPER QUOTES GIVEN OUT IN CLASS

Week 6: <u>Class 11</u> Tuesday, October 30	Power, Gender, and the Self Concept	Wood et al. (1997) Haines & Kray (2005) REACTION PAPER 5 DUE
Week 6: <u>Class 12</u> Thursday, November 1	Power, Gender, and Relationships	Chen, Lee-Chai, & Bargh (2001) Sprecher & Schwartz (1994)
Week 7: <u>Class 13</u> Tuesday, November 6	Verbal expressions of power in men and women	Aries (1987) Carli (1990) REACTION PAPER 6 DUE
Week 7: <u>Class 14</u> Thursday, November 8	Nonverbal expressions of power in men and women	Harper (1985) Dovidio et al. (1988)
Week 8: <u>Class 15</u> Tuesday, November 13	Expectations for men and women in power	Wiley & Eskilson (1983) Fiske et al. (1991) REACTION PAPER 7 DUE
Week 8: <u>Class 16</u> Thursday, November 15	Backlash	Rudman & Glick (2001) Heilman (2001)
Week 9: <u>Class 17</u> Tuesday, November 20	Headway	Lockwood (2006) Dasgupta & Asgari (2004) REACTION PAPER 8 DUE
Thursday, November 22	THANKSGIVING	NO READINGS, NO CLASS
Week 10: <u>Class 18</u> Tuesday, November 27	The Men's Movement	Allen, Kimmel, & Kaufman (1997) Kupers (1993) REACTION PAPER 9 DUE
Thursday, November 29	READING PERIOD	
Friday, December 7		FINAL PAPER DUE

10. Readings

Week 1: The Value of Studying Gender

Class 1: Introduction

Class 2: Why Study Gender?

Lott, Bernice; Eagly, Alice H. (1997). Question 1: Research priorities: Should we continue to study gender differences? In Walsh, Mary Roth (Ed), *Women, men, & gender: Ongoing debates*, pp. 15-31, New Haven, CT, US: Yale University Press.

Hyde, J. S. (1994). Should psychologists study gender differences? Yes, with some guidelines, *Feminism & Psychology*, 4(4), 507-512.

Caplan, P. J., Caplan, J. B. (1994). Using Scientific Method To Study Sex and Gender. In P. J., Caplan & J. B. Caplan (Eds), *Thinking critically about research on sex and gender*, p. 19-28, New York, NY, US: HarperCollins College Publishers.

Week 2: Gender Differences

Class 3: Metatheories on the Origin of Sex Differences

Buss, David M. (1995). Psychological sex differences: Origins through sexual selection, *American Psychologist*, 50(3), 164-168.

Eagly, A. H., & Wood, W. (1999). The origins of sex differences in human behavior: Evolved dispositions versus social roles, *American Psychologist*, 54, 408-423.

Class 4: Quantifying Masculinity and Femininity

Bem, S. L. (1974). The measurement of psychological androgyny, *Journal of Consulting and Clinical Psychology*, 42, 155-162.

Spence, Janet T. (1993). Gender-related traits and gender ideology: Evidence for a multifactorial theory, *Journal of Personality and Social Psychology*, 64(4), 624-635.

Week 3: Defining and Understanding Gender Stereotypes and Norms

Class 5: Gender stereotypes

Deaux, K. & Kite, M. (1993). Gender stereotypes. In Denmark, F.L. & Paludi, M.A. (Eds.), *Psychology of women: A handbook of theory and issues*, Westport, CT, Greenwood Press., pp. 107-139.

Class 6: Gender norms

Prentice, D. A., & Carranza, E. (2002). What women should be, shouldn't be, are allowed to be, and don't have to be: The contents of prescriptive gender stereotypes, *Psychology of Women Quarterly*, 26(4), 269-281.

Diekmann, A. B. & Goodfriend, W. (2006). Rolling with the changes: A role congruity perspective on gender norms, *Psychology of Women Quarterly*, 30(4), 369-383.

Week 4: Gender Role Perpetuation

Class 7: Perpetuation generally

Glick, P., & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications, *American Psychologist*, 56, 109-118.

Richeson, J. A. & Ambady, N. (2001). Who's in charge? Effects of situational roles on automatic gender bias, *Sex Roles*, 44 (9-10), 493-512.

Class 8: Perpetuation from within

Skrypnek, B. J. & Snyder, M. (1982). On the self-perpetuating nature of stereotypes about women and men, *Journal of Experimental Social Psychology*, 18(3), 277-291.

LaFrance, M., Henley, N. M., Hall, J. A., & Halberstadt, A. G. (1997). Nonverbal behavior: Are women's superior skills caused by their oppression? In M. R. Walsh (Ed), *Women, men, & gender: Ongoing debates*, pp. 101-133.

Week 5: Gender Differences in Perceptions of Power and Leadership

Class 9: The Perception of and motive for power

Winter, D. G. (1988) The power motive in women--and men, *Journal of Personality and Social Psychology*, 54(3), 510-519.

Powers, R. S. & Reiser, C. (2005). Gender and self-perceptions of social power, *Social Behavior and Personality*, 33(6), 553-568.

Class 10: Leadership and perceptions of leadership

Eagly, A. H., Johannesen-Schmidt, M. C. (2001). The leadership styles of women and men, *Journal of Social Issues*, 57(4), 781-797.

Kawakami, C., White, J. B., Langer, E. J. (2000). Mindful and masculine: Freeing women leaders from the constraints of gender roles, *Journal of Social Issues*, 56(1), 49-63.

Week 6: The Self Concept and Relationships

Class 11: Power, Gender, and the Self Concept

Wood, W., Christensen, P. N., Hebl, M. R., & Rothgerber, H. (1997). Conformity to sex-typed norms, affect, and the self-concept, *Journal of Personality and Social Psychology*, 73, 523-535.

Haines, E. L. & Kray, L. J. (2005). Self-power associations: The possession of power impacts women's self-concepts, *European Journal of Social Psychology*, 35(5), 643-662.

Class 12: Power, Gender, and Relationships

Chen, S., Lee-Chai, A. Y., Bargh, J. A. (2001). Relationship orientation as a moderator of the effects of social power, *Journal of Personality and Social Psychology*, 80(2) Feb 2001, 173-187.

Sprecher, S., & Schwartz, P. (1994). Equity and Balance in the Exchange of Contributions in Close Relationships, In Lerner, M. J., & Mikula, G. (Eds). *Entitlement and the affectional bond: Justice in close relationships*, pp. 89-115, New York, NY, US: Plenum Press.

Week 7: Expressions of power in men and women

Class 13: Verbal expressions of power in men and women

Aries, E. (1987). Gender and communication. In P. Shaver & C. Hendrick (Eds.) *Sex and gender: review of personality and social psychology*, 7, pp. 149-176, Newbury Park, CA: Sage.

Carli, L. L. (1990). Gender, language, and influence, *Journal of Personality and Social Psychology*, 59(5), 941-951.

Class 14: Nonverbal expressions of power in men and women

Harper, R. G. (1985). Power, dominance, and nonverbal behavior: An overview. In S. L. Ellyson & J. E. Dovidio (Eds.), *Power, dominance, and nonverbal behavior* (pp. 29-48). New York: Springer-Verlag.

Dovidio, J. E., Ellyson, S. L., Keating, C. E., Heltman, K., & Brown, C. E. (1988). The relationship of social power to visual displays of dominance between men and women. *Journal of Personality and Social Psychology*, 54, 233-242.

Week 8: Scaling the ladder- difficulties

Class 15: Expectations for men and women in power

Wiley, M. G. & Eskilson, A. (1983). Scaling the corporate ladder: Sex differences in expectations for performance, power and mobility, *Social Psychology Quarterly*, 46(4), 351-359.

Fiske, S. T., Bersoff, D. N., Borgida, E., Deaux, K. et al. (1991) Social science research on trial: Use of sex stereotyping research in Price Waterhouse v. Hopkins, *American Psychologist*, 46(10), 1049-1060.

Class 16: Backlash

Rudman, L. A. & Glick, P. (2001). Prescriptive gender stereotypes and backlash toward agentic women, *Journal of Social Issues*, 57(4), 743-762.

Heilman, M. E. (2001). Description and prescription: How gender stereotypes prevent women's ascent up the organizational ladder, *Journal of Social Issues*, 57(4), 657-674.

Week 9: Scaling the ladder- headway

Class 17: Headway

Lockwood, P. (2006). "Someone like me can be successful": Do college students need same-gender role models? *Psychology of Women Quarterly*, 30, 36-46.

Dasgupta, N., & Asgari, S. (2004). Seeing is believing: Exposure to counterstereotypic women leaders and its effect on automatic gender stereotyping. *Journal of Experimental Social Psychology*, 40, 642-65.

Week 10: The Men's Movement

Class 18: The Men's Movement

Allen, M; Kimmel, M., & Kaufman, M. (1997). Question 18: Men's Behavior: Is the Mythopoetic Men's Movement Creating New Obstacles for Women? In Walsh, Mary Roth (Ed). *Women, men, & gender: Ongoing debates*, pp. 399-420, New Haven, CT, US: Yale University Press.

Kupers, T. A. (1993). Conclusion: Redefining Power, In T. A. Kupers, *Revisioning men's lives: Gender, intimacy, and power*, New York, NY, US: Guilford Press.