

PSY 425, Spring, 1985
Psychology of Sex Differences

Hamilton
McTavish

Sandra Hamilton--497 Straub Hall, ext. 4954

Office Hours: Wed. 1:00-2:00 or by appointment

Jean McTavish----Office Hours to be announced

This course emphasizes the review and evaluation of psychological research and theory on sex differences. The text for this course will be: Hyde, J. Half the Human Experience Second Edition. Random House, 1984.

This is to be accompanied by a packet of primary source materials available at Kinko's. These readings are identified by article number and authors' names in the schedule below.

In reading the assignments below, be sure to read the week's assignment before the first class of that week, to be prepared for class discussion.

One midterm exam will be given in class on May 7, the final during our assigned hour, 8:00 AM, Friday, June 14th. A term paper, to be described in a separate handout, will be due by 5:00 PM, May 30. The midterm and the final will each count for 30% of the course grade, the paper for 40%.

Date	Topic	Reading Assignment
April 4	Myths of the sexes	Hyde, Ch. 2, 16
9	History of psychological research	Hyde Ch.1, packet article #1 (Patrick)
11	Psychoanalysis	Packet article #2, 21, 3, 4, 5 (Freud, Meade, Horney, Erikson)
16	Theories of sex role development	Hyde Ch.3, packet article #6, 7 (Angrist, Bem)
18	Masculinity, femininity & androgyny	Hyde, Ch.4, packet article #8, 9, Spence and Helmreich, Ch. 1 & 8)
23	Gender differences in personality	Hyde Ch.5, packet article #10 (Candy and Ross)
25	Gender differences in cognitive abilities	
30	Abilities, achievement & motivation	Hyde Ch.8
May 2	Abilities, achievement & motivation	packet article #11 (Eccles, Adler & Meece)
7	MIDTERM	
9	Psychobiology	Hyde Ch.10, 11
14	Male-female sexuality	Hyde Ch.12
16	Male-female sexuality/violence	Hyde Ch.13, 14
21	Gender differences in communication	Hyde Ch.9, packet article #12 (Stier & Hall)
23	Gender and the lifespan	Hyde Ch.6
28	Gender and psychopathology	Hyde Ch.7, packet article #13 (Insan Al-Issa)
30	Gender and psychotherapy	packet articles 14, 15, 16 (Davidson and Moramowitz; APA; Maffeo)
	PAPERS DUE MAY 30	
June 4	Marriage and the family	
6	Gender and the workforce	Hyde Ch.15, 17; packet article #17 (McFarlin and Gagnon)
14	FINAL EXAM 8:00 AM (gasp!)	

Term Paper Assignment: NOTE: This library research term paper is not the usual term paper assignment. It requires a particular format and the reading of a limited number of research articles. If your paper does not follow this format, you will not get credit for the assignment. All papers are due by 5:00 PM, May 30th. Later papers will be accepted only with a doctor's excuse.

LIBRARY RESEARCH TERM PAPER

These papers should be no longer than about 12 pages. They should include a review of a number of research studies (4-6) published on a particular topic in the area of psychological sex differences. Choose the topic from the list below, or suggest your own topic. If you choose your own topic, however, be sure to discuss it with me at some time during the first month of the course. Articles from the popular press (Parents' Magazine, Redbook, etc.) are not appropriate for this paper. Scholarly journals from the library, as located through the Psychological Abstracts and/or Sociological Abstracts must be the source of your materials.

In your paper, each study should be described so that a reader unfamiliar with the research would understand (a) who the subjects were (their age, sex composition, socio-economic status, etc.), (b) what the researchers' hypothesis or research strategy was, (c) how the hypothesis was tested in the study, (d) what the researchers did in the study (research procedures), and (e) what the results were. In addition, the paper should include your own ideas about the meaning of the results. Be critical about an author's findings; if you feel an author's conclusions are unwarranted on the basis of his/her evidence, say so (any why). If it is possible to develop a general conclusion on the basis of the research articles reviewed in the paper, do so. Otherwise, attempt to organize and make as much sense of the studies as you can in an integrative section of the paper. In this integrative section, be sure to compare and contrast the outcome and/or methods of all the studies you have described in some way.

You will find that most of the topics listed below are too general. When you have read a few studies in the area, plan to choose a more specific topic, e.g. Sex differences in childhood fearfulness instead of Sex differences in fearfulness.

Suggested paper topics: Evaluate the evidence for (and interpretations of) sex differences in:

tactile perception	habituation	altruism	habituation & self-control
auditory perception	verbal ability	competence	quantitative ability
olfactory perception	spatial ability	fearfulness	curiosity and exploration
visual perception	creativity	attachment	self-disclosure
locus of control	self-esteem	empathy	achievement motivation
activity level	self concept	aggression	activity preference
toy preference	anxiety	dominance	parental treatment
maturation rate	conformity	assertiveness	daydreams/nightdreaming
moral development	mental illness	nurturance	competitiveness
problem solving	fear of success	dependence	cross-cultural research
expectation of success	effects of maternal employment		

You may also wish to write your paper on a topic dealing chiefly (or wholly) with one sex only. For example:

MAO levels and depression	testosterone and aggressiveness
evidence for male cycles	menarche and female behavior
women and career orientation	menopause
pubertal changes in behavior	postpartum depression
menstrual cycles and behavior	

Reference and Bibliography: Citations within the text should follow the American Psychological Association, author-date method of citation used in your texts "Sears (1960) compared...", or "In a study of moral development, Sears, (1960)..." Do not give full bibliographic citations in the text.

On Plagiarism Be sure to work independently on your paper. Evidence of plagiarism or other cheating will result in a failing grade for the course.

MIDTERM EXAMINATION

Part A: Answer all 10 of the questions below with one or two sentences each (2 points each).

1. How is empathy different from cognitive role-taking?
2. Give an example of an operational definition of altruism
3. List one theoretical difference between a cognitive style and a cognitive ability.
4. Define sex-role according to Angrist (1969).
5. Define Gender-Aschematic Processing.
6. Define Oedipal Conflict.
7. Define Availability Heuristic (Kahneman and Tversky).
8. Define positive reinforcement.
9. Define attribution process.
10. Define statistical significance.

Part B. Answer one of these two essay questions, then proceed to part C. (20 points)

B11. Discuss the achievement motivations and actual achievement related behaviors of men and women. Compare and contrast Horner's Motive to Avoid Success and Eccles-Parsons expectation x value models as explanations of achievement behaviors and motivations.

B12. Review the evidence in support of gender differences in aggression. Discuss the interpretation of lab and field findings, the size and significance of differences.

Part C. Answer one of these two essay questions (20 points).

C13. Compare and contrast the theoretical assumptions of identification theory, social learning theory, cognitive-developmental theory, and gender-aschematic theory. Which theory do you think describes sex-role development best? Why?

C14. Based on all of your readings, develop a theory of sex-role development which takes into account the following: definition of masculinity and femininity, androgyny (if you think it exists), the development of affect, behaviors and cognitions for sex-role identity. Refer to prior theories for your ideas. (Note: you may or may not want to write a theory worthy of a Nobel Prize.)

FINAL EXAM

Directions: Please print your name and social security number in the upper right hand corner of page 1. Please answer the multiple choice questions by printing the capital letter corresponding to your answer in the left margin beside each question. Then write the two essays as directed

1. The Baby X study investigated adults' treatment of female infants compared with male infants. The study
 - a. controlled for gender differences in the infant's behavior that might influence the adult
 - b. controlled for prior experience
 - c. found some evidence that adults treat babies differently, depending upon whether they think the baby is a girl or boy
 - d. found marked gender differences in infant behavior
 - e. a and c
2. From Goldberg's study of the psychological aspects of discrimination (using essays by John McKay or Joan McKay), we can conclude
 - a. people tend to devalue the work of women, even if it is identical to that of men
 - b. people are able to identify which essays were written by women
 - c. women receive lower ratings for their work, but this may be because their work is not as good as men's
 - d. all of the above
 - e. b and c only
3. Discrimination against women by underrating their work is most likely to occur when
 - a. it is clear that the woman is exceptionally competent
 - b. the quality of the work is ambiguous
 - c. the woman is in a highly competitive profession, such as law
 - d. the evaluator is a man
4. "In a large coeducational institution, the average student will feel isolated in his introductory courses." This cue sentence was used to measure
 - a. motive to avoid success
 - b. interpersonal skills
 - c. the extent to which subjects think of males when a sentence contains the supposedly neutral pronoun "his"
 - d. interpersonal distance
5. In Hyde's research on children's responses to the gender-neutral occupation, "Wudgemaker," the results indicated that
 - a. males preferred to be a wudgemaker when they grew up, but females preferred not to be
 - b. women were rated as significantly more competent at being wudgemakers when the wudgemaker was referred to as "she," than when the wudgemaker was referred to as "he"
 - c. girls said they would like to be wudgemakers, but felt incompetent to do so
 - d. children assumed wudgemakers were male
6. Tag questions
 - a. are used by men to harass women at work
 - b. are said more frequently by women than men
 - c. are said more frequently by men than women
 - d. indicate how neurotic women are

7. Kahn compared the behavior of profeminist men and antifeminist men toward an assertive woman. He found
 - a. profeminist men behaved more positively toward her
 - b. there were no differences between the men in their behavior towards her
 - c. the woman became less assertive in the presence of the antifeminist man
 - d. the woman became more assertive in the presence of the antifeminist man
8. Surveys show that 85% of people prefer their firstborn child to be a
 - a. boy
 - b. girl
 - c. they have no preference as long as the child is healthy
 - d. the preference depends upon ethnic group
9. According to Kuhn's analysis, science
 - a. is fundamentally objective
 - b. is fundamentally subjective
 - c. proceeds in occasional revolutionary leaps
 - d. a and c
 - e. b and c
10. In a study of London housewives, Oakley found that they spend, on the average, _____ hours per week on housework
 - a. 15
 - b. 40
 - c. 77
 - d. 143
11. The research by John Money on pseudohermaphrodites indicates all of the following except
 - a. environmental factors are important in determining gender identity
 - b. there is a critical period for gender assignment
 - c. a given individual may have a contradiction among one or more of the six variables of gender
 - d. the presence or absence of gender is critical in the development of gender identity
12. In the course of biological gender differentiation in prenatal development
 - a. major genetic differences are created in the frontal lobe of the brain
 - b. major differences are created in the hypothalamus
 - c. most gender differentiation occurs postnatally
 - d. gender differences in the external genitals occur before ovaries or testes differentiate
13. FSH and LH are
 - a. hormones produced by the ovaries
 - b. related to gender differences in achievement motivation
 - c. hormones secreted by the pituitary
 - d. code letters for secret lesbian organizations
14. Research on hormones and mood during the menstrual cycle indicates that at ovulation
 - a. hormone levels drop off sharply leading to depression
 - b. estrogen levels are high and mood is generally positive
 - c. premenstrual tension occurs
 - d. postpartum depression often occurs
15. Ruble's experiment on the effect of subjects' expectations on their reporting of menstrual symptoms showed that
 - a. women report more symptoms when they think they are premenstrual than when they think they are at midcycle
 - b. women report more premenstrual symptoms if their mothers told them to expect them
 - c. women exposed to menstrual drug ads reported more symptoms than women exposed to neutral ads
 - d. all of the above
 - e. a and b only
16. Women compared with men are
 - a. less sexually arousable
 - b. sexually mature earlier in development
 - c. more easily aroused
 - d. more readily multiorgasmic

17. From Heiman's study of female and male arousal to erotic materials, we can conclude
 - a. women show as much psychological arousal, but less physical arousal to erotic materials than men do
 - b. women are as aroused by erotic materials as men are, but women are sometimes not aware of their physical arousal
 - c. women are more aroused by romance, men by eroticism
 - d. women find erotic materials less arousing than men do
18. Research on lesbians indicates that
 - a. they generally have an overall female identification
 - b. they generally have enlarged clitorises, indicating possible prenatal hormonal causes of lesbianism
 - c. they have higher testosterone levels than normal
 - d. the frequency of lesbianism is higher than the frequency of male homosexuality
19. Which of the following is not a reasonable conclusion from the Broverman study of clinicians' judgements of mental health for males and females?
 - a. there is a double standard of mental health for males and females
 - b. clinicians believe that well-adjusted women have a number of undesirable personality characteristics
 - c. female clinicians are less likely to be sexists than male clinicians
 - d. in mental health, the male is normative
20. A major difference between feminist therapy and traditional psychotherapies is
 - a. the goal of feminist therapy is social and political change, not personal adjustment to existing conditions
 - b. in feminist therapy, men are regarded as the enemy
 - c. feminist therapy regards women's problems as internal in nature
 - d. feminist therapy stresses the learned nature of women's problems
 - e. both c and d

Choose one of these two questions to answer. Then proceed to the next pair of essay questions

21. Discuss research findings on gender differences in nonverbal communication including such things as eye contact, posture, expression and touch.
22. Describe the subjects, methods, and results of the study by McFarlin and Gagnon called underpaid and overworked. Discuss and interpret this study and compare it to what you know about the participation of men and women in the workforce.

Answer one of these two essay questions. Then have a good summer and enjoy your gender.

23. Describe physiological and behavioral differences in male and female sexuality. What are the commonalities? E.g., Hormones, masturbation, orgasm, partners. What do you think accounts for the differences and similarities?
24. Describe the results of Broverman's research in terms of psychotherapy with men and women. How do the three therapeutic orientations in your book affect the outcome of psychotherapy with men and women. That is, how do the theories conceptualize treatment?

STUDY QUESTIONS

1. Describe Henley's theory concerning touch, power, and gender. Which areas of the theory have been supported or refuted by research findings?
2. Review research on gender differences in verbal communication.
3. Discuss research findings on gender differences in non-verbal communication including such things as eye contact, touch, expression and posture.
4. Compare and contrast two different theories identifying stages of adult development.
5. Describe Carol Gilligan's theory of moral development. Contrast it to Kohlberg's or Freud's.
6. Describe the subjects, methods, and results of the study by McFarlin and Gagnon called underpaid and overworked. Discuss and interpret this study and compare it to what you know about the participation of men and women in the workforce.
7. Describe the physiological and behavioral differences in male and female sexuality. What are the commonalities? E.g., hormones, masturbation, orgasm, partners, etc. What do you think accounts for the differences and similarities?
8. Discuss the impact of male and female hormonal fluctuations. Describe how males and females differ in their hormone cycles. Be specific, e.g., phases of menstrual cycles.
9. Discuss the process of gender differentiation in prenatal development. What syndromes are abnormalities of gender differentiation, and how do they affect gender role development (refer to research).
10. Describe the results of Broverman's research in terms of psychotherapy with men and women. How do the three therapeutic orientations in your book affect the outcome of psychotherapy with men and women? That is, how do the theories conceptualize treatment.
11. Males and females utilize different coping styles. Defend or argue against this position based upon developmental and clinical studies of sex differences in coping behavior.