

The Psychology of Gender PSYC*3300

Prof. Paula Barata

What to Expect Today

- ▶ Course outline
- ▶ Discussion #1
 - Introductions
- ▶ Break (20 minutes)
- ▶ Lecture: Women in Canadian Psychology
- ▶ Discussion #2
 - Feminism
- ▶ Lecture: Sex and Gender
 - Usefulness of sex and gender
- ▶ Discussion # 3
- ▶ Preparing for next class

Course Outline

- ▶ Course content
 - [See Outline on CourseLink](#)
 - Follow readings in Table
 - Required text: Hegeson (2017). Psychology of Gender (5th ed.)
 - Other resources
- ▶ TAs:
 - Sadie Goddard–Durant and Ashna Jassi
- ▶ Class structure
 - Lectures, small group discussion, large group discussion, poster sessions

Assessment

- ▶ Exams (45%)
 - Mid-term exam (20%)
 - Final exam (25%)
- ▶ Participation (40%)
 - Lead notes discussion (10%)
 - 2 2-page papers (5% each)
 - Answers to 8 of 9 DQ sets (20%)
 - 4 chosen for random grading (4% each)
 - 4 remaining (1 point each)
 - Poster evaluations (10%)
 - Evaluate 4 posters during each of the 5 posters sessions (when you are NOT presenting)
- ▶ Poster session (15%)

Learning Objective #1–2

- ▶ Define and describe various principles, theories, and research findings related to gender and psychology
- ▶ Explain how gender is constructed across different contexts.
 - Content: Readings, lectures, your own research
 - Assessment: Exams; leading and participating in discussion

Discussion Questions

- ▶ The chapter briefly identifies three kinds of feminists. Define each of them. What do you see as the essential differences between them?

Learning Objective #3

- ▶ Demonstrate ability to apply course material to broader psychological research and life experiences.
 - Content: Readings, lectures, your own research
 - Assessment: leading and participating in discussion

Learning Objective #4

- ▶ Demonstrate ability to analyse the impact of gender in men and women's lives across a variety of contexts.
 - Content: Readings, lectures, independent reading
 - Assessment: Exams; leading and participating in discussion, poster evaluation

Learning Objective #5

- ▶ Demonstrate ability to find, understand, and evaluate discourse (especially academic discourse) related to psychology and gender.
 - Content: independent reading
 - Assessment: Poster session, leading and participating in discussion,

Learning Objective #6

- ▶ Demonstrate ability to communicate academic research clearly and succinctly.
 - Content: Readings, lectures, independent reading
 - Assessment: leading and participating in discussion, poster session

Course Assignments

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Mid-term exam	Feb. 15 th	20%	#1, #2, #4
Poster session	Various	15%	#5, #6
Poster evaluation	Various	10%	#4, #5
Answers to DQs	Starts Jan 25	20%	#1, #2, #3, #4, #5, #6
Lead Discussion Papers	Starts Jan 25	10%	#1, #2, #3, #4, #5, #6
Final exam	April 12 th 2:30AM – 4:30PM	25%	#1, #2, #4

Class Discussion

- ▶ **Answers to Discussion Questions (20%)**
 - Do assigned readings/videos/links for each class
 - Answer the discussion questions
 - Hand in answers to drop box
 - Four will be randomly selected for grading (our of 4)
 - Four will be marked for completeness
 - You must complete 8 of 9 sets of DQs
- ▶ **Two Lead Discussion Papers (10%)**
 - Lead your group in discussion and take notes
 - Present a summary of the discussion to the class
 - Write a paragraph highlighting YOUR thinking about the discussion

Groups for Class Discussion

- ▶ 14 groups of 5–6 students
- ▶ We will solidify groups next class
- ▶ You'll get a feel for group discussion today

Poster Presentation

- ▶ Poster session (15%)
 - Work in pairs to answer a specific research question and visually display your answer through an academic poster presentation
- ▶ Poster evaluation (10%)
 - Evaluate 4 posters during 5 of the 6 poster presentation days (you don't evaluate the day you present your poster)
 - Each completed poster evaluation (set of 4) is worth 2%

Signing up for Your Poster Session

- ▶ Think about who you might want to work with
- ▶ Think about what topics interest you (see directions posted on CourseLink)
 - The suggested questions will need to be narrowed down and I'm open to new suggestions that fit the class readings
- ▶ You will sign up for poster dates on CourseLink next week
 - First poster day is Feb 1st

University and Class Policies

- ▶ Various –read through!
- ▶ Accessibility
 - Student Accessibility Services
 - Concerns about accessibility in this class

A Volunteer Note Taker has Been Requested for This Course by Student Accessibility Services

- ▶ Anyone interested in helping a fellow student is asked to drop by our office Room 318B, U.C.
- ▶ For more information please call us at Extension 52073 or e-mail us at: sasanotes@uoguelph.ca
- ▶ Volunteer forms are available at the office or on our website: <http://www.uoguelph.ca/csd/> simply click on downloadable forms
- ▶ Your support is greatly appreciated!

Difficult Course Content

- ▶ Trigger warnings
- ▶ Seek help if you need it for whatever reason
- ▶ <https://wellness.uoguelph.ca/counselling/>
- ▶ Walk-In Service
 - Monday–Friday as follows:
 - Fall and Winter: 12:30pm – 3:30pm
- ▶ Come see me if you are concerned about upcoming content

Moving into Discussion #1

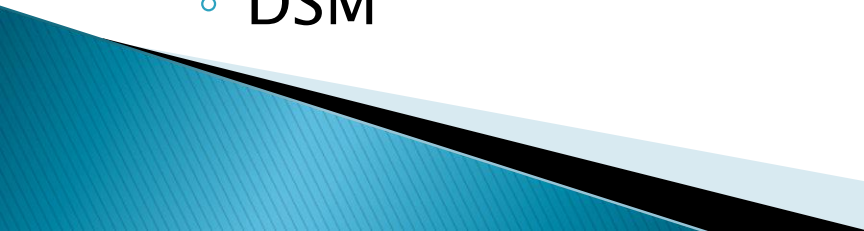
Getting to Know Your Group

- ▶ Meet in small groups (of 5–6 students)
 - Introductions
 - Reasons for taking this class
 - Expectations for this class
- ▶ Meet in large group
 - Something interesting about your group or a member of your group

Filling out Lead Discussion Dates

- ▶ Everyone will need to pick two dates to lead the discussion (and take notes, and provide summaries, and write a paragraph)
- ▶ Fill the first column first
 - So there is a lead person for every date!
 - If you have 5 people in your group, you will have 1 date with 2 co-leads
 - If you have 6 people in your group, you will have 3 dates with 2 co-leads.

Lecture Overview:

- ▶ Women in Canadian Psychology
 - Early years
 - Middle years
 - Current
 - Impact of feminism
 - ▶ The Psychological Roots of Sex and Gender
 - Why introduce gender?
 - Has the introduction been successful?
 - ▶ Diversity and Gender Identity
 - Definitions
 - DSM
- 



First female president of APA

Not a lot of female presidents in a bunch of areas were seen until the 1970s

APA Today

American Psychologists in 1919

Changing Gender Distribution in Canadian Psychology

▶ In CPA

- Founding of CPA (1939): 38 members (6 women/16%)
- 1960: 26% (Canadian Psychological Association)
- 1970: 25% - percentage of female members are rising
- 1995: 49%
- 2000: 55%

▶ Psychology PhD Programs

- 1991/92: 1,049 (64.2%)
- 1994/95: 1,015 (67.6%) Overall PhD holders are mostly women, whereas, still low in overall numbers
- 1998/99: 1,329 (70.1%) [vs 44.2% for all PhDs]

▶ Problem of Disciple Prestige

- the prestige of the program goes down as more women come into that field
- people are seeing this with most social sciences
- programs with mostly men in the programs do tend to have a higher prestige

Boatswain et al.,
2001

Canadian Psychologists Struggles for Gender Equality: Early Years

- ▶ 1938: 53 psychologists in Canada (6–7 women)
- ▶ U of T during WWII “equality of the sexes was taken for granted and all students were treated alike” Mary Wright, a graduate student
 - the same percentage of sexes obtained professorships BUT:
 - But: men obtained more senior administrative posts (although women published more) and only 1 woman had children (all of the men did)
- ▶ Even women (for the most part) were not researching issues of particular relevance to women
- ▶ Post war decline in women’s participation

Canadian Psychologists Struggles for Gender Equality: Middle Years

- ▶ 1968: first woman president of CPA
 - Mary Wright (APA did this in 1905)
- ▶ 1972: Underground symposium
- ▶ 1975 and 1976: Establishment of a 1) Task force and an 2) Interest Group on the psychology of women. (APA did this in 1971; 1973) - figured out where the problems were and how to deal with them
- ▶ 7 female presidents by 1995 in CPA - things started to change from here

Underground Symposium:

a number of women submitted papers, and all of their papers were rejected - they realized that the reason they got rejected is because their topics were not able to fit together with other people's papers
they grouped themselves together, they presented one paper together, still got rejected.
they went independent and presented it on their own, where people did attend and they gained recognition

Pyke, 2001

Canadian Psychologists Struggles for Gender Equality: Today

- ▶ Status of Women Committee dissolved in 1996
- ▶ SWAP section - interest group became a SWAP section
- the numbers are declining today, though
 - Decline in memberships (1990:268; 2000:143)
- ▶ Sexual Orientation and Gender Identity section - another section that deals with gender issues
- ▶ No section for the study of men and masculinity - not counterpart in CPA

Sandra Pyke

- Impact of Women on Psychology

“Psychology of women and feminist psychology and even gender studies are still marginalized. I think they’re still not mainstream in the discipline and I think the evolution had to occur the way it did, because we would still be knocking on the door of mainstream psychology to let us get a foothold, so better that we went our own way, and developed our own journals, and did our own research, and published our own research, and so on..”

Austin et al., 2006

Disciplinary Impact of Feminism

- ▶ The development of courses in the psychology of women - new courses introduced regarding feminism
 - US textbook available in 1971
 - Development of courses outside of psychology
- ▶ The development of feminist research and publishing outlets for this research
 - Guidelines for non-sexist research developed
 - Certain topic would not have otherwise been examined
- ▶ The developments in feminist clinical practice
 - some psychologists started practicing within the feminist umbrella

What is Feminism?

▶ Feminist

- Believing men and women should be treated equally
 - Belief that society needs to make changes for equality to occur
- there is also the activism part
- also discrepancies in what exactly does feminism mean

▶ Different types of feminists

- Liberal - will be more likely to work within the system to promote equality
- Radical - belief that system is broken, and little tweaks cannot be made, but larger difference needs to be made. it needs to be dismantled and rebuilt, rather than just change a little bit
- Many others cultural, Marxist, etc.

▶ Debates and tensions

- not all feminists agree with each other

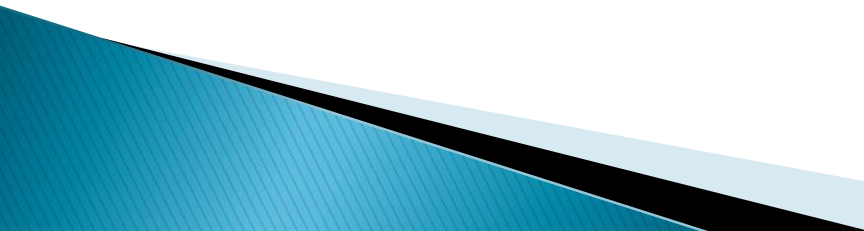
Can a Man Be a Feminist?

- most males said no or were unsure about what "feminism" actually meant
- men can be feminists because it invites them to talk about their insecurities

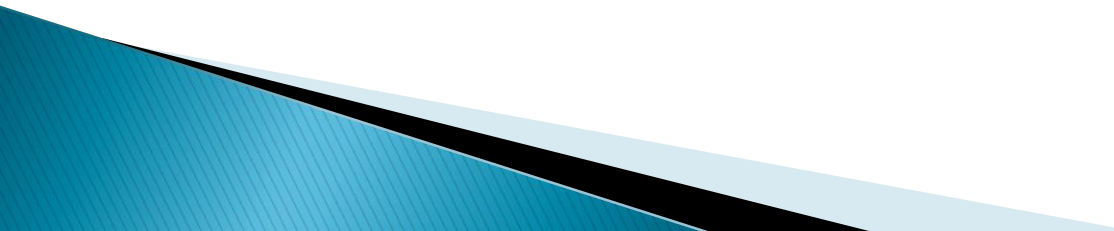
<https://www.youtube.com/watch?v=HFadrmWIHaM>

Moving into Discussion #2

Ground Rules for Discussion

- ▶ Actively listen and hear each other out
 - Be conscious of body language and nonverbal responses -- they can be as disrespectful as words.
 - ▶ Avoid generalizations
 - “Women are...” “But all men...”
 - Instead speak from your own experience and refer to course material to help develop your arguments
 - ▶ Disagree respectfully
 - Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -focus on ideas.
 - ▶ Participate to the fullest of your ability
 - You will learn the most by participating and encouraging others to also participate.
 - ▶ The goal is not total agreement
 - The goal is to gain a deeper understanding
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Discussion Questions

- ▶ Look over “The Liberal Feminist Attitude and Ideology Scale” handout and this quiz “Are you a feminist?” How are these two ways of measuring feminist identity similar and different?
 - ▶ What is your definition of a feminist and are you a feminist? Why or why not?
- 

Sex and Gender

▶ Sex

- A biological label that differentiates men from women

▶ Gender

- A social label that describes expectations for men and women's behaviour, appearance, roles, etc.
 - we're describing all the things about being a man or a woman
 - they are not biological, but social and cultural

Why was Gender Introduced?

- ▶ Dissatisfaction with the use of “sex” in sex differences research to mean different things
 - Sex as a subject variable (characteristic of an individual) - to differentiate between people
 - Sex as a stimulus variable (how other react) - how people act when a man behaves a certain way vs when a woman behaves the same way
- ▶ Assumption that sex difference implied biological differences - just finding a difference meant that there was a biological difference; e.g. intelligence
- Using sex difference to explain (rather than describe)
- ▶ Dissatisfaction with search for difference and not for similarities

Did the Introduction of Gender Help?

▶ More “stimulus variable” research?

- Yes! - by introducing the word "gender," we were able to see social differences, and the different reaction to men and women's behaviours

▶ Reduction of biological explanations and increase in social explanations?

- No and Yes - there hasn't been reduction of biological explanations, but there has been an answer and increase in behaviour through social expectations

▶ Less search for difference and more search for similarities

- No, but:

- Meta-analysis show small differences and no differences - when there was large effect size back in time, may now have a medium or small effect size today
- More qualitative research
- Move to looking at intersectionality
 - not just whether there is a gender difference, but where do we see this gender difference? e.g. comparing ethnic groups, orientations, etc.

Kimball, 2007

“Consider a rainbow. Given the full spectrum of color, we perceive red and magenta as being similar. If, however, we eliminate all other hues, red and magenta are now perceived as being different. But the price of emphasizing this difference is the loss of the rest of the spectrum. Similarly, relationships relevant to both sexes have been obscured by the limitation of research to the difference between them.” (Unger, 1979 p. 1093)

- if we focus on the differences, we lost sight of all other important things.

First Some Terms

- ▶ **Gender Identity** - identity is what we take on for ourselves, and it may not match our gender
 - a person's deeply felt, inherent sense of being a boy, a man, or male; a girl, a woman, or female; or an alternative gender
- ▶ **Gender Expression** - how the individual chooses to show himself/herself to the world
 - the presentation of an individual, including physical appearance, clothing choice and accessories, and behaviors that express aspects of gender identity or role
- ▶ **Sexual Orientation**
 - a component of identity that includes a person's sexual and emotional attraction to another person and the behavioral and/or social affiliation that may result from this attraction
 - whom a person is attracted to
 - it's relatively broad and new
 - it's different than gender identity

(APA 2015)

A Few More Terms

- ▶ Transgender and gender nonconforming (TGNC) people
 - People who have a gender identity that is not fully aligned with their sex assigned at birth
- ▶ Genderqueer
 - A person whose gender identity does not align with a binary understanding of gender
- ▶ Transexual
 - TGNC people who have changed or are changing their bodies through medical interventions to better align their bodies with their gender identify
- ▶ Cisgender
 - People whose sex assigned at birth is aligned with their gender identity - the majority of people
- i.e people assigned as males, express themselves as males. people assigned as females, express themselves as females. (APA 2015)

Scott Turner Schofield

- ▶ <https://www.youtube.com/watch?v=TWubtUnSfA0>

Gender Diversity or Mental Illness?

- ▶ Diagnostic and Statistical Manual of Mental Disorders (DSM)
 - Gender Identity Disorder (DSM -IV-TR)
 - Classified with sexual disorders
 - Gender Dysphoria (DSM-V)
 - In its own chapter
 - Emotional distress over “a marked incongruence between one’s experienced/expressed gender and assigned gender.”
 - a lot of controversy around whether this term still should be in the DSM
 - it can be beneficial to have insurance cover surgeries when there is a proper diagnosis

Guidelines for Working with Gender Nonconforming People

- ▶ APA guidelines (2015)
 - “To assist psychologists in the provision of culturally competent, developmentally appropriate, and trans-affirmative psychological practice with TGNC people.”
- ▶ 16 guidelines (not going to go into it in detail...)
- ▶ 5 clusters
 - Foundational knowledge and awareness
 - Stigma, discrimination, and barriers to care
 - Life span development
 - Assessment, therapy, and intervention
 - Research, education, and training

Historical Changes to DSM

- ▶ Homosexuality
 - Removed from DSM-II in 1973
 - Sexual Orientation Disturbance (DSM - III, 1980)
 - Ego-systemic and ego-alien (not a problem for you) (a problem for you)
 - Sexual Disorder NOS (DSM-III-R, 1987)
 - Persistent and marked distress and sexual orientation

Moving into Discussion #3

Discussion Questions

▶ What is the difference between sex and gender? Is this distinction (still) useful?

- Should we get rid of the concept of gender?

Our Group discussion:

- everyone should be able to have a label they want to use
- both the term just open up to more diversity
- may be problematic because people could want to be whatever they want, but nobody should have to label them
- trans* gives option for people to express themselves the way people want - so the term gender should not be removed
- all the definitions defined in the video do not really encapsulate everyone.
- the more terms and flexibility there is, the more it helps people realize who they are

Class Discussion:

- Getting rid of gender may be a good idea because then gender roles may not exist - so people would not be able to actually see how a male versus a female is a supposed to act (is the roles are not so constraining, they would not matter that much)

Next Class

- ▶ Read Chapter 2 and 5 (and 1 if you haven't already done so)
 - You have extra time because you don't have to prepare DQ answers for next week
- ▶ Look at the discussion questions for next class
 - ▶ Posted on [CourseLink](#) (file folder Discussion) organized by date
 - These do not have to be handed in
 - First DQs due Jan 25th.
- ▶ Look at the discussion question answers