

Poster assignment instructions are now on Courselink

- You are also evaluated on how well you are able to convey information - so be creative!
- All sections should be labelled for better guidance towards topics
- Poster evaluation forms are submitted to dropbox (one per each poster)

# The Psychology of Gender

## PSYC\*3300

- discussion submissions start next Wednesday - due by 6:59pm
- only required to submit 8 out of 9 discussions (4 will be marked)
- assignment instructions are on Courselink

- before discussion are notes that are taken during group discussions in class
  - these need to be submitted in dropbox; can be scanned
- after discussion needs to be typed and submitted along with before discussion notes

Prof. Barata

# What to Expect Today

- ▶ Assessment of DQs and Lead Discussion Assignment
- ▶ Lecture: Sex and Gender (from last class)
  - Discussion #1
- ▶ Lecture: Quantitative research on sex and gender
  - Discussion #2
- ▶ Lecture: Qualitative research on sex and gender
  - Discussion #3
- ▶ Lecture: Theories
  - Discussion #4

# Lecture Overview: Methodology

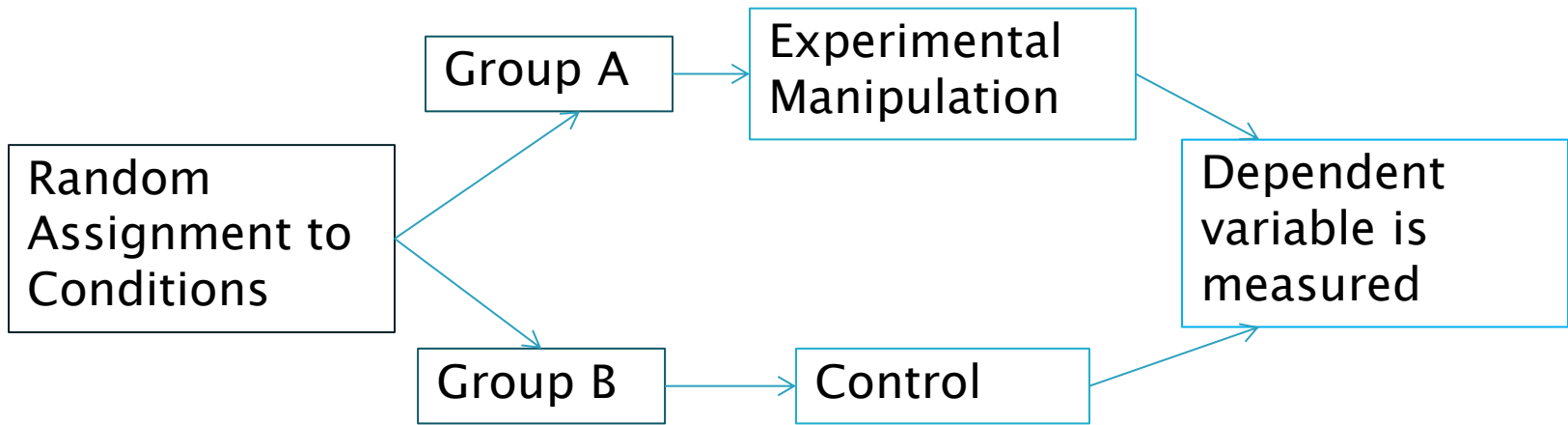
- ▶ Quantitative Research on Gender
  - Experiments
  - Quasi-experiments
  - Combining these two designs
- ▶ Comparing qualitative research to quantitative research: Two studies on the expression of sexual identity
  - Purpose, research questions, methods, analyzing data, the results, supporting evidence

# Experiments: A refresher

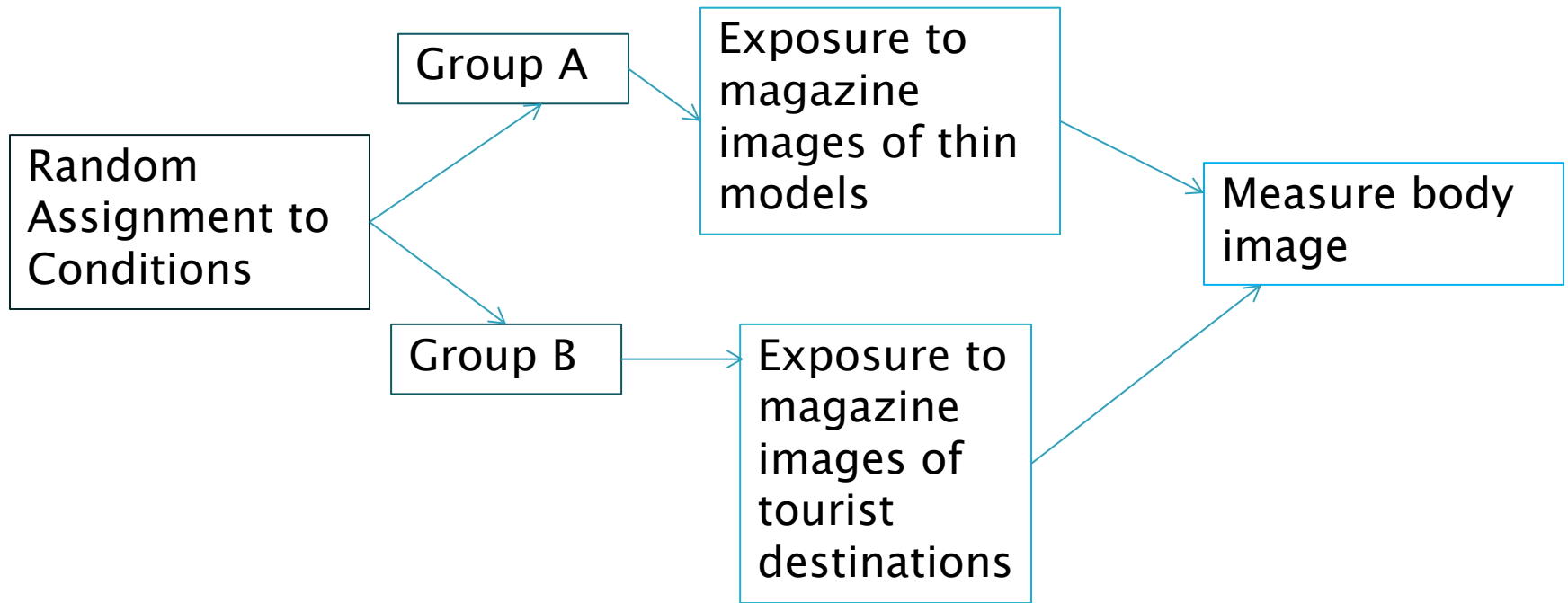
- ▶ Random assignment to two or more groups
  - Experimental group and control group
- ▶ A key variable is manipulated
  - The Independent variable
- ▶ A key outcome is measured
  - Dependent variable
- ▶ Care is taken to control for extraneous variables

- the idea is to just manipulate one thing, eliminate all other things, and come to an outcome

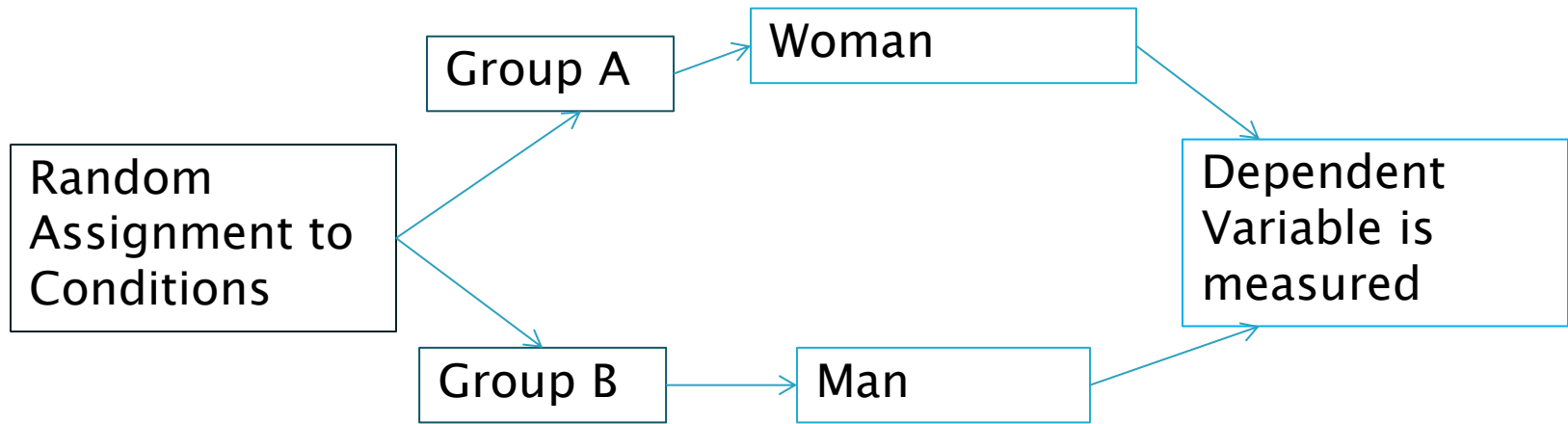
# Experiments: A refresher



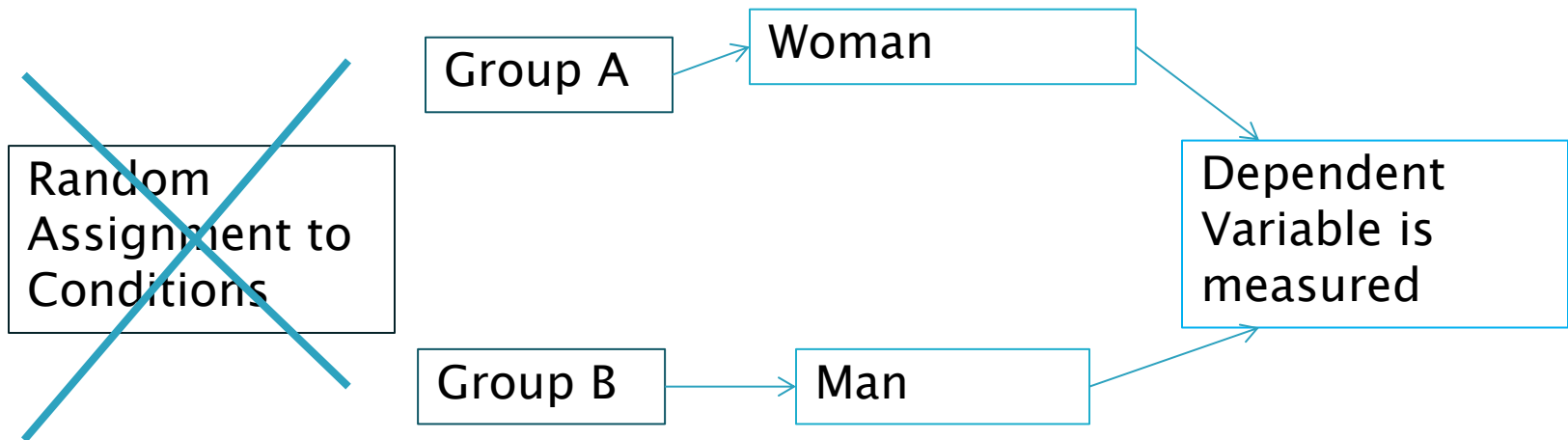
# Experiments: A refresher



# Experiments and Gender: But does this make sense?




# Quasi-Experimental Designs and Gender



- random assignment is really important, because it ensures that the groups are relatively the same
- sex and gender cannot be assigned
- researchers cannot make causal claims based on gender; i.e. being a woman does not cause a woman to be a certain way

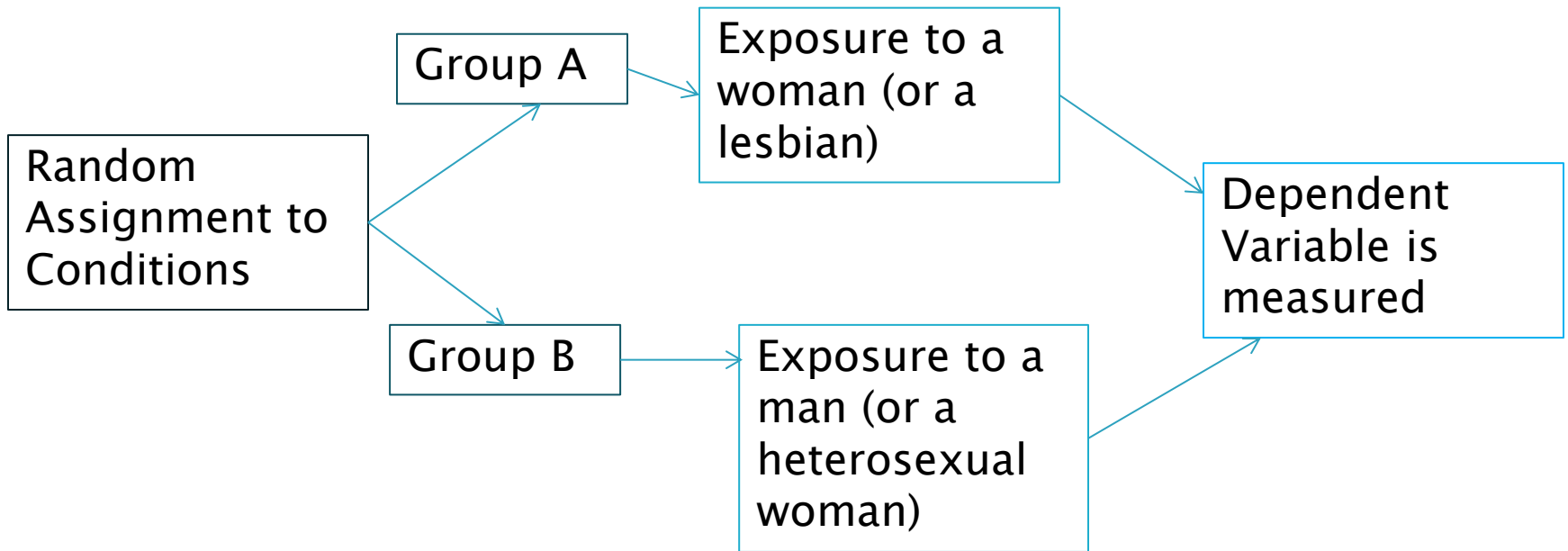
- ▶ Allows you to describe a sex/gender difference
- ▶ Does not allow for causal claims

# Gender and Experiments

- ▶ What kind of Experiments?
  - Gender or sexual orientation as stimulus 
  - Issues of particular relevance to particular groups of men or women
    - Understanding issues better
    - Programs evaluations



# Experiments: Gender as Stimulus



and see if there are any differences in how they interact with that person



# Gender and Quasi-Experiments

- ▶ What kind of studies?
  - Sex and gender differences
    - But NOT sex or gender cause X
  - Can highlight differences in need of explanation
    - may find a gender difference and then do follow up studies, which may be experiments
  - Mediation studies
    - A mediator is a variable that fully or partially accounts for an effect
    - E.g., a gender difference can be more fully accounted for by a different variable

# An Example:

- ▶ Gender Pay Gap
- ▶ Depressed entitlement
- ▶ There is a gender difference when you ask men and women about expected pay upon graduation
  - Type of job acts as a mediator
  - Highlights discrimination in female typed jobs

Hogue et al., 2010



# Combining Experiments and Quasi-Experimental Designs

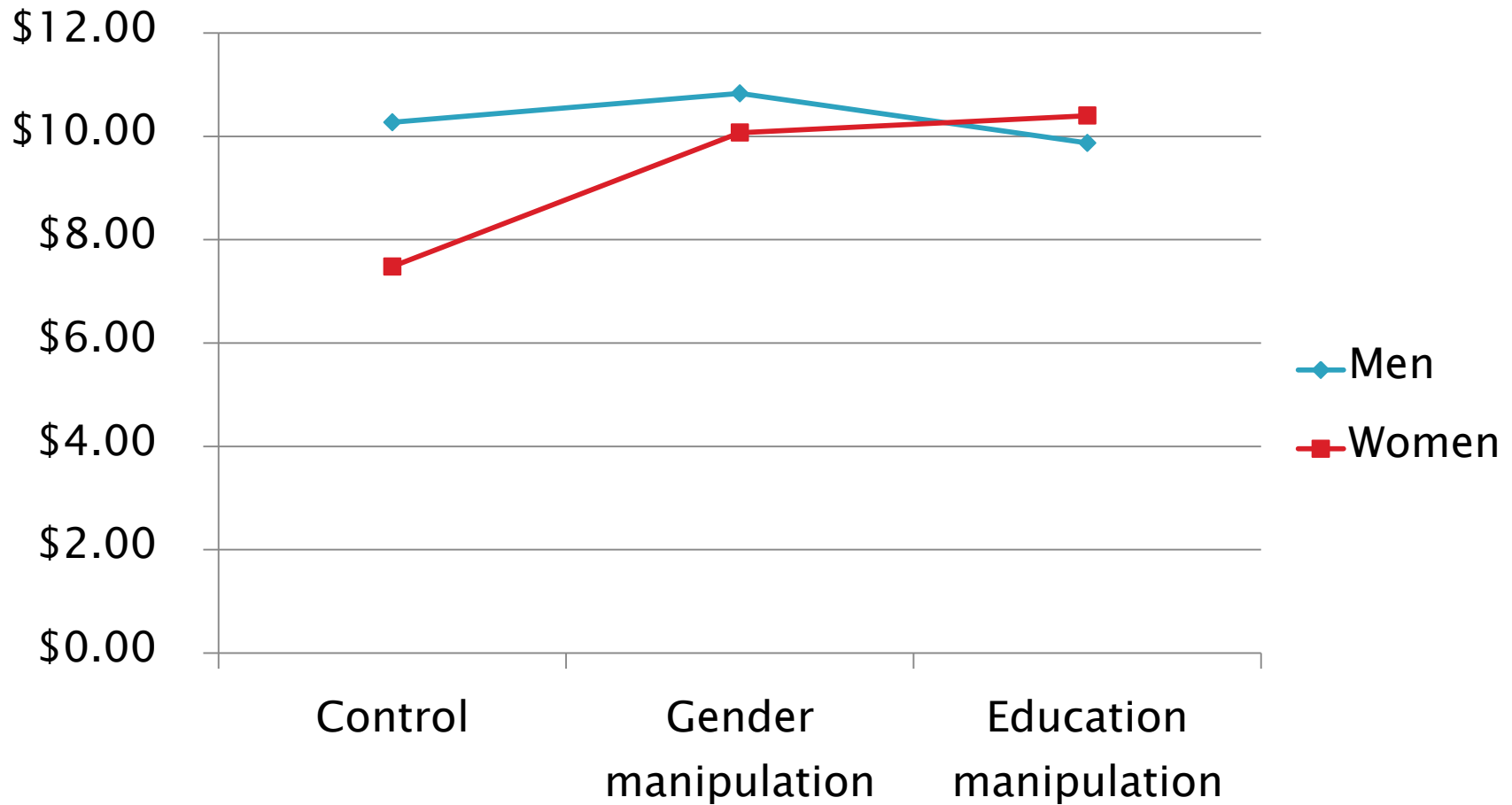
- ▶ Attempting to better understand sex and gender differences
- ▶ Moderators
  - A variable that qualifies an effect
    - E.g., a gender difference only appears in a particular context

Know about mediators vs moderators

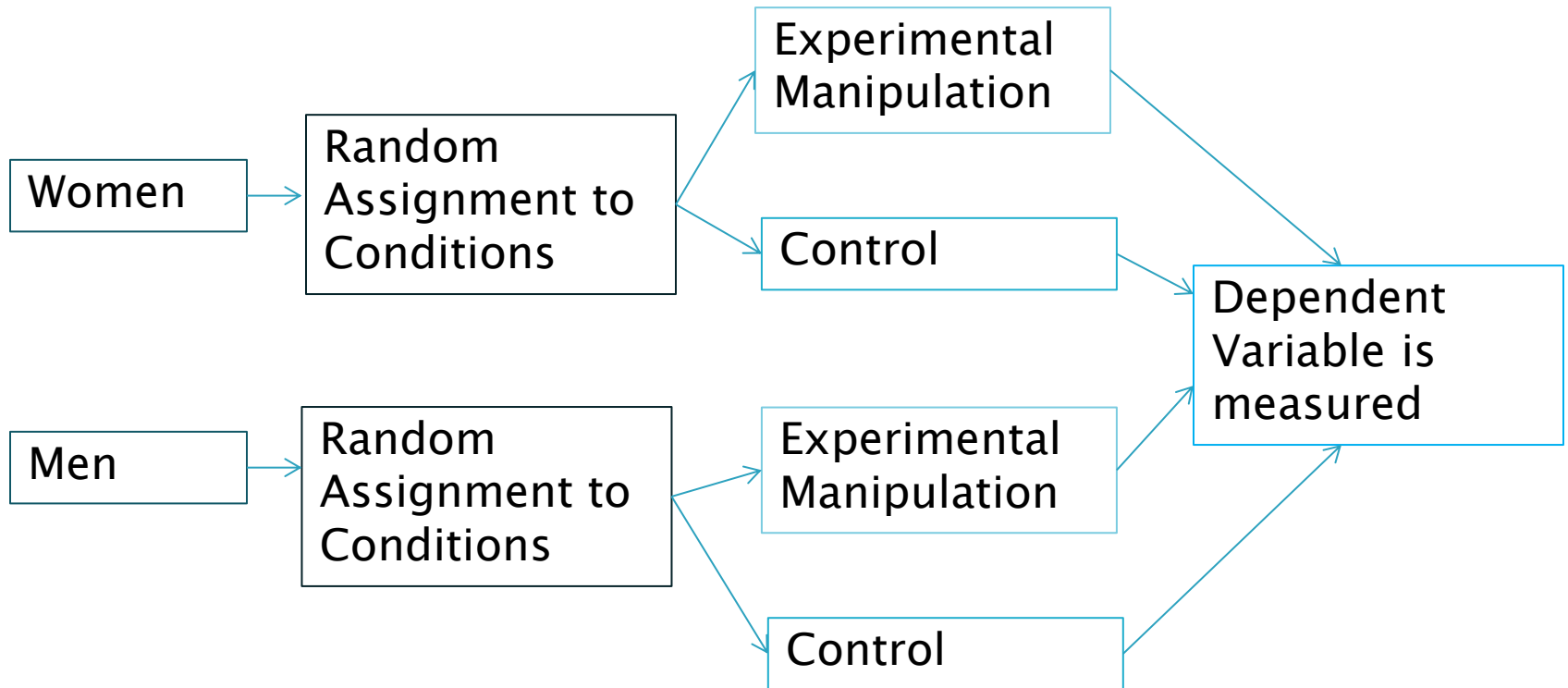
# An Example:

- ▶ Gender Pay Gap
- ▶ Depressed entitlement
- ▶ There is a gender difference when you ask men and women how much they should be paid for a particular task
  - Status acts as a moderator

# Status as a Moderator



# Combining Experiments and Quasi-Experimental Designs



Allows you to examine interactions between gender and another variable (moderation)

# Discussion Questions

- a) Design an experiment that uses sex or gender as an independent variable. Did you come across any problems and if so how did you resolve them?

# Discussion Questions

- b) Imagine that you are a researcher interested in how gender might impact the experience of being a nurse. What research questions might you consider? What quantitative methods would be best suited to each of your research questions and why? Are some questions not suited to any quantitative methods?

question to consider: how trusting are they?

- could have man or woman to come into the room and do something "nursy," and see whether the patients considered them as nurses or not

# Discussion Questions

- c) At what stage in the research process are experimenter effects able to introduce bias into gender research? Which stage is the most problematic and why? How can we best deal with these kinds of biases?

- some researchers never publish certain results because it may hurt some populations

# Purpose

## Homosexual Identity Expression

### ▶ Purpose

- “To propose & empirically analyse the Negotiated Identity Model of homosexual identity expression”
- Testing a theory developed logically from the literature
- Confirming

Quantitative: Walder–  
Haugrund & Magrunder, 1996

## Visibility management in school and beyond

### ▶ Purpose

- “To construct a theory of GLB youths’ school experiences from the ground up.”
- Begins with an area of study and allows the importance to emerge
- Exploring

Qualitative: Lasser &  
Tharinger, 2003

# Research Questions

## Homosexual Identity Expression

- ▶ 8 specific hypotheses
  - E.g., the importance of heterosexual friends will be negatively associated with homosexual identities”
- ▶ Relationships between variables

Quantitative: Walder–  
Haugrund & Magrunder, 1996

## Visibility management in school and beyond

- ▶ Data leads to a more specific focus on visibility management
- ▶ How do youth manage the visibility of their sexual orientation?
- ▶ Understanding of the experience

Qualitative: Lasser &  
Tharinger, 2003

# Methods

## Homosexual Identity Expression

- ▶ Cross-sectional study
- ▶ Survey of 87 gay male adolescents and 85 lesbian adolescents
- ▶ Snowball recruitment (with apology)

Quantitative: Walder-Haugrund & Magruder, 1996

## Visibility management in school and beyond

- ▶ Grounded Theory
- ▶ In-depth interviews with 8 female and 12 male GLB youth
- ▶ Snowball recruitment

Qualitative: Lasser & Tharinger, 2003

# Methods

## Homosexual Identity Expression

- ▶ How important are your straight friends to you? 1---5 scales
- ▶ Identity expression is operationalized from a scale of 5 questions

Quantitative: Walder-Haugrund & Magrunder, 1996

## Visibility management in school and beyond

- ▶ Semi-structured interview schedule
- ▶ Flexible, with questions added
- ▶ Open-ended
- ▶ “What is it like to be gay at school?”

Qualitative: Lasser & Tharinger, 2003

# Analyzing the Data

## Homosexual Identity Expression

- ▶ Zero-order correlation coefficients
- ▶ Multiple regressions
- ▶ Data analysis happens at end

Quantitative: Walder-Haugrund & Magrunder, 1996

## Visibility management in school and beyond

- ▶ Data analysis & collection occur concurrently
- ▶ Transcription
- ▶ Reading and rereading
- ▶ Open and axial coding
- ▶ Narrative account of relationships (selective coding)
- ▶ Constant comparison
- ▶ Examine exceptions

Qualitative: Lasser & Tharinger, 2003

# The Results

## Homosexual Identity Expression

- ▶ Significant for lesbians
  - Parents religiosity (-)
  - Importance of school (-)
- ▶ Significant for gay men
  - Parents conservative (-)
  - SES (-)
  - Gender non-conformity (+)
  - Heterosexual friends (-)

Quantitative: Walder-Haugrund & Magrunder, 1996

## Visibility management in school and beyond

- ▶ Visibility management emerged to deal with conflicting pressures to disclose and conceal
- ▶ Not just verbal
- ▶ Involves testing the water
- ▶ Is an interaction between the youth and the environment

Qualitative: Lasser & Tharinger, 2003

# Supporting Evidence

## Homosexual Identity Expression

- ▶ Significant for lesbians
  - $R^2 = .350$
  - $F = 18.7, p < .01$
- ▶ Significant for gay men
  - $R^2 = .658$
  - $F = 5.107, p < .01$

## Visibility management in school and beyond

- ▶ Quotes

Quantitative: Walder-Haugrund & Magrunder, 1996

Qualitative: Lasser & Tharinger, 2003

# Statistics

**TABLE 1**  
**Pearson Correlation Coefficients for All Variables With Lesbians**  
**Appearing Below the Diagonal and Gay Men Above**

<i>Variable</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>G</i>	<i>H</i>	<i>I</i>
A. Religion	—	.10	.20	.11	.52**	.10	.19	-.46**	-.48**
B. School	.48**	—	-.06	-.15	.03	.05	.26*	-.02	.03
C. Political ideology	-.38**	-.18	—	.12	.24*	.18	.33*	-.32**	-.51**
D. Socioeconomic status	.04	.31**	.01	—	-.15	-.07	-.26*	-.17	-.21*
E. Heterosexual friends	.21	.28**	-.13	-.09	—	.41**	.41**	.43**	-.66**
F. Heterosexual sexual frequency	.46**	.30**	-.13	.14	.27*	—	.43**	-.26*	-.33**
G. Heterosexual sex importance	.40**	.42**	-.34**	.19	.37**	.36**	—	-.17	-.23*
H. Gender nonconformity	-.36*	-.45**	.16	-.08	-.64**	-.34**	-.38**	—	.61**
I. Identity expression	-.52**	-.52**	.10	-.05	-.27*	-.40**	-.34**	.34**	—
<i>M</i> (Males)	3.2	2.6	2.9	11.6	3.3	2.5	2.0	3.0	4.4
<i>SD</i>	0.98	1.2	1.3	2.5	1.1	1.3	0.96	1.3	4.4
<i>M</i> (Lesbians)	2.9	2.9	2.7	11.4	3.0	2.2	2.1	3.1	2.9
<i>SD</i>	1.2	1.2	1.2	2.2	1.4	1.1	1.0	1.3	4.0

\* $p < .05$ ; \*\* $p < .01$ .

# Quotes

“I didn’t tell any of my friends last year. I made some remarks that would hint at them, like I would tell them about all of my gay friends. I’d tell them about gay culture and see how they feel.” 17 year old lesbian

“I don’t see why it’s (sexual orientation) anyone’s business at school. I mean high school can be a really tough time, for a lot of kids. And I don’t think someone’s sexual preference is anyone’s business but them. That’s just me personally. I don’t think it’s healthy to keep it bottled in for your whole life, but I think that the people you want to tell you should tell.” 17 year old gay male

# Take Home Message

## Homosexual Identity Expression

- ▶ “Identity expression is affected by perceptions of social structure.”

## Visibility management in school and beyond

- ▶ “The utilization of coping and monitoring strategies and the development of identity are dynamic, systemic phenomena that interact with the environment”

Quantitative: Walder-Haugrund & Magrunder, 1996

Qualitative: Lasser & Tharinger, 2003

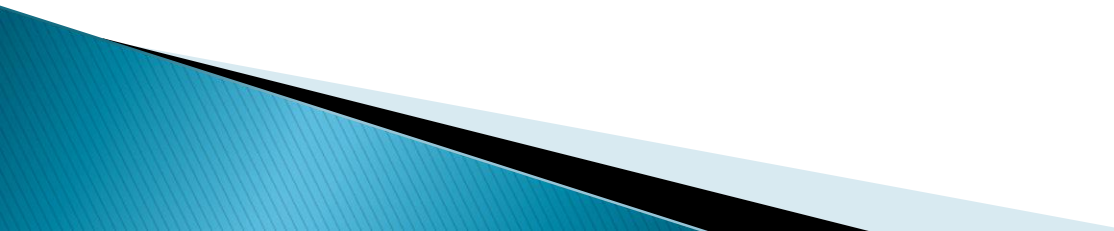
# Discussion Questions

Thinking back to your discussion about research designed to examine the experience of being a nurse (questions b); did your group have any research questions that could not be answered with a quantitative method? Can you design a qualitative study that could help answer that question? If your group did not have a question that couldn't be answered, develop a research question now that would be better suited to a qualitative study than to a quantitative one?

# Lecture Overview: Theories

- ▶ The Problem with Biological Explanations
  - Why biological differences  $\neq$  biological causes
- ▶ Comparing social learning and cognitive theories

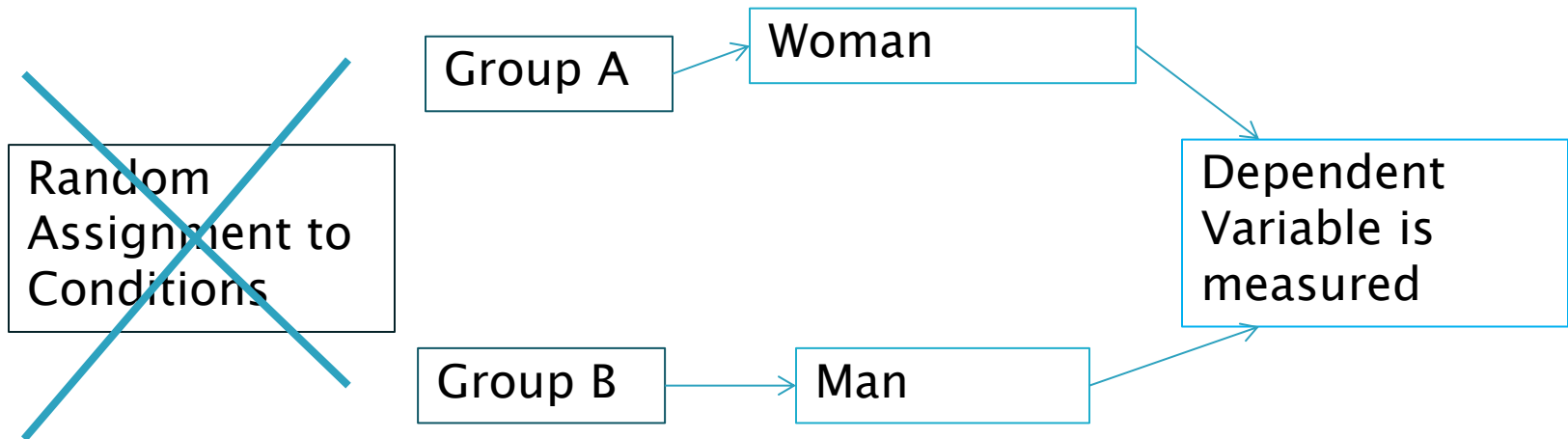
# Biological Differences Between Men and Women

- ▶ Physical
  - ▶ Genetic
  - ▶ Hormonal
  - ▶ Brain structure
- 
- ▶ Finding biological difference is not in and of itself a problem
- 

# The Problem with Some Biological Explanations

- ▶ Biological essentialism
  - Exaggerated claims (especially in media)
  - Objectivity that biological claims are automatically granted
- ▶ Folk wisdom about causality and determinism leads to assumptions that if there is a biological difference:
  - It is difficult or impossible to change
  - Any behavioural impact is caused by the biological difference
  - It is innate and not impacted by the environment

# Quasi-Experimental Designs and Gender




- ▶ Allows you to describe a sex/gender difference
- ▶ Does not allow for causal claims

# Behaviour Can Impact Biology

- ▶ Physical changes
- ▶ Epigenetics
- ▶ Brain plasticity
  - Neural Pruning
  - Neurogenesis
  - Examples:
    - London taxi drivers
      - <http://matrix.static.nationalgeographic.com/video/science/health-human-body-sci/human-body/london-taxi-sci/>
    - 6 year old with life threatening seizures

# Behaviour Can Impact Biology

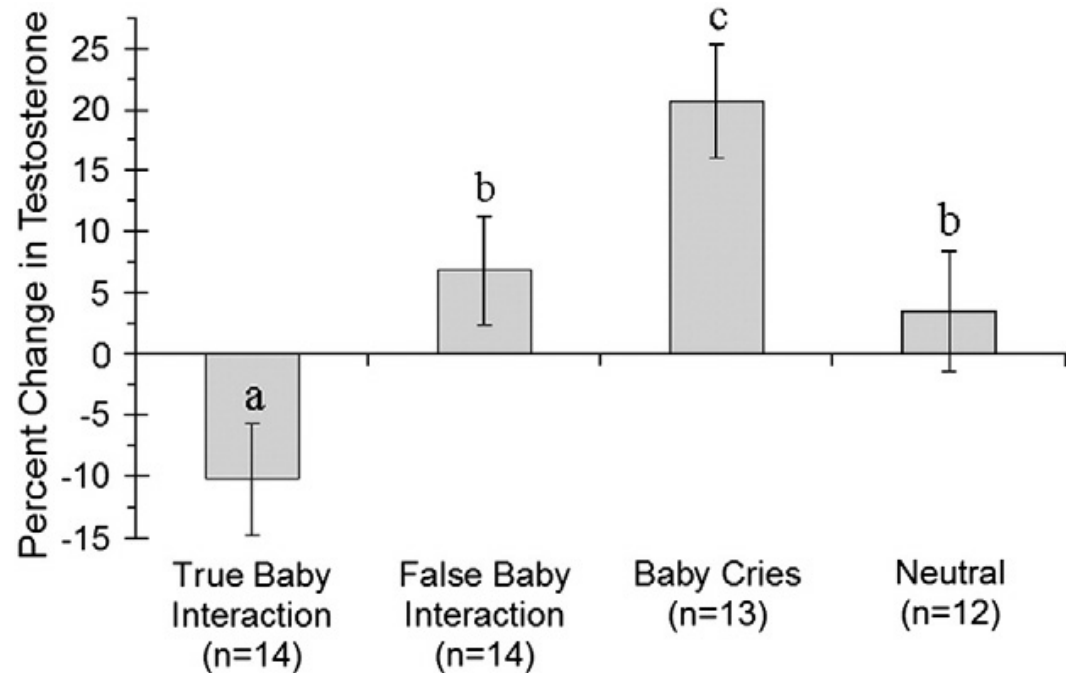
## ▶ Hormones

- Effect of environment on men's hormone levels
  - Study of expectant fathers and mothers (Storeya, et al., 2000)
    - Higher prolactin and cortisol in the period just before the births
    - Lower testosterone and estradiol at postnatal test
  - Study of baby cries with and without nurturance on men's testosterone (van Anders et al., 2012) 
  - Study looking at marriage and testosterone



# Testosterone and Baby Cries

Baby cries had an impact on testosterone and interacted with nurturance behaviour

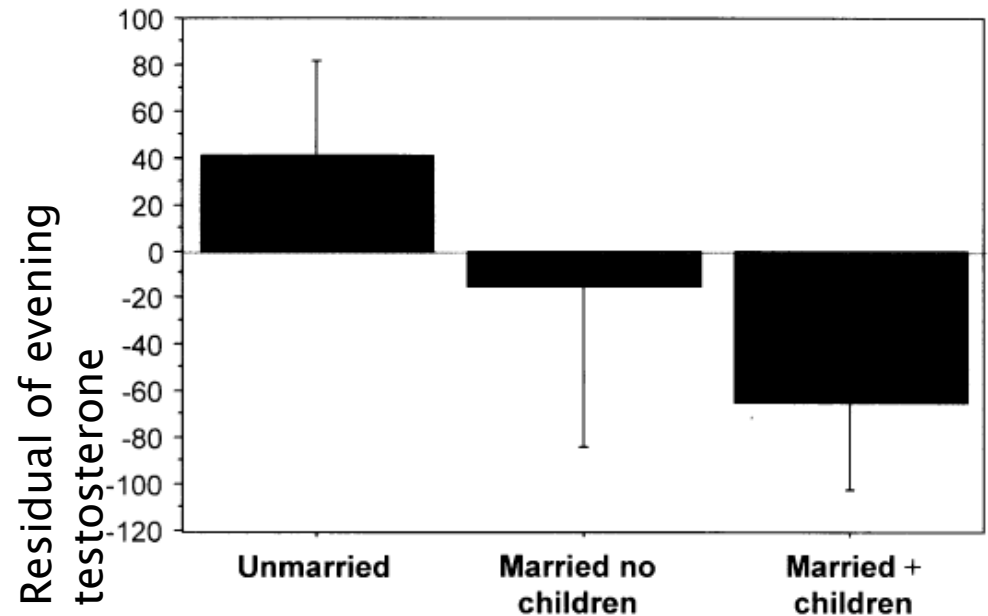


Van Anders et al., 2012

# Testosterone and Marriage

Married men had lower evening testosterone levels than unmarried men (after controlling for age, BMI, exercise and stress)

More time spent with spouse was associated with lower testosterone levels



Gray et al., 2003

# Differentiating Social and Cognitive Models

- ▶ Emphasizes the influence of learning gender behaviours through social environment
  - Operant conditioning
    - Reinforcement
    - punishment
  - Observational learning
  - Shaped to fit gender role norms by people and objects (e.g., toys)
  - Society and role structures shape behaviour
- ▶ This has an effect on their gender related cognitions
- ▶ Emphasizes development of cognition on understanding of gender
  - Piaget's stages
  - Form gender categories and classification rules
  - Gender constancy
- ▶ This has an effect on what they are able to learn, which guides their behaviour
- ▶ Emphasizes the active process of forming cognition around gender
  - Gender schemas
- ▶ Social environment provides the raw material for forming schemas
- ▶ Schemas influence memory, info processing and behaviour

Social Learning Theory  
Gender-Role Socialization  
Social Role Theory

Cognitive  
Development

Gender Schema

Social Cognitive Theory



# Social Cognitive Theory

Culture



## Build a Gender Schema

(Cognitive Process)

- Modeling
- Enacting experiences
- Direct Tutoring

Gender-typed socializing agents

Gender-typed children



## Self-regulated behaviour

- Monitor own behaviour
- Judge appropriateness
- React approvingly

Self-Efficacy



# Discussion Questions

- d) Consider the various theories described in chapter 5. How have different theories been used to explain sex and gender differences in aggression? What is your opinion about how well various theories explain these differences?

# Discussion Questions

- e. What is gender schema theory? What was Bem's early approach to dealing with the ways sex/gender constrains people (hint: look at her suggestions for child rearing)? What is Bem's more recent proposed solution to this problem? What do you think about both of these approaches with regards to raising children?

# Discussion Questions

- f) What came up in your google search? How has Barbie changed over the various decades since her introduction into children's playrooms? Would you predict that Barbie has had an impact on girls and/or boys' gender identity (use theory to explain your answer)? Is Barbie a good role model for girls? What about boys?