

Seminar in Sex Differences Psych 160b – Fall 2007

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Course Description

The Seminar in Sex Differences is designed as a discussion class, covering general theoretical and methodological issues in the study of sex differences, sex roles, and gender stereotypes. These constructs will be used to examine the evidence for gender differences in the cognitive, social, emotional, physical, and psychopathological domains. We will also examine the evidence for both physiological and environmental influences on established gender differences in these areas.

I. Course Outline

August 31	Introduction
September 7	Politics and methods of studying sex differences
<i>Submit request for Discussion Group Assignment</i>	
September 14	Rosh Hashanah
September 21	Gender Stereotypes
September 28	Theories of Sex Differences – evolutionary, social construction
<i>Surveys are due</i>	
October 5	Cognitive sex differences – differences and biological explanations
October 12	Psychosocial explanation for cognitive sex differences
<i>Survey Paper due</i>	
October 19	Developmental sex differences <u>DISC</u>
October 26	Sex differences in emotion and interpersonal sensitivity <u>DISC</u> –
<i>Submit tentative topic for research paper (observational study/archival study/literature review)</i>	
November 2	Sex differences in interpersonal behavior – attraction, mate preferences, marital relationships, sexuality and attraction <u>DISC</u> -
November 9	Sex differences in adult friendships and parenthood <u>DISC</u> –
November 16	Sex differences in leadership <u>DISC</u> -
November 23	Thanksgiving
November 30	Sex differences in health and health behavior
December 7	Sex differences in psychopathology

Research paper due

II. READINGS

Texts Available in the Bookstore:

Required: Halpern, D.F. (2000). *Sex differences in cognitive abilities*. Hillsdale, NJ: Erlbaum 978-0-8058-2791-0

Lips, H.M. (2005). *Sex and gender: An introduction* (5th ed.) Mountain View, CA: Mayfield. ISBN: 13 9780072826746

Recommended: Anselmi, D.L. & Law, A.L. (1998). *Questions of gender: Perspectives and paradoxes*. Boston: McGraw Hill

On Reserve in the Library

All readings not found in the books available at the bookstore are on electronic reserve on WebCT. You can read these articles on line or you can print out a copy for yourself.

III. REQUIREMENTS:

A. Class participation (65 points)

Class discussions are the core of a seminar course. You are expected to come to class prepared to discuss the assigned readings. This will be evaluated in light of two requirements

1. I will post on Moodle a set of discussion questions for each topic. You are not expected to hand in written answers to these questions; however, you should think about them while doing the readings. I would also recommend making notes of your responses to each question, which will be used to facilitate discussion within the class
2. Each week, I would like you to post a short comment or question about the readings on the Moodle Bulletin Board, where you will be able to read other students' postings.

B. Student-led Discussion (100 points)

For the seminars meeting from October 19th through November 16th, you will work in groups to prepare one or two discussion questions on a topic of your choosing and you will lead the discussions of your questions during the first 30-45 minutes of class (it can go longer if the class is really into the discussion). You can choose any topic related to gender issues. If you know with whom you would like to work, please let me know by September 7th. If you don't create your own group, I will tell you with whom you are working on during the week we have off for Rosh Hashanah via email. **Please submit your choice of topic to me by September 21st and I will announce the date on which your topic will be covered on September 28th.**

The discussion questions for your topic should be available to other class members by 4 p.m. on the Wednesday before the Friday class meeting. Please post them on the bulletin board in the class web site, and bring some extra hard copies to class.

In planning your class discussion, I would encourage you to make creative use of demonstrations and/or data generated by class members. I will be happy to discuss with you any ideas you have for demonstrations or data collection in advance of your class presentation. I will also be glad to help you find readings relevant to your topic.

C. Survey (100 points, due October 12th)

Conduct a survey to determine people's beliefs about specific characteristics of males and females. Design your survey to allow you to assess some aspect of what differences your subjects believe exist (e.g., in ability, personality, friendships, or motivations) of males and females, or what differences they think should exist in the societal roles and status of males and females. **DO NOT** try to deal with all these issues in your survey or it will be too long.

I will post a handout describing a survey that was approved by the Brandeis Committee for the Protection of Human Subjects. Be sure to follow these guidelines in constructing your survey questionnaire and collecting your data. Submit your survey questionnaire for my approval at least one week before you begin collecting your data so I can ensure it follows the guidelines for ethical research.

In conducting this survey, you should bear in mind that people are reluctant to voice 'sexist' beliefs currently, even though they may hold such beliefs. So, try to minimize social desirability when wording your questions.

Survey approximately 20 adults. Survey whomever you are interested in, but survey at least 10 people in two different categories (e.g., 10 male Brandeis undergraduates and 10 female undergraduates; or, 10 elderly adults and 10 Brandeis undergraduates). Keep the survey short (about 5-10 minutes) so you increase the likelihood that people will agree to participate.

A written summary of your findings using a standard article format will be turned in that will include a brief literature review, your methodology (including a description of the participants, a description of your measure, and your procedure), a brief results section including a tabulation of each group's answers to each question with some basic data analysis, and a discussion of similarities and/or differences between your findings and those contained in the readings for September 21st. In an appendix include a copy of the questionnaire. APA style is required and a link to an APA guide is provided on WebCT and below:

<http://www.wisc.edu/writing/Handbook/DocAPA.html>

I will post a review of survey research methods on WebCT to help guide your research.

- D. Final Research Assignment (150 points, final due date for the assignment – December 7th)
You have your choice of one of three assignments (i.e., one of two formats, but three different choices)

Format 1: Research Study

Write a study report that will include a critical review of the literature on some aspect of gender differences as it relates to whichever study you choose to complete. This part of the paper will involve several aspects: 1. Defining the topic area you will be covering and say why you think it is an important area to investigate (significance). 2. Presenting a critical analysis of the research that has been conducted on this topic. Summarize not only the research findings, but also have a section critiquing the studies you reviewed, considering their methodological strengths and weaknesses and attempting to reconcile discrepant results. 3. Finally, offering an explanation of any documented sex differences, drawing on one or more theories of gender that were covered in the course. Make some general suggestions for further research on the topic that would address unanswered questions.

You will have several options for the study itself. The study portion will make use of the observational method. Using the first option, the study will involve an unobtrusive observational study in some setting or settings. The latter options will involve archival analysis. Because, in essence, you will be developing a coding scheme for your variables of interest, you will also need to establish inter-rater reliability and collect those data as well.

Observational study – choose some geographical area in which to observe unobtrusively sex differences in some behavior of interest. This may be sex differences in interpersonal relationships, emotional expressivity, parenting behaviors, childhood aggression, etc. You may choose the venue in which you will observe – The Museum of Science, children's playgrounds, a senior center, a cafeteria, a movie theater, etc. You may note that I have removed the counter-stereotypical aspect of the assignment. You may choose situations in which there are mixed sex groups or those with same sex groups – remember that there may be differences in how behavior is interpreted or even how it is displayed depending on that variable. Be aware of your own biases and provide yourself with very strongly operationalized definitions of the behaviors you are measuring.

OR

Archival analysis of media – Archival analysis is a form of the observational method whereby the researcher examines the accumulated documents or archives of a culture. In this case, we will stretch the meaning of this to include a sampling of some specific form of print media or other visual media

(newspapers, comic books, popular magazines, advertisements, television shows, infomercials, cartoons, children's books, and the like). Whichever form of media you choose (should you choose this assignment), make sure you sample equally from forms intended to attract males and females. Topics may include (but are not limited to) portrayal of gender roles in the media, stereotype portrayal of gender roles, sex differences in body portrayal, sex differences in the coverage of elite athletes, etc. To do this assignment, you need to identify the content you will be exploring, and develop operational definitions of the content aspects, identify how you will sample the media. The articles of Down (1981), Browne (1998), and Furnham & Mak (1999) provide some guides for accomplishing this assignment using advertisements and television shows, and may be adapted to apply to the print media. You may choose to subdivide by other independent variables (e.g., ads for children vs. ads for adults, TV programs or print media geared for different ethnic groups). For video media, keep time of day aired constant.

Paper Structure: Your paper should take the standard form of a research paper. That is, it should include an introduction with a critical literature review of the topic you have decided to study. Summarize not only the research findings, but also have a section that critiques the studies you reviewed, considering their methodological strengths and weaknesses and attempting to reconcile discrepant results. Next, you should have a methods section with the appropriate subsections (participants – obvious with the unobtrusive observational study, with the archival analysis, the ‘participants’ will now reflect the media you sampled; measures – this should include operational definitions of the behavior or the content you are going to analyze; procedures – describe the procedures you will use in accomplishing this study). Next will be a results section that will contain descriptive analysis of the content/participants, and the analysis you did with the content/behaviors. Following this will be a discussion section describing your findings in more approachable (rather than statistical) terms, the significance of your results in terms of what it adds to our understanding, the limitations of the study, and potential future studies that could address the limitations of what you (and the previous researchers) have accomplished. It goes without saying you should end with the standard summary for the paper. This should be followed by a reference section, your tables/figures that elucidate your results, and an appendix with your measure of the content/behaviors. All this should be done using APA style, links to which may be found under the writing links tab on web ct. Brief, but useful guidelines for writing a literature review can be found at the following internet address: <http://www.wisc.edu/writers/Handbook/ReviewofLiterature.html#introducction>

Due Dates: By October 26th at the latest, please submit a brief description of your topic, your general methodology, and a tentative reference list for my approval. Make sure you don't select too broad or too narrow a topic. A preliminary literature search will reveal whether your proposed topic is too broad (hundreds of citations) or too narrow (less than 10 citations). Aim for a topic that yields about 15-30 citations. To do this you may need to restrict your review to research published within a certain time-frame (e.g., the 90s). Brief but useful guidelines for writing a literature review can be found at the following internet address: <http://www.wisc.edu/writers/Handbook/ReviewofLiterature.html#introducction>

OR

Format 2: Review Paper: Write a critical review of the research literature on any area of sex differences. 1. Define the topic area you will be covering and say why you think it is an important area to investigate (significance). 2. Present a critical analysis of the research that has been conducted on this topic. Summarize not only the research findings, but also have a section critiquing the studies you reviewed, considering their methodological strengths and weaknesses and attempting to reconcile discrepant results. 3. Finally, offer an explanation of any documented sex differences, drawing on one or more theories of gender that were covered in the course. Make some general suggestions for further research on the topic that would address unanswered questions.

Due Dates: By October 26th at the latest, please submit a brief description of your topic and a tentative reference list for my approval. Make sure you don't select too broad or too narrow a topic. A preliminary literature search will reveal whether your proposed topic is too broad (hundreds of citations) or too narrow (less than 10 citations). Aim for a topic that yields about 20-30 citations. To do this, you may need to restrict your literature review to research published within a certain time-frame (e.g., the '90s)

Brief but useful guidelines for writing a literature review can be found at the following internet address:
<http://www.wisc.edu/writers/Handbook/ReviewofLiterature.html#introducction>

Evaluation: Your grade will be on a standard grading scale out of a total of 400 points (A > 92.5%, A- 90-92, B+ 87.5-89.5%, B 82.5-87, B- 80-82%, C+ 77.5-79.5%, C 72.5-77%, C- 70-72, D+ 67.5-69.5%, D 62.5-69, D- 60-62%)

Reading Assignments:

August 31 Introduction

September 7 The Politics and Methods of Studying Sex Differences

- Ader, D.N., & Johnson, S.B. (1994). Sample description, reporting, and analysis of sex in psychological research. A look at APA and APA Division Journals in 1990. *American Psychologist*, 49, 216-218.
- Gentile, D.A. (1998). Just what are sex and gender anyway? A call for a new terminological standard. In Anselmi & Law (Eds.), *Questions of gender: Perspectives and paradoxes* (pp. 14-17). Boston: McGraw Hill
- Deaux, K. (1998). Sorry wrong number – a reply to Gentile's call in Anselmi & Law (Eds.), *Questions of gender: Perspectives and paradoxes* (pp. 21-23). Boston: McGraw Hill
- Halpern, D.F. (2000). *Sex differences in cognitive ability*, chapters 1,2.
- Hyde, J.S. (1998). Should psychologists study gender differences? Yes, with some guidelines. In Anselmi & Law (Eds.), *Questions of gender: Perspectives and paradoxes* (pp. 89-92). Boston: McGraw Hill.
- Kasof, (1993). Sex bias in the naming of stimulus persons. *Psychological Bulletin*, 113, 140-146 (study 1).

September 21 Gender Stereotypes

- Anselmi & Law. The meaning of masculinity. In Anselmi & Law (Eds.), *Questions of gender: Perspectives and paradoxes* (pp. 155-162). Boston: McGraw Hill.
- Diekma, A.B., & Eagly, A.H. (2000). Stereotypes as dynamic constructs: Women and men of the past, present, and future. *Personality and Social Psychology Bulletin*. 26, 1171-1188.
- Glick et al. (2000). Beyond prejudice as simple antipathy: Hostile and benevolent sexism across cultures. *Journal of Personality and Social Psychology*, 79, 763-775.
- Gilmore, D.D. (1998). Manhood: Why is being a 'real man' so often a prize to be won? In Anselmi & Law (Eds.), *Questions of gender: Perspectives and paradoxes* (pp. 216-219). Boston: McGraw Hill.
- Lips, H.M. (2005). Chapter 1 Masculinity and femininity: Myths and stereotypes, pp. 1-52.
- Swim, J.K., (1994). Perceived vs. meta-analytic effect sizes: An assessment of the accuracy of gender stereotypes. *Journal of Personality and Social Psychology*, 66 21-36.
- Sankis, L.M., Corbitt, E.M., & Widiger, T.A. (1999). Gender bias in the English language? *Journal of Personality and Social Psychology*, 77, 1289-1295.¹

September 28 Theories of Sex Differences – evolutionary, social construction

- Archer, J. (1996). Sex differences in social behavior. Are the social role and evolutionary explanations compatible? *American Psychologist*, 51, 909-917.

¹ Shaded readings are optional, but will be posted as possibilities

- Eagly, A.H., & Wood, W. (1999). The origins of sex differences in human behavior: Evolved dispositions versus social roles. *American Psychologist*, *54*, 408-423.
- Lips, H.M. (2005). Chapter 2 – Theoretical perspectives on sex and gender, pp. 71-86.
- Lytton, H., & Romney, D.M. (1991). Parents' differential socialization of boys and girls: A meta-analysis. *Psychological Bulletin*, *109*, 267-296.
- Wade, C., & Tavris, C. (1998). The longest war: Gender and culture. In Anselmi & Law (Eds.), *Questions of gender: Perspectives and paradoxes* (pp. 164-169). Boston: McGraw Hill.
- Zanna, M.P., & Pack, S.J. (1975). On the self-fulfilling nature of apparent sex differences in behavior. *Journal of Experimental Social Psychology*, *11*, 583-591.

October 5 Cognitive sex differences – differences and biological explanations

- Halpern, D. (2000). *Sex differences in cognitive abilities*. Chapters 3, 4, 5. These are very dense chapters – you should read Chapter 3 for general information, and skim Chapters 4 and 5.
- Harlaar, N., Spinath, F.M., Dale, P.S., & Plomin, R. (2005). Genetic influences on early word recognition abilities and disabilities: A study of 7-year-old twins. *Journal of Child Psychology and Psychiatry*, *46*, 373–384.
- Levine, S.C., Vasilyeva, M., Lourenco, S.F., Newcombe, N.S., & Huttenlocher, J. (2005). Research report: Socioeconomic status modifies the sex difference in spatial skill. *Psychological Science*, *16*, 841-845.
- Sommer, I.E.C., Aleman, A., Bouma, A., & Kahn, R.S. (2004). Do women really have more bilateral language representation than men? A meta-analysis of functional imaging studies. *Brain*, *127*, 1845-1852.

October 12 Cognitive sex differences – psychosocial explanations

- Halpern, D. (2000). *Sex differences in cognitive abilities*. Chapters 6 (), 7 (), 8 ().
- Ambady, N., Shih, M., Kim, A., & Pittinsky, T.L. (2001). Stereotype susceptibility: Identity salience and shifts in quantitative performance. *Psychological Science*, *12*, 385-390.
- Dweck, C.S., Davidson, W.D., Nelson, S., & Enna, B. (1978) Sex differences in learned helplessness: II. The contingencies of evaluative feedback in the classroom and III. An experimental analysis. *Developmental Psychology*, *14*, 268-276.
- Inzlicht, M., Ben-Zeev, T. (2000). A threatening intellectual environment: Why females are susceptible to experiencing problem-solving deficits in the presence of males. *Psychological Science*, *11*, 365-371.
- McArthur, L.Z., & Eisen, S.V. (1976). Achievements of male and female storybook characters as determinants of achievement behavior by boys and girls. *Journal of Personality and Social Psychology*, *33*, 467-473.
- Nosek, B.A., Banaji, M.R., & Greenwald, A.G. (2002). Math=male, me = female, therefore math ≠ me. *Journal of Personality and Social Psychology*, *83*, 44-59.¹
- Shih, et al. (2002). Stereotype performance boosts: The impact of self-relevance and the manner of stereotype activation. *Journal of Personality and Social Psychology*, *83*, 638-647.¹

October 19 Developmental sex differences

- Alfieri, T., Ruble, D.N., & Higgins, E.T. (1996). Gender stereotypes during adolescence: Developmental changes and the transition to Junior High School. *Developmental Psychology*, *32*, 1129-1137.
- Browne, B.A. (1998). Gender stereotyping in advertising on children's television in the 1990s: A cross-national analysis. *Journal of Advertising*, *27*, 83-96.²
- Chaplin, T.M. Cole, P.M., & Zahn-Waxler, C. (2005). Parental socialization of emotion expression: Gender differences and relations to child adjustment. *Emotion*, *5*, 80-88.
- Downs, A.C. (1981). Sex-role stereotyping on prime-time television. *Journal of Genetic Psychology*, *138*, 253-258.²
- Lips, H.M. (2005). Chapter 4. Now you see it, now you don't: Gender differences in context (just aggression). pp. 145-154.

² Indicates potential source for archival analysis assignment – if interested in this type of assignment read all three, otherwise read Downs or Peirce & McBride

- Lips, H.M. (2005). Chapter 5 – Do physical sex differences have implications for behavior? Pp. 182-192.
- Lips, H.M. (2005). Chapter 5 – ‘Getting the word’: Sources of early gender learning. Pp. 390-403.
- Peirce, K., & McBride, M. (1999). Aunt Jemima isn’t keeping up with the Energizer Bunny: Stereotyping of animated spokescharacters in advertising. *Sex Roles, 41*, 959-968.²
- Boyle, D.E., Marshall, N.L., & Robeson, W.W. (2003). Gender at play: Fourth grade girls and boys on the playground. *American Behavioral Scientist, 46*, 1326-1345.¹
- de Wied, M., Branje, S. J.T., & Meeus, W.H.J. (2007). Empathy and conflict resolution in friendship relations among adolescents. *Aggressive Behavior, 33*, 48-55.¹

October 26 Sex differences in emotion and interpersonal sensitivity

- Lips, H.M. (2005). Chapter 4, pp. pp. 144-171.
- Archer, J. (2004). Sex differences in aggression in real-world settings: A meta-analytic review. *Review of General Psychology, 8*, 291-322.
- Barrett, L.F., Lane, R.D., Sechrest, L., & Schwartz, G.E. (2000). Sex differences in emotional awareness. *Personality and Social Psychology Bulletin, 26*, 1027-1035.
- Eagly, A.H. (1998). Gender and altruism. In Anselmi & Law (Eds.), *Questions of gender: Perspectives and paradoxes* (pp. 405-417). Boston: McGraw Hill
- Kring, A.M., & Gordon, A.H. (1998). Sex differences in emotion: Expression, experience, and physiology. *Journal of Personality and Social Psychology, 74*, 686-703.
- Hess, U., Adams, R.B., & Kleck, R.E. (2004). Facial appearance, gender, and emotion expression. *Emotion, 4*, 378-388.

November 2 Sex differences in interpersonal behavior – attraction, mate preferences, and marital relationships

- Lips, H.M., Chapter 11 – Family and friends, pp. 443-452.
- Buss, D.M., & Shackelford, T.K. (1997). From vigilance to violence: Mate retention tactics in married couples. *Journal of Personality and Social Psychology, 72*, 346-361.
- Haselton, M.G., & Buss, D.M. (2000). Error management theory: A new perspective on biases in cross-sex mind reading. *Journal of Personality and Social Psychology, 78*, 81-91.
- Kulik, L. (2004). Predicting gender role ideology among husbands and wives in Israel: A comparative analysis. *Sex Roles, 51*, 575-587.
- Walen, H.R., & Lachman, M. (2000). Social support and strain from partner, family, and friends: Costs and benefits for men and women in adulthood. *Journal of Social and Personal Relationships, 17*, 5-30.
- Harris, C.R. (2000). Psychophysiological responses to imagined infidelity: The specific innate modular view of jealousy reconsidered. *Journal of Personality and Social Psychology, 78*, 1082-1091.¹

Sex differences in sexuality

- Grov, C., Bimbi, D.S., Nanin, J.E., & Parsons, J.T. (2006). Race, ethnicity, gender, and generational factors associated with the coming-out process among gay, lesbian, and bisexual individuals. *Journal of Sex Research, 43*, 115-121.
- Landau, et al. (2006). The siren’s call: Terror management and the threat of men’s sexual attraction to women. *Journal of Personality and Social Psychology, 90*, 129-146.
- Levesque, M.J., Nave, C.S., & Lowe, C.A. (2006). Toward an understanding of gender differences in sexual interest. *Psychology of Women Quarterly, 30*, 150-158.
- Lips, H.M. (2005). Chapter 7 – pp. 251-299. – comparing hetero- to homosexual relationship
- Rosario, M., Scrimshaw, E.W., Hunter, J., & Braun, L. (2006). Sexual identity development among lesbian, gay, and bisexual youths: consistency and change over time. *Journal of Sex Research, 43*, 46-58.
- Stone, E.A., Goetz, A.T., & Shackelford, T.K. (2005). Sex differences and similarities in preferred mating arrangements. *Sexualities, Evolution, and Gender, 7*, 269-276.

Birnbaum, G.E., Reis, H.T., Mikulincer, M., Gillath, O., & Orpaz, A. (2006). When sex is more than just sex: Attachment orientations, sexual experiences, and relationship quality. *Journal of Personality and Social Psychology, 91*, 929-943.¹

Lips, H.M. (2005). Chapter 8 – pp. 301-342. – Hormonal and reproductive connections¹

November 9 Sex differences in adult friendships and parenthood

Lips, H.M. Chapter 11 – Close relationships in adulthood. Pp. 425-443.

Adams, R.G., Blieszner, R., & DeVries, B. (2000). Definitions of friendship in the third age: Age, gender, and study location effects. *Journal of Aging Studies, 14*, 117-133.

Bulanda, R.E. (2004). Paternal involvement with children: The influence of gender ideologies. *Journal of Marriage and Family, 66*, 40-45.

Dindia, K., & Allen, M. (1992). Sex differences in self-disclosure: A meta-analysis. *Psychological Bulletin, 112*, 106-119.

Lovas, G.S. (2005). Gender and patterns of emotional availability in mother–toddler and father–toddler dyads. *Infant Mental Health Journal, 26*, 327-353.

Rudman, L.A., & Goodman, S.A. (2004). Gender differences in automatic in-group bias: Why do women like women more than men like men? *Journal of Personality and Social Psychology, 87*, 494-509.

Walker, K. (1998). Men, women, and friendship: What they say, what they do. In Anselmi & Law (Eds.), *Questions of gender: Perspectives and paradoxes* (pp. 493-504). Boston: McGraw Hill.

Weltner, L. Why she doesn't hear what he's trying to say.

Uzzell, D., & Horne, N. (2006). The influence of biological sex, sexuality and gender role on interpersonal distance. *British Journal of Social Psychology, 45*, 579-597.¹

November 16 Sex differences in leadership

Lips, H.M. (2005). Chapter 12, pp. 460-490

Eagly, A.H., Karau, S.J., & Makhijani, M.G.. (1995). Gender and the effectiveness of leaders: A meta-analysis. *Psychological Bulletin, 227*, 125-145.

Eagly, A.H., Diekmann, A.B., Johanneson-Schmidt, M.C., & Koenig, A.M. (2004). Gender gaps in sociopolitical attitudes: A social psychological analysis. *Journal of Personality and Social Psychology, 87*, 796-816.

Heilman, M.E., Wallen, A.S., Fuchs, D., & Tamkins, M.M. (2004). Penalties for success: Reactions to women who succeed at male gender-typed tasks. *Journal of Applied Psychology, 89*, 416-427.

Konrad, A.M., Ritchie, J.E., Jr., Lieb, P., & Corrigan, E. (2000). Sex differences and similarities in job attribute preferences: A meta-analysis. *Psychological Bulletin, 126*, 593-641.

Rudman, L.A. (1998). Self-promotion as a risk factor for women: The costs and benefits of counterstereotypical impression management. *Journal of Personality and Social Psychology, 74*, 629-645 (Experiments 1 and 2).

Eagly, A., et al. (1991). Gender and the emergence of leaders: A meta-analysis. *Journal of Personality and Social Psychology, 60*, 685-711.¹

Rudman, L.A., & Fairchild, K. (2004). Reactions to counterstereotypic behavior: The role of backlash in cultural stereotypic behavior. *Journal of Personality and Social Psychology, 87*, 157-176.¹

Sczeny, S., Spreeman, S., & Stahlberg, D. (2006). Masculine = competent? Physical appearance and sex as sources of gender-stereotypic attributions. *Swiss Journal of Psychology, 65*, 15-23.¹

November 22-23 Thanksgiving vacation

November 30 Sex differences in health and health behavior

Lips, H.M. (2005). Chapter 9 – Vulnerability and strength. Gender and physical health. Pp. 344-363.

Ferraro, K.F., & Nuriddin, T.A. (2006). Psychological distress and mortality: Are women more vulnerable? *Journal of Health and Social Behavior, 47*, 227-241.

Helgeson, V.S. (1994). Relations of agency and communion to well-being: Evidence and potential explanations. *Psychological Bulletin, 116*, 412-428. so so

- Nolen-Hoeksema, S., & Hilt, L. (2006). Possible contributors to the gender differences in alcohol use and problems. *Journal of General Psychology, 166*, 357-374.
- Taylor, S.E., et al., (2000). Biobehavioral responses to stress in females: Tend-and-befriend, not fight or flight. *Psychological Review, 107*, 411-429.
- Tucker, J.S., Orlando, M., Elliot, M.N., & Kelin, D.J. (2006). Affective and behavioral responses to health-related social control. *Health Psychology, 25*, 715-722.

December 7 Sex differences in psychopathology

- Lips, H.M. (2005). Chapter 9 – pp. 363-389.
- Galambos, N.L., Barker, E.T., & Krahn, H.J. (2006). Depression, self-esteem, and anger in emerging adulthood: Seven-year trajectories. *Developmental Psychology, 42*, 350-365.
- Kling, K.C., Hyde, J.S., Showers, C.J., & Buswell, B.N. (1999). Gender differences in self-esteem: A meta-analysis. *Psychological Bulletin, 125*, 470-5000.
- Nolen-Hoeksema, S., Larson, J., & Grayson, C. (1999). Explaining the gender difference in depressive symptoms. *Journal of Personality and Social Psychology, 77*, 1061-1072.
- Handwerk, M.I., et al. (2006). Gender differences in adolescents in residential treatment. *Journal of Orthopsychiatry, 76*, 312-324.
- Hoffmann, M.L., Powlishta, K.K., & White, K.J. (2004). An examination of gender differences in adolescent adjustment: The effect of competence on gender role differences in symptoms of psychopathology. *Sex Roles, 50*, 795-810.
- McCauley, C., Ohannessian, V.M., Hesselbrock, J.K., Kuperman, S., Bucholz, K.K., Schuckit, M.A., & Nurnberger, J.I. (2005). The relationship between parental psychopathology and adolescent psychopathology: An examination of gender patterns. *Journal of Emotional and Behavioral Disorders, 13*, 67-76.
- Tiet et al. (2001). Developmental and sex differences in types of conduct problems. *Journal of Child and Family Studies, 10*, 181-197.
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