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Psychology of Gender 性别心理学 (第2版)

by Vicki S. Helgeson



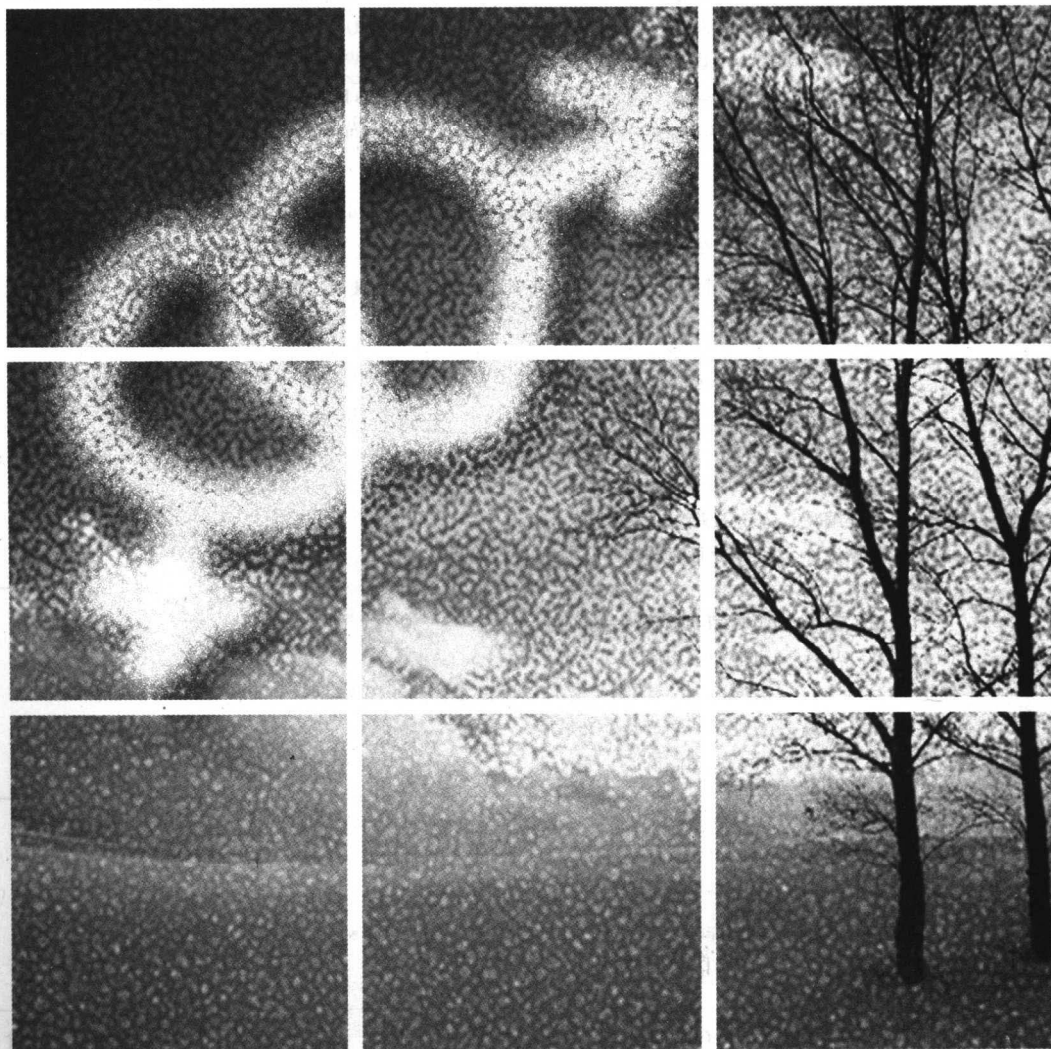
世界图书出版公司



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世界图书出版公司

北京·广州·上海·西安

图书在版编目 (CIP) 数据

性别心理学 / (美) 赫尔格森 (Helgeson, V.) 著. —北京: 世界图书出版公司北京公司, 2005.10

书名原文: Psychology of Gender

ISBN 7-5062-7280-6

I. 性... II. 赫... III. 心理学—英文 IV. B844

中国版本图书馆CIP数据核字 (2005) 第114780号

Authorized Adaptation from the English language edition, entitled PSYCHOLOGY OF GENDER, 2nd Edition, 0131147269 by HELGESON, VICKIS., published by Pearson Education, Inc., publishing as Prentice Hall, Copyright©2005, 2002 by Pearson Education, Inc.

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Psychology of Gender

性别心理学

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责任编辑: 李征 邹丹

装帧设计: 黑羽平面工作室

出 版: 世界图书出版公司北京公司

发 行: 世界图书出版公司北京公司

(地址: 北京朝内大街137号 邮编: 100010 电话: 64077922)

销 售: 各地新华书店及外文书店

印 刷: 北京世图印刷厂

开 本: 880 × 1230 1/16

印 张: 44

字 数: 800千

版 次: 2005年10月第1版 2005年10月第1次印刷

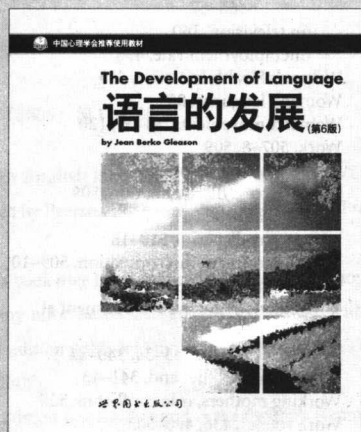
版权登记: 图字01-2005-5323

ISBN 7-5062-7280-6/F · 141

定价: 78.00元

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世界图书出版公司 心理学英文影印系列



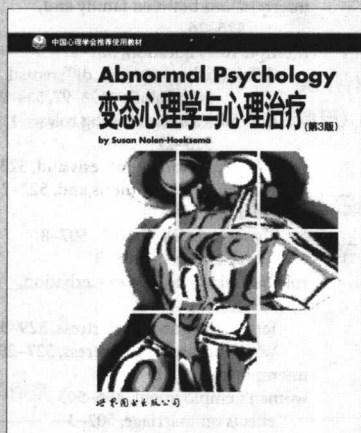
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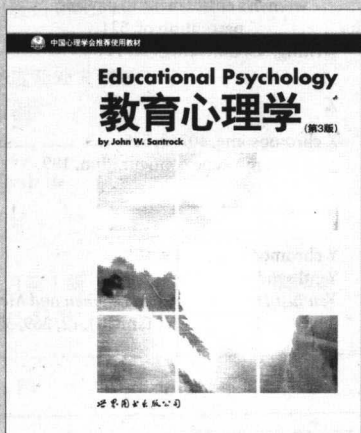
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中文版出版日期: 2005年12月



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作者: John Santrock

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原版书号: 0-07-298142-3

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世界图书出版公司

北京朝内大街137号世界图书出版公司
邮编: 100010
编辑部: 010-64038345
发行部: 010-64077922
邮购电话: 010-64021602
传真: 010-64077944
网址: www.wpcbj.com.cn

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中文导读

有关性的问题，或者说有关两性的问题，可能是人类所有的话题中最吸引人的话题之一。毋庸置疑，正因为人类是分为两性的，人类社会才会如此五彩缤纷。几千年来，古今中外无数对男男女女留下了多少可歌可泣的故事！特别是那些因为年轻男女之间的误解而造成的悲剧，常常催人泪下。掩卷静思，人们不禁要问，为什么会发生这些故事？固然，男女之事是人类最复杂的事情之一。但是，从心理学家的眼光来看，不懂得两性之间的差别正是导致很多悲剧的心理基础。

性别心理学 (Psychology of Gender) 是心理学的一个分支，它主要从人的社会性和人的信息加工（即人的认知）的角度研究和分析人类两性之间的异同。它不同于一般意义的有关性的学科，一般意义的性的学科更多地是从人的生物性来探讨问题；而性别心理学主要是通过对男女两性的心理学方面的特征来研究问题。它也不是简单地比较两性之间的差别，而是注意到两性之间的共性的方面。性别心理学作为心理学的重要分支，得到各国心理学家的关注。对于心理学专业的学生来说，性别心理学是必修课之一。

本书作者 V. S. Helgeson 是国际著名的大学，美国 Carnegie Mellon 的资深教授，是一位知名的学者。她的研究涉及心理学、社会学、人类学、医学和公众健康领域。如此广阔的学术背景，使得她有可能综合多个领域的知识，系统地为学生展示男女两性在社会中的角色、两性之间的关系，以及对健康的影响等重要而吸引人的问题。作者特别提到她自己是如何从为了使自己的第一个孩子能够正常地成长，而开始关注两性区别的心理学问题的，使读者读来备感亲切。

这本书是按教材的形式组织的，可供学习心理学、社会学以及进行妇女研究、性别研究和相关学科的本科高年级学生和研究生使用，同时也可供对性别心理学有兴趣的人自学参考。

该书在美国一经出版，就得到了学界的如潮好评：

耶鲁大学的 D. I. Cordova 博士说：该书“将注意力集中于性别，而不是单纯地谈论男人和女人，是一项很好的创新。很难找到一本书，能像这本书一样将两性的有关信息进行如此好的结合。”

休斯敦大学的 E. F. Garrido 教授说：“本书的写作不仅清晰可读，更重要的是不存在任何偏见。”

美国麻省大学的 W. R. Holt 博士说“今后这本书将是我的首选。我可以用多种不同的方法使用这本教材，并激发学生对当前研究的热烈讨论。”

这是一本系统地研究性别心理学的专著，全书分为十三章，章章之间环环相扣，全文贯通。首先，作者介绍了两性的本质和性角色的发展过程。作者首先论及两性的自然特征和性别角色的发展，在第一章“引言”中，作者简要介绍了研究性别问题的科学方法，并对研究中出现的难题进行了讨论。这些讨论还涉及到有关性别研究的

PREFACE

The purpose of this text is to provide a review of the empirical research and conceptual discussions surrounding gender and to examine the implications of gender for relationships and health. The focus of this book goes beyond sex alone—whether one is biologically male or female—to explore the roles that society has assigned to men and women and the other variables that co-occur with sex, such as status and gender-related traits. The implications of social roles, status, and gender-related traits for relationships and health are examined. This is why the book is titled *The Psychology of Gender* rather than *The Psychology of Sex*. Gender is a term that represents the social and cultural forces that influence men and women in our society. The book discusses the “psychology” of gender because the focus is on the individual in the social context. The primary focus is not on biology and anthropology, although their contributions to the study of gender are included.

Rather than review every single topic related to gender, I examine the implications of gender for two broad domains of research: relationships and health. These domains are chosen, first, because they are central to our lives. Friendships, romantic relationships, and relationships at work have a great impact on our day-to-day functioning. Psychological well-being and physical health are important outcomes in their own right. A second reason for the focus on relationships and health is that

these are domains in which clear sex differences have been documented. These sex differences cannot be attributed to biology alone; thus, relationships and health are domains for which gender, the social category, may play a role.

The book is divided into three sections, with each section building on the previous one. First, the nature of gender and the development of gender roles is presented. In the first chapter, I provide a brief overview of the scientific method and discuss the difficulties in conducting research on gender, including the philosophical and political issues that pervade this arena. I then provide a brief history of the psychology of gender, which includes discussions of the various instruments used to study gender (Chapter 2). I also discuss our attitudes toward gender and gender roles, as well as gender-role stereotypes (Chapter 2). I then turn to the research literature to provide the current data (Chapter 3) and theory (Chapter 4) on sex differences in cognitive, emotional, and social domains. In Chapter 4, I also discuss different theories of gender-role development, such as evolutionary theory, social learning theory, social role theory, and gender schema theory. In Chapter 5, I discuss the implications of gender and gender roles for aggression, including rape, domestic violence, and sexual harassment. In Chapter 6, I discuss the implications of gender and gender roles for achievement. Thus, in this first section of the book, I provide important information on the similarities and

differences between men and women and the theories that explain any observed differences. The data and the theories are important for understanding the subsequent sections of the book that address the implications of gender for relationships and health.

The second section of the book begins with a discussion of men's and women's communication and interaction styles (Chapter 7). These findings have implications for the specific relationships discussed: friendship (Chapter 8) and romantic relationships (Chapter 9). Recent research on cross-sex friendship and gay and lesbian relationships are included in these chapters. The role of gender in relationships is critical to understanding the third section of the book, how gender influences health.

The third section begins with an overview chapter documenting sex differences in mental and physical health and theories as to their origins (Chapter 10). Health is broadly construed in this book to reflect physical health problems, such as coronary artery disease, as well as mental health problems, such as depression and eating disorders. In Chapter 11, I investigate the implications of gender as a health resource in relationships, in particular marriage. The effects of marriage and parenting on health are reviewed in Chapter 11, whereas the effects of work on health are reviewed in Chapter 12. The final chapter focuses on the implications of gender for mental health, in particular depression, eating disorders, and suicide.

When topics of special interest arise—or what would be referred to as “going off on a tangent” in class—I included sidebars in each chapter, such as “How to Raise a Gender-Aschematic Child” or “The Future of Title IX.” This is a new feature of the second edition.

For those of you who are familiar with the first edition, I would like to highlight some changes that I have made. The basic structure

of the book is the same, but all of the information has been updated—in particular all of the statistics on crime, relationships, and health. Some new information also has been added to the text. In the process of streamlining some of the material in other chapters, I was able to integrate much of the first edition's web-based Chapter 14 on gender and chronic illness into the other health chapters. In particular, there is an extensive section on gender and heart disease, including cardiovascular reactivity, in Chapter 10. I have expanded the chapter on mental health to include other disorders besides depression. I also have elaborated on several topics in the first edition, most notably gender and the media, gender and education, gender and employment, and date rape and stalking. There are only two modest structural changes to the text. First, I moved the first edition's Chapter 13 on aggression to an earlier place in the book (Chapter 5) because it is more central to gender-role socialization. Second, I streamlined the first edition's two chapters on relationships and work so that one chapter focuses on relationships broadly (marriage and family) and one chapter focuses entirely on work.

Multiple perspectives on the development of differences between men and women are offered, but the primary perspective that I emphasize is a social psychological one. I examine gender as an individual difference variable but focus on the influence of the context—the situation, the environment, the culture—on gender. I have drawn from research in the areas of psychology, sociology, anthropology, medicine, and public health.

I do not merely itemize sex differences in this text. In many domains, sex differences are more elusive than people believe. I highlight both similarities and differences and remind the reader about the magnitude of differences

throughout the chapters. I also point out methodological flaws or difficulties that may bear on the observance of sex differences. The focus of the book is on the *explanations* for men's and women's thoughts, feelings, and behavior—not simply a summary statement of the similarities and differences between men and women.

This text can be used for an undergraduate course on the psychology of gender, preferably for more advanced students. This text also could be supplemented with empirical readings for a graduate-level course. The book should have widespread appeal to students in the sciences and humanities. Students certainly do not have to be psychology majors to read this text, but some knowledge of research methods would be helpful. Because social psychological theories are so widely discussed in this text, a student who has taken such a course will find the book especially appealing and be able to grasp many of the concepts quite quickly. However, theories are explained in sufficient detail that students without a background in social psychology or psychology should understand the material.

Gender is a topic with which all of us are familiar, regardless of the scientific literature. Thus, it is sometimes difficult to mesh personal experiences with the research literature. To help students integrate the two, each of the chapters includes exercises—mini-experiments—for students to conduct to test some of the research ideas presented. The results of these experiments will not always work out as intended, partly because the sample sizes will be small, partly because the samples will not be representative, and partly because the best ideas do not always translate into the best research designs. The purpose of the exercises is to allow students to gain experience with some of the methods used to study gender and to learn firsthand about how people experience gender in their lives. Other aids to learning include key terms in boldface throughout the chapters and a summary of key terms and definitions at the end of the chapter; summaries of the main points at the end of the chapter; a list of thought-provoking discussion questions; and a list of suggested readings accompanying each chapter.

VICKI S. HELGESON

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