

## PSYCHOLOGY OF GENDER

Women's Studies 270.80, CRN 84890; Psychology 279.80, CRN 84869

Fall 2004

Thursdays, 5:10 – 7 p.m.

GG 402 (2125 G St NW)

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In this class we will study the psychology of gender from a variety of theoretical perspectives (e.g., positivist-empirical, postmodern), with attention to how both quantitative and qualitative methodologies are used to inform our knowledge. We will examine the ways in which mainstream psychology is gendered, as well as various feminist approaches to studying issues of gender in psychology. Because sex and gender do not influence people's behavior in isolation from other socially constructed categories, we will examine the intersection of race/ethnicity, sexual orientation, and social class with gender in our analysis.

### **Required Readings:**

**Textbook:** Unger, R. (2001). *Handbook of the Psychology of Women and Gender*. New York: John Wiley and Sons, Inc.

**Coursepack:** articles are available as a coursepack at US Parcel & Copy Center, next to TGI Fridays on 21<sup>st</sup> St; 202/223-6661

Ceballo, R. (1999). "The only Black woman walking the face of the earth who cannot have a baby": Two women's stories. In M. Romero, & A. J. Stewart (Eds.), *Women's untold stories: Breaking silence, talking back, voicing complexity* (pp. 3-19). New York: Routledge.

Duncan, L. E. (1999). Motivation for collective action: Group consciousness as mediator of personality, life experiences, and women's rights activism. *Political Psychology*, 20, 611-635.

Fine, M., & Macpherson, P. (1998). Over dinner: Feminism and adolescent female bodies. In B. M. Clinchy, & J. K. Norem (Eds.), *The gender and psychology reader* (pp. 285-307). New York: New York University Press.

Gilligan, C. (1998). In a different voice: Women's conceptions of self and of morality. In B. M. Clinchy, & J. K. Norem (Eds.), *The gender and psychology reader* (pp. 347-383). New York: New York University Press.

Hare-Mustin, R. T., & Marecek, J. (1988). The meaning of difference: Gender theory, postmodernism, and psychology. *American Psychologist*, 43, 455-464.

- Hom, A. Y. (2003). Stories from the homefront: Perspectives of Asian-American parents with lesbian daughters and gay sons. In L. D. Garnets, & D. C. Kimmel (Eds.), *Psychological perspectives on lesbian, gay and bisexual experiences, 2<sup>nd</sup> edition* (pp. 549-562). New York: Columbia University Press.
- Hurtado, A. (2003). Chicanas speak feminisms. *Voicing Chicana feminisms: Young women speak out on sexuality and identity* (pp. 198-219). New York: New York University Press.
- Hyde, J. S., & Jaffee, S. R. (2000). Becoming a heterosexual adult: The experiences of young women. *Journal of Social Issues, 56*, 283-296.
- Landrine, H., Klonoff, E. A., & Brown-Collins, A. (1992). Cultural diversity and methodology in feminist psychology: Critique, proposal, empirical example. *Psychology of Women Quarterly, 16*, 145-163.
- Muehlenhard, C. L., & Kimes, L. A. (1999). The social construction of violence: The case of sexual and domestic violence. *Personality and Social Psychology Review, 3*, 234-245.
- Paludi, M. A., DeFour, D. C., Roberts, R., Tedesco, A. M., Brathwaite, J., & Marino, A. (1995). Academic sexual harassment: From theory and research to program implementation. In H. Landrine (Ed.), *Bringing cultural diversity to feminist psychology: Theory, research, and practice* (pp. 177-191). Washington: American Psychological Association.
- Phoenix, A., Frosh, S., & Pattman, R. (2003). Producing contradictory masculine subject positions: Narratives of threat, homophobia and bullying in 11-14 year old boys. *Journal of Social Issues, 59*, 179-195.
- Schmader, T. (2002). Gender identification moderates stereotype threat effects on women's math performance. *Journal of Experimental Social Psychology, 38*, 194-201.
- Sparks, E. (2002). Depression and schizophrenia in women: The intersection of gender, race/ethnicity, and class. In M. Ballou, & L. S. Brown (Eds.), *Rethinking mental health and disorder: Feminist perspectives* (pp. 279-305). New York: The Guilford Press.
- Stewart, A. J. (1994). Toward a feminist strategy for studying women's lives. In C. E. Franz, & A. J. Stewart (Eds.), *Women creating lives: Identities, resilience, and resistance* (pp. 11-33). Boulder, CO: Westview Press.
- Tafoya, T. (2003). Native gay and lesbian issues: The two-spirited. In L. D. Garnets, & D. C. Kimmel (Eds.), *Psychological perspectives on lesbian, gay and bisexual experiences, 2<sup>nd</sup> edition* (pp. 401-409). New York: Columbia University Press.
- Unger, R. K. (1995). Conclusion: Cultural diversity and the future of feminist psychology. In H. Landrine (Ed.), *Bringing cultural diversity to feminist psychology: Theory, research, and practice* (pp. 413-431). Washington: American Psychological Association.
- White, A. M. (1999). Talking feminist, talking Black: Micromobilization processes in a collective protest against rape. *Gender & Society, 13*, 77-100.

### Course Policies:

- Academic integrity: I expect all students to know and work in compliance with the GW Code of Academic Integrity. See <http://www.gwu.edu/~ntegrity/code.html> for more information.
- Late work: You are expected to complete all work by the assigned due date. Late papers may be marked down.
- Incompletes: I will grant incompletes only under extraordinary circumstances that occur in the second part of the semester.
- Religious observances: If you will miss class because of a religious observance, please let me know in advance to make alternate arrangements.
- Accommodations for students with disabilities: I will provide any reasonable accommodation for students with disabilities that will assist in making this course accessible and will provide an optimal educational experience for everyone. I will expect to receive documentation about the kinds of accommodations that you require. Please speak to me at the beginning of the semester so that we can make an effective plan.

### Assignments:

- Class participation: This class is small and discussion-based, so your active participation is necessary to make things go well. In order to participate you must be in regular attendance and contribute thoughtfully to class discussion and activities.
- Discussion questions: Discussion questions are due each week. The goal of this assignment is to help you think about the readings before we meet for class. What did you think were the most interesting or provocative issues raised by the readings? Do you think the readings “speak to” or compliment each other in ways that bear discussing? How might we think about psychology of gender differently having read these articles? Although I would like you to have 2-4 substantive questions, it is fine to include factual/comprehension questions too, so that I know in advance if there are things you didn’t understand. **These questions must be posted on Blackboard by 9 a.m. on the day of class**, so that your classmates and I have a chance to see your thinking before we meet that evening. If for some reason you are unable post them, send them to me via e-mail and I will post them.
- Reaction papers: In addition to discussion questions, you will write a longer (~2 page) paper in reaction to the week’s readings for two separate weeks of class. On these weeks of your choosing, you will have the opportunity to respond to the readings in greater length than usual. I am interested in your personal/intellectual response to the readings. You can address any of the questions listed under “discussion questions” above. It will be important to respond to at least two of the week’s readings (though you may cover more). **These papers are due via e-mail by 9 a.m. on the day of class**.
- Short paper: Your short paper (3-5 pages) is due at the beginning of class on October 7<sup>th</sup>. The purpose of this paper is to reflect on the readings for the first unit of the course. You do not need to do any reading external to the syllabus, but you may refer to additional sources if you wish. You have several options for the actual topic:

1. If you have a particular research program or topic area you've been investigating, you can write about how the theoretical and methodological perspectives we've been studying are or are not represented in the dominant thinking in your area.
2. Find an advertisement or magazine story that portrays an issue in psychology and gender in some way. Pick three of the authors we've studied so far and use their perspectives to analyze the text/images. You can structure this as a formal essay or as a "conversation" among our authors (or another creative format).
3. If you were going to undertake a research project that was informed by both psychology and women's studies, what theoretical and methodological issues would you attend to in the planning stages?

Final paper: Your final project will be a 12 - 16 page research paper on a topic in "Psychology of Gender" that is of interest to you. You may choose something that we will be covering together in class, or an entirely different topic (if you have concerns about whether your topic is appropriate, please see me). I expect that you will bring your particular interests and training to this project; any topic can be approached from a variety of disciplines and perspectives. It is my hope that in writing this paper you will clarify your thinking/knowledge about psychology of gender in a way that helps integrate this course with the rest of your studies.

### Some specific expectations

- Include both theoretical and empirical work in your references
- Incorporate some of the core theory/concepts from class readings and discussions into your analysis
- Include attention to the intersectionality of identity statuses (e.g., gender, race, class, etc.)

### Timeline

The paper is due in parts. The purpose of this is to have multiple chances to get feedback on your project, and to be able to create an improved end-product through revisions of earlier drafts. Each time you turn in a part of your paper, please include all previous versions that have my comments on them!

Assignment	Due
<b>Paper Proposal</b> -general statement of topic -preliminary reference list -more detailed outline (optional)	beginning of class on September 30 <sup>th</sup>
<b>Rough Draft</b> -complete draft of your paper	beginning of class on November 4 <sup>th</sup> (earlier is welcome)
<b>Final Draft</b> -final version of your paper, incorporating earlier comments	5 p.m. on December 14 <sup>th</sup>

**Notes on grading:**

- Discussion questions, reaction papers, and the proposal and rough draft of your final paper will be evaluated on a three point basis: excellent (check-plus), satisfactory (check), and unsatisfactory (check-minus). These grades will convert to A, B+, and C-, respectively, at the end of the semester.
- Class participation, the short paper, and final draft of your final paper will be evaluated using traditional letter grades.

**Summary of grading percentage points:**

Class participation	15%	Final paper proposal	5%
Discussion questions	15% (total)	Final paper rough draft	10%
Reaction papers	5% (total)	Final paper final draft	30%
Short paper	20%		

**Optional videos:**

- I will be showing three videos for my other class, and you are welcome to attend the screenings of any/all of them, right in our very own classroom with snacks provided.
- Wed, October 6<sup>th</sup>, 7 p.m. *Real Women Have Curves*  
Set in East Los Angeles, this is the story of Ana, a Mexican-American teenager struggling to break free from the responsibilities and expectations of her mother, Carmen, and sister, Estela. Ana wants to attend college so she can better herself (she's received a scholarship to Columbia University), but she's needed in Estela's sewing sweatshop, where women labor to make dresses that are then sold for many times what the shop is paid to make them. (description from Netflix)
- Tues, October 19<sup>th</sup>, 7 p.m. *Bend It Like Beckham*  
A proper Indian girl shouldn't be spending her time playing soccer. That's what Jess's family thinks, anyway. An ardent fan of British soccer sensation David Beckham, Jess (Parminder K. Nagra) wants nothing more than to be on the field. And she has the talent to boot. But her parents want her to be just like her sister Pinky, who cooks chapati like a pro and wants a traditional Indian wedding. A sweet sports comedy with plenty of heart. (description from Netflix)
- Thurs, Nov 4<sup>th</sup>, 7 p.m., *Heart of the Sea*  
"Heart of the Sea" is the inspiring portrait of surf legend Rell "Kapolioka'ehukai" Sunn, founding member of the Women's Professional Surfing Association and one of Hawai'i's most beloved community leaders. While known for her incredible physical power, grace and luminous beauty, it was her generous spirit and relentless work as a youth, environmental and breast cancer activist that made her an icon on the Islands. As she carved a path for women in a sport dominated by men, Sunn tragically discovered that she had breast cancer at the early age of 32. Despite the diagnosis, she continued surfing and promoting breast cancer awareness among native Hawai'ian and Pacific Islander women until her final days. Not only a moving profile of an important figure in contemporary Hawai'ian history, but an important look at Hawai'i as an integral part of America's rich cultural landscape and heritage, "Heart of the Sea" is an essential addition to courses in Asian/Pacific Islander Studies, American Studies, and Women's Health. (description from Women Make Movies)

**SCHEDULE**

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment</b>
<b>Part I: Getting Grounded</b>			
9/2	Introduction – to the course and each other		
9/9	History of Women and Psychology; Theoretical Perspectives	Unger (Ch. 1 in Unger) Wilkinson (Ch. 2 in Unger) Stewart	
9/16	No class—Rosh Hashanah		
9/23	Similarities vs. Differences	Kimball (Ch. 5 in Unger) Hare-Mustin & Marecek Gilligan	
9/30	Methods	Rabinowitz & Martin (Ch. 3 in Unger) Landrine, Klonoff, & Brown-Collins	Final paper proposal
<b>Part II: Adolescence and Adult Development</b>			
10/7	Adolescence	Tolman & Brown (Ch. 9 in Unger) Fine & McPherson Phoenix et al.	Short paper
10/14	Identity	Deaux & Stewart (Ch. 6 in Unger) Schmader	
10/21	Sexuality	Kitzinger (Ch. 18 in Unger) Hyde & Jaffee Tafoya Hom	
10/28	Adulthood	Gilbert & Rader (Ch. 10 in Unger) Ceballo	
<b>Part III: Barriers to and Facilitators of Women’s Well-Being</b>			
11/4	Mental Health	Marecek (Ch. 20 in Unger) Sparks	Final paper rough draft
11/11	Violence Against Women and Sexual Harassment	White et al. (Ch. 23 in Unger) Muhlenhard & Kimes Paludi et al.	
11/18	Feminist Consciousness	Hurtado Duncan White	
11/25	No class—Thanksgiving Break		
12/2	Social Change / Disciplinary Change	Cole et al. (Ch. 27 in Unger) Unger	
12/14			Final paper by 5 p.m.