

WOMEN AND PSYCHOLOGY

Women's Studies 170.80, CRN 34468 / Psychology 198.80, CRN 33574
Fall 2002

Mondays and Wednesdays, 11 a.m. – 12:15 p.m.
Phillips Hall 510

Professor: Alyssa Zucker

Office: 837 22nd St. (at the corner of I), room 202

Phone: 202/994-1260

E-mail: azucker@gwu.edu

Office hours: Mondays and Wednesdays 12:30 – 2, or by appointment

In this class we will study psychology of women from a variety of perspectives (e.g., biological, cultural, social constructivist). We will examine the ways in which mainstream psychology is gendered, as well as various feminist approaches to studying issues of gender in psychology. By reading both theory and research articles, students will develop critical analysis skills, including how to understand the ways in which women's experiences of gender intersect with other social identifications (e.g., race/ethnicity, sexual orientation, social class, disability, etc.).

Required Readings:

Textbook: Crawford, M., & Unger, R. (2000). *Women and Gender: A Feminist Psychology* (3rd edition). Boston: McGraw Hill.

Coursepack: available on Prometheus and at the Gelman Library Reserves Desk
Prometheus Course ID #: **57007**; Password: **Gender**

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.

Fredrickson, B. L., Roberts, T., Noll, S. M., Quinn, D. M., & Twenge, J. M. (1998). That swimsuit becomes you: Sex differences in self-objectification, restrained eating, and math performance. *Journal of Personality and Social Psychology*, 75, 269-284.

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

Martin, K. A. (1998). Becoming a gendered body: Practices of preschools. *American Sociological Review*, 63, 494-511.

Tolman, D. L. (1994). Doing desire: Adolescent girls' struggles for/with sexuality. *Gender & Society*, 8, 324-342.

Kitzinger, C. (1989). Liberal humanism as an ideology of social control: The regulation of lesbian identities. In J. Shotter, & K. J. Gergen (Eds.), *Texts of Identity* (pp. 82-98). London: Sage Publications.

Cook, D. A., & Fine, M. (1995). "Motherwit": Childrearing lessons from African-American mothers of low income. In B. B. Swadener, & S. Lubeck (Eds.), *Children and Families "at Promise: Deconstructing the Discourse of Risk* (pp. 118-142). Albany: State University of New York Press.

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.

Fine, M. (1989). The politics of research and activism: Violence against women. *Gender & Society*, 3, 549-558.

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 may not receive extensions on work in the class, except in the most extraordinary circumstances (in which you will need documentation from the Dean's Office or Health Services). Work that is turned in late for any other reason will have a third of a grade taken off for each day that it is late (e.g., a B+ would become a B if you hand in work any time after the exact time that it is due—the “day late” begins immediately after the time the assignment is due).
- Incompletes: I will only grant incompletes under extraordinary circumstances that occur in the second part of the semester.
- Written assignments: Please type, double-spaced with 12-point font, all of your written assignments for this course. Margins should be one inch all around.
- 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.
- Reaction Papers: Reaction papers are due each time that we have a coursepack reading. These papers should be 1-2 pages long, record your thoughts on the reading assignment, and propose 1-2 questions for discussion. In addition, please make some connection between the coursepack reading and the textbook chapter that was assigned earlier in the week. **These papers are due by 5 p.m. on the Tuesday before class**, so that I have a chance to see your thinking before we meet the next day. You may drop them off at my office, send them via e-mail, or submit them over Prometheus.
- Short Paper: A short paper (3-5 pages) will be due at the beginning of class on September 30th. More detailed instructions will be given later in the course.
- Take-home Mid-term: A take-home mid-term exam will be distributed on October 7th. The completed exam will be due at the beginning of class on October 16th.
- Final Paper: Your final paper will be an 8 – 12 page research paper on the topic of your choosing. More detailed instructions will be given later in the course. You will be required to hand in a paper proposal at the beginning of class on November 6th, a rough draft of your paper by the beginning of class on November 25th (earlier is welcome), and the final draft of your paper by 5 p.m. on December 13th.

Notes on grading:

- Class participation, 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.
- The short paper, take-home mid-term, and final draft of your final paper will be evaluated using traditional letter grades.
- I will use the following criteria when grading your work:
 - did you complete and understand the assigned reading?
 - did you integrate ideas presented in the various texts and in class?
 - is your own thinking evident?
 - can you apply theory to “the real world” and psychological research?
 - is your paper carefully proof-read (spelling, grammar, etc.)?

Summary of grading percentage points:

Class Participation	5%
Reaction Papers	10% (total)
Short Paper	20%
Take-Home Mid-term	25%
Final Paper proposal	5%
Final Paper rough draft	10%
Final Paper final draft	25%

SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Assignment</u>
9/4, Wed	Course Introduction, part 1		
9/9, Mon	Course Introduction, part 2	Crawford & Unger, Chapter 1	
9/11, Wed	Diversity and Methodology	Landrine et al.	Reaction paper 1*
9/16, Mon	Yom Kippur—No Class		
9/18, Wed	Doing Gender	Crawford & Unger, Chapter 3	
9/23, Mon	Images of Women and Men, part 1	Crawford & Unger, Chapter 2	
9/25, Wed	Images of Women and Men, part 2	Fredrickson et al.	Reaction paper 2*
9/30, Mon	The Meanings of Difference, part 1	Crawford & Unger, Chapter 4	Short paper
10/2, Wed	The Meanings of Difference, part 2	Hare-Mustin & Marecek	Reaction paper 3*
10/7, Mon	Biological Bases of Sex	Crawford & Unger, Chapter 5	
10/9, Wed	Mental and Physical Health, part 1	Crawford & Unger, Chapter 14	
10/14, Mon	Mental and Physical Health, part 2		
10/16, Wed	Mental and Physical Health, part 3 Guest Speaker: Dr. Mimi Le		Take-home mid-term due
10/21, Mon	Becoming Gendered: Childhood, part 1	Crawford & Unger, Chapter 6	
10/23, Wed	Becoming Gendered: Childhood, part 2	Martin	Reaction paper 4*
10/28, Mon	Becoming a Woman, part 1	Crawford & Unger, Chapter 7	
10/30, Wed	Becoming a Woman, part 2	Tolman	Reaction paper 5*
11/4, Mon	Sex, Love, and Romance	Crawford & Unger, Chapter 8	
11/6, Wed	Catch-up Day		Final paper: proposals
11/11, Mon	Women and Long-term Relationships	Crawford & Unger, Chapter 9	
11/13, Wed	Lesbian Identities	Kitzinger	Reaction paper 6*
11/18, Mon	Mothering, part 1	Crawford & Unger, Chapter 10	
11/20, Wed	Mothering, part 2	Cook & Fine	Reaction paper 7*
11/25, Mon	Work and Achievement	Crawford & Unger, Chapter 11	Final paper: rough drafts
11/27, Wed	Individual Meetings		
12/2, Mon	Midlife and Beyond	Crawford & Unger, Chapter 12	
12/4, Wed	Violence Against Women	Muehlenhard & Kimes; Fine	Reaction paper 8*
12/9, Mon	Activism; Wrap-up	Crawford & Unger, Chapter 15	
12/13, Fri			Final paper due by 5 p.m.

*Note, reaction papers are due by 5 p.m. the Tuesday before class