

PSYC 239: Psychology of Women and Gender

Whitman College

Spring, 2013

Meeting time: Monday & Wednesday 1-2:20pm

Room: Maxey 302

Professor: Melissa Clearfield

Office hours: Tues 11-12 & Thurs 2:30-3:50

Office: Maxey 340

E-mail: clearfmw

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Overview

This course will examine the origins and psychological effects of stereotypes and gender differences on women. Specifically, we will explore how gender differences manifest themselves in all aspects of women's lives, including childhood, love and dating relationships, sex, marriage, the media's influence, work, violence, and mental health. Although we will touch on men's issues, the focus will be on women's experiences. Students will learn the skills necessary for thinking critically about gender issues as they are discussed and portrayed in academic and popular media.

Requirements and Grading

Texts to be Used

Crawford, M. (2012). Transformations: Women, Gender and Psychology, 2nd ed. McGraw-Hill.

Bem, S.L. (1993). The lenses of gender: Transforming the debate on sexual inequality. Yale Press.

Additional readings are available on CLEo (see below for a full list). Articles are subject to change.

Participation (20%)

One of my goals for this class is that you will all be able to talk intelligently about complex and occasionally personal issues. I would also like for you to consistently raise issues for discussion that you find particularly interesting in each day's readings. Thus, your participation in class discussions will be part of your overall grade. Clearly, missing class will diminish your participation, and this will be reflected in your grade. If you must miss class, you should contact me prior to the class meeting you will be missing. I will give you a grade for discussion periodically, along with feedback, so that you have a sense of how you are doing and what you can do to improve. See the last page of this document for standards and expectations.

Response Papers (60%)

There are 10 units in the course, each one lasting 2 or 3 classes. There will be a brief writing assignment for the first 9 units, and **you must complete eight** of them. **Everyone must complete the first 5** (i.e., all the assignments before spring break). For the units after spring break, you may skip any one assignment and you do not need to let me know in advance which you will skip. Skipping more than 1 will result in a zero for each assignment skipped. The assignments will require that you to reflect on your views using the terminology and themes from the readings and from class discussions. Questions will be distributed at the beginning of each unit and the papers should be turned in to the CLEO drop-box by 12pm (most are due Fridays, a few are due on Tuesdays, all by noon). There is a strict limit of **THREE** typed double-spaced pages of 12 point font per assignment. Papers must be submitted on time or I will not accept them.

Small group final project: From theory to action (20%)

Think of something small (or large!) that you can do to "make women's lives better" at Whitman or in Walla Walla and do it (or at least start the ball rolling). You may do this in small groups of no more than 3 people. Then ***each***

of you will write an 8-10 page paper about it. The paper should discuss 2 things: one, your activist accomplishment, why you did it (or want to do it), what you hoped (or hope) to achieve, the outcome so far (or predicted outcome); and two, the theoretical background on the topic (the research that defines the problem and suggests your solution to it). More details will be given in class after spring break. All projects must be approved by me before you begin. Project ideas are due **Wednesday April 3**, and the paper is due at the beginning of class on **Monday, May 6** (you will also present your project to the class that day).

Late papers will not be accepted. Because the writing assignments build on each other and end each unit, there can be no extensions. **There are no make-ups, with no exceptions unless you have had a real catastrophe.** (I hope not.) If you are having trouble, come talk to me immediately. If you need more time on an assignment, I will only consider it if you speak to me in advance.

Students with Disabilities

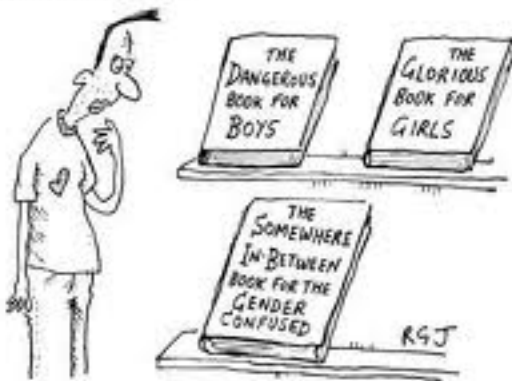
If you have a documented disability and will need accommodation in this course, please meet with Juli Dunn, Director of Academic Resources (Mem 205, x5213, dunnjl@whitman.edu) for assistance in developing a plan to address your academic needs. We will work together to come up with an appropriate plan. All information about disabilities is private; if I receive notification from ARC that you are eligible for accommodation, I will provide it as discretely as possible.

Academic dishonesty

All of the work that you submit in this course must be entirely your own. You may seek help in a variety of ways as you prepare your papers, including: consulting additional readings, searching for material on the internet, discussing your ideas with other students, exchanging notes with other students, or reading and discussing drafts of each other's papers. If you do use someone else's words or ideas in your written work, you *must* give proper acknowledgment. (APA format is preferred but any consistent accepted citation format is acceptable.)

Plagiarism will *not* be tolerated in any form. You have signed a statement indicating that you understand and will abide by the College policy on plagiarism. **Any student caught plagiarizing will fail the assignment**, and will be reported to the Dean of Students, thus potentially facing more severe penalties from the College. (For more details, see the Student Handbook.)

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search ID: rj00996

List of Articles (subject to change)

- Fausto-Sterling, A. (1997). Beyond difference: A biologist's perspective. *Journal of Social Issues, 53* (2), 233-258.
- Fausto-Sterling, A. (1993). The five sexes: Why male and female are not enough. *The Sciences, 20-24*.
- Quinn, D.M. & Spencer, S.J. (2001). The interference of stereotype threat with women's generation of mathematical problem-solving strategies. *Journal of Social Issues, 57*(1), 55-71.
- Boatella-Costa, E., Costas-Moragas, C., Botet-Mussons, F., Fornieles-Deu, A., & De Caceras-Zurita, M.L. (2007). Behavioral gender differences in the neonatal period according to the Brazelton scale. *Early Human Development, 83*, 91-97.
- Clearfield, M.W. & Nelson, N.M. (2006). Sex differences in mothers' speech and play behavior with 6-, 9-, and 14-month-old infants. *Sex Roles, 54*(1-2), 127-137.
- Karraker, K.H., Vogel, D.A. & Lake, M.A. (1995). Parents' gender-stereotyped perceptions of newborns: The eye of the beholder revisited. *Sex Roles, 33* (9/10), 687-701.
- Nagy, E., Kompagne, H., Orvos, H. & Pal, A. (2007). Gender-related differences in neonatal imitation. *Infant and Child Development, 16*, 267-276.
- Spelke, E. S. (2005). Sex differences in intrinsic aptitude for mathematics and science: A critical review. *American Psychologist, 60*(9), 950-958.
- Fredrickson, B.L., Roberts, T.A., 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* (1), 269-284.
- Chivers, M.L., Rieger, G., Latty, E., & Bailey, J. M. (2004). A sex difference in the specificity of sexual arousal. *Psychological Science, 15*(11), 736-744.
- Weigel, D.J., Bennett, K.K. & Ballard-Reisch, D. S. (2006). Roles and influence in marriages: Both spouses' perceptions contribute to marital commitment. *Family and Consumer Sciences Research Journal, 35*(1), 74-92.
- Secombe, K. (1991). Assessing the risks and benefits of children: Gender comparisons among childfree husbands and wives. *Journal of Marriage and Family Studies, 53*(1), 191-202.
- Katz-Wise, S.L., Priess, H.A. & Hyde, J.S. (2010). Gender-role attitudes and behavior across the transition to parenthood. *Developmental Psychology, 46*, 18-28.
- Stephens, N.M. & Levine, C.S. (2011). Opting out or denying discrimination? How the framework of free choice in American society influences perceptions of gender inequality. *Psychological Science, 22*(10), 1231-1236.
- Ben-David, S. & Schneider, O. (2005). Rape perceptions, gender role attitudes, and victim-perpetrator acquaintance. *Sex Roles, 53* (5-6), 385-399.
- Levit, H.I. (1991). Battered women: Syndrome vs. self-defense. *American Journal of Forensic Psychology, 9*(1), 29-35.
- Broverman, I.K., Broverman, D.M., Clarkson, F.E., Rosenkrantz, P.S. & Vogel, S.R. (1970). Sex-role stereotypes and clinical judgments of mental health. *Journal of Counseling and Clinical Psychology, 34*(1), 1-7.

Date	Topic	Reading	Due
Mon, 1/14	Intro to Course, History of Gender Research	Crawford Ch. 1	
Wed, 1/16	What is Gender?	Crawford Ch. 2	
Mon, 1/21	NO CLASS: MLK DAY		
Wed, 1/23	Gender Theory: Androcentrism	Bem, Intro & Ch. 3	Assignment 1 due Friday
Mon, 1/28	Meaning of Difference: Stereotype Threat	Crawford Ch. 4 to p.111 & Quinn & Spencer (2001)	
Wed, 1/30	Difference: Biological Essentialism	Bem, Ch. 2	
Mon, 2/4	Difference to a biologist	Fausto-Sterling (1997)	Assignment 2 due Tuesday
Wed, 2/6	What is Sex?	Crawford Ch. 5	
Mon, 2/11	How many sexes are there?	Fausto-Sterling (1993)	
Wed, 2/13	Polarization	Bem Ch. 4	Assignment 3 due Friday
Mon, 2/18	NO CLASS: PRES DAY		
Wed, 2/20	Gender in Infancy	Article jigsaw: choose 1 of 4 papers	
Mon, 2/25	Gender in Childhood	Crawford Ch. 6 to p.181	
Wed, 2/27	Gender in Schools	Spelke (2005) Optional: finish Ch. 6	Assignment 4 due Friday
Mon, 3/4	Media Images	Crawford Ch. 3	
Wed, 3/6	Psychological Impact of Media	Fredrickson et al. (1998)	Assignment 5 due Friday
	SPRING BREAK		
Mon, 3/25	Sex: Sexual Scripts and Normalcy	Crawford Ch. 7, focus on culture, love and context	
Wed, 3/27	The Biology of Sexuality	Chivers et al. (2004)	Assignment 6 due Friday
Mon, 4/1	Marriage Types and Roles	Crawford Ch. 8 to p.246, rest optional	
Wed, 4/3	Marriage and Culture	Weigel et al. (2007)	Assignment 7 due Friday

Mon, 4/8	The Decision to Parent	Crawford Ch. 9 to p.273 & Seccombe (1991)	
Wed, 4/9	Impact of Parenting	p.273-279 & Katz-Wise, Priess & Hyde (2010)	Assignment 8 due Friday
Mon, 4/15	Work: Professional Beauty Qualification	Crawford Ch. 10	
Wed, 4/17	NO CLASS: MC at SRCD		
Mon, 4/22	Recognizing Discrimination	Stephens et al (2011)	Assignment 9 due Tuesday
Wed, 4/24	Violence: Rape	Ch. 12 p.376-379, 384-89 & Ben-David et al (2005)	
Mon, 4/29	Domestic Violence	Ch. 12 p.389-397 & Levit (1991)	
Wed, 5/1	Diagnosing Disorders	Crawford Ch. 13 to p.419 & Broverman et al (1970)	
Mon, 5/6	What now?		Final Paper Due

Class Participation: Standards & Expectations

An **OUTSTANDING** (A-level) participant typically:

- Displays genuine enthusiasm and engagement with the readings.
- Advances the conversation to new levels.
- Contributes complex insights into the texts and issues.
- Draws connections among different texts and issues.
- Takes intellectual risks.
- Enhances the participation of others by questioning, actively listening, and sharing time.

A **GOOD** (B-level) participant typically:

- Shows genuine effort.
- Actively listens and volunteers.
- Asks good questions about the texts and issues.
- Stays on-topic and furthers the conversation.
- Makes significant observations, comments, or other points.
- Engages other students, not just the professors.

An **ADEQUATE** (C-level) participant typically:

- Listens but does not volunteer.
- Shows acquaintance with the texts and signs of preparation if called on.
- Offers opinions on the texts, but without support.

UNACCEPTABLE (failing) behavior includes:

- Frequent absence.
- Signs of total disengagement at our meetings: sleeping, writing letters, reading, etc.
- No evidence of preparation.
- “Toxic” or hostile behavior that undermines our collective learning.