Syllabus

Textbooks

Required:


Choose one of the following:


[or choose the option of writing on a journal article – see Paper Assignment.]

The Fine book and Williams book are available at A Room of One's Own Bookstore, and are on reserve at College Library.

Class Email List: psych522-1-f17@lists.wisc.edu

Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1.Sept. 7</td>
<td>Th</td>
<td></td>
<td>Introduction Values clarification exercise</td>
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<tr>
<td>Sept. 12</td>
<td>T</td>
<td></td>
<td>Feminist analysis of bias in psychological research Read: Else-Quest &amp; Hyde (EQH), Chapter 1</td>
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<tr>
<td>2.Sept. 14</td>
<td>Th</td>
<td></td>
<td>Psychological theories I: Psychoanalysis, sociobiology, and evolutionary psychology Read: EQH, Chapter 2</td>
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<tr>
<td>Sept. 19</td>
<td>T</td>
<td></td>
<td>Theories II: Social learning theory, gender schema theory, feminist theory Transgender and gender diversity Watch in advance: <em>Growing Up Trans</em> [available online through UW Library, or through PBS]</td>
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<tr>
<td>3.Sept. 21</td>
<td>Th</td>
<td></td>
<td>Meta-analysis, gender differences, and gender similarities</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Reading</td>
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<tr>
<td>Sept. 26</td>
<td>T</td>
<td>Read: EQH, Chapter 3         Hyde, J. S. et al. (2008). Gender similarities characterize math performance. Science, 321, 494-495. [Learn@UW]</td>
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<tr>
<td>4. Sept. 28</td>
<td>Th</td>
<td><strong>EXAM 1, on chapters 1, 2, 3, and 8, and other readings and lectures</strong></td>
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<tr>
<td>Oct. 3</td>
<td>T</td>
<td>Read: EQH, Chapter 6         Hyde, J. S. et al. (2008). Gender similarities characterize math performance. Science, 321, 494-495. [Learn@UW]</td>
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<tr>
<td>Oct. 5</td>
<td>Th</td>
<td>Read: EQH, Chapter 8         Hyde, J. S. et al. (2008). Gender similarities characterize math performance. Science, 321, 494-495. [Learn@UW]</td>
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<tr>
<td>Oct. 19</td>
<td>Th</td>
<td><strong>EXAM 2, on Chapters 5, 6, 7, and 9, and other readings and lectures</strong></td>
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<tr>
<td>Nov. 2</td>
<td>Th</td>
<td>Read: EQH, Chapter 10        Hyde, J. S. et al. (2008). Gender similarities characterize math performance. Science, 321, 494-495. [Learn@UW]</td>
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<tr>
<td>Nov. 7</td>
<td>T</td>
<td>Read: EQH, Chapter 11        Hyde, J. S. et al. (2008). Gender similarities characterize math performance. Science, 321, 494-495. [Learn@UW]</td>
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<tr>
<td>Nov. 9</td>
<td>Th</td>
<td>Read: EQH, Chapter 12        Hyde, J. S. et al. (2008). Gender similarities characterize math performance. Science, 321, 494-495. [Learn@UW]</td>
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<tr>
<td>Nov. 14</td>
<td>T</td>
<td>Read: EQH, Chapter 13        Hyde, J. S. et al. (2008). Gender similarities characterize math performance. Science, 321, 494-495. [Learn@UW]</td>
<td></td>
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<tr>
<td>Nov. 16</td>
<td>Th</td>
<td><strong>EXAM 3, on Chapters 4, 10-13, plus readings, lectures, videos</strong></td>
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<tr>
<td>Nov. 21</td>
<td>T</td>
<td>Read: EQH, Chapter 14        Hyde, J. S. et al. (2008). Gender similarities characterize math performance. Science, 321, 494-495. [Learn@UW]</td>
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**Notes:**
- **Website exercise due**
- **Learn@UW**
- [PsycINFO through the library to find a copy.]

**References:**

**Films:**
- Ethnic Notions (in class)
- Wearing Hijab (in class)
<table>
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<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tr>
<td>Nov. 23</td>
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<td>Thanksgiving</td>
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<td>12. Nov. 28</td>
<td>T</td>
<td>Sexual assault and sexual harassment in the military&lt;br&gt; Film: <em>The Invisible War</em> (in class)</td>
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<td><strong>PAPERS DUE</strong></td>
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<td>Nov. 30</td>
<td>Th</td>
<td>Women and mental health&lt;br&gt; Read: EQH, Chapter 15</td>
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<tr>
<td>13. Dec. 5</td>
<td>T</td>
<td>Feminist therapy&lt;br&gt; LAST DAY FOR EXTRA CREDIT TO BE TURNED IN</td>
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<tr>
<td>Dec. 7</td>
<td>Th</td>
<td>Psychology of men&lt;br&gt; Read: EQH, Chapter 16&lt;br&gt; Watch in advance: <em>Tough Guise</em> 2 [available online through UW Library]&lt;br&gt; Synthesis and review of the semester&lt;br&gt; Read: EQH, Chapter 17</td>
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<tr>
<td>14. Dec. 12</td>
<td>T</td>
<td><strong>EXAM 4, on Chapters 14, 15, 16, 17, synthesis, plus readings, lectures, videos</strong></td>
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**Course Objectives**

1. To become familiar with feminist criticisms of traditional psychology.
2. To learn about current research and theory on the psychology of women and gender.
3. To understand nonsexist research methods in psychology.
4. To empower students in the use of social science data -- whether to win an argument, inform yourself, or to make a decision.
5. If you are a woman, to understand yourself better; if you are a man, to understand women better. For everyone – women, men, non-binary – to understand gender and transgender better.

**Grading**

Grades are assigned at the end of the semester based on points earned. There will be a total of 260 possible points, as follows: Exam 1 (50 points), Exam 2 (50 points); Exam 3 (50 points); Exam 4 (50 points); paper (40 points); website exercise (10 points) and quality of your discussion and contributions in class (10 points). The usual format for the hourly exams will be 35 multiple-choice and fill-in questions and 1 essay. Total points for the course will translate into letter grades as follows: 241 or more points = A; 231-240 points = AB; 215-230 points = B; 205-214 points = BC; 182-204 points = C; 156-181 points = D.

Graduate students: If you are a grad student taking this course for graduate credit, please see me. You
will have a modification of your assignments as explained below.

No makeup exams will be given unless the professor has been emailed in advance of the exam and an acceptable written excuse is provided by the student. No exceptions will be made to this policy. Makeup exams will consist of 3 essay questions. Students who do not take an exam and do not meet the conditions for taking a makeup will receive 0 points for that exam.

**Graduate Students**

If you are a graduate student at the University of Wisconsin—Madison taking this course for graduate credit, you will complete all of the requirements for the course and, in addition, you will read 6 primary-source journal articles and write a 1-2 page reaction paper on each. The list of the papers is at the end of the syllabus. One paper is due on Tuesday in each of weeks 2 (i.e., Sept. 19), 3 (i.e., Sept. 26), 5, 6, 9, and 12. We will meet during week 12 (i.e., the week of Nov. 28) to discuss the articles.

**Textbook Chapter pdf’s and Copyright Issues**

Because the textbook will not be published until December, I will post pdf’s of chapters on Learn@UW for you. You will essentially get the textbook for free this semester! However, copyright issues are involved. All the material is copyrighted. Therefore, you may use the pdf’s only for yourself and may not circulate them to anyone else.

**Ethics of Being a Student in the Department of Psychology**

The members of the faculty of the Department of Psychology at UW-Madison uphold the highest ethical standards of teaching and research. They expect their students to uphold the same standards of ethical conduct. By registering for this course, you are implicitly agreeing to conduct yourself with the utmost integrity throughout the semester.

In the Department of Psychology, acts of academic misconduct are taken very seriously. Such acts diminish the educational experience for all involved – students who commit the acts, classmates who would never consider engaging in such behaviors, and instructors. Academic misconduct includes, but is not limited to, cheating on assignments and exams, stealing exams, sabotaging the work of classmates, submitting fraudulent data, plagiarizing the work of classmates or published and/or online sources, acquiring previously written papers and submitting them (altered or unaltered) for course assignments, collaborating with classmates when such collaboration is not authorized, and assisting fellow students in acts of misconduct. Students who have knowledge that classmates have engaged in academic misconduct should report this to the instructor.

**Extra Credit: Take Action!**

You may earn up to 4 extra credit points by taking action on some issue related to this course. To
obtain points, you must give me something that verifies your action, so just making a phone call won’t be sufficient. For example, in one issue, \textit{Reader’s Digest} ran the following “joke”: Police find a man in an apartment holding a 5-iron over a woman’s lifeless body. When a detective asks the man how many times he hit her, the man replies, “I don’t know. Five… maybe six… Put me down for five.” The joke seems to imply that domestic violence is funny. If I emailed \textit{Reader’s Digest} to complain about their publishing the joke, that might have earned me 2 points. If, in addition, I organized a write-in campaign that resulted in dozens of people emailing the magazine, that might have earned 4 points. Or if, in addition to emailing the magazine, I also noted one of their prominent advertisers and wrote to the advertiser saying that I wouldn’t buy their product any more because they supported a magazine that did something so ghastly, that, too, might have earned 4 points.

The action must have something to do with this course; that is, it must have something to do with women or gender issues. Emailing the Governor to protest corruption in State government, although an excellent thing to do, would not count for this extra credit opportunity.

Be creative! One year, a student led a protest march and provided photos of the event. Or you might find a blog post that contains inaccurate information and write a powerful, well-reasoned response to it.

You may use this extra credit option only once. You may turn it in any time. Earlier in the semester is better. The last day to turn it in is Tuesday, December 5. Please turn in a paper copy. The maximum number of points that you can earn from all sources of extra credit is 4 points.

\textbf{Other Notices}

\textbf{Laptops} may be used in class only for purposes of taking notes on class material and only if approved by Dr. Hyde. See her to get on the Approved Laptop List. Cell phones and other similar devices may not be used. Please be sure to silence your cell phone before class. These rules are necessary so that we have an optimal learning environment for everyone in the class.

\textbf{Attendance} is required at all classes.

I wish to include \textbf{persons with disabilities} fully in this course. The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities are a shared faculty and student responsibility. Students are expected to inform faculty \{me\} of their need for instructional accommodations by the end of the third week of the semester (Thursday, Sept. 21), or as soon as possible after a disability has been incurred or recognized. Faculty \{I\} will work either directly with the student \{you\} or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations, as part of a student’s educational record is confidential and protected under FERPA.
Occasionally, a student may have a **complaint** about a TA or course instructor. If that happens, you should feel free to discuss the matter directly with the instructor. If you do not want to approach the instructor, speak with the Chair of Gender and Women's Studies, Dr. Aili Tripp, atripp@wisc.edu. She will attempt to resolve the issue informally and inform you of the appeals procedures if no resolution is reached informally.

If your complaint has to do with sexual harassment, you may also take your complaint to Dr. Linnea Burk (burk@wisc.edu), Psychology Department, Clinic Director, Room 315 Psychology (608-262-9079).

If you believe the TA or course instructor has discriminated against you because of your religion, race, gender, sexual orientation, disability, or ethnic background, you may talk to the Associate Chair or the Department Chair, or you may file a formal complaint with an Equal Opportunity Complaint Investigator in the UW-Madison Office of Compliance, Room 361 Bascom Hall, 608-265-6018 (https://compliance.wisc.edu/ eo-complaint/)
Website Exercise

Due Thursday, October 26, 9:30 a.m.
You will submit it electronically using Dropbox.

The purpose of this exercise is to help you learn to search for accurate information on psychology of women and gender on the web.

1. About a week before the due date, you will be given an assignment sheet to fill out with the information you obtain. The assignment will ask for specific answers to questions and you will report the website where you found the answers.

2. Take a tutorial on evaluating websites. The following is a guide to evaluating websites and other online sources. The video goes by fast, so you'll want to stop it periodically to take some notes, which you'll then apply to this assignment.

https://www.youtube.com/watch?v=xBnI4x1Xk

3. Some general tips – U.S. government websites are generally reliable. Examples include the National Institutes of Health (NIH), the Centers for Disease Control (CDC), the U.S. Department of Labor, and the National Science Foundation (NSF). However, this may vary under different presidential administrations. Scientific organizations such as the American Psychological Association (APA) also offer trustworthy information. Print newspapers (and their online versions) such as the New York Times, the Washington Post, and the Los Angeles Times, are generally highly regarded. Strong online news sources include the Huffington Post and Slate. If you find a good journalistic source, though, it should cite a better official or scientific source, so do the extra work, go to that source, and use it. Also, pay attention to the date of the information. For example, if we want to know the rate of unemployment among African American women, we don’t want a source from 2002.

4. We will observe an honor system for this exercise. The work must be your own, individually. You may not work with others in the class or share your answers with others.

5. Do your best work on this exercise, but it should not take you 20 hours. You should be able to complete it in no more than 3-4 hours.
Paper Assignment

DUE: Tuesday, November 28
Please do not email your paper to me. Give me a hard copy, stapled, in class.

Option 1
The bookstores are loaded with popular psychology books about women and gender. Many of these are designed for a female audience and address "women's problems." Some of these books are great, whereas others are foolish, sexist, or both.

For this assignment, choose one of the following books:


Write a 6-7 page paper (typed, double-spaced, 12-point font) analyzing the book you chose. You should spend approximately 2 pages summarizing the content and basic arguments of the book. Be sure to give sufficient detail. There is more than one important point in each of these books. Then spend the remainder of the paper doing

1) a feminist analysis -- Is this book feminist or antifeminist in its approach? Why? Document your points carefully from the book. Remember that a good feminist analysis should include consideration of issues of gender, race/ethnicity, class, and sexual orientation. Some books may be a mixture, containing some feminist and some antifeminist elements.

2) a scientific analysis -- Is this book good psychology or, more broadly, good social science? Is it consistent with major, validated theory in general psychology or psychology of women and gender? Is it consistent with research evidence in psychology or other sciences? Does the author cite strong research evidence or theory?

Also consider the following points in your paper:

1) What are the author's credentials? Does the person hold an advanced degree (e.g., Ph.D. or M.D.) in a relevant field (psychology, sociology, or psychiatry, not botany)?
2) Does the author self-label as a feminist?
3) Clinical case studies are a kind of data; they have their strengths and limitations, like all other kinds of data. There is a difference between an anecdote and a case study.

It is a good idea to read ahead in the EQH textbook or refresh your memory on chapters that are relevant to your paper. Do not search for or use published reviews of the book.

GRADING: The paper is worth 40 points. Of those, 4 points will be based on citations. You can earn
1 point by adding citations (with page numbers) to points in the EQH textbook that support your argument. Up to 3 additional points can be earned by adding other scholarly sources (books and scientific journal articles in psychology or other relevant disciplines) to support your arguments. Do not use textbooks (other than the text for this course) for these sources. Do not use websites as sources. The best way to locate scholarly sources is to search using the PsycINFO or Web of Science databases, which are available online through UW Libraries.

**Option 2**
Read the following article and write a feminist scientific critique of it.


Although superficially it might seem like this is an easier assignment than Option 1, it won’t be. This article is dense. Moreover, it will require more library research to write a good critique of it. You should include both a feminist analysis (see information above for the book) and a scientific analysis (see information above). For full credit, you will need at least 6 scholarly citations.

**Graduate Students: Additional Articles**


