



UNIVERSITY OF WISCONSIN—MADISON

**Gender & Women’s Studies/Psychology 522, Psychology of Women and Gender
3 credits
Fall 2018**

<https://canvas.wisc.edu/courses/118353>

Lecture: TR 9:30 – 10:45, Room 103 Psychology

REQUIRED TEXTBOOKS

Everyone is required to read:

Else-Quest, Nicole & Hyde, Janet S. (2018). *The psychology of women and gender: Half the human experience* +. 9th ed. Thousand Oaks, CA: SAGE.

Choose one of the following:

Kimmel, Michael (2018). *Healing from hate: How young men get into—and out of—violent extremism*. Oakland, CA: University of California Press.

Mock, Janet (2014). *Redefining realness: My path to womanhood, identity, love & so much more*. New York: Atria Books (Simon & Schuster).

The Else-Quest & Hyde, Kimmel, and Mock books are available at A Room of One's Own Bookstore, and are on reserve at College Library.

Class Email List: psych522-1-f18@lists.wisc.edu

Schedule

1.Sept. 6	Th	Introduction Values clarification exercise
Sept. 11	T	Feminist analysis of bias in psychological research Read: Else-Quest & Hyde (EQH), Chapter 1
2.Sept. 13	Th	Psychological theories I: Psychoanalysis, sociobiology, and evolutionary psychology Read: EQH, Chapter 2

Sept. 18	T	Theories II: Social learning theory, gender schema theory, feminist theory Transgender and gender diversity Watch in advance: <i>Growing Up Trans</i> [available online through UW Library, or through PBS] 84 min.
3.Sept. 20	Th	Meta-analysis, gender differences, and gender similarities Read: EQH, Chapter 3 Hyde, J. S. et al. (2008). Gender similarities characterize math performance. <i>Science</i> , 321, 494-495.
Sept. 25	T	Eccles' model of achievement motivation Implicit stereotypes, gender and STEM Read: EQH, Chapter 8
4. Sept. 27	Th	**EXAM 1, on chapters 1, 2, 3, and 8, and other readings and lectures
Oct. 2	T	Gender and emotions Read: EQH, Chapter 6
5. Oct. 4	Th	Gender and communication Read: EQH, Chapter 5 Start reading Eagly, have it ready by Oct. 17
Oct. 5	F	Wisconsin Symposium on Feminist Biology, Pyle Center
Oct. 9	T	Lifespan development Read: EQH, Chapter 7
6. Oct. 11	Th	Gender and work Read: EQH, Chapter 9
Oct. 16	T	Women and leadership Discuss Eagly & Carli, Chapters 1, 2, 3, 6, 8, 10 Eagly, Alice H. & Carli, Linda L. (2007). <i>Through the labyrinth: The truth about how women become leaders</i> . Boston: Harvard Business School Press.
7. Oct. 18	Th	**EXAM 2, on Chapters 5, 6, 7, and 9, and other readings and lectures
Oct. 23	T	Gender and ethnicity Read: EQH, Chapter 4 Film: <i>Ethnic Notions</i> (in class)
8. Oct. 25	Th	Gender and ethnicity (cont.) Film: <i>Wearing Hijab</i> (in class)
Oct. 30	T	Intersectionality; affirmative action Read: Cole, Elizabeth (2009). Intersectionality and research in psychology. <i>American Psychologist</i> , 64, 170-180. [not posted, use PsycINFO through the library to find a copy.] Read: Levine, F.J. & Ancheta, A. N. (2013). The AERA et al. amicus brief in Fisher v. University of Texas at Austin: Scientific organizations serving society. <i>Educational Research</i> , 42(3), 166-171.
9.Nov. 1	Th	Biology and Gender Implications for single-sex schooling Read: EQH, Chapter 10
Nov. 6	T	Gender & health: Menstruation, menopause, abortion, AIDS Read: EQH, Chapter 11
10. Nov. 8	Th	Gender & sexuality

		Read: EQH, Chapter 12
Nov. 13	T	Gender & sexual orientation Read: EQH, Chapter 13
11.Nov. 15	Th	**EXAM 3, on Chapters 4, 10-13, plus readings, lectures, videos
Nov. 20	T	Victimization issues: Rape, battering, harassment Read: EQH, Chapter 14 Before class, watch the video of the judge's sentencing in the Alec Cook serial rape case, https://www.facebook.com/channel3000/videos/10155715853247060/ Brief paper due: See instructions below.
Nov. 22	Th	Thanksgiving
12. Nov. 27	T	Sexual assault and sexual harassment in the military Film: <i>The Invisible War</i> (in class) **PAPERS DUE
Nov. 29	Th	Women and mental health Read: EQH, Chapter 15
13. Dec. 4	T	Feminist therapy LAST DAY FOR EXTRA CREDIT TO BE TURNED IN
Dec. 6	Th	Psychology of men Read: EQH, Chapter 16 Watch in advance: <i>Tough Guise 2</i> [available online through UW Library] 78 min.
14.Dec. 11	T	Synthesis and review of the semester Read: EQH, Chapter 17
Dec. 20	Th	2:45 FINAL EXAM

INSTRUCTOR

Instructor: Professor Janet Hyde

Instructor Availability: Office hours Wednesdays 1:30 – 2:15 and by appointment, in my office, Room 410 Psychology

Instructor Email/Preferred Contact: jshyde@wisc.edu

COURSE DESIGNATIONS

Level: Advanced

Breadth: Social Science

L&S Credit Type: C

Graduate 50%: Y

Course Description: Examination of theories and research on the psychology of women and gender. Explores topics such as sex bias in psychological research; psychological aspects of female sexuality

and reproduction; gender-based violence; female achievement and power; lifestyle choices of women; women and mental health; and psychological research with transgender individuals.

Pre-Reqs: Sophomore standing and a course in PSYCH and GEN&WS 102 or 103

COURSE OBJECTIVES AND LEARNING OUTCOMES

Students will

1. become familiar with feminist criticisms of traditional psychology.
2. learn about current research and theory on the psychology of women and gender.
3. understand nonsexist research methods in psychology.
4. be empowered 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, understand yourself better. For everyone – cis/trans women, cis/trans men, non-binary people – understand gender experiences, including transgender experiences, better.

Grading

Grades are assigned at the end of the semester based on points earned. There will be a total of 310 possible points, as follows: Exam 1 (50 points), Exam 2 (50 points); Exam 3 (50 points); Comprehensive Final Exam (100 points); paper (40 points); critical thinking 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: 288 or more points = A; 276-287 points = AB; 257-275 points = B; 245-256 points = BC; 217-244 points = C; 186-216 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. 18), 3 (i.e., Sept. 25), 5, 6, 9, and 12. We will meet during week 12 (i.e., the week of Nov. 28) to discuss the articles.

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, *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 *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 4. Please turn in a paper copy. The maximum number of points that you can earn from all sources of extra credit is 6 points.

Extra Credit: Feminist Biology Symposium

On Friday, October 5, GWS is hosting the Wisconsin Symposium on Feminist Biology. Here's the link to information and registration.

<https://crgw.gws.wisc.edu/wisconsin-symposium-on-feminist-biology/>

If you attend the symposium all day on Friday (9 – 5), and turn in a 1- to 2-page paper (summary and why you liked it) on your favorite talk, you can earn up to 4 points of extra credit. The headliner is Dr. Daphna Joel of Tel Aviv University, one of the major contributors to the field of feminist biology (along with our own Dr. Ruth Bleier). Her work is covered in Chapter 10 of the textbook. **Papers are due Thursday, October 11**, in class. [Note that there is a \$20 registration fee for students. That covers breakfast, lunch, and coffee breaks, so it's actually a good deal. If that amount is an obstacle for you, see me.] The maximum number of points that you can earn from all sources of extra credit is 6 points.

Complaints

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 TA or instructor. If the complaint is about the TA and you do not feel comfortable discussing it with him or her, you should discuss it with the course instructor. Complaints about mistakes in grading should be resolved with the TA and/or instructor in the great majority of cases. If the complaint is about the instructor (other than ordinary grading questions) and you do not feel comfortable discussing it with him or her, make an appointment to speak to the Associate Chair for Undergraduate Studies, Professor Maryellen MacDonald, mcmacdonald@wisc.edu.

If your complaint concerns sexual harassment, you may also take your complaint to Dr. Linnea Burk, Clinical Associate Professor and Director, Psychology Research and Training Clinic, Room 315 Psychology (262-9079; burk@wisc.edu).

If you have concerns about climate or bias in this class, or if you wish to report an incident of bias or hate that has occurred in class, you may contact the Chair of the Psychology Department Climate & Diversity Committee, Karl Rosengren (krosengren@wisc.edu). You may also use the University's bias incident reporting system, which you can reach at the following link: <https://doso.students.wisc.edu/services/bias-reporting-process/>.

Accommodations Policy

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 is 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 (by September 20), 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

Other Notices

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.

Attendance is required at all classes.

Critical Thinking: Use of Scientific Data in a Rape Trial

Due in class, Tuesday, November 20, 9:30 a.m.

Paper copy, maximum 3 pages double spaced

Maximum possible: 10 points

Watch the video of the judge's statement at the sentencing of Alec Cook,

<https://www.facebook.com/channel3000/videos/10155715853247060/>

Identify 2 statements made by the judge that are purported to be based on scientific evidence (as opposed to legal regulations or other considerations). Use a database such as PsycINFO or Web of Science to identify authoritative research that is relevant to the statement. Did the judge get it right or wrong?

Legal assertions are statements such as "Wisconsin law specifies a sentence of between x and y years for second-degree sexual assault." An example of a scientific statement is "Children of LGB parents suffer psychologically and are less well-adjusted than children of heterosexual couples." It is an assertion that can be supported or refuted with scientific data.

NOTE: If you feel that this assignment would be too stressful for you, see Dr. Hyde for an alternative assignment.

Paper Assignment

DUE: Tuesday, November 27

Please do not email your paper to me. Give me a hard copy, stapled, in class.

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:

Kimmel, Michael (2018). *Healing from hate: How young men get into—and out of—violent extremism*. Oakland, CA: University of California Press.

Mock, Janet (2014). *Redefining realness: My path to womanhood, identity, love & so much more*. New York: Atria Books (Simon & Schuster).

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.

Graduate Students: Additional Articles

- Week 2:** Zentner, Marcel & Eagly, Alice H. (2015). A sociocultural framework for understanding partner preferences of women and men: Integration of concepts and evidence. *European Review of Social Psychology*, 26, 328-373. [This article is an update of Eagly's social role theory.]
- Week 3:** Tompkins, Tanya L., et al. (2015). Reducing stigma toward the transgender community: An evaluation of a humanizing and perspective-taking intervention. *Psychology of Sexual Orientation and Gender Diversity*, 2, 34-42.
- Week 5:** Conley, Terri D. (2011). Perceived proposer personality characteristics and gender differences in acceptance of casual sex offers. *Journal of Personality and Social Psychology*, 100, 309-329.
- Week 7:** Hyde, Janet S., et al. (2018). The future of sex and gender in psychology: Five challenges to the gender binary. *American Psychologist*, .
- Week 9:** Salk, R. & Hyde, J. S. (2012). Contemporary genetics for gender researchers: Not your grandma's genetics anymore. *Psychology of Women Quarterly*, 36, 395-410.
- Week 12:** Hyde, J. S., Mezulis, A. H., & Abramson, L. Y. (2008). The ABCs of depression: Integrating affective, biological and cognitive models to explain the emergence of the gender difference in depression. *Psychological Review*, 115, 291-313.