

Psychology of Women and Gender

EDP 382G-4 Unique-10750/ WGS 393 Unique-47055

Fall 2017

*****YOU ARE RESPONSIBLE FOR ALL THE MATERIAL IN THIS SYLLABUS*****

Instructor:	Dr. Germiné Awad	Office hours:	TH 11-12:00
Office:	SZB 506H		
Phone:	471-0526		Other times by
Email:	gawad@austin.utexas.edu		appointment

Lecture Time: M 1-4pm SZB 432

Required Text: Unger, R.K. (2001). Handbook of the Psychology of Women and Gender. New Jersey: John Wiley & Sons, Inc. ISBN: 0-471-65357-8

Other readings will be available on CANVAS in PDF Format.

Recommended/Optional Text: Crawford, M. (2011). Transformations: Women, Gender & Psychology (2nd Ed). Boston: McGraw Hill ISBN:0073532150

Course Description:

Psychology of Women and Gender is the study of women's experiences, issues, and behavior in the context of psychological theory and research. This class integrates many sub-disciplines of psychology, including physiological, personality, developmental, social, clinical, counseling, abnormal, and applied psychology. This course will explore a variety of topics relevant to the psychology of women, including for example, sexuality, gender socialization, sex differences, victimization, oppression, and motherhood.

Course objectives:

- 1). To provide knowledge and understanding of psychological research and theories related to women and gender.
- 2). Critically analyze theories and research related to the psychology of women and gender.
- 3). To become more aware of the myriad experiences women face overall and as a result of their social class, ethnicity, and sexual orientation.

Grades will be based on the cumulative number of points earned in the class from the following elements:

Reflection papers:	45 points total
Article Critiques:	50 points total
Discussion questions/Participation:	60 points total
Final Paper:	100 points

Total Points = 255

The following scale will be used to determine final grades:

222-228 points = B+	239-255 points = A	229-238 points = A-
196-203 points = C+	214-221 points = B	204-213 points = B-
170-177 points = D+	188-195 points = C	178-187 points = C-
162 or less = F	163-169 points = D	

Reflection papers:

Students are expected to write 3 reflection papers in this class. Papers are expected to be between 2-3 double spaced pages. The entries are to reflect your **personal** observations of issues related to the course, your reaction to this information, and reflections on what you have read and learned. Reflections are worth 15 points each. **Reflection papers must be TYPED.**

Article Critiques:

Students will be asked to write **five** critique papers throughout the course of the semester. You can choose any article or group of articles in a given week to critique. You must turn in a total of 5 critique papers and you may choose which week of class that you will write a paper. You can critique the article's research methodology and/or theoretical framework among other aspects. Critique papers are expected to be two pages double spaced or one page single spaced. Article critiques are worth **10 points** each **and must be TYPED.**

Discussion questions & Participation:

Every week you are expected to submit at least one discussion question per week based on the readings. **Questions must be submitted to CANVAS by 8am the morning of class day.** You are expected to attend and be prepared for every class period. Class discussion is usually based on the readings in the course. Therefore, you are expected to be an INFORMED participant in class discussion and you must attend every class. Your discussion question/participation grade will consist of the quality of your discussion questions as well as the quality of your class participation. You will also be asked to lead discussions along with one of your classmates at some point in the semester. On the day you lead discussion, you do not have to submit questions.

Final Paper:

Students are expected to write a **12-15 page, double-spaced** literature review and research proposal to address some significant issue relating to the psychology of women and gender. You may choose any topic covered in the course or related to the psychology of women. Paper topics must be approved by me in advance. The paper should be written in **APA style** which consists of a literature review and a methods section. There should also be a section within your methods where you address research methodology as it pertains to your project. For example, you should explain how you will avoid sexist research methodology. You should consult the **APA style manual** to ensure that you are adhering to APA stylistic rules. Here are some helpful websites: <http://owl.english.purdue.edu/owl/resource/560/01/>
<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Some Pertinent Journals

Psychology of Women Quarterly	Sex Roles: A Journal of Research
Feminism & Psychology	Signs: Journal of Women in Culture and Society
Gender & Society	Journal of Social Issues
Women and Therapy: A Feminist Quarterly	Feminist Studies
Journal of Women and Aging	Women Studies Quarterly
Frontiers: A Journal of Women's Studies	

Policies

Religious Holidays:

Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of The University of Texas at Austin that you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holy day.

UT Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Academic Integrity

You and other students are expected to "maintain absolute integrity and a high standard of individual honor in scholastic work" undertaken at the University ([Sec. 11-801, Institutional Rules on Student Services and Activities](#)). This is a very basic expectation that is further reinforced by the University's [Honor Code](#). At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to: (1) acknowledge the contributions of other sources to your scholastic efforts; (2) complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them; (3) follow instructions for assignments and exams, (4) observe the standards of your academic discipline and (5) avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

Students found guilty of academic dishonesty (including all forms of cheating) will receive a grade of 0 (note the academic dishonesty policy refers to all work and tests in the course, not just exams). For further information about academic dishonesty, please visit: http://deanofstudents.utexas.edu/sjs/acint_student.php

CANVAS:

This course uses Canvas, a Web-based course management system in which a password-protected site is created for each course. The readings that do not come out of the Handbook will be posted on Canvas. You will be responsible for checking the Canvas course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Canvas login page. Scheduled downtimes are not an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date. Canvas is available at <http://courses.utexas.edu>. Support is provided by the ITS Help Desk at 475-9400 Monday through Friday 8 am to 6 pm, so plan accordingly.

University Email Notification Policy:

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>. In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements.

Disabilities:

Students with disabilities who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259 voice or 471-4641) TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed. See website below for more information: <http://deanofstudents.utexas.edu/ssd/providing.php>

Tentative Course Schedule

Approx Date	Readings	Assignments & Information
9/11	Introduction	
9/18	<p>Research Methods</p> <p>Unger Ch 1- Women as Subjects, Actors, and Agents in the History of Psychology</p> <p>Unger Ch 2- Wilkinson-Theoretical Perspectives on Women and Gender</p> <p>Peplau, L. A. & Conrad, E. (1989). Beyond non-sexist research: The perils of feminist methods in psychology. <i>Psychology of Women Quarterly</i>, 24, 81-92.</p> <p>Gentile, D. A. (1993). Just what are sex and gender anyway? A call for a new terminological standard. <i>Psychological Science</i>, 4, 120-122.[plus commentaries by Unger pp. 122-124 and Deaux pp. 125-126].</p>	
9/25	<p>Gender Schemas and Stereotypes</p> <p>Bem, S. L. (1981). Gender schema theory: A cognitive account of sex-typing. <i>Psychological Review</i>, 88, 354-364.</p> <p>Unger ch 14- Kite-Changing Times, Changing Gender Roles: Who Do We Want Women and Men to Be?</p> <p>Fiske, S.T. (1993). Controlling other people: The impact of power on stereotyping. <i>American Psychologist</i>, 48, 621-628.</p> <p>Plant, E. Ashby, Hyde, Janet S., Keltner, Dacher & Devine, Patricia G. (2000). The gender stereotyping of emotions. <i>Psychology of Women Quarterly</i>, 24, 81-92.</p> <p>Spencer, S. J., Steele, C. M., & Quinn, D. M. (1999). Stereotype threat and women's math performance. <i>Journal of Experimental Social Psychology</i>, 35, 4-28.</p>	

Approx Date	Readings	Assignments & Information
10/2	<p>Gender Differences</p> <p>Hyde, J.S. (2005). The gender similarities hypothesis. <i>American Psychologist</i>, 60, 581-592.</p> <p>Eagly A. & Wood, W. (2013). The nature-nurture debates: 25 years of challenges in understanding the psychology of gender. <i>Perspectives on Psychological Science</i>, 8, 340-357.</p> <p>Molteni, M. & Rogers, A. (2017). The actual science of James Damore's Google memo. <i>Wired</i>.</p> <p>Levant, R. F. (1996). The new psychology of men. <i>Professional Psychology: Research and Practice</i>, 27, 259-265.</p>	
10/9	<p>Images of Women and Men</p> <p>Hentges, B., & Case, K. (2013). Gender representations on Disney Channel, Cartoon Network, and Nickelodeon broadcasts in the United States. <i>Journal Of Children And Media</i>, 7(3), 319-333.</p> <p>McGladrey, M. L. (2014). Becoming tween bodies: What preadolescent girls in the US say about beauty, the 'just-right ideal,' and the 'Disney Girls'. <i>Journal Of Children And Media</i>, 8(4), 353-370.</p> <p>Plous, S., & Neptune, D. (1997). Racial and gender biases in magazine advertising: A content analysis study. <i>Psychology of Women Quarterly</i>, 21, 627-644.</p> <p>Pritchard, M., & Cramblitt, B. (2014). Media influence on drive for thinness and drive for muscularity. <i>Sex Roles</i>, 71(5-8), 208-218.</p>	
10/16	<p>Evolutionary Psychology and Sociocultural Theory</p> <p>Buss, D. M. & Schmitt, D. P. (1993). Sexual strategies theory: An evolutionary perspective on human mating. <i>Psychological Review</i>, 100, 204-232.</p> <p>Buss, D. M. (1995). Psychological sex differences: Origins through sexual selection. <i>American Psychologist</i>, 50, 164-168.</p> <p>Eagly, Alice H. & Wood, Wendy (1999). The origins of sex differences in human behavior: Evolved dispositions versus social roles. <i>American Psychologist</i>, 54, 408-423.</p> <p>Fausto-Sterling, A. (1997). Beyond difference: A biologist's perspective. <i>Journal of Social Issues</i>, 53, 233-258.</p> <p>Unger ch 4-Gowaty-Women, psychology, and evolution</p>	Reflection paper Due

Approx Date	Readings	Assignments & Information
10/23	<p>Gender and Moral Development</p> <p>Unger ch 8-Powishta et al.-From Infancy through middle childhood: The role of cognitive and social factors in becoming gendered</p> <p>Unger ch 9-Tolman et al.-Adolescent Girls' Voices: Resonating Resistance in body and soul</p> <p>Bussey, K. & Bandura A. (1999). Social cognitive theory of gender development and differentiation. <i>Psychological Review</i>, 106, 676-713.</p> <p>Crouter, Ann, Manke, B., & McHale, S. (1995). The family context of gender intensification in early adolescence. <i>Child Development</i>, 66, 317-329.</p> <p>Jaffee, Sara & Hyde, Janet S. (2000). Gender differences in moral orientation: A meta-analysis. <i>Psychological Bulletin</i>, 126, 703-726.</p>	
10/30	<p>Power, Oppression, & Sexism</p> <p>Unger-Ch 24-Goodwin & Fiske- Power & Gender: The double-edged sword of ambivalence</p> <p>Glick, P. & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. <i>American Psychologist</i>, 56, 109-118.</p> <p>Lewis, J. A., & Neville, H. A. (2015). Construction and initial validation of the Gendered Racial Microaggressions Scale for Black women. <i>Journal Of Counseling Psychology</i>, 62(2), 289-302.</p> <p>Unger ch 15-Crawford-Gender and Language</p>	Paper Topic Due
11/6	<p>Sexuality & Sexual Orientation</p> <p>Unger-ch 18- Kitzingner- Sexualities</p> <p>Peplau, L. A. & Garnets, L. D. (2000). A new paradigm for understanding women's sexuality and sexual orientation. <i>Journal of Social Issues</i>, 56, 329-350.</p> <p>Diamond, Lisa M. (1998). Development of sexual orientation among adolescent and young adult women. <i>Developmental Psychology</i>, 34, 1085-1095.</p> <p>Hyde, J. S. & Jaffee, S. R. (2000). Becoming a heterosexual adult: The experiences of young women. <i>Journal of Social Issues</i>, 56, 283-296.</p> <p>Diamond, L. M. (2005). A new view of lesbian subtypes: Stable versus fluid identity trajectories over an 8-year period. <i>Psychology of Women Quarterly</i>, 29, 119-128.</p>	Reflection Paper Due

Approx Date	Readings	Assignments& Information
11/13	<p>Violence against Women</p> <p>Unger ch 23- White, Donat & Bondurant- A Developmental Examination of Violence against girls and Women</p> <p>Koss, M.P., Gidycz, C.J., & Winiewski, N. (1987). The scope of rape: Incidence and prevalence of sexual aggression and victimization in a national sample of higher education students. <i>Journal of Consulting and Clinical Psychology</i>, 55, 162-170.</p> <p>Rind, Bruce, Tromovitch, Philip, & Bauserman, Robert (1998). A meta-analytic examination of assumed properties of child sexual abuse using college samples. <i>Psychological Bulletin</i>, 124, 22-53.</p> <p>Conway, A. M. (2005). Girls, aggression, and emotional regulation. <i>American Journal of Orthopsychiatry</i>, 75, 334-339.</p>	
11/20	<p>Women and Work</p> <p>Unger ch 25- Gutek & Done- Sexual Harassment</p> <p>*Crosby, F. J., Iyer, A. & Sincharoen, S. (2006). Understanding affirmative action. <i>Annual Review of Psychology</i>, 57, 585-611. (Skim)</p> <p>Barnett, C. & Hyde, Janet S. (2001). Women, men, work, and family: An expansionist theory. <i>American Psychologist</i>, 56, 781-796.</p> <p>Stevens, D., Kiger, G., & Riley, P. J. (2001). Working hard and hardly working: Domestic labor and marital satisfaction among dual earner couples. <i>Journal of Marriage and Family</i>, 63, 514-526.</p> <p>Labyrinth (Eagly)</p>	

Approx Date	Readings	Assignments& Information
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11/27	Close Relationships & Family Issues Unger ch 11- Woollett & Marshall- Motherhood & Mothering Unger ch 17- Dion & Dion- Gender & Relationships Brescoll, V. L. & Uhlmann, E. L. (2005). Attitudes toward traditional and non-traditional parents. <i>Psychology of Women Quarterly</i> , 29, 436-445. Thorpe, S. R., Krause, E. D., Cukrowicz, K. C., Lynch, T. R. (2004). Postpartum partner support, demand-withdraw communication, and maternal stress. <i>Psychology of Women Quarterly</i> , 28, 362-369. Awad, G. & Reilly, E. (2015) Motherhood myths and postpartum depression. <i>Houston Chronicle</i> .	Reflection Paper Due
12/4	Physical and Mental Health Unger ch 12-Canetto- Older Adult Women: Issues, Resources, and Challenges Unger ch 19-Chrisler- Gendered Bodies and Physical Health Polivy, J. & Herman, C. P. (2002). The causes of eating disorders. <i>Annual Review of Psychology</i> , 53, 187-213. Unger ch 20- Marecek-Disorderly Constructs: Feminist Frameworks for Clinical Psychology	Final Paper Due
12/11	*Unger ch 27- Cole, Zucker, & Duncun- Changing society, changing women and men Wrap-Up	

NOTE. THIS SCHEDULE SHOULD BE CONSIDERED TENTATIVE. I RESERVE THE RIGHT TO TAKE MORE OR LESS TIME ON TOPICS. *READINGS AVAILABLE ON CANVAS