

Gender & Women's Studies/Psychology 522
Psychology of Women
Fall, 2012
Dr. Hyde

Office hours: 11-11:45 Th.
and by appt., 262-9522
Office: 410 Brogden Psychology
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Syllabus

Textbooks

Required:

Hyde, Janet S. & Else-Quest, Nicole (2012). *Half the human experience: The psychology of women*. 8th ed., Cengage.

Choose one of the following:

Fahs, Breanne (2011). *Performing sex: The making and unmaking of women's erotic lives*. Albany, NY: SUNY Press.

Fine, Cordelia (2010), *Delusions of gender: How our minds, society, and neurosexism create difference*. New York: Norton.

All are available at A Room of One's Own Bookstore. All are on reserve at College Library.

Class Email List: genws522-1-f12@lists.wisc.edu

Schedule

Sept. 4	T	Introduction Values clarification exercise
Sept. 6	Th	Feminist analysis of bias in psychological research Read: Hyde, Chapter 1
Sept. 11	T	Psychological theories I: Psychoanalysis, sociobiology, and evolutionary psychology Read: Hyde, Chapter 2
Sept. 13	Th	Theories II: Social learning theory, gender schema, theory, feminist theory
Sept. 18	T	Meta-analysis, gender differences, and gender similarities Read: Hyde, Chapter 3

- Sept. 20 Th Discussion: Gilligan, *In a Different Voice*
Gilligan, Carol (1982). *In a Different Voice: Psychological Theory and Women's Development*. Cambridge, MA: Harvard University Press. Read pp. 1-38 [online at Learn@UW]
- Sept. 25 T Eccles' model of achievement behaviors
Motive to avoid success, attributions
Read: Hyde, Chapter 8
Hyde, J. S. et al. (2008). Gender similarities characterize math performance. *Science*, 321, 494-495. + Supporting Online Material (SOM) [Learn@UW]
- Sept. 27 Th ****EXAM 1**, on chapters 1, 2, 3, and 8, and other readings
- Oct. 2 T Gender and language
Read: Hyde, Chapter 5
- Oct. 4 Th Gender and emotions
Read: Hyde, Chapter 6
Start reading Eagly, have it finished by Oct. 14
- Oct. 9 T Lifespan development
Read: Hyde, Chapter 7
- Oct. 11 Th Women and work
Read: Hyde, Chapter 9
- Oct. 16 T Discuss Eagly & Carli, Chapters 1, 2, 3, 6, 8, 10 [Learn@UW]
Eagly, Alice H. & Carli, Linda L. (2007). *Through the labyrinth: The truth about how women become leaders*. Boston: Harvard Business School Press.
- Oct. 18 Th ****EXAM 2**, On Chapters 5, 6, 7 and 9, and other readings
- Oct. 23 T Gender and ethnicity
Read: Hyde, Chapter 4
Film: Ethnic Notions
- Oct. 25 Th Gender and ethnicity (cont.)
Film: Wearing Hijab
****Website exercise due**
- Oct. 30 T Read: Cole, Elizabeth (2009). Intersectionality and research in psychology. *American Psychologist*, 64, 170-180. [not posted on Learn@UW, use

PsycINFO through the library to find a copy.]

Nov. 1	Th	Biological influences Implications for single-sex schooling Read: Hyde, Chapter 10
Nov. 6	T	Women's health: Menstruation, menopause, abortion, AIDS Read: Hyde, Chapter 11
Nov. 8	Th	Current controversies: Honor killing Film: Dishonored
Nov. 13	T	Female sexuality Read: Hyde, Chapter 12
Nov. 15	Th	Lesbian and bisexual women Read: Hyde, Chapter 13
Nov. 20	T	**EXAM 3 , on Chapters 4, 10-13, plus readings
(Nov. 22	Th	Thanksgiving)
Nov. 27	T	Victimization issues: Rape, battering, harassment Read: Hyde, Chapter 14
Nov. 29	Th	Current controversies: Recovered memory debate Film: Sexual harassment **PAPERS DUE
Dec. 4	T	Women and mental health Read: Hyde, Chapter 15
Dec. 6	Th	Feminist therapy LAST DAY FOR EXTRA CREDIT TO BE TURNED IN
Dec. 11	T	Psychology of men Read: Hyde, Chapter 16 Film: Wrestling with Manhood
Dec. 13	Th	Synthesis and review for final Read: Hyde, Chapter 17
Dec. 18	T	**COMPREHENSIVE FINAL EXAMINATION, 2:30 p.m.

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.
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.

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); 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.

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

No makeup exams will be given unless the instructor has been contacted 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.

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.

For detailed information on how to avoid plagiarism, please see the following website: <http://writing.wisc.edu/Handbook/QuotingSources.html>

Your instructor will contact you if she has concerns about academic misconduct. You will have an opportunity to explain your work and address your instructor's concerns. Following the meeting, if your instructor believes that you engaged in misconduct, s/he will decide on an action. Following UW protocol, your instructor will inform the Dean of Students' Office of the outcome of the meeting and proposed sanction. Penalties for substantiated cases of academic misconduct include a zero on the assignment or exam, a lower grade in the course, and failure in the course. Repeated acts of academic misconduct may result in more serious actions such as probation or suspension. For complete information on proper conduct, academic misconduct, and sanctions, please see UWS Chapter 14: <http://students.wisc.edu/saja/misconduct/UWS14.html>

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 June 2009, *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.

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 Thursday, December 6.

Other Notices

Laptops may be used in class only for purposes of taking notes on class material and only if approved by Dr. Hyde. Cell phones and other similar devices also 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.

I wish to include persons with disabilities fully in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. I will try to maintain confidentiality of the information you share with me. If you need special accommodations, you must give me a copy of your McBurney document by Thursday, September 6 .

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. Jane Collins, jcollins@ssc.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 Vicky Lenzlinger, Undergraduate Program Coordinator in Psychology, phone 262-0512 or email vlenzlinger@psych.wisc.edu. Her office is located on the second floor of the Psychology building, room 222.

If you believe the course instructor has discriminated against you because of your religion, race, gender, sexual orientation, or ethnic background, you also may take your complaint to the office of Equity and Diversity, Room 179-A Bascom Hall, or go to: <http://www.oed.wisc.edu>

Website Exercise

Due Thursday, October 25

Approximately 2 pages

The purpose of this exercise is to help you learn to search for information on psychology of women on the web and, more importantly, to learn to distinguish websites that offer good, credible information from those that are flaky or offer biased information or are just trying to sell a product. You should do the following:

1. Choose an interesting, important question in the psychology of women – for example, what causes anorexia? (Don't use that question. Make up one of your own.)
2. Take a tutorial on evaluating websites. The following is an excellent guide to evaluating websites and can be found at this UW Libraries website:

<http://www.library.wisc.edu/projects/ggfw/iwitutorials/searchengines/iwssearchengines.htm>

Here's another one; be sure to view all 3 parts.

<http://www.youtube.com/watch?v=8IlafsskAwc&list=UUqgCc2NggoOYvVHo0aVIcVQ&index=5&feature=plcp>

You should definitely work through one or both of these before you begin your website project, and your paper should reflect the knowledge you gained from the tutorial.

3. Use a web search engine, probably Google, to find at least 2 websites that provide an answer. Ideally, one of the websites will be an authoritative, credible source and the other will not be. Alternatively, or in addition to using a search engine, go to a source that you know in advance should be credible, such as a government agency (e.g., the U. S. Department of Labor or the National Institute of Mental Health) or a professional organization (e.g., the American Psychological Association). Print out one page from each of your 2 websites to attach to your paper. Do NOT use a scientific article for this exercise; scientific articles are not websites.
4. Write a brief paper (2 pages) in which you
 - state clearly the question you set out to answer
 - describe the specific process by which you identified each of the websites
 - summarize the answer to the question that you found on each
 - evaluate the credibility of the information on each website

Be sure that your work reflects information that you learned in the tutorial.

Paper Assignment

DUE: Thursday, November 29

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. 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:

Fahs, Breanne (2011). *Performing sex: The making and unmaking of women's erotic lives*. Albany, NY: SUNY Press.

Fine, Cordelia (2010), *Delusions of gender: How our minds, society, and neurosexism create difference*. New York: Norton.

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. 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 always include consideration of issues of gender, race/ethnicity, class, and sexual orientation.

(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? 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:

(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 Hyde textbook or refresh your memory on chapters that are relevant to your paper.

GRADING: The paper is worth 40 points. If you are satisfied with a maximum possible grade of B, simply write a good, insightful paper, and no reference citations (except to the book, of course) are necessary. If you want the possibility of earning an A, you will have to have relevant scholarly citations in the paper; 4 points will be based on citations. You can earn 1 point by adding citations (with page numbers) to points in the Hyde 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) 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.