

Women's Studies/ Psychology 732
Psychology of Women
Fall, 2012
Dr. Janet Hyde

Office hours: Th 11-11:45 & appt
Office: 410 Psychology
Phone: 262-9522
Jshyde@wisc.edu

SYLLABUS

Textbooks

Enns, C. Z. (2004). *Feminist theories and feminist psychotherapies* (2nd ed.). New York: Haworth.

Hyde, J. S. & Else-Quest, N. (2013). *Half the human experience: The psychology of women*. 8th ed., Cengage.

Both are available at A Room of One's Own.

A collection of articles (list attached) is on Learn@UW.

Tentative Schedule

September 5 **Introduction**

Feminist analysis of bias in psychological research

Values clarification exercise

Read: Hyde, ch. 1

September 12 **Nonsexist research methods; social constructionism; feminist theory in psychology**

Read: Hyde Ch. 2 pp. 50-58

Peplau & Conrad (1989)

DeLamater & Hyde (1998)

Hare-Mustin & Marecek (1988)

September 19 **Gender schemas and stereotypes**

Read: Hyde ch.3 pp. 61-68

Glick & Fiske (1997)

Durik et al. (2007)

Spencer et al. (1999)

Schmader et al. (2007)

Intro. to meta-analysis

September 26 **Gender differences and similarities**

Read: Hyde ch. 3 pp. 68-84

Lightdale & Prentice (1994)
Hyde et al. (2008) Math
Hyde (2005)

- October 3 **** Exam 1**
Evolutionary psychology vs. sociocultural theory
Read: Buss & Schmitt (1993)
Eagly & Wood (1999)
Conley (2011)
- October 10 **Biology**
Read: Salk & Hyde (2012)
Eliot (2011)
Gender development
Read: Hyde ch. 7
Else-Quest et al. (2006)
Bussey & Bandura (1999)
Priess et al. (2009)
- October 17 **Women and ethnicity**
Read: Hyde ch. 4
Myers et al. (2000)
Sue et al. (2007)
Cole (2009)
Johnson (2012)
Video: "Ethnic Notions"
- October 24 **Ethnicity (cont.)**
Read: Plaut et al. (2009)
Gone (2009)
Kim et al. (2005)
Video: "Wearing Hijab"
- October 31 **Mental health issues for girls and women**
Read: Hyde ch. 15
Williams (1994)
Striegel-Moore & Bulik (2007)
Hyde, Mezulis, & Abramson (2008)
Thomas, Vartanian, & Brownell (2009)
- November 7 **Feminist theory and feminist psychotherapy**
Read: Enns book
- November 14 **Violence Against Girls and Women**

Read: Hyde ch. 14
Koss et al. (1987)
Garcia-Moreno et al. (2006)
Sims, Drasgow, & Fitzgerald (2005)
Holtzworth-Munroe (2000)

November 21 **Exam 2

Sexuality

Read: Hyde ch. 12
Petersen & Hyde (2010)
Tiefer (2001)
APA (2007)

November 28 Catch-up day

Women and work

Read: Hyde ch. 9
Barnett & Hyde (2001)
Issues in teaching the psychology of women
****Research proposal due**

December 5 **Lesbians and sexual orientation issues**

Read: Hyde ch. 13
Cochran et al. (2003)
Golombok et al. (2003)
Diamond (2005)
APA (2012)

December 12 **Synthesis:** Read Eagly et al. (2012).

Remaking theory: Read Taylor et al. (2000)
****Cumulative, integrative learning experience**

Course Objectives

1. To become knowledgeable about psychological research and theories on women and gender, at a level of proficiency such that you would be qualified to teach an undergraduate course on the psychology of women, and/or begin to conduct psychological research on women, and/or conduct more gender-sensitive therapy.
2. To become aware of feminist approaches and critiques in psychology.
3. If you're a woman--to understand yourself and other women better. If you're a man--to understand yourself and women better.

4. The course includes both the cognitive components listed above and affective/experiential components. The goal of the latter is to become more aware of the experiences and feelings of women, as well as more appreciative of diversity among women along dimensions of ethnicity, social class, and sexual orientation.

Grading

Because discussion is integral to this course, attendance is required at all classes. You are expected to have done the reading for the day in advance of class. There will be 250 possible points during the semester: 50 points for Exam 1; 50 points for Exam 2; 50 points for class participation (including the quality of your contributions to discussions); and 100 points for the research proposal.

You should always come to class prepared, in the sense that you have read, in advance, the journal articles assigned for that day. We will discuss each article in class, and you should be prepared to answer questions such as, "What was the major argument made in this article?" or "What was the major finding in this research?" or "Did you notice any methodological flaws in this research?" For each article, I will ask for a volunteer to summarize the content; if no one volunteers, I will call on someone.

In addition, each day you should bring to class one question or issue on each article for the day. The question or issue should be one that would be good for class discussion.

Research Proposal

Due Wednesday, November 28

Length: 10-12 pages typed, double-spaced (not counting references)

Write a proposal for a research project to address some significant issue in the psychology of women. Any topic covered in the textbook or readings is acceptable. If you want to work on some other topic, please consult with me first, and feel free to consult with me in any case. The paper should be written in APA style, with an Introduction, Methods, and Hypothesized Results and Discussion sections. There should be an additional final section entitled Feminist Analysis of Research Methods, in which you analyze your research methods and explain how they follow principles of feminist or nonsexist methods. Your proposal will be graded on

(1) the quality of the literature review (but don't get carried away--I don't intend for you to read 50 articles);

(2) the significance of the issue you address and your rationale for why it is significant;

(3) your appropriate application of nonsexist or feminist research methods.

Be sure to use nonsexist language in your writing.

Relevant Journals

Psychology of Women Quarterly

Sex Roles

Feminism & Psychology (British)

Signs: Journal of Women in Culture and Society (the leading interdisciplinary women's studies journal)

Other Notices

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 this information you share with me.

Occasionally, a student may have a complaint about a Teaching Assistant 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. If you do not want to approach the instructor, make an appointment to speak to the Department Chair, Professor Patricia Devine: chair@psych.wisc.edu.

If your complaint has to do with sexual harassment, you may also take your complaint to Vicky Lenzlinger, Instructional Program Manager, vlenzlinger@psych.wisc.edu. Her office is located on the second floor of the Psychology building, room 222.

If you believe the TA or 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/>

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 or he 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>

Films

I felt that we did not have sufficient class time to view films that you might be interested in using if you taught a psychology of women class. You are welcome to view the films with my undergrad class, though. Below is a list of show dates and titles of films, together with the source for the film. The class meets 9:30 - 10:45 T, Th, in 103 Psychology.

<u>Show Date</u>	<u>Title</u>	<u>Source</u>
Tues., Oct. 23	Ethnic Notions	UW Library, 56 min.
Thurs., Oct. 25	Wearing Hijab	UW Library Video, 34 min.
Tues., Nov. 13	Dishonored (honor killings)	UW Library 52 min.
Thurs., Nov. 29	Sexual Harassment	Media Education Fdn + GWS 23 min.
Tues., Dec. 11	Wrestling with Manhood	Media Education Fdn + UW Library 60 min. (or 39 min.)

Topics (when not obvious from title):

Ethnic Notions is about African Americans.

Wearing Hijab is about Muslim women.

Fire Eyes is about female genital mutilation (not shown this time)

Dishonored is about honor killings

Wrestling with Manhood is about the male role.

(UW Library means UW Library owns it.)

(GWS mean Gender & Women's Studies owns it.)

Fall, 2012
Dr. Janet Hyde

PSYCHOLOGY/GENDER & WOMEN'S STUDIES 732. PSYCHOLOGY OF WOMEN

Articles

- American Psychological Association (2003). Guidelines on multicultural education, training, research, practice, and organization change for psychologists. *American Psychologist*, 58, 377-402.
- American Psychological Association (2007). *Report of the APA task force on the sexualization of girls*. Washington, DC: American Psychological Association. Available at <http://www.apa.org/pi/wpo/sexualizationrep.pdf>
- American Psychological Association (2012). Guidelines for psychological practice with lesbian, gay, and bisexual clients. *American Psychologist*, 67, 10-42.
- Barnett, Rosalind C. & Hyde, Janet S. (2001). Women, men, work, and family: An expansionist theory. *American Psychologist*, 56, 781-796.
- Buss, David M. & Schmitt, David P. (1993). Sexual strategies theory: An evolutionary perspective on human mating. *Psychological Review*, 100, 204-232.
- Bussey, Kay & Bandura Albert (1999). Social cognitive theory of gender development and differentiation. *Psychological Review*, 106, 676-713.
- Cochran, Susan, Sullivan, J. G., & Mays, V. (2003). Prevalence of mental disorders, psychological distress, and mental health services use among lesbian, gay, and bisexual adults in the United States. *Journal of Consulting and Clinical Psychology*, 71, 53-61.
- Cole, Elizabeth R. (2009). Intersectionality and research in psychology. *American Psychologist*, 64, 170-180.
- 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.
- DeLamater, John D. & Hyde, Janet S. (1998). Essentialism versus social constructionism in the study of human sexuality. *Journal of Sex Research*, 35, 10-18.
- Diamond, Lisa M. (2005). A new view of lesbian subtypes: Stable versus fluid identity trajectories over an 8-year period. *Psychology of Women Quarterly*, 29, 119-128.

- Durik, Amanda et al. (2007). Ethnicity and gender stereotypes of emotion. *Sex Roles, 54*, 429-445.
- Eagly, Alice H. & Wood, Wendy (1999). The origins of sex differences in human behavior: Evolved dispositions versus social roles. *American Psychologist, 54*, 408-423.
- Eagly, Alice H., Eaton, Asia, Rose, Suzanna, Riger, Stephanie, & McHugh, Maureen (2012). Feminism and psychology: Analysis of a half-century of research on women and gender. *American Psychologist, 67*, 211-230.
- Eliot, L. (2011). The trouble with sex differences. *Neuron, 72*, 895-898.
- Else-Quest, N. M., Hyde, J. S., Goldsmith, H. H., & Van Hulle, C. (2006). Gender differences in temperament: A meta-analysis. *Psychological Bulletin, 132*, 33-72.
- Garcia-Moreno, Claudia et al. (2006). Prevalence of intimate partner violence : Findings from the WHO multi-country study on women's health and domestic violence. *The Lancet, 368*, 1260-1269.
- Glick, P. & Fiske, S. (1997). Hostile and benevolent sexism: Measuring ambivalent sexist attitudes toward women. *Psychology of Women Quarterly, 21*, 119-136.
- Golombok Susan, et al. (2003). Children with lesbian parents: A community study. *Developmental Psychology, 39*, 20-33.
- Gone, Joseph P. (2009). A community-based treatment for Native American historical trauma : Prospects for evidence-based practice. *Journal of Consulting and Clinical Psychology, 77*, 751-762.
- Hare-Mustin, R.T., & Marecek, J. (1988). The meaning of difference: Gender theory, postmodernism, and psychology. *American Psychologist, 43*, 455-464.
- Holtzworth-Munroe, A. (2000). A typology of men who are violent toward their female partners: Making sense of the heterogeneity in husband violence. *Current Directions in Psychological Science, 9*, 140-143.
- Hyde, J. S. (2005). The gender similarities hypothesis. *American Psychologist, 60*, 581-592.
- 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.

- Hyde, J. S., Lindberg, S. M., Linn, M. C., Ellis, A., & Williams, C. (2008). Gender similarities characterize math performance. *Science*, *321*, 494-495.
- Johnson, Kerri L., Freeman, Jonathan B., & Pauker, Kristin (2012). Race is gendered: How covarying phenotypes and stereotypes bias sex categorization. *Journal of Personality and Social Psychology*, *102*, 116-131.
- Kim, Bryan, Li, Lisa, & Ng, Gladys F. (2005). The Asian American values scale. *Cultural Diversity & Ethnic Minority Psychology*, *11*, 187-201.
- 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. *Journal of Consulting and Clinical Psychology*, *55*, 162-170.
- Lightdale, J. R., & Prentice, D. A. (1994). Rethinking sex differences in aggression: Aggressive behavior in the absence of social roles. *Personality and Social Psychology Bulletin*, *20*, 34-44.
- Myers, Linda J., Abdullah, S. & Leary, G. (2000). Conducting research with persons of African descent. In *Guidelines for research in ethnic minority communities*. (Pp. 5-8). Washington, DC: American Psychological Association.
- Peplau, L.A., & Conrad, E. (1989). Beyond nonsexist research: The perils of feminist methods in psychology. *Psychology of Women Quarterly*, *13*, 379-400.
- Petersen, J. L. & Hyde, J. S. (2010). A meta-analytic review of research on gender differences in sexuality: 1993 to 2007. *Psychological Bulletin*, *136*, 21-38.
- Plaut, V. C., Thomas, K. M., & Goren, M. J. (2009). Is multiculturalism or color blindness better for minorities? *Psychological Science*, *20*, 444-446.
- Priess, H., Lindberg, S., & Hyde, J. S. (2009). Adolescent gender-role identity and mental health: Gender intensification revisited. *Child Development*, *80*, 1531-1544.
- Salk, R. & Hyde, J. S. (2012). Contemporary genetics for gender researchers: Not your grandma's genetics anymore. *Psychology of Women Quarterly*,
- Schmader, T., Whitehead, J., & Wysocki, V. H. (2007). A linguistic comparison of letters of recommendation for male and female chemistry and biochemistry job applicants. *Sex Roles*, *57*, 509-514.
- Sims, C. S., Drasgow, F., & Fitzgerald, L. F. (2005). The effects of sexual harassment on turnover in the military: Time-dependent modeling. *Journal of Applied Psychology*, *90*, 1141-1152.

- Spencer, Steven J., Steele, Claude M., & Quinn, Diane M. (1999). Stereotype threat and women's math performance. *Journal of Experimental Social Psychology, 35*, 4-28.
- Striegel-Moore, Ruth H. & Bulik, Cynthia M. (2007). Risk factors for eating disorders. *American Psychologist, 62*, 181-198. (see also other articles in this special issue on eating disorders)
- Sue, Derald W., et al. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist, 62*, 271-286.
- Taylor, Shelley E., et al. (2000). Biobehavioral responses to stress in females: Tend-and-befriend, not fight-or-flight. *Psychological Review, 107*, 411-429.
- Thomas, Jennifer J., Vartanian, Lenny R., & Brownell, Kelly D. (2009). The relationship between eating disorder not otherwise specified (EDNOS) and officially recognized eating disorders: Meta-analysis and implications for DSM. *Psychological Bulletin, 135*, 407-433.
- Tiefer, Leonore (2001). A new view of women's sexual problems: Why new? Why now? *Journal of Sex Research, 38*, 89-96.
- Williams, L. M. (1994). Recall of childhood trauma: A prospective study of women's memories of child sexual abuse. *Journal of Consulting and Clinical Psychology, 62*, 1167-1176.