

WMNST 325, Section 1

PSYCHOLOGY OF WOMEN

FALL 2009

ESTHER ROTHBLUM

Etaa noroyiok kulie enarie ingern.

The women of these days share names
with others (of the past).

Maasai (Kenya) proverb

Class Meeting Times: Tuesday, Thursday 8-9:15 am
Classroom: Aztec Athletics Center, AZAT 1014

Professor: Esther Rothblum
Office: Arts and Letters AL313
Office Hours: Wednesday 9:30-11:30 am
Telephone: 594-6662
Email: erothblu@mail.sdsu.edu

The best way to reach me is via email--I am happy to reply to emails any time. You can also talk to me before or after class. Please contact me if you have questions about how to study for exams or how to analyze or write up the class survey. I am also happy to talk about material not covered in the lectures or texts, and about graduate study and jobs in women's studies.

Teaching Assistant: Lisa Hastings
Office: Arts and Letters 316
Email: lisahastings1@gmail.com

The teaching assistant will be proctoring and grading the exams and extra credit assignments. Please contact her to go over your exams if you have questions about your grades. She can also discuss how to study for the exams. She will be handling any make-up exams.

This course fulfills the General Education requirement in Social and Behavioral Sciences

Courses that fulfill the 9-unit requirement for **Explorations** in General Education take the goals and skills of GE Foundations courses to a more advanced level. Your three upper division courses in Explorations will provide greater interdisciplinary, more complex and in-depth theory, deeper investigation of local problems, and wider awareness of global challenges. More extensive reading, written analysis involving complex comparisons, well-developed arguments, considerable bibliography, and use of technology are appropriate in many Explorations courses. This is an **Explorations course in Social and Behavioral Sciences**. Completing this course will help you learn to do the following with greater depth: 1) explore and recognize basic terms, concepts, and domains of the social and behavioral sciences; 2) comprehend diverse theories and methods of the social and behavioral sciences; 3) Identify human behavioral patterns across space and time and discuss their interrelatedness and distinctiveness; 4) enhance your understanding of the social world through the application of conceptual frameworks from the social and behavioral sciences to first-hand engagement with contemporary issues.

Required Text and Materials:

Textbook available at KB Books and Aztec Books:

Janet Shibley Hyde (2007). *Half the Human Experience: The Psychology of Women (7th Ed.)*. Boston: Houghton Mifflin Company.

Exam parscore forms:

You will need to purchase three narrow red parscore forms for exams 1, 2 and 3.

The other people sitting down to eat dinner all looked like Mariah's relatives; the people waiting on them all looked like mine

Jamaica Kincaid, 1991

Electronic readings:

Finally, there are readings on electronic reserve. To access electronic readings:

- Get on the website ecr.sdsu.edu
- Click on “electronic reserves and reserve pages”
- You can then search for this course under instructor name or course number
- Click on “Course reserve pages by instructor”
- Scroll down to “Rothblum” and click “search”
- Click on this course number, which is wmnst 325
- It will ask for the password, which is “psychology”
- Enter the password and then click on “accept”
- You will get a list of all course readings
- For most of the readings, you can just click on the symbol to the left and then click again, and you will be in the adobe acrobat version of the article. You can read it on line, print it out, etc.
- A few of the articles have a funny symbol of a globe to the left. When you click on those articles, you first get a page called “document info.” Click on the place that says “click here for more information.” When you get the next page, wait a few seconds, and the article will appear. If it doesn’t, look for a place that says “pdf full text” and click on that.
- Some students have found that articles with the globe symbol can only be accessed while on campus, not off campus, so be sure to plan ahead.
- If you do try to access articles with the globe symbol off campus, you will get a screen that asks for your last name, red I.D. number, and library pin number. You will need to get a pin number from the library—it is NOT the same as your SDSU password.
- Let me know if you find any missing pages or have difficulty reading the articles.

Classroom Etiquette

After the first week of class I will not be taking attendance, but class lecture material, films, and readings will all be covered on the exams. Students who miss class should get the lecture material from a classmate. Please come to class on time and respond to others in class in a respectful and civil manner. Turn your cell phones off during class.

Students With Special Needs

Students who need accommodation of their disabilities should contact me privately to discuss specific accommodations for which they have received authorization. If you have a disability, but have not contacted Student Disability Services at 619-594-6473 (Calpulli Center, 3rd Floor, Suite 3101), please do so before making an appointment to see me.

Academic Misconduct

Section 41301 of Title V of the California Code of Regulations defines academic misconduct as “Cheating or plagiarism in connection with an academic program at a campus.” According to the SDSU Center for Student Rights and Responsibilities, “Examples of cheating would include using unauthorized notes or study guides during an exam, unauthorized collaboration on coursework, stealing course examinations or materials, falsifying records or data, and intentionally assisting another individual in any of the above.” Some examples of plagiarism include submitting work that was written by someone else or using someone else’s ideas without referencing that source in a footnote or bibliography. When using exact quotes, be sure put these quotes within quotation marks.

It occurred to me when I was thirteen
and wearing white gloves and Mary Janes
and going to dancing school, that no one
should have to dance backwards all
their lives.

Jill Ruckelshaus, 1973
U.S. government official

Women's Studies Major or Minor

Thinking about a Major or Minor in Women's Studies? The program offers exciting courses, is committed to women's issues and social justice, and is adaptable to your interests and concerns. Women's Studies is not impacted! For more information please contact the Undergraduate Advisor, Dr. Doreen Mattingly, at MATTINGL@mail.sdsu.edu, (619) 594-8033, 342 Arts and Letters.

Course Purpose and Description

Few areas have developed as quickly in recent decades as research and theory about women. Gender differences and similarities are being investigated as they relate to biological, personality, cognitive and developmental factors. Women are studied as they enter new roles at work and in personal relationships. Researchers are realizing the diversity of women's backgrounds, race and ethnicity, sexual orientation, and age. Therapists are beginning to change their attitudes about and manner of interacting with female clients in order to incorporate the changes taking place in society. Finally the media have popularized these issues, incorporating gender differences, theories about women, and women's roles in society.

You may be taking this course as a women's studies major or minor. Perhaps you are interested in applying to graduate schools in psychology and pursuing research on women's mental health or training in therapy with women. This course may supplement your work in another major. Perhaps you have a personal interest in women's issues. This course has been structured to fit a variety of goals. The readings include empirical, descriptive, theoretical, and popular articles. There will be three exams, one research paper, credit for in-class "clicker" questions, and some opportunities for extra credit points.

Student Learning Goals and Objectives:

Student learning goals for this course have been aligned with the overall goals for a Women's Studies major.

At the end of this course, the student should be able to:

1. Demonstrate an understanding of the social construction of gender and sexuality
2. Demonstrate an understanding of the ways that women's lives are shaped by large social structures
3. Analyze the development of key concepts in the history of feminist movements and their relevance for women today
4. Evaluate multiple perspectives within the field of psychology
5. Write and speak articulately on the psychology of women, and demonstrate critical thinking skills
6. Produce a research paper with a clear focus and argument

The mountain moving day is coming
 I say so yet others doubt it...
 All sleeping women now awake and move
 Yosano Akiko, 1911

Course Requirements

Required Exams (each worth 20% of total grade)

There will be three required exams in this course, scheduled for October 1 (20% of total grade), November 5 (20% of total grade), and December 15 (20% of total grade). Each exam will consist of multiple choice items covering about one third of the course material. Please bring a narrow red parscore exam and a pencil with an eraser to each exam. Exams will be graded as a percentage and each exam will count as one fifth of your final grade.

Make-up Exam

You can miss any one exam (exam 1, exam 2, or the final exam) during the regularly scheduled time, but in that case you will need to take that exam as a make-up exam. The day for any missed exams is December 10, the last day of class. Make-up exams are essay only, so you will need to study for larger concepts than you would for multiple-choice exams. Be sure to leave a message for the teaching assistant, letting her know that you will be taking an in-class exam as a make-up at the end of the semester.

Film Discussion Questions (4% of total grade)

There will be four scheduled films during this class: MA VIE EN ROSE (about gender identity) on September 10, a documentary about being intersexed on October 6, THE FAMINE WITHIN (about women's weight and body image) on October 15, and TOUGH GUISE (about men's roles) on December 8. You will receive 2 discussion questions at the beginning of the film, including a date and time when the written questions are due (before we begin discussing these questions in class). Each correct item is worth ½ point (1 point per film) for a total of 4 points. Film discussion questions cannot be handed in late.

Online Surveys (6% of total grade)

You will be asked to complete six surveys online on Blackboard by Thursday September 17 at midnight (this is after the drop/add course deadline so all crashers will be able to complete this task). These surveys will be used as a classroom assignment for the survey paper below. To complete the surveys:

1. Get on Blackboard at blackboard.sdsu.edu and type in your RedID number and your password (same as your password on the SDSU webportal).
2. Click on "Assignments"
3. Take the Practice Survey for women or men, depending on your gender
4. Let me know if you experience any difficulties filling out this survey
5. You will see five short surveys about gender and language, gender and relationships, gender and the body, gender and students, and gender and sports. Each survey has a version for female students (labeled "women") and male students (labeled "men"). Please complete only the surveys for your gender. If you do not identify as either female or male, please email me.
6. After you have completed each survey, Blackboard will indicate that via a check mark by your name on Gradebook.

Each of the six surveys for your gender will count as 1% of your total grade.

Only she who attempts the absurd
can achieve the impossible

Robin Morgan, 1984
Former editor, MS Magazine

IMPORTANT NOTE: SURVEY ITEMS HAVE BEEN SELECTED AS A CLASSROOM EXERCISE FOR THE SURVEY PAPER BELOW. BLACKBOARD IS SET UP SO THAT SURVEY RESPONSES ARE NOT ANONYMOUS FOR THE INSTRUCTOR AND TEACHING ASSISTANT, ALTHOUGH THEY ARE ANONYMOUS TO STUDENTS ANALYZING THE SURVEYS. IF YOU DO NOT WISH TO COMPLETE ANY OF THE SURVEYS FOR ANY REASON, EMAIL ME AND I WILL GIVE YOU A SHORT WRITTEN ASSIGNMENT INSTEAD FOR EQUAL CREDIT.

Required Survey Paper (30% of total grade)

Many students have been socialized to find math aversive, and hopefully you will discover that analyzing quantitative information is easy. Additionally, feminist psychologists have contributed an important perspective with focus on qualitative, thematic information.

The online surveys relate to material covered in the lectures and readings. The teaching assistant will make the anonymous survey results available to students who have signed up to interpret that survey. Due dates for survey papers are scheduled so that I have one or two weeks to use the material you prepared in my lecture that focuses on that topic.

Please email me your top three choices of surveys by September 17. I will then email you the survey topic I have assigned to you. However, note that the earlier you email me your survey topics, the better the chances you will get your first or second choice.

Schedule of survey topics (each student will be assigned to analyze the results of one of these surveys:

1. Gender and language survey results emailed to students assigned to work on that survey on Monday, September 28; gender and language survey paper due by email on Tuesday, October 13.
2. Gender and the body survey results emailed to students assigned to work on that survey on Monday, September 28; gender and the body survey paper due by email on Tuesday, October 13.
3. Gender and relationship survey results emailed to students assigned to work on that survey on Monday, October 5; gender and relationships survey paper due by email on Tuesday, October 20.
4. Gender and sports survey results emailed to students assigned to work on that survey on Monday, October 19; gender and sports survey paper due on Tuesday, November 3.
5. Gender and student survey results emailed to students assigned to work on that survey on Monday, November 9; gender and students survey paper due by email on Tuesday, November 24.

We learned much--things we hadn't known but wanted to learn, and things we hadn't known we hadn't known.

Robin Morgan, 1984

There will be a practice survey in class early on in the semester to demonstrate how to do this task. Also, we will spend some time on quantitative and qualitative research methods on September 22.

How to analyze the quantitative portion of the surveys:

1. Blackboard will calculate the number of students who answered each quantitative item for male and female students separately. Take a look at these numbers.
2. Given these numbers (and since you know the total number of male and female students who completed each survey), you will need to calculate percentages for each item by gender.
3. What gender similarities or differences do you see for each item? What are your overall conclusions about the quantitative results of the survey?

How to analyze the qualitative portion of the surveys:

1. Read through the qualitative (written) comments for all female students and all male students, as two separate groups. Be sure you are interpreting all results separately for male and female students.
2. Take a look at women's responses to an item. Are there any themes or subthemes that appeared? Then do the same for men.
3. Be sure to include lots of quotes to give me a sense of why you chose certain themes.
4. What gender similarities or differences do you see for each item? What are your overall conclusions about results of the survey?

Writing up the paper about the survey results:

1. The paper is a very important part of the survey project. Be sure to re-read your final draft for grammar, spelling, etc.
2. Begin with a brief (1/2-page) introduction of the topic. Why is this topic important, according to the class readings, other readings you have done, or the internet? You need to cite a number of scholarly references here from the internet (a good source is scholar.google.com).
3. You can present the results in a variety of ways, but be sure the results are clear and easy to follow. For example, you can discuss women's responses in general and then those of men. Or you can compare women with men for each item.
4. You must have at least one table or graph or pie chart so that means and percentages for all quantitative survey items are included. You can divide the quantitative results into several tables or figures as long as all percentages are included.
5. You must have at least one table or graph or pie chart so that themes and subthemes and sample quotes for all qualitative survey items are included. You can divide the qualitative results into several tables or figures as long as all themes and subthemes are included.
6. The paper should end with an overall interpretation of the results, focusing on gender similarities and differences. What do the results imply?
7. Due dates will be rigidly enforced—HALF A GRADE WILL BE DEDUCTED FOR EACH DAY THAT THE PAPER IS LATE.

The paper should be about 6-9 pages in length, including tables, figures and references.

I will meet you on the road
for I have done with waiting.
I will help you with your load
and welcome your greeting.
I will meet you on the road
for I have shaped my journey.

Christine Craig
Caribbean poet

Extra Credit for Women's Studies Community Events and Meetings

The Women's Studies Department encourages students to explore the connections between theory and activism by offering students the option to fulfill a percentage of their course requirements through participation in colloquia, student organizations, and/or community events relevant to Women's Studies. Students who choose this option will attend at least two meetings or events that highlight issues of significance for women, and provide a written reflection on each event, which may include (with the approval of the instructor): departmental colloquia or brown bag lunches, meetings of student organizations, and/or lectures or events sponsored by other departments or organizations in the broader San Diego/Tijuana communities. This opportunity will be worth up to 4% of extra credit added to your final grade (2% for each event and reflection). If you are selecting this option for more than one Women's Studies classes per semester, you must attend different events and write different reflections for each class. Turning in the same paper for credit in more than one class is considered cheating.

Written reflections are due no later than December 10 at 8 a.m.

She said that I must always be intolerant
of ignorance but understanding of
illiteracy. That some people, unable to
go to school, were more educated and even
more intelligent than college professors.
She encouraged me to listen carefully to
what country people called mother wit.
That in those homely sayings was couched
the collective wisdom of generations.
Maya Angelou, 1969
U.S. writer

SYLLABUS

Tuesday, September 1	INTRODUCTION AND COURSE DESCRIPTION
Thursday, September 3 and Tuesday, September 8	THEORIES OF FEMINISM AND FEMALE PERSONALITY
	<p><u>Hyde</u> Chapter 1: Introduction (pp. 2-8)</p> <p>Chapter 2: Theoretical Perspectives</p> <p><u>Electronic Reserve:</u> Maxine Baca Zinn & Bonnie Thornton Dill (Summer, 1996). Theorizing difference from multiracial feminism. <i>Feminist Studies</i>, 22(2), 321-331.</p>
Thursday, September 10	FILM “MA VIE EN ROSE” ABOUT GENDER IDENTITY
	No readings
Tuesday, September 15	WHO IS A WOMAN? THE TRANSGENDER EXPERIENCE
	<p><u>Electronic Reserve:</u> Leslie Feinberg (1998). We Are All Works in Progress. <i>Transliberations: Beyond Pink or Blue</i>. Boston: Beacon Press.</p> <p>Betsy Lucal (1999). What It Means To Be Gendered Me: Life on the Boundaries of a Dichotomous Gender System. <i>Gender & Society</i>, 13, 781-797.</p>

I think if women would indulge more
 freely in vituperation, they would enjoy
 ten times the health they do. It seems
 to me they are suffering from repression
 Elizabeth Cady Stanton, 1859
 U.S. feminist

Thursday, September 17 WOMEN AND LANGUAGE

Hyde

Chapter 5: Gender and Language

Electronic Reserve:

Gerd Brantenberg (1977). Bram, the director, and her family. First chapter of *Egalia's Daughters: A Satire of the Sexes*

Gerd Brantenberg (1977). 'The Sons of Democracy.' Last chapter of *Egalia's Daughters: A Satire of the Sexes*

Tuesday, September 22 FEMINIST RESEARCH AND METHODOLOGY

Hyde

Chapter 1: Introduction (pp. 8-22)

Thursday, September 24 and INTERSECTION OF SEXIST, RACIST, ANTI-SEMITIC
 Tuesday, September 29 AND ANTI- ISLAMIC ATTITUDES

Hyde

Chapter 4: Women of Color

Electronic Reserve:

Audre Lorde (1984). Age, Race, Class and Sex: Women Redefining Difference. In *Sister Outsider: Essays and Speeches by Audre Lorde*. Freedom, CA: The Crossing Press.

Peggy McIntosh (2005). White Privilege: Unpacking the Invisible Knapsack. In Maxine Baca Zinn, Pierrette Hondagneu-Sotelo and Michael Messner (Eds.). *Gender Through the Prism of Difference* (3rd Ed.). NY: Oxford University Press.

Thursday, October 1 EXAM 1

In education, in marriage, in religion,
in everything disappointment is the lot
of women. It shall be the business of
my life to deepen this disappointment
in every woman's heart until she bows
down to it no longer.

Lucy Stone, 1855
U.S. suffragist

Tuesday, October 6 WHAT IS INTERSEX? And film INTERSEX

Electronic Reserve:

Ann Fausto-Sterling (July/August 2000). The five sexes, revisited. *The Sciences*.

Thursday, October 8 LESBIAN, BISEXUAL, AND HETEROSEXUAL WOMEN

Hyde

Chapter 13: Lesbians and Bisexual Women

Tuesday, October 13 VIOLENCE AGAINST WOMEN

Hyde

Chapter 14: The Victimization of Women

Electronic Readings:

Margaret Dean Daiss (May/June 1993). Teaching My Daughter To Fight: Where Does Pacifism End and Self-Defense Begin? *MS Magazine*, 94-95.

Thursday, October 15 SOCIAL CONTROL OF WOMEN'S BODIES
Tuesday, October 20 and film THE FAMINE WITHIN (Oct. 15)
Thursday, October 22

Electronic Reserve:

Nomy Lamm (2002). It's a Big Fat Revolution. In Barbara Findlen (Ed.) *Listen Up: Voices From the Next Generation*. Boston: Seal Press.

Jane Sprague Jones (1997). Beauty Myths and Realities and Their Impact on Women's Health. In Cheryl Ruzek, Virginia Oleson and Adele Clark (Eds.) *Women's Health: Complexities and Differences*. Akron, OH: Ohio State University Press.

Jen'nan Ghazal Read and John Bartkowski (2000). To Veil or Not to Veil? A Case Study of Identity Negotiation Among Muslim Women in Austin, Texas. *Gender & Society*, 14, 395-417.

In school books, the Dick and Jane syndrome reinforced our emerging attitudes. The arithmetic books pose appropriate conundrums: "Ann has three pies...Dan has three rockets...." We read the nuances between the lines: Ann keeps her eye on the oven; Dan sets his sights on the moon.

Letty Cottin Pogrebin, 1972

Tuesday, October 27 and WOMEN IN SEXUAL AND NONSEXUAL RELATIONSHIPS
Thursday, October 29

Hyde

Chapter 12: Female Sexuality

Tuesday, November 3 WOMEN AND WORK

Hyde

Chapter 9: Women and Work

Electronic Readings:

Patricia Fernandez Kelly (1992). Delicate Transactions: Gender, home, and Employment Among Hispanic Women. In Faye Ginsburg and Anna Lowenhaupt Tsing (Eds.) *Uncertain Terms*. Boston: Beacon Press.

Thursday, November 5 EXAM 2

Tuesday, November 10 WOMEN AND SPORTS

Electronic Readings:

Judith Lorber (1993). Believing is seeing: Biology as ideology. *Gender and Society*, 7(6), 568-581.

Madeleine Blais (1997). In These Girls, Hope is a Muscle: A Season in the Lives of the Amherst Hurricanes. In Toni-Ann Roberts (Ed.) *The Lanahan Readings in the Psychology of Women*. Baltimore: Lanahan Publishers

Thursday, November 12 GUEST LECTURE BY TEACHING ASSISTANT

Tuesday, November 17 and WOMEN'S MENTAL HEALTH
Thursday, November 19

Hyde

Chapter 15: Women and Mental Health Issues (pp. 417-425 only)

Prospective Immigrants Please Note

Either you will
go through this door
or you will not go through....
The door itself
makes no promises.
It is only a door.

Adrienne Rich
U.S. poet

Tuesday, November 24 NO CLASS—FURLOUGH DAY

Thursday, November 26 NO CLASS—THANKSGIVING DAY

Tuesday, December 1 and
Thursday, December 3 WOMEN AS STUDENTS

Hyde

Chapter 8: Abilities, Achievement, and Motivation

Electronic Reserve:

Myra Sadker, David Sadker, Lynn Fox & Melinda Salata (2004). Gender equity in the classroom: The unfinished agenda. In Michael Kimmel (Eds.) *The Gendered Society Reader* (2nd Ed.). NY: Oxford University Press.

Julie Bettie (2003). How working-class Chicas get working-class lives. *Women Without Class*. Berkeley, CA: University of California Press.

Tuesday, December 8 MEN'S ROLES and film TOUGH GUISE

Hyde

Chapter 16: Psychology of Men

Electronic Readings:

R.W. Connell (1999). Masculinities and Globalization. *Men and Masculinities*, 1, 3-23.

Barry Glassner (1999). Black men: How to perpetuate prejudice without really trying. *The Culture of Fear*. NY: Basic Books.

Thursday, December 10

MAKE-UP EXAMS FOR STUDENTS WHO NEED TO MISS AN
EXAM

You can miss any one exam (exam 1, exam 2, or the final exam) during the regularly scheduled time, but in that case you will need to take that exam as a make-up exam. The day for any missed exams is December 10, the last day of class. Make-up exams are essay only, so you will need to study for larger concepts than you would for multiple-choice exams. Be sure to leave a message for the teaching assistant, letting her know that you will be taking an in-class exam as a make-up at the end of the semester.

FINAL EXAM (20% OF TOTAL GRADE): Tuesday, December 15, 8-10 a.m.