

Psychology of Gender (PSY 410)

**University of Oregon
Fall 1995**

Tuesdays and Thursdays 11:00-12:20; 342 Gilbert
4 Credits; CRN: 15427

Also cross-listed in Women's Studies

WWW Home Page: <URL:<http://dynamic.uoregon.edu/~jfreyd/psygen.html>>

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Course Overview and Aims

We will engage in a critical analysis of evidence for sex differences, gender roles, the effect of gender on traditional issues in psychology, and other topics including parenthood, violence, and sexual orientation.

This course has two primary aims. One aim is to familiarize students with current issues and research findings in the psychology of gender. We will review competing theoretical models of gender similarities and differences, empirical findings that support or fail to support common beliefs about gender, the relationship of gender to traditional issues in psychology (e.g., moral development, personality, interpersonal relationships), and special issues pertinent to gender, (e.g., parenthood, violence, and sexual orientation). Class discussions will supplement reading material and provide more in-depth examination of specific topics. Both class discussions and reading material will be covered on exams.

A second aim of this course is to encourage the development of critical thinking and problem solving skills. This will be achieved by focusing on current controversies, and by learning how to think critically about research methods and underlying assumptions and biases. Students are especially encouraged to analyze epistemological assumptions of the dominant culture underlying both research and popular beliefs. The required texts emphasize critical thinking, one with a particular emphasis on empirical methodology, the other an edited volume in which opposing viewpoints on topics in psychology of women are represented by review articles by leading scholars. In addition students will be required to work in small groups throughout the quarter, in which processes of team-work and problem-solving will be addressed in the context of the course content.

This is the first time Psychology of Gender will be taught at the undergraduate level at the University of Oregon. This first time the course will be given as Psychology 410 ("Experimental Course"); it is expected that in subsequent years Psychology of Gender will be offered on an annual basis as Psychology 380 (final approval pending).

Course Requirements

Please Note: This course will not be easy. It will be intellectually rigorous and intense. If you are looking for an easy course, then this is not the course for you.

The course requirements include both individually based activities such as doing the reading, attending class, participating in class discussion, participating in an on-line electronic discussion, and taking the examinations, and also small-group based activities including in-class small group participation and a final group project.

Grading

Your grade will be computed by combining your scores in the following three overall categories

(1) Participation 30%

Participation in class and on-line discussions is required (approximately equal weights to in class and on-line discussions; however particularly valuable contributions in one domain of participation may compensate for weaknesses in the other domain of participation). Participation will often be structured through assigned discussion questions and other activities. Participation will be evaluated by considering information provided by each student, by members of the student's small group, and by the instructor and teaching assistants.

(2) Examinations 40%

Examinations (20% each for a midterm and final examination -- these will be challenging short-answer in-class closed-book examinations).

(3) Final Project 30%

Research Proposal Final Project and Paper

More information about the details of these activities will be presented here and in class.

Required Readings

You will be required to read approximately 50-70 pages per week. Readings are to be completed **BEFORE** the class meeting for which they are assigned. There are two required text books (both paperback) and one required packet of readings, available for purchasing. Copies of the text book and the reading packet will be placed on reserve at Knight library.

C&C: Paula Caplan and Jeremy Caplan, *Thinking Critically About Research on Sex and Gender*, Harper Collins, 1994.

W: Mary Roth Walsh (ed), *The Psychology of Women: Ongoing Debates*, Yale University Press, 1987.

CP: Course Packet of additional readings (14 articles; see page 6 of this syllabus for complete references)

Small Groups

Near the beginning of the quarter the class will be divided into small groups that will last throughout the quarter. These groups will be made up of approximately 6 students each, and will be formed on the basis of final project topic focuses. Students will be given the opportunity to sign up for these small groups based on interest. In cases in which there are more students interested in a group than can be accommodated, assignment will be on a lottery basis. Each student will be given a form to use to rank the top three topic choices and students will be guaranteed of getting into one of those groups. Topic choices will be broadly based topics that are important to the psychology of gender such as "gender and

language" or "gender and violence" The small group, once formed, will then have the opportunity to narrow the topic for an appropriate final project.

As a group you will be responsible for preparing discussion questions and for writing and presenting a final project to the class (see "Final Project" below).

Small groups will be responsible for maintaining cohesion and equity. Groups may determine on their own how to divide up the work. For instance, some groups may agree to have a single member make the final presentation to the class, while other groups may share that responsibility. The group is responsible for ensuring that everyone is contributing to the small group in as equitable a way as possible. Each student in the course will be required to complete an evaluation of every member of the small group he or she is in (including a self evaluation). This evaluation will address the contributions of each member of the group and this information will be used in determining evaluations of classroom participation and final project grading.

Final Project

The final project will be a research proposal in which your group presents an introduction to the issues, a set of questions and hypotheses to test, a planned research strategy to gather data to test the hypothesis, a discussion of the possible results, and a bibliography. The group is responsible for a) presenting the project to the class during the final meeting of the class; b) turning in a written version of the project; c) publishing the project on the World Wide Web (you will receive instruction in class about how to do this). Your individual grade for the final project will be determined by combining the overall grade for the project with information from the small group evaluations (see below) to assess individual contributions. Note: your grade on the final project will be severely lowered if it is at all late. The written version and the WWW version of the final project is due on Tuesday November 22 at 11:00am. Classroom presentations will occur on Nov 28 and 30.

Examinations

The examinations will be challenging. They will be structured to assess your knowledge of the readings including, for the final examination, your knowledge of the group projects as published on the WWW and as delivered in class. The format will be short-answer. You will be required to answer 10 questions from a set of 12 choices. Each answer should be one or two paragraphs long. You will be graded on your knowledge of the readings, synthesis of the ideas, and also the clarity with which you present your ideas in the examination. Long, wordy answers will not gain you points. Short, to the point answers will.

Class Room Activities

The instructor is committed to finding alternatives to the typical lecture format, with the goal of creating a cooperative learning environment in which each student is responsible and actively engaged. The class will be too large to rely on a full-class discussion most of the time (although we will experiment with that too). Instead we will rely on a carefully monitored and structured use of in-class small-group discussions.

Small groups will also be used for many in class room activities. We will break into small groups during class with specific topics to discuss. The instructor and TA will move from group to group observing and contributing. Typically we will reserve time for the small groups to present material to the whole class based on discussions.

Discussion Questions

Small Groups will also have assignments for specific classes to come to class prepared with a discussion question. Typically a small group will have two of these assignments throughout the quarter.

On-Line discussion

We will have an electronic discussion as part of this course. It is essential that you get an e-mail account immediately if you do not have one. Undergraduate students at the UO can get free accounts on the computer "gladstone" and typically use the "Pine" e-mail system. For instructions on how to get a gladstone account and use Pine, see the Computing Center publication "Getting Started on Gladstone," available as a course packet from the UO Bookstore or from the Computing Center Documents Room. If you have questions related to the use of gladstone or e-mail, contact one of the Computing Center's consultants (CC rooms 233-239; phone 346-1758; e-mail consult@oregon.uoregon.edu) rather than the course instructor or TAs.

On-line discussions will be conducted using a course-wide mailing list (sometimes called a "listserv"). By the second week of class you should subscribe to this mailing list by sending an e-mail message from your e-mail account to the program that manages the list, i.e. to "majordomo@lists.uoregon.edu". In that e-mail message, leave the "Subject" line blank, and in the body of the message include two lines: "subscribe psy410", and "end".

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PINE 3.91      COMPOSE MESSAGE                Folder: INBOX  0 Messages

To      : majordomo@lists.uoregon.edu
Cc      :
Atchmnt:
Subject :
----- Message Text -----
subscribe psy410
end
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Once you have subscribed to the mailing list, you can post messages to the class by sending e-mail to the address "psy410@lists.uoregon.edu".

You are required to read the on-line discussions as well as post your own messages. Each student is required to post a minimum of two messages to the group. In order to avoid having the on-line discussion become unmanageable, each student will also have a maximum number of posted messages of 2 per week. Also any given message should be no longer than 50 lines of text. The on-line discussion will include both structured discussion based on materials suggested by the instructor and also open-ended discussion based on student interests and class discussions.

Although WWW browsing and publishing is also a required part of this course, no advance knowledge is required. We will have two guest teachers (October 3 and October 19) instructing students how to use the WWW.

For additional information on e-mail and the on-line portion of the course, see the course web pages at [<URL:http://dynamic.uoregon.edu/~jfreyd/psygen.html>](http://dynamic.uoregon.edu/~jfreyd/psygen.html).

Additional Notes

Students with Directory Restricted Access

This course includes required on-line participation (electronic mail and World Wide Web). If you have restricted access to your directory information and wish to have special arrangements made for this course, please notify the instructor immediately.

Students with Disabilities

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor soon. Also please request that the Counselor for Students with Disabilities send a letter verifying your disability. [Counselor for Students with Disabilities: Hillary Gerdes, 346-3211, TTY 346-1083, hgerdes@oregon.uoregon.edu]

A Special Note about The Nature of Discussions in this Class

In this class we will be discussing issues which may have, at times, an intense personal significance for some members of the class. There are no taboos for discussion topics in this course. We will exercise and respect freedom of speech. At the same time, we must take responsibility to ensure that we stay on course. This is an academic class, not a support group. We will be focusing especially on critical thinking and the use of empirical data to evaluate theories. Although our lived realities can be a legitimate and important part of intellectual discourse, personal disclosures can at times become distracting, embarrassing, and/or pose safety threats. I urge you to consider carefully whether it is in your and the class's interests before making any personal disclosure. Also, if you find you are troubled by material while taking this course, and need support or counseling, please be sure to pursue that external support by seeking out a supportive friend, counselor, and/or a social service. The other class members and the instructor and TAs cannot fulfill that function in a class this size and with the mission of an academic experience.

A sample of counseling and social service resources follows. **Disclaimer: We do not assume any responsibility for the quality of services offered by the following organizations.**

Local Crisis Lines

University of Oregon Crisis Line	346-4488
Sexual Assault Support Services Crisis Line	484-9795
Whitebird Clinic Crisis Line	687-4000
Womenspace Crisis Line	485-6513

Local Counseling

University of Oregon Counseling Center	346-3227
Center for Community Counseling	344-0620
Family Resources Counseling Services	686-2797
University of Oregon Debusk Center	346-3418

Some Additional Campus Resources

UO Women's Center (*makes referrals*)	346-4095
Office of Affirmative Action	346-3123
Student Advocacy	346-3722

Course Packet Contents

- Beall, A. E. (1993). A social constructionist view of gender. In A. E. Beall & R. J. Sternberg (Eds.), *The Psychology of Gender* (pp. 127-147). New York: Guilford.
- Bem, S.L. & Bem, D.J. (1970). Training the woman to know her place: The power of a nonconscious ideology. In M. H. Garskof (Ed.), *Roles women play: Readings toward women's liberation* (pp. 84-96). Belmont, CA: Brooks Cole.
- Deater-Deckard, K., Scarr, S., McCartney, K., & Eisenberg, M. (1994). Paternal separation anxiety: Relationships with parenting stress, child-rearing attitudes, and maternal anxieties. *Psychological Science*, 5, 341-346.
- Freyd, J.J. (1990, February 21). Faculty members with young children need more flexible schedules. *The Chronicle of Higher Education*, pp. B2.
- Hamilton, M. (1988). Using masculine generics: Does generic *he* increase male bias in the user's imagery? *Sex Roles*, 19 (11/12), 785-798.
- Kahn, A. S., Mathie, V. A. & Torgler, C. (1994). Rape scripts and rape acknowledgement. *Psychology of Women Quarterly*, 18, 53-66.
- Lorde, A. (1992). Age, race, class, and sex: Women redefining difference. In M. L. Andersen & P. H. Collins (Eds.), *Race, class, and gender: An anthology* (pp. 495-502). Belmont, CA: Wadsworth.
- Martyna, W. (1980). The psychology of the generic masculine. In S. McConnell-Ginet, R. Borker, & N. Furman (Eds.), *Women and language in literature and society* (pp. 69-77). New York: Praeger.
- McIntosh, P. (1992). White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies. In M. L. Andersen & P. H. Collins (Eds.), *Race, class, and gender: An anthology* (pp. 70-81). Belmont, CA: Wadsworth.
- Mednick, M. (1989). On the politics of psychological constructs: Stop the bandwagon, I want to get off. *American Psychologist*, 44, 1118-1123.
- Paludi, M. A. and Barickman, R. B. (1991). *Academic and workplace sexual harassment: A resource manual* (Chapters 1 & 2, pp. 1-39). Albany, New York: State University of New York Press.
- Stack, C.B. (1994). Different voices, different visions: Gender, culture, and moral reasoning. In M. B. Zinn & B. T. Dill (Eds.), *Women of Color in U.S. Society* (pp. 291-301). Philadelphia: Temple University Press.
- Steinem, G. (1992). If men could menstruate. In M. L. Andersen & P. H. Collins (Eds.), *Race, class, and gender: An anthology* (pp. 308-310). Belmont, CA: Wadsworth.
- Walker, L. E. (1994). *Abused women and survivor therapy* (Chapter 1: "Physical, sexual, and psychological abuse against women," pp. 3-22). Washington, DC: American Psychological Association.

Weekly Schedule of Topics, Readings, and Assignments

(additional small assignments may be added)

Week 1

- Sept 26 Overview
Sept 28 Gender and Science: Becoming an Informed Judge of Research
C&C: chapters 1, 2, 4 (pages 1-28)
CP: Bem and Bem (1970)
CP: McIntosh (1992)
CP: Lorde (1992)

Week 2

- Oct 3 **SUBSCRIBE TO PSY410 E-MAIL LIST**
Library and On-line resources
Social Construction
CP: Beall (1993)
Oct 5 Biology, psychodynamics
C&C: Chapter 7 pp 59-67
W: Question 1: pp 19-58

Week 3:

- Oct 10 Hormones?
C&C: Chapter 9. pp. 77 - 87
W: Question 4. pp 127 - 146
CP: Steinem (1992)
Oct 12 **WWW BROWSING ASSIGNMENT DUE**
Language
CP: Martyna (1980);
CP: Hamilton (1988).

Week 4

- Oct 17 Sex Differences in Cognitive Abilities
C&C: chapters 4, 5, (pages 29- 47)
C&C: Chapter 10. pp 89-97
W: Question 10. pp 333 - 354
Oct 19 Sex Differences in Cognitive Abilities
Publishing on the WWW

Week 5

- Oct 24 Moral Reasoning: Do Women have a different voice?
W: Question 9. pp 274 - 329
CP: Mednick (1989)
CP: Stack (1994)
Oct 26 **MIDTERM EXAMINATION**

Week 6

- Oct 31 **FINAL PROJECT TOPIC SUMMARIES DUE**
Employment: Gender-Roles and Opportunities
W: Question 6. pp 165 - 202
C&C: Chapter 8. pp 69-75
W: Question 8. pp 246 - 273
W: Question 11. pp 355 - 377
CP: Freyd (1990)
CP: Deater-Deckard, Scarr, McCartney, & Eisenberg (1994)
- Nov 2 Parenthood: Gender-Roles and Effects on Children

Week 7

- Nov 7 Sexual Orientation
W: Question 13. pp 409 - 426
- Nov 9 Men, Women & Violence
CP: Paludi and Barickman (1991)
CP: Walker (1994)
CP: Kahn, Mathie, & Torgler (1994)

Week 8

- Nov 14 Pornography
W: Question 14. pp 427 - 459
- Nov 16 Mental Health: Why are Women Considered Less Healthy?
W: Question 3. pp 99 - 126

Week 9

- Nov 21 **WRITTEN PROJECTS DUE**
Mental Health and Gender: Masochism and "Codependency"
C&C: Chapter 11. pp 99-108
C&C: Chapter 6. pp 49-57
W: Question 2: pp 59 - 96
- Nov 23 No class; THANKSGIVING holiday

Week 10

- Nov 28 **Group Presentations**
- Nov 30 **Group Presentations**
LAST CLASS

Exam Week

- December 4-8
FINAL EXAM