

# **Psychology of Gender (PSY 380)**

## **Professor J. Freyd**

**University of Oregon**  
**Spring 1998**

Tuesdays and Thursdays 11:00-12:20; 342 Gilbert; CRN 34876; 4 credits

Prerequisites: None

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

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Office Hrs: Tuesdays 10 - 11

## **Overview**

We will review 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.

## **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 doing the reading, attending class, writing weekly discussion essays, participating in small-group class discussion and exercises, reading an on-line electronic discussion, World Wide Web assignments, taking the quizzes, and also completing a final group project.

### **Contact Hours and Class Attendance**

We will meet each Tuesday and Thursday 11:00-12:20 in 342 Gilbert and your attendance is expected. *This is not a course to take if you anticipate missing more than one class meeting, as class discussion quizzes and exercises are crucial to your success in the course.* Also, you will be working in a small group in class and asked to complete various activities in your small group. Your participation is part of the course requirements. We also recommend that you check your email at least twice a week, as important course information may be posted by the instructor on the course listserv (see below for more about this).

### Required Readings

Readings are assigned on a weekly basis. Readings are to be completed **BEFORE** the Tuesday class meeting for which they are assigned. There is one required text book and two required books of readings, available for purchasing at the book store. In addition there are readings on reserve for this course at Knight Library. This course has a serious amount of reading and you will not be able to do well on the quizzes or essays if you do not do the reading. Each week approximately 100 pages of reading must be completed. *Please do not take this course if you cannot manage this amount of reading.*

Term Week	Reading due	Approximate # pages
Week 1	April 2	58
Week 2	April 7	102
Week 3	April 14	93
Week 4	April 21	107
Week 5	April 28:	96
Week 6	May 5	98
Week 7	May 12	100
Week 8	May 19	98
Week 9	May 26	99
Week 10	No reading due	0

### Required BOOKS TO PURCHASE for PSY 380:

A&L     Anselmi, D. L. & Law, A. L. (1998) Questions of Gender: Perspectives & Paradoxes.  
             McGraw Hill

CP       COURSE PACKET FOR PSY 380

### Recommended BOOKS TO PURCHASE for PSY 380:

Unger, R. & Crawford, M. (1996) *Women and Gender: A Feminist Psychology*. McGraw Hill.  
Freyd, J. J. (1996) *Betrayal Trauma: The Logic of Forgetting Childhood Abuse*. Cambridge,  
MA: Harvard University Press. (PAPERBACK)

### Grading — Overview

Your grade will be computed by combining your scores in the following overall categories for a total of 300 points:

points	course work
100	Quizzes (each quiz worth 20 points; add together best 5 of 7 quiz grades)
80	Discussion Essays (8 essays; each worth 10 points)
30	In-class Participation (small group participation)
10	WWW assignment
80	Final Project & Presentation (50 points shared; 30 points individual)
300	<b>Total</b>
(EC)	Also up to 20 points extra credit potential

Final letter grades will be approximately determined from point totals as follows:

points	letter grade	
270-300	A	Based on the actual distribution of final grades, this criterion might be relaxed, but not stiffened. Plusses and minuses will be used for performance near the edge of a range.
240-269	B	
210-239	C	
180-209	D	
Below 180	F	

## **Grading and Requirements — More Details**

### **Quizzes — 100 points**

SEVEN Quizzes will be given. Each quiz will be worth 20 points. Your FIVE highest quiz scores will be added together to determine your total quiz score. Because you may drop two of your quiz grades, there will be NO MAKE-UP quizzes. The quizzes will be challenging. They will be structured to assess your knowledge of the readings and class discussions. The format will usually be short-answer. The questions will primarily pertain to the readings assigned for the week in which the quiz is given. Other questions will pertain to the previous week's readings, classroom discussion, lecture, and/or demonstrations. Sometimes a question will refer to material covered earlier in the course, or issues discussed in our class listserv, psygen@lists.

### **Discussion Essays — 80 points**

Written essays must be typed (or computer printed) and one essay must be turned in each Tuesday (Weeks 2-9) at the beginning of class. If you absolutely cannot type or computer-print your essay, you must write it very neatly on nice paper (e.g.: no pages written from a spiral notebook!). Each essay should show you have put thought into the reading material, and be designed to stimulate thoughtful class discussion about the reading and/or related issues. Think of the discussion essay as an opportunity to think deeply about the readings, to reflect on the meaning of the material to you and your life, or to society and scholarship. We will typically provide some specific topics to write about for each week. The topics for the first assignment are below.. Each essay will be worth up to 10 points. A point will be subtracted for each day late. We expect a one or two-page typed essay per week. If you draw specific connections between the readings and your ideas in your essay, you will probably get a better grade than if you fail to connect your ideas to the readings.

ASSIGNMENT FOR ESSAY #1 (due April 7): For the first essay you have a choice of two different topics. You must do the reading for Weeks 1 & 2 FIRST or these questions will not make sense! A) At this early point in the course, identify your perspective on sex and gender as best you can. Think of where you are along the two continua: minimalism to maximalism; and essentialism to social constructionism. In what ways do you agree and/or disagree with the feminist orientation described by the text (A&L) authors? B) Collins includes many suggestions for introspective analysis of issues of privilege and oppression. For example, in what ways are you victimized within the social categories to which you belong? In what ways are you an oppressor to others, reinforcing their subordination? Who are you? What are the different aspects of your identity? How do they interrelate with race, class, and gender? Identify things that would be more or less difficult for you to do if you had a different identity.

### **In-Class Participation — 30 points**

Participation is crucial in this course. Participation includes in class discussion and on-line discussion (see section below about how to subscribe to the class mailing list, "psygen" so you can participate in on-line discussion). You are required to subscribe to the listserv "psygen" by April 8. You are not required to post anything on the listserv, although you may earn extra credit by posting valuable contributions. You are required to read the listserv messages at least twice a week. In-class participation will largely be in the form of small groups. You will work with a group throughout the quarter. Groups will sometimes be assigned in class assignments that must be turned in. Each student will complete an evaluation of each member of the group, including self, and these evaluations will be used in helping determine your grade for this part of the course.

### **Web Browsing Assignment**

The web has become a popular tool for disseminating research and providing an increased opportunity for "informal" academic communication. Compared to a scholarly journal, a web page

can be published much more quickly and conveniently -- but readers need to be careful in evaluating the quality of the information it contains.

A web browsing assignment will focus on finding and evaluating current information relevant to psychology of gender and using the world wide web as a research tool.

Search the world wide web until you find a web page that describes some recent research relevant to the course material for Psych 380. It might, for example, be a personal web page describing an author's current research in psychology of gender, the announcement of a talk at a professional conference, or an article from an online journal. Don't just pick the first page you land on, but hunt around a bit until you find one that seems interesting to you. Evaluate the content of the page: what is its purpose? is it useful and why? does it seem accurate? who is the author of the page, and is she/he an authority on the subject? is the information current? what is good/not good about the page? To what extent does the page author support an opinion with credible evidence? what do you think of the research and quality of the research? Is it valid, and how can you tell? How does it relate to what we have learned/are learning in class?

After finding and evaluating a page, send an email message (to jfreyd@dynamic.uoregon.edu, not to psygen) with

1. A subject line that begins with "WWW" and then briefly describes the page you evaluated. e.g., "Subject: WWW: Gender related work issues in fast food restaurants"
2. The full URL for the web page you found (check it carefully for accuracy), e.g., <http://stateuniversity.edu/smith/fastfood.html>
3. A brief description of the page
4. A brief critical discussion of the page

Assignments will be posted on the class web page so you can each see what the others in class have found. So don't put anything in your assignment you wouldn't want others in the class to see.

Remember to be sure to check the accuracy of your URL and to give the email a title that briefly describes the page you evaluated. This whole assignment may be less than a page long. It is not necessary to write a long essay here. The point is to make sure you can use the World Wide Web as one research tool (in addition to others, not instead of others) and that you remember to think critically when you explore the web (lots of great stuff out there on the web, and lots of junk -- try to discriminate which is which).

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/>>.

### **Final Project: Comparing Popular and Scholarly Views — 80 points**

The final project will involve both an oral presentation and a written project. The final project will be a small-group activity that you do *outside of class meeting time*.

**ASSIGNMENT:** Choose a specific written piece from the popular media (e.g. a popular magazine or newspaper article, a popular web site, etc.) about sex or gender (e.g. sex differences; violence & gender; gender & working, etc.). Try to pick a piece that is fairly representative of other pieces in the popular press. Next review the psychological research on the issues covered and use the scholarly and empirical evidence to critique the popular piece. A slightly different assignment you can do instead is to choose a specific set of published images (e.g. descriptions of people; photographs or drawings of people) from the popular media or advertising that communicates strong messages about sex or gender roles. Try to pick images that are fairly representative of other images in the popular press. Next review the psychological research relevant to the creation and

impact of these images, and use the scholarly and empirical evidence to critique the popular images.

**GOAL:** The aim of this project is to critically examine popular or public thought, attitudes, and views on gender and/or sex (or the relevance of gender and/or sex to a specific topic like violence or parenting, etc.) using the course material and additional research and scholarly literature as your "evidence." What can you learn from the psychological literature about the "actual" issues (such as relevance of gender and/or sex to the topic of the article)? If gender and/or sex are thought to be relevant, what are the theories about why such effects or differences exist? Do they agree with popular opinion? What questions does the research literature not address? What additional research is necessary so as to more fully evaluate the societal beliefs and stereotypes? Discuss the societal ramifications of any limitations you find in the popular article. How could the article have been improved? If you have chosen images to critique what does the psychological research suggest about the impact of the published images? how could gender and sex have been differently handled? Be sure to consider both sex and gender in your analysis -- even if the research or public opinion considers only one variable. Go beyond a simplistic comparison of males and females. E.g. what is it about gender that influences the issue? Which men and which women are most impacted and how? How are some women and some men differently impacted?

**TOPIC STATEMENTS:** Project Topic Statements will be due on April 23. Each group must turn in a typed statement on this day in class. The statement will indicate your group number and members and it indicate which popular piece or images you plan to critique. The statement will also give some indication of the scholarly and empirical psychological literature that will be considered in critiquing the popular material.

**WRITTEN PRODUCT:** You must base your critique on at least 3 primary research articles. Your final written project must include a cover page with title, a 100-word abstract, an introduction, a description of the piece you have chosen, an analysis and literature review, and a conclusion. It must also include a bibliography. This must be a typed paper. Extra credit can be earned by publishing this project on the WWW (see next section).

**IN-CLASS PRESENTATION:** The last 3 classes will be the PsyGen Convention. We will follow the format of professional conventions in psychology, with a series of talks. The class presentations will each be about 7 minutes long. You can use mixed media if you would like (video tapes, posters, handouts, overheads, etc.), but you must let us know if you have any special equipment requirements. Each presentation will be followed by a time for questions from the audience. This PsyGen Convention is a time to show off what you have learned and accomplished, and to learn from your classmates.

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 if your group does that) is due on Tuesday May 26 at 11:00 am. Classroom presentations and other events will occur on May 28, June 2 and June 4 and attendance is required during all three classes.

#### **Extra Credit — Up to 20 points**

Extra Credit can be earned in a variety of ways up to 20 extra points total. If you make especially valuable contributions to class discussion, or if you make especially valuable contributions to the email discussion, you may earn extra points. Or you can get extra credit for a particularly terrific project. This might include a special presentation or publishing your project on the WEB. In general, if you do something creative, special, contributive, and above-and-beyond the course requirements, you may earn extra credit.

## **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 are respectful of everyone's opinion and that we stay on topic. We will be focusing especially on critical thinking and the use of empirical data to evaluate theories about gender. 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
Options Counseling Services	687-6983

#### *Some Additional Campus Resources*

UO Women's Center	346-4095
Office of Affirmative Action	346-3123
Student Advocacy	346-3722
Multicultural Center	346-4207
LGBT Educational and Support Services	346-1134

### **On-Line discussion: PsyGen**

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. Undergraduates at the UO can get free accounts on the computer "gladstone" and typically use the "Pine" e-mail system. For more information, see the Computing Center publications "How to Get a Computing Account" and "Using Pine for E-mail", available on line 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@gladstone.uoregon.edu](mailto:consult@gladstone.uoregon.edu)) rather than the course instructor or TA.

On-line discussions will be conducted using a course-wide mailing list (sometimes called a "listserv"), named "psygen". 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 message, leave the "Subject" line blank, and in the body of the message include two lines: "subscribe psygen", and "end".

```
PINE 3.96   COMPOSE MESSAGE               Folder: INBOX  0 Messages

To      : majordomo@lists.uoregon.edu
Cc      :
Attchmnt:
Subject :
— Message Text —
subscribe psygen
end
```

Once you have subscribed to the mailing list, you can post messages to the class by sending e-mail to the address "psygen@lists.uoregon.edu".

You are expected to read the on-line discussions. Posting your own messages is optional. You may earn extra credit for thought-provoking messages. However, in order to avoid having the on-line discussion become unmanageable, each student will also have a maximum number of posted messages (enforced if necessary) of 2 per week. Also any given message should be no longer than 50 lines of text. The on-line discussion will be an open-ended discussion based on student interests and class discussions. The instructor will also use the list to post important course-related information.

### **More About Small Groups**

Near the beginning of the quarter the class will be divided into small groups that will last throughout the quarter. Groups will be made up of approximately 6 students. The maximum group size is 7 students and the minimum is 5 students. April 23 will be the last day for changing group assignments; you may request on that day to move out of your group and then, based on the instructor's determination, you will be placed in a new group, space permitting. Also on that date the instructor may move around some students if any given group has become smaller than 5 students or other problems have arisen. As a group you will be responsible for writing and presenting a final project to the class.

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 TWO evaluations of every member of the small group he or she is in (including a self evaluation). One evaluation (A) will address contributions of each member of the group (including oneself) in group discussions. The other evaluation (B) will address the contributions of each member of the group (including oneself) in the final group project. The information on the evaluations will then be used by the instructor for determining course points (see grade above) for those categories. A well-functioning, equitable group is likely to have very positive evaluations of each member, produce a superior final project, provide help in studying for the quizzes, and facilitate a friendly learning environment, so achieving such a group is in each member's self interest.

### **More About Evaluations A and B**

Evaluation A for in-class group participation. Your in class participation is worth up to 30 points. Of these 30 points we will take into account your self evaluation and the evaluations your group

members submit for you as part of Evaluation A. This evaluation addresses contributions of each member of the group (including yourself) in group discussions. We will also take into account what we observed about your group functioning and your role within your group. You must turn in an Evaluation A by 11 AM on May 28th (If you do not turn in Evaluation A you will lose 15 points. For every day it is late you will lose 5 points. An insufficient evaluation will also lose points (e.g. if you do not justify your ratings for individuals).

You will assign a number between 1 and 10 (10 being perfect) measuring your evaluation of the participation of each member of your group. First devise a system for rating the participation of each member and briefly explain your system (e.g., you should be taking into account reliability, cooperation, preparedness, creativity, leadership, and any other factors that determined the contribution of each group member). Next, for each group member starting with yourself, write the group member's name, the participation rating you give to that person, **then a brief justification of the rating for that individual specifically.**

Your evaluation should be TYPED and it should use a format similar to the following:

Your Name: \_\_\_\_\_  
 Group name: \_\_\_\_\_  
 Group number: \_\_\_\_\_

0. Briefly describe your rating system:

- |                          |        |
|--------------------------|--------|
| 1. Your Name             | Rating |
| Justification for rating |        |
| 2. Name of Member        | Rating |
| Justification for rating |        |
| 3. Name of Member        | Rating |
| Justification for rating |        |
| 4. Name of Member        | Rating |
| Justification for rating |        |
| 5. Name of Member        | Rating |
| Justification for rating |        |
| 6. Name of Member        | Rating |
| Justification for rating |        |

Evaluation B for Final project participation. Your participation in your final project group is worth up to 30 points. Of these 30 points we will take into account your self evaluation and the evaluations your group members submit for you as part of Evaluation B. This evaluation addresses contributions of each member of the group (including yourself) to the final project and presentation. We will also take into account what we observed about your project group functioning and your role within your group. You must turn in an Evaluation B by 5 PM on June 4th (If you do not turn in Evaluation B you will lose 15 points. For every day it is late you will lose 10 points. An insufficient evaluation will also lose points (e.g. if you do not justify your ratings for individuals).

As in Evaluation A, you should first design and describe a rating system, then evaluate each group member starting with yourself on a 1 to 10 scale. Your evaluation should be TYPED and should use the format described above.



## Course Packet Contents

WEEK ASSIGNED (^ means recommended; all others are REQUIRED)

- ^3 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.
- 6 Christian, Harry. (1994). *The making of anti-sexist men*. Routledge. (chapter called Househusband pp. 166-176.)
- 5 Clatterbaugh, Kenneth (1992) The oppression debate in sexual politics, in *Rethinking Masculinity: Philosophical explorations in light of feminism*. May, L. and Strikwerda (eds.) pp. 169-190
- 6 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.
- ^7 Doyle, J. A., & Paludi, M. A. (1995). Religion and politics in *Sex and gender: The human experience*, (pp. 244-259, 268-271). Madison, WI: Brown and Benchmark Publishers.
- 3 Edley, Nigel and Wetherall, Margaret (1995). *Men in perspective: Practice, power and identity*. Prentice Hall. (chapter called: The biological basis of masculinity pp. 9-35)
- ^4 Edley, Nigel and Wetherall, Margaret (1995). *Men in perspective: Practice, power and identity*. Prentice Hall. (the chapter: Learning to be manly: The case of the male sex role. pp. 70-93)
- 9 Fredrickson, B.L. & Roberts, T-A. (1997) Objectification Theory: Toward understanding women's lived experiences and mental health risks. *Psychology of Women Quarterly*, 21, 173-206.
- 7 Freyd, J.J. (1990, February 21). Faculty members with young children need more flexible schedules. *The Chronicle of Higher Education*, pp. B2.
- 8 Freyd, J.J. (1997). Violations of power, adaptive blindness, and betrayal trauma theory. *Feminism and Psychology*, 7 (22-32)
- 6 Gelder, L. v. (1987). Gay Gothic. *MS. Magazine*, July/August, 146-147, 150, 152, 214.
- 4 Green, C. (1995). One resilient baby. In B. Findlen (Ed.), *Listen up: Voices from the next feminist generation*, (pp. 138-148). Seattle: Seal Press.
- 2 Grim, Patrick (1982) Sex and social roles: How to deal with the data. In *Femininity, Masculinity and Androgyny*. Vetterling-Braggin, M. (ed.) Rowman and Littlefield. 128-147.
- ^7 Halpern, D. F. (1997) Sex differences in intelligence: Implications for education. *American Psychologist*, 52, 1091-1102
- 7 hooks, b. (1989). Black and female: Reflections on graduate school from *Talking Back, Thinking Feminist, Thinking Black*. Boston, MA: South End Press. 55-61.
- 2 Jensen, R. (1995) Men's lives and feminist theory. In *Race, Gender, & Class* (Jean Belkhir, editor), Volume 2, No. 2, Winter 1995, pp 111-125.
- ^2 Kaw, E. (1994). "Opening" faces: The politics of cosmetic surgery and Asian American women. In N. Sault (Ed.), *Many mirrors: Body image and social relations*. 241-265.
- 9 Koss, M. P. (1990). The women's mental health research agenda: Violence against women. *American Psychologist*, 45(3), 374-380.
- 2 Kristal, N. (1997, Tuesday, May 6, 1997). Feminism is about humanity, not domination. *Oregon Daily Emerald*, p. 2.
- 6 Lamb, M. E. (1995) Changing roles of fathers In Shapiro, Diamond, Greenberg, *Becoming a father* (pp. 18-35).
- 8 Larkin, J., & Popaleni, K. (1994). Heterosexual courtship violence and sexual harassment: The private and public control of young women. *Feminism and Psychology*, 4(2). 213-227.
- 2 Mayall, A., & Russell, D. E. H. (1993). Racism in pornography. *Feminism and*

- Psychology*, 3(2). 275-281.
- 1 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.
  - 4 Messner, M. A. (1997). Boyhood, organized sports and the construction of masculinities. *Journal of Contemporary Ethnography*, 18(4), 416-444.
  - 4 Myhre, J. R. M. (1995). One bad hair day too many or the herstory of an androgynous young feminist. In B. Findlen (Ed.), *Listen up: Voices from the next feminist generation*, (pp. 132-137). Seattle: Seal Press
  - 8 Pelka, F. (1992). Raped: A male survivor breaks his silence. *On the Issues*, 40, 8-11.
  - 3 Shields, S. A. (1975). Functionalism, Darwinism, and the psychology of women. *American Psychologist*, 30, 739-754.
  - ^1 Steinem, G. (1978). If men could menstruate. *Ms Magazine*, October 1978 . p. 110
  - ^2 Steinem, G. (1995). In praise of women's bodies from *Outrageous acts and everyday rebellions*, (pp. 119-127): Henry Holt and co.
  - 8 Straton, J. C. (1994). The myth of the "Battered Husband Syndrome" *Masculinities*, 2(4): 79-82.
  - 1 Williams, P. J. (1996). My best white friend. *The New Yorker*, Feb. 26/March 4 1996, p. 94.

#### ***Books on Reserve for PSY 380 at Knight Library***

- Andersen, M.L. & Collins, P.H. Eds. (1992). *Race, class, and gender: An anthology*. Belmont, CA: Wadsworth.
- Brumberg, Joan Jacobs (1997) *The body project : an intimate history of American girls*. New York : Random House.
- Burke, P. (1995) *Gender shock : exploding the myths of male and female*. New York : Anchor Books.
- Caplan, P. & Caplan, J. (1994) *Thinking Critically About Research on Sex and Gender*. Harper Collins.
- Douglas, Susan J. (1994) *Where the girls are : growing up female with the mass media*. New York : Times Books,
- Doyle, J. A. (1983). *The male experience*. Dubuque, Iowa : W.C. Brown Co.Publishers.
- Findlen, B. (ed.) (1995 ) *Listen up : voices from the next feminist generation*. Seattle, Wash. : Seal Press.
- Freyd, J. J. (1996) *Betrayal Trauma: The Logic of Forgetting Childhood Abuse*. Cambridge, MA: Harvard University Press.
- Jordan, J. V. (1991). *Women's growth in connection : writings from the Stone Center*. New York : Guilford Press.
- Shapiro, J.L., Diamond, M.J., Greenberg, M., Eds. (1995). *Becoming a father*. New York, NY: Springer.
- Unger, R. and Crawford, M. (1992) *Women and gender : a feminist psychology*. Philadelphia : Temple University Press.

#### ***Required BOOKS TO PURCHASE for PSY 380:***

- A&L Anselmi, D. L. & Law, A. L. (1998) *Questions of Gender: Perspectives & Paradoxes*. McGraw Hill
- CP COURSE PACKET FOR PSY 380

#### ***Recommended BOOKS TO PURCHASE for PSY 380:***

- Unger, R. & Crawford, M. (1996) *Women and Gender: A Feminist Psychology*. McGraw Hill.
- Freyd, J. J. (1996) *Betrayal Trauma: The Logic of Forgetting Childhood Abuse*. Cambridge, MA: Harvard University Press. (PAPERBACK)

## Weekly Schedule: Topics, Readings, Assignments, Deadlines

- Week 1 readings are to be completed before the April 2 class. Week 2-9 readings are to be completed *before* the Tuesday class listed.

A&L is text Anselmi, D. L. & Law, A. L. (1998)

CP is COURSE PACKET FOR PSY 380

- "DE" = discussion essays; collected at the beginning of class for Weeks 2-9.
- Additional small assignments may be added to those listed below.

### Week 1: Introduction: Defining Sex & Gender

A&L: Chapter 1

CP: McIntosh (1992); Williams (1996);

^Steinem (1978)

March 31

April 2

### Week 2: Studying Gender

A&L: Chapter 2

CP: Mayall & Russell (1993); Kristal (1997); Jensen (1995); Grim (1982);

^Steinem (1995); ^Kaw (1994)

April 7 DE #1; SUBSCRIBE TO

psygen@lists E-MAIL LIST

April 8

### Week 3: Biology, Culture, Gender

A&L: all of Chapter 3 & part of chapter 4 (155-163) [the rest of chapter 4 is recommended]

CP: Shields (1975); Edley & Wetherall (1995 --pp 9-35); ^Bem & Bem (1970)

RESERVE: Caplan & Caplan

April 14 DE #2; Quiz 1

April 16 WWW assignment due

### Week 4: Gender Development & Stereotypes

A&L: all of Chapter 5 & part of Chapter 6 (p 247-261)

CP: Green (1995); Myhre (1995); Messner (1997); ^Edley & Wetherall (1995 --pp 70-93)

April 21 DE #3; Quiz 2

April 23 Project Topic Statements due; Last day for changing groups

### Week 5: Relationships & Sexuality

A&L: part of Chapter 7 (307-344) & part of Chapter 10 (483-519)

CP: Clatterbaugh (1992)

April 28 DE #4; Quiz 3

April 30

### Week 6: Families & Parenting

A&L: Chapters 11

CP: Gelder (1987); Lamb (1995); Deater-Decker (1994); Christian (1994)

May 5 DE #5; Quiz 4

May 7

### Week 7: Work & Education

A&L: all of Chapter 9 (419-481) & part of chapter 12 (607-641)

CP: hooks (1989); Freyd (1990); ^Halpern (1997); ^Doyle & Paludi (1995)

May 12 DE #6; Quiz 5

May 14

### Week 8: Violence

A&L: part of Chapter 12 (642-662)

CP: Straton (1994); Pelka (1992); Larkin & Popaleni (1994); Freyd (1997)

RESERVE: Freyd (1996) chapters 1 & 7

May 19 DE #7; Quiz 6

May 21

### Week 9: Mental Health & PsyGen Convention

A&L: all of Chapter 14 (pp727-782) and ^Eisler article pp 713-725

recommended

CP: Fredrickson & Roberts (1997); Koss (1990);

May 26 DE #8; Quiz 7; Projects DUE;

May 28 Convention Presentations; Eval A due by 5:00 PM

### Week 10: PsyGen Convention

NO Reading

June 2 Convention Presentations

June 4 Convention Presentations; Eval B due by 5:00 PM.

*That's It! Have a Good Summer!*