



University
of Windsor

**Advanced Topics in Applied Social Psychology –
Feminist Psychology and the Psychology of Women and Gender
46-610(01)
Winter 2018**

Class time and place: Thursdays 1:00 – 3:50 p.m. Chrysler Hall South 265A

Class instructor: Charlene Y. Senn
180 CHS
253-3000, ext. 2255
E-mail: csenn@uwindsor.ca
Home page: <http://www.uwindsor.ca/csenn>

Office hours: Wednesdays 3:00 - 5:00 p.m. or by appointment.
Book up to two 15-minute appointments during my office hours by going to
<https://my.timetrade.com/book/HF3DP>

Course description:

This course uses the scholarship and careers of early and recent feminist psychologists to explore a selection of topics in feminist psychology and the psychology of women and gender. The impact of social and personal circumstances on women's career trajectories and research contributions is also explored.

Required Texts:

- Bem, S. (1993). *The Lenses of Gender: Transforming the debate on sexual inequality*. New Haven, Conn: Yale University. (Available in bookstore – need to have on hand by week 3 so you can read for week 4)
- Course readings are posted for you on the BlackBoard site (under Resources and then in folders by the week and scholar's name).

Required Resources:

You will need to explore and access Psychology's Feminist Voices website -- <http://www.feministvoices.com/>

Selection of classic texts which may be of interest: I have placed these in the library on reserve or you can buy used from many online sources (do not buy until you know which books you would like to own based on your own interests and desire to read further):

- Fine, M. (1992). *Disruptive voices: The possibilities of feminist research*. Ann Arbor: University of Michigan.
- Landrine, H. (Ed.), (1995). *Bringing cultural diversity to feminist psychology: Theory, Research, and practice* (pp. 413-431). Washington, DC: American Psychological Association. [individual chapters are available electronically]
- Morawski, J.G. (1994). *Practicing feminism, reconstructing psychology: Notes on a liminal science*. Ann Arbor: University of Michigan.
- Reinharz, S. (1992). *Feminist methods in social research*. Oxford: New York. [not a psychologist but a great book on the diversity of methods]
- Unger, R.K. (1998). *Resisting gender: Twenty-five years of feminist psychology*. London: Sage.
- Wilkinson, S. (Ed.) (1996). *Feminist Social Psychologies*. Open University: Buckingham.

Requirements and Assessment

Class participation (10%)

Class presentation and leading discussions (20%)

Reaction/Thought papers (30%)

Project: Course outline with full annotated bibliography OR Original research project or analysis: An exploration of a feminist method or mode of qualitative analysis [DUE: April 18, 2018 hand in hard copy to me in office hours] (40%)

Students auditing the course will be expected to complete the first two requirements.

Format

The seminar should (after the first week or so) function as a full discussion with participation from all class members. It is essential that all members read the assigned materials in advance. Your participation will be enhanced if you actually prepare some questions or comments prior to arriving at the class. Not properly preparing for the class will affect your class participation grade.

Thought/Reaction Papers

A thought or reaction paper is a way for you to reflect on the readings and course discussions. These papers should not be a simple restatement of the ideas presented in the articles nor just a demonstration of your understanding of the materials. Instead you will critically reflect on a reading or readings and/or the issues that arise from readings or the class discussions. No 'research' is required nor do you need to provide formal citations. You will submit six such papers (between 3 and 5 pages in length) during the term within one week of the reading or class that you have chosen as the basis for the paper. *The first two papers will be graded on a pass/fail basis and the last four papers will be graded with letter/percentage grades. Each paper is worth 5% of the total course grade.*

Seminar Presentation and Facilitation

Each participant in the class will be responsible for two weeks of class for which they will read all assigned material, research the woman who is being highlighted (time period, location, social and academic influences, social position, context of her work, etc.), organize and present a framework for discussion in class that contextualizes the work of the woman scholar and the issues raised by her and facilitate (lead) the discussion that ensues. Each presenter should meet with me at least two weeks prior to their class facilitation to discuss their approach, sources, etc. A presenter may add (or substitute with my permission) one reading to the list for their week(s) but it must be made available to the class participants a full week in advance of the class for which it is assigned (upload it to BB). A presenter could also use film clips, poetry, or some other novel way of bringing a focus to the discussion. *You may choose which of the presentations will be graded for the full weight with the other presentation allocated a pass or fail only, or alternatively, both can be graded. The choice regarding grading should be communicated to me in writing (by email) prior to the first presentation.*

Projects - see separate handout for details

Tentative Course Schedule

<u>Date</u>	<u>Discussant</u>	<u>Scholar/Topic</u>
Jan 11	Senn	Introduction to the field - definitions and basic concepts, discussion of goals for the course
	➤	Wilkinson, S. (2002). Feminist psychology. In L. Code (Ed.), <i>Encyclopedia of Feminist Theories</i> (pp. 409-412). London: Routledge.
Jan 18	Senn	Laurel Furumoto / History of women in psychology
	a.	Furumoto, L., & Scarborough, E. (1986). Placing women in the History of Psychology: The first American women psychologists. <i>American Psychologist</i> , 41(1), 35-42.
	b.	Furumoto, L. (1992). Joining separate spheres B Christine Ladd-Franklin, Woman-Scientist (1847-1930). <i>American Psychologist</i> , 47(2), 175-182.
	c.	Furumoto, L. (2003). Beyond great men and great ideas: History of psychology in sociocultural context. <i>Teaching gender and multicultural awareness: Resources for the psychology classroom</i> , 113-124.
Jan 25		Naomi Weisstein/ Bias in psychological theory / activism
	a.	Weisstein, N. (1971/1993). Psychology constructs the female; or, The fantasy life of the male psychologist (with some attention to the fantasies of his friends, the male biologist and the male anthropologist). <i>Feminism & Psychology</i> , 3(2), 195-210. [feel free to read reflections on this piece in same issue]
	b.	Weisstein, N. (1993). Power, resistance and science: A call for a revitalized feminist psychology. <i>Feminism & Psychology</i> , 3(2), 239-245.
	c.	Lemisch, J. & Weisstein, N. (1997). Remarks on Naomi Weisstein. http://www.cwluherstory.org/remarks-on-naomi-weisstein.html
Feb 1		Sandra Lipsitz Bem / Gender / Androgyny WARNING: very heavy reading week – don't leave until the last minute!
	a.	Code, L. (2000). Androgyny. In L. Code (Ed.), <i>Encyclopedia of Feminist Theories</i> (pp. 409-412). London: Routledge.
	b.	Bem, S.L. (1993). <i>The Lenses of Gender: Transforming the debate on sexual inequality</i> . New Haven: Yale University. [buy from bookstore: Read Preface, Chapters 1, 5 and 6 - feel free to read the rest for interest now or later]
	c.	Bem, S.L. (1995). Dismantling gender polarization and compulsory heterosexuality: Should we turn the volume down or up? <i>The Journal of Sex Research</i> , 32(4), 329-334.
Feb 8		Rhoda Unger - Epistemology / Feminist research **You will need to go to Leddy Reserve in advance**
	a.	Unger, R.K. (1985/1998). Reading 2: First Carolyn Wood Sherif Memorial Address, American Psychological Association, Los Angeles, 26 August 1985. In <i>Resisting gender: Twenty-five years of feminist psychology</i> (pp. 73-88). London: Sage. [on reserve or purchase book]
	b.	Unger, R.K. (1995). Conclusion: Cultural diversity and the future of feminist psychology. In H. Landrine (Ed.), <i>Bringing cultural diversity to feminist psychology: Theory, Research, and practice</i> (pp. 413-431). Washington, DC: American Psychological Association.

[\[http://ezproxy.uwindsor.ca/login?url=http://syrup.uwindsor.ca/reserves/Winter2018/02-46-610-1 Senn/Unger.pdf\]](http://ezproxy.uwindsor.ca/login?url=http://syrup.uwindsor.ca/reserves/Winter2018/02-46-610-1 Senn/Unger.pdf)

- c. Unger, R.K. (1998). Chapter 1: Names/histories/names. In *Resisting gender: Twenty-five years of feminist psychology* (pp. 1-24). London: Sage. [on reserve or purchase book]
- d. Unger, R.K. (2007). Afterword: From Inside and Out: Reflect on a Feminist Politics of Gender in Psychology. *Feminism & Psychology*, 17(4), 487-494.

Feb 15 **Pamela Trotman Reid / class /poverty / marginalized women / feminist research process**

- a. Reid, P.T. (1993). Poor women in psychological research: Shut up and shut out. *Psychology of Women Quarterly*, 17, 133-150.
- b. Reid, P.T. (2000). Women, ethnicity, and AIDS: What's love got to do with it? *Sex Roles*, 42(7/8), 709-722.
- c. Reid, P.T. (2001). Negotiating partnerships in research on poverty with community-based agencies. *Journal of Social Issues*, 57(2), 337-354.

Feb 22 READING WEEK - no classes

March 1 **Carol Gilligan / moral development / adolescent girls and voice
WARNING: very heavy reading week – don't leave until the last minute!**

- a. Code, L. (2000). Carol Gilligan. In L. Code (Ed.), *Encyclopedia of Feminist Theories* (pp. 409-412). London: Routledge.
- b. Gilligan, C. (1977). In a different voice: Women's conceptions of self and of morality. *Harvard Educational Review*, 47(4), 481-517.
- c. Gilligan, C. (2004). Recovering psyche: Reflections on life-history and history. *The Annual of Psychoanalysis*, 32, 131-147.
- d. Gilligan, C., Spencer, R., Weinberg, M.K. & Bertsch, T. (2003). On the Listening Guide: A voice-centred relational model. In P.M. Camic, J.E. Rhodes, & L. Yardley (Eds.), *Qualitative Research in Psychology: Expanding perspectives in methodology and design* (pp. 157-172). Washington, D.C.: American Psychological Association.

March 8 **Jan Yoder / Women and work**

- a. Yoder, J.D., Crumpton, P.L., & Zipp, J.F. (1989). The power of numbers in influencing hiring decisions. *Gender & Society*, 3(2), 269-276.
- b. Yoder, J.D. (2002). Context matters: Understanding tokenism processes and their impact on women's work. *Psychology of Women Quarterly*, 26, 1-8.
- c. Yoder, J.D., & Kahn, A.S. (2003). Making gender comparisons more meaningful: A call for more attention to social context. *Psychology of Women Quarterly*, 27, 281-290.

March 15 **Beverly Greene / Racism, sexism and heterosexism / Therapy**

- a. Greene, B. A. (1990). What has gone before: The legacy of racism and sexism in the lives of Black mothers and daughters. *Women & Therapy*, 9(1-2), 207-230. doi: 10.1300/J015v09n01_12

- b. Greene, B. (1996). Lesbian women of color: Triple jeopardy. *Journal of Lesbian Studies*, 1(1), 109-147.
- c. Greene, B. (2005). Psychology, diversity and social justice: Beyond heterosexism and across the cultural divide. *Counselling Psychology Quarterly*, 18(4), 295-306.

March 22

Michelle Fine / Power and Difference

- a. Fine, M. (1989). The politics of research and activism: Violence against women. *Gender & Society*, 3(4), 549-558.
- b. Fine, M. & Addleston, J. (1996). Containing questions of gender and power: The discursive limits of 'sameness' and 'difference'. In Wilkinson, S. (Ed.), *Feminist Social Psychologies* (pp. 66-86). Open University: Buckingham.
- c. Fine, M. (2011). Troubling calls for evidence: A critical race, class and gender analysis of whose evidence counts. *Feminism & Psychology*, 22, 3-19.

March 29

Study Day – No classes (unless you decide to put the missed class here – in which case we will move Carla Rice here)

April 5

Breanne Fahs / The Body / Sexuality

- a. Fahs, B. (2009). Compulsory bisexuality?: The challenges of modern sexual fluidity. *Journal of Bisexuality*, 9(3-4), 431-449.
- b. Fahs, B. (2014). 'Freedom to' and 'freedom from': A new vision for sex-positive politics. *Sexualities*, 17(3), 267-290.
- c. Fahs, B. (2014). Genital panics: Constructing the vagina in women's qualitative narratives about pubic hair, menstrual sex, and vaginal self-image. *Body image*, 11(3), 210-218.

April 12? (Make up class)

Carla Rice / The body / Fat oppression / Disability

- a. Rice, C. (1996). Trauma and eating problems: Expanding the debate. *Eating Disorders*, 4(3), 197-237.
- b. Rice, C. (2007). Becoming "the fat girl": Acquisition of an unfit identity. *Women's Studies International Forum*, 30, 158-174.
- c. Rice, C., Chandler, E., Harrison, E., Liddiard, K., & Ferrari, M. (2015). Project Re•Vision: disability at the edges of representation. *Disability & Society*, 30(4), 513-527. doi: 10.1080/09687599.2015.1037950

April 18

Final assignment due to my office during Office Hours Wed April 18 (3-5 p.m.)

**Feminist Scholars of the Psychology of Women/Feminist Psychology
considered but not included in the course this year**

Antonia Abbey
Adrienne Asch
Laura S. Brown
Sandra Byers*
Rebecca Campell
Fran Cherry*
Gloria Cowan
Judith Daniluk*
Oliva Espin
Olga Favreau
Louise Fitzgerald
Barbara Frederickson
Nicola Gavey
Irene Hanson Frieze
Karen Horney
Celia Kitzinger
Meredith Kimball*
Mary Koss
Hope Landrine
Hilary Lips
Brinton Lykes
Jeanne Maracek
Jill Morawski
Jeanette Norris
Mary Parlee
Niva Piran*
Sandra Pyke*
Nancy Russo
Alexandra Rutherford*
Charlene Senn*
Irma Serrano-García
Carolyn Sherif
Stephanie Shields
Janet Stoppard*
Deborah Tolman
Sarah Ullman
Jacqueline White
Gail Wyatt
and there are many, many others!

* Canadians or working at Canadian universities

[FAHSS Make-up Exam Policy and Plagiarism Policy](#) (also see [Bylaw 31](#))

Academic Misconduct and Examination Make-up Policies

1. Academic Misconduct

Academic misconduct means any action taken by a student that gives the student an unearned advantage in matters affecting his/her academic standing. For professional programs, all actions that result in a breach of the rules of conduct as set out by the professional bodies and adopted in whole or in substance by the relevant professional program as part of its code of conduct shall also be considered acts of academic misconduct. (See Student Code of Conduct for examples of academic misconduct, including plagiarism.)

2. Plagiarism

Plagiarism is the act of copying, reproducing or paraphrasing significant portions of one's own work, or someone else's published or unpublished material (from any source, including the Internet), without proper acknowledgement, representing these as new or as one's own. Plagiarism applies to all intellectual endeavours, including the creation and presentation of music, drawings, designs, dance, photography and other artistic and technical works.

Students have the responsibility to learn and to use the conventions of documentation as accepted in their area of study and instructors have the responsibility of informing students in writing of any significant individual interpretations of plagiarism.

(See Policy S on [Student Code of Conduct](#) as well as [Bylaw 31](#))

Consequences:

If the instructor believes that plagiarism has occurred, s/he assigns a grade of IN (incomplete) to the work in question and reports the case to the Department Head, to the Associate Dean of the Faculty, **and to the student(s) involved**. The Associate Dean of the Faculty is responsible for the adjudication of any alleged case of academic misconduct, including plagiarism, and to assign an appropriate sanction. (Common sanctions include admonition, letter of reflection, mark reduction, censure notation on transcript, suspension, expulsion, depending on the nature of the misconduct and whether it represents a first or subsequent offence.) Students have an automatic right of appeal to the Discipline Appeal Committee. A student wishing to exercise his/her right to appeal a finding of misconduct and/or sanction imposed shall initiate the appeal process within 10 working days of the decision having been issued. (See section 6 of [Bylaw 31](#).)

2. Exam Make-up/Late Submission/Aegrotat/Incomplete Policy

The Faculty of Arts, Humanities and Social Sciences requires students to provide **acceptable and documented medical** (or equivalent compassionate) **reasons** to allow make-ups for scheduled tests, midterms, and final exams and/or the submission of late assignments, grades of Incomplete or Aegrotat.

Acceptable reasons include hospital stays, serious illness, family emergencies (such as serious accidents or illnesses, death) or similar circumstances outside the student's control. Normally, written documentation is required stating specific reasons and dates. Arrangements for make-up exams and/or the submission of late assignments must be made as soon as possible. The instructor sets the date and format for make-up exams. The make-up exam will usually be different from the original exam, but will be equivalent in terms of testing objectives, format, level of difficulty, material covered, length of examination, etc.

Considerations for Health, Bereavement, or Extenuating Circumstances:

Please see [Senate Bylaw 51](#), clause 1.18.2 and Senate [Policy M](#). Students may print and use the FAHSS Medical Form for illness.