



UNIVERSITY OF WISCONSIN—MADISON

**Gender & Women’s Studies/Psychology 522, Psychology of Women and Gender  
3 credits  
Fall 2021**

<https://canvas.wisc.edu/courses/270447>

Lecture: TR 9:30 – 10:45, Room 103 Psychology

**REQUIRED TEXTBOOKS**

Everyone is required to read:

Else-Quest, Nicole & Hyde, Janet S. (2022). *The psychology of women and gender: Half the human experience* +. 10<sup>th</sup> ed. Thousand Oaks, CA: SAGE.

Choose one of the following:

Travers, Ann (2018). *The Trans Generation: How Trans Kids (and Their Parents) Are Creating a Gender Revolution*. New York: New York University Press.

Darby, Seyward (2020). *Sisters in Hate: American Women on the Front Lines of White Nationalism*. Boston: Little, Brown. (Paperback will be available at UBS around October 19.)

The Else-Quest & Hyde, Travers, and Darby books are available at University Bookstore, and are on reserve at College Library.

Class Email List: [psych522-1-f21@g-groups.wisc.edu](mailto:psych522-1-f21@g-groups.wisc.edu)

**Schedule**

Week 1	Sept. 9	Th	Introduction Values clarification exercise
2	Sept. 14	T	Feminist analysis of bias in psychological research Read: Else-Quest & Hyde (EQH), Chapter 1
	Sept. 16	Th	Psychological theories I: Psychoanalysis, sociobiology, and evolutionary psychology Read: EQH, Chapter 2
3	Sept. 21	T	Theories II: Social learning theory, gender schema theory, feminist theory

			Transgender and gender diversity Watch in advance: <i>Growing Up Trans</i> [available online through UW Library, or through PBS] 84 min.
	Sept. 23	Th	Meta-analysis, gender differences, and gender similarities Read: EQH, Chapter 3 Hyde, J. S. et al. (2008). Gender similarities characterize math performance. <i>Science</i> , 321, 494-495.
4	Sept. 28	T	Eccles' model of achievement motivation Implicit stereotypes, gender and STEM Take an IAT (Implicit Association Test) yourself, projectimplicit.net, either for gender or for race Read: EQH, Chapter 8
	Sept. 30	Th	<b>**EXAM 1, on chapters 1, 2, 3, and 8, and other readings, lectures, and videos</b>
5	Oct. 5	T	Gender and emotions Read: EQH, Chapter 6
	Oct. 7	Th	Gender and communication Read: EQH, Chapter 5 Start reading Eagly, have it ready by Oct. 19
6	Oct. 12	T	Lifespan development Read: EQH, Chapter 7
	Oct. 14	Th	Gender and work Read: EQH, Chapter 9
7	Oct. 19	T	Women and leadership Discuss Eagly & Carli, Chapters 1, 2, 3, 6, 8, 10 Eagly, Alice H. & Carli, Linda L. (2007). <i>Through the labyrinth: The truth about how women become leaders</i> . Boston: Harvard Business School Press.
	Oct. 21	Th	<b>**EXAM 2, on Chapters 5, 6, 7, and 9, and other readings and lectures</b>
8	Oct. 26	T	Gender and ethnicity Read: EQH, Chapter 4 Film: <i>Ethnic Notions</i> (in class)
	Oct. 28	Th	Gender and ethnicity (cont.) Film: <i>Wearing Hijab</i> (in class)
9	Nov. 2	T	Intersectionality; affirmative action Read: Cole, Elizabeth (2009). Intersectionality and research in psychology. <i>American Psychologist</i> , 64, 170-180. [not posted in Canvas, use PsycINFO through the library to find a copy.] Read: Levine, F.J. & Ancheta, A. N. (2013). The AERA et al. amicus brief in Fisher v. University of Texas at Austin: Scientific organizations serving society. <i>Educational Researcher</i> , 42(3), 166-171.
	Nov. 4	Th	Biology and Gender Implications for single-sex schooling Read: EQH, Chapter 10
10	Nov. 9	T	Gender & health: Menstruation, menopause, abortion, AIDS

			Read: EQH, Chapter 11 <b>Website exercise due:</b> See instructions below.
	Nov. 11	Th	Gender & sexuality Read: EQH, Chapter 12
11	Nov. 16	T	Gender & sexual orientation Read: EQH, Chapter 13
	<b>Nov. 18</b>	<b>Th</b>	<b>**EXAM 3, on Chapters 4, 10-13, plus readings, lectures, videos</b>
12	Nov. 23	T	Victimization issues: Rape, battering, harassment Read: EQH, Chapter 14
	Nov. 25		Thanksgiving
13	Nov. 30	T	Sexual assault and sexual harassment in the military Film: <i>The Invisible War</i> (in class)
	<b>Dec. 2</b>	<b>Th</b>	Mental health, gender & depression Read: EQH, Chapter 15 <b>**PAPERS DUE</b>
14	<b>Dec. 7</b>	<b>T</b>	Feminist therapy Decolonizing mental health: Watch the 2 segments on the Drs. Foster (and more if you want) here: <a href="https://worldchannel.org/collection/decolonizing-mental-health/">https://worldchannel.org/collection/decolonizing-mental-health/</a> <b>LAST DAY FOR EXTRA CREDIT TO BE TURNED IN</b>
	Dec. 9	Th	Psychology of men Read: EQH, Chapter 16 Watch in advance: <i>Tough Guise 2</i> [available online through UW Library] 78 min.
15	Dec. 14	T	Synthesis and review of the semester Read: EQH, Chapter 17
	<b>Dec. 22</b>	<b>W</b>	<b>10:05 a.m. FINAL EXAM</b>

## INSTRUCTOR

**Instructor:** Professor Janet Hyde

**Instructor Availability:** Office hours Tuesdays 11:00 – 11:45 and by appointment, in my office, Room 410 Psychology

**Instructor Email/Preferred Contact:** [jshyde@wisc.edu](mailto:jshyde@wisc.edu)

## COURSE DESIGNATIONS

**Level:** Advanced

**Breadth:** Social Science

**L&S Credit Type:** C

**Graduate 50%:** Y

**Instructional Mode:** Face-to-face

**How Credit Hours Are Met by this Course:** The three credits come from lectures, studying the textbook, studying for exams, and writing papers. Two 75-minute lectures are given per week and attendance is required. You should expect to study for this course an average of 6 hours each week across the semester.

**Course Description:** Examination of theories and research on the psychology of women and gender. Explores topics such as sex bias in psychological research; psychological aspects of female sexuality and reproduction; gender-based violence; female achievement and power; lifestyle choices of women; women and mental health; and psychological research with transgender individuals.

**Pre-Reqs:** Sophomore standing, a course in PSYCH, and GEN&WS 102 or 103

## **COURSE OBJECTIVES AND LEARNING OUTCOMES**

Students will

1. become familiar with feminist criticisms of traditional psychology.
2. learn about current research and theory on the psychology of women and gender.
3. understand nonsexist research methods in psychology.
4. be empowered in the use of social science data -- whether to win an argument, to inform yourself, or to make a decision.
5. If you are a woman, understand yourself better. For everyone – cis/trans women, cis/trans men, non-binary people – understand gender experiences, including transgender experiences, better.

## **Grading**

Grades are assigned at the end of the semester based on points earned. There will be a total of 310 possible points, as follows: Exam 1 (50 points), Exam 2 (50 points); Exam 3 (50 points); Comprehensive Final Exam (100 points); paper (40 points); critical thinking paper (10 points) and quality of your discussion and contributions in class (10 points). The usual format for the hourly exams will be 35 multiple-choice and fill-in questions and 1 essay. Exams in this course serve at least two functions: they are a method for assessing how much you have learned so that you can receive an appropriate grade at the end of the semester; and testing itself boosts learning in a class (Yang et al., 2021).

Total points for the course will translate into letter grades as follows: 288 or more points = A; 276-287 points = AB; 257-275 points = B; 245-256 points = BC; 217-244 points = C; 186-216 points = D.

Graduate students: If you are a grad student taking this course for graduate credit, please see me. You will have a modification of your assignments as explained below.

No makeup exams will be given unless the professor has been emailed in advance of the exam and an acceptable written excuse is provided by the student. No exceptions will be made to this policy. Makeup exams will consist of 3 essay questions. Students who do not take an exam and do not meet the conditions for taking a makeup will receive 0 points for that exam.

### **Graduate Students**

If you are a graduate student at the University of Wisconsin—Madison taking this course for graduate credit, you will complete all of the requirements for the course and, in addition, you will read 6 primary-source journal articles and write a 1- to 2-page reaction paper on each. The list of the papers is at the end of the syllabus. One paper is due on Tuesday in each of weeks 3 (i.e., Sept. 21), 4 (i.e., Sept. 28), 6, 7, 10, and 13. We will meet during week 12 (i.e., the week of Nov. 23) to discuss the articles.

### **Diversity & Inclusion**

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

### **Ethics of Being a Student in the Department of Psychology**

The members of the faculty of the Department of Psychology at UW-Madison uphold the highest ethical standards of teaching and research. They expect their students to uphold the same standards of ethical conduct. By registering for this course, you are implicitly agreeing to conduct yourself with the utmost integrity throughout the semester.

In the Department of Psychology, acts of academic misconduct are taken very seriously. Such acts diminish the educational experience for all involved – students who commit the acts, classmates who would never consider engaging in such behaviors, and instructors. Academic misconduct includes, but is not limited to, cheating on assignments and exams, stealing exams, sabotaging the work of classmates, submitting fraudulent data, plagiarizing the work of classmates or published and/or online sources, acquiring previously written papers and submitting them (altered or unaltered) for course assignments, collaborating with classmates when such collaboration is not authorized, and assisting

fellow students in acts of misconduct. Students who have knowledge that classmates have engaged in academic misconduct should report this to the instructor.

### **Academic Integrity**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to [studentconduct.wiscweb.wisc.edu/academic-integrity/](http://studentconduct.wiscweb.wisc.edu/academic-integrity/).

### **The Use of Recorded Lectures**

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

### **Extra Credit: Take Action!**

You may earn up to 4 extra credit points by taking action on some issue related to this course. To obtain points, you must give me something that verifies your action, so just making a phone call won't be sufficient. For example, in one issue, *Reader's Digest* ran the following "joke": Police find a man in an apartment holding a 5-iron over a woman's lifeless body. When a detective asks the man how many times he hit her, the man replies, "I don't know. Five... maybe six... Put me down for five." The joke seems to imply that domestic violence is funny. If I emailed *Reader's Digest* to complain about their publishing the joke, that might have earned me 2 points. If, in addition, I organized a write-in campaign that resulted in dozens of people emailing the magazine, that might have earned 4 points. Or if, in addition to emailing the magazine, I also noted one of their prominent advertisers and wrote to the advertiser saying that I wouldn't buy their product anymore because they supported a magazine that did something so ghastly, that, too, might have earned 4 points.

The action must have something to do with this course; that is, it must have something to do with

women or gender issues. Emailing the Governor to protest corruption in State government, although an excellent thing to do, would not count for this extra credit opportunity.

Be creative! One year, a student led a protest march and provided photos of the event. Or you might find a blog post that contains inaccurate information and write a powerful, well-reasoned response to it.

You may use this extra credit option only once. You may turn it in any time. Earlier in the semester is better. The last day to turn it in is Tuesday, December 7. Please turn in a paper copy. The maximum number of points that you can earn from all sources of extra credit is 6 points.

### **Extra Credit: Wisconsin Symposium on Feminist Biology**

On Friday, October 8, GWS is hosting the Wisconsin Symposium on Feminist Biology. Here's the link to information and registration.

<https://crgw.gws.wisc.edu/wisconsin-symposium-on-feminist-biology/>

If you attend the symposium all morning (9 – 1) or all afternoon (1-5) on Friday, and turn in a 1- to 2-page paper on your favorite talk (summary and why you liked it), you can earn up to 4 points of extra credit. The headliner is Dr. Patricia Gowaty of UCLA, one of the founders of the field of feminist biology (along with our own Dr. Ruth Bleier). Her work is covered in Chapter 10 of the textbook. Papers are due Thursday, October 14, in class. [Note that there is a \$10 registration fee for students. That covers breakfast, lunch, and coffee breaks, so it's actually a good deal. If that amount is an obstacle for you, see me.] The maximum number of points that you can earn from all sources of extra credit is 6 points. One option is to attend both the morning and the afternoon and write 2 papers. Together, that would give you 6 extra credit points.

### **Complaints**

Occasionally, a student may have a complaint about a TA or course instructor. If that happens, you should feel free to discuss the matter directly with the TA or instructor. If the complaint is about the TA and you do not feel comfortable discussing it with them, you should discuss it with the course instructor. Complaints about mistakes in grading should be resolved with the TA and/or instructor in the great majority of cases. If the complaint is about the instructor (other than ordinary grading questions) and you do not feel comfortable discussing it with them, make an appointment to speak to the Associate Chair for Undergraduate Studies, Professor Tony Auger, [apauger@wisc.edu](mailto:apauger@wisc.edu).

If your complaint concerns sexual harassment, you may also take your complaint to Dr. Linnea Burk, Clinical Associate Professor and Director, Psychology Research and Training Clinic, Room 315 Psychology (262-9079; [burk@wisc.edu](mailto:burk@wisc.edu)).

If you have concerns about climate or bias in this class, or if you wish to report an incident of bias or hate that has occurred in class, you may contact the Chair of the Psychology Department Climate &

Diversity Committee, Professor Catherine Marler ([catherine.marler@wisc.edu](mailto:catherine.marler@wisc.edu)). You may also use the University's bias incident reporting system, which you can reach at the following link: <https://doso.students.wisc.edu/services/bias-reporting-process/>.

### **Concerns about Sexual Misconduct**

All students deserve to be safe and respected at UW-Madison. Unfortunately, we know that sexual and relationship violence do happen here. Free, confidential resources are available on and off campus for students impacted by sexual assault, sexual harassment, dating violence, and stalking (regardless of when the violence occurred). You don't have to label your experience to seek help. Friends of survivors can reach out for support too. A list of resources can be found at <https://www.uhs.wisc.edu/survivor-resources/>

If you wish to speak to someone in the Department of Psychology about your concerns, you may contact the Chair or any of the Associate Chairs (<https://psych.wisc.edu/people/staff-2/>). Please note that all of these individuals are Responsible Employees (<https://compliance.wisc.edu/titleix/mandatory-reporting/#responsible-employees>).

### **Accommodations Policy**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester (by September 19), or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations, as part of a student's educational record is confidential and protected under FERPA.

### **Masking Policy**

We will follow UW's policy on masking, which requires that masks be worn indoors by everyone because of the spread of the Delta variant of Covid-19. That means that we must all wear masks during class. Please observe this policy for your own health and out of kindness to other people around you.

### **Other Notices**

**Laptops** may be used in class only for purposes of taking notes on class material and only if approved by Dr. Hyde. See her to get on the Approved Laptop List. Cell phones and other similar devices may not be used. Please be sure to silence your cell phone before class. These rules are necessary so that we have an optimal learning environment for everyone in the class.

**Attendance** is required at all classes.

### **Land Acknowledgment**

The University of Wisconsin-Madison occupies ancestral Ho-Chunk land, a place their nation has called Teejop (day-JOPE) since time immemorial. In an 1832 treaty, the Ho-Chunk were forced to cede this territory. Decades of ethnic cleansing followed when both the federal and state government repeatedly, but unsuccessfully, sought to forcibly remove the Ho-Chunk from Wisconsin. This history of colonization informs our shared future of collaboration and innovation. Today, the UW-Madison respects the inherent sovereignty of the Ho-Chunk Nation, along with the eleven other First Nations of Wisconsin.

### **Course Evaluations**

UW-Madison uses a digital course evaluation survey tool called AEFIS. For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. Evaluations are anonymous and I do not see the results until after grades are turned in. Your feedback is important to me. I strongly encourage you to participate in the course evaluation.

## Critical Thinking: Evaluation of Websites

Due Tuesday, November 9, 9:30 a.m.

Maximum possible: 10 points

Submit through Canvas

The purpose of this exercise is to help you learn to search for accurate information on psychology of women and gender on the web.

1. About a week before the due date, you will be given an assignment sheet to fill out with the information you obtain. The assignment will ask for specific answers to questions and you will report the website where you found the answers.

2. Take a tutorial on evaluating websites and identifying fake news:

[https://mediaspace.wisc.edu/media/Identifying+Fake+News/1\\_30oihj1f/26292342](https://mediaspace.wisc.edu/media/Identifying+Fake+News/1_30oihj1f/26292342)

3. Some general tips – U.S. government websites are generally reliable. Examples include the National Institutes of Health (NIH), the Centers for Disease Control (CDC), the U.S. Department of Labor, and the National Science Foundation (NSF). However, this may vary under different presidential administrations. Scientific organizations such as the American Psychological Association (APA) also offer trustworthy information. Print newspapers (and their online versions) such as the *New York Times*, the *Washington Post*, and the *Los Angeles Times*, are generally highly regarded. Strong online news sources include the Huffington Post and Slate. If you find a good journalistic source, though, it should cite a better official or scientific source, so do the extra work, go to that source, and use it. Also, pay attention to the date of the information. For example, if we want to know the rate of unemployment among African American women, we don't want a source from 2002.

4. We will observe an honor system for this exercise. The work must be your own, individually. You may not work with others in the class or share your answers with others.

5. Do your best work on this exercise, but it should not take you 20 hours. You should be able to complete it in no more than 3-4 hours.

## Paper Assignment

DUE: Thursday, December 2, 9:30 a.m.  
Submit through Canvas.

The bookstores are loaded with popular psychology books about women and gender. Many of these are designed for a female audience and address "women's problems." Some of these books are great, whereas others are foolish, sexist, or both.

For this assignment, choose one of the following books:

Travers, Ann (2018). *The Trans Generation: How Trans Kids (and Their Parents) Are Creating a Gender Revolution*. New York: New York University Press.

Darby, Seyward (2020). *Sisters in Hate: American Women on the Front Lines of White Nationalism*. Boston: Little, Brown.

Write a 6- to 7-page paper (typed, double-spaced, 12-point font) analyzing the book you chose. The components of your paper should be as follows:

- (1) summary of the content and basic arguments of the book in approximately 2 pages. Be sure to give sufficient detail. There is more than one important point in each of these books.
- (2) a feminist analysis – Is this book feminist or antifeminist in its approach? Why? Document your points carefully from the book. Remember that a good feminist analysis should include consideration of issues of gender, race/ethnicity, class, and sexual orientation. Some books may be a mixture, containing some feminist and some nonfeminist elements.
- (3) a scientific analysis – Is this book good psychology or, more broadly, good social science? Are the research methods strong? Is it consistent with major, validated theory in general psychology or psychology of women and gender? Is it consistent with research evidence in psychology or other sciences? Does the author cite strong research evidence or theory?
- (4) Evaluation of the author's credentials – Does the person hold an advanced degree (e.g., Ph.D. or M.D.) in a relevant field (psychology, sociology, or psychiatry, not botany)? Does the author self-label as a feminist?

It is a good idea to read ahead in the EQH textbook or refresh your memory on chapters that are relevant to your paper. Do not search for or use published reviews of the book.

GRADING: The paper is worth 40 points. Of those, 4 points will be based on citations. You can earn 1 point by adding citations (with page numbers) to points in the EQH textbook that support your conclusions. Up to 3 additional points can be earned by adding other scholarly sources (books and scientific journal articles in psychology or other relevant disciplines) to support your arguments. Do

not use textbooks (other than the text for this course) for these sources. Do not use websites as sources. The best way to locate scholarly sources is to search using the PsycINFO or Web of Science databases, which are available online through UW Libraries.

### **Graduate Students: Additional Articles**

- Week 3:** Zentner, Marcel & Eagly, Alice H. (2015). A sociocultural framework for understanding partner preferences of women and men: Integration of concepts and evidence. *European Review of Social Psychology*, 26, 328-373. [This article is an update of Eagly's social role theory.]
- Week 4:** Moss-Racusin, Corinne & Rabasco, Helena (2018). Reducing gender identity bias through imagined inter-group contact. *Journal of Applied Social Psychology*, 48, 457-474.
- Week 6:** Conley, Terri D. (2011). Perceived proposer personality characteristics and gender differences in acceptance of casual sex offers. *Journal of Personality and Social Psychology*, 100, 309-329.
- Week 7:** Hyde, Janet S., et al. (2019). The future of sex and gender in psychology: Five challenges to the gender binary. *American Psychologist*, 74, 171-193.
- Week 10:** Salk, Rachel & Hyde, Janet S. (2012). Contemporary genetics for gender researchers: Not your grandma's genetics anymore. *Psychology of Women Quarterly*, 36, 395-410.
- Week 13:** Hyde, Janet S., & Mezulis, Amy H. (2019). Gender differences in depression: Biological, affective, cognitive, and sociocultural factors. *Harvard Review of Psychiatry* 28, 4-13.