



Society for the Teaching of Psychology (APA Division 2)

OFFICE OF TEACHING RESOURCES IN PSYCHOLOGY (OTRP)

Department of Psychology, Georgia Southern University, P. O. Box 8041, Statesboro, GA 30460-8041

**The Psychology of Women
Psychology 212
Fall 1999
TTH 1:25-2:40**

Dr. Rory O'Brien McElwee
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Office hours: M 1-3; F 1-2
W 9:30-11:30
and by appointment

Course Description:

We will examine a wide variety of psychological issues that specifically concern women. Topics will include the history of women in psychology, biases in research, status differences between the sexes, gender-typing, our culture's emphasis on gender differences, gender and the self-concept, sexism in the classroom, achievement-related behavior in women, psychological phenomena unique to women's experiences, and gender comparisons in social and personality psychology.

Course goals:

The discipline of psychology has historically had an androcentric view of human behavior, assuming that normal behavior can be identified through the study of male behavior and that female behavior is studied to determine how it differs from "the norm." This course will provide you with an alternative perspective, in which the study of human behavior is just that -- inclusive of all humans, and one in which women's distinctive experiences are not dismissed as unimportant or considered distorted because they do not fit the male norm. As such, my goals for you in this course are:

- to learn about psychological theories and research concerning women and gender
- to take the knowledge gained through this course and apply it to other courses you take in the psychology curriculum to determine if women's experiences are treated equitably there

- to recognize gender similarities as well as gender differences, and to appreciate multiple potential causes for those differences (e.g., biology, socialization)
- to develop a critical eye for the role of political and other belief systems as they operate in psychology (e.g., sexist biases in the research process)
- to develop a critical eye for sexist biases in American culture
- to appreciate the diversity among women along the lines of ethnicity, social class, etc.
- to understand the role of women in psychology's history as subjects of research as well as researchers and practitioners
- to connect the theories and ideas in this course to your own experiences
- to learn about psychology and women's experiences not only from the readings and from the instructor, but also through interactions with your colleagues

Readings:

- Hyde, J. S. (1996). Half the human experience: The psychology of women (5th ed.). Massachusetts: D. C. Heath.
- Packet of articles on reserve in Lipscomb Library.

Evaluation:

Class participation:

You are expected to come to class prepared to discuss all material assigned for that date. Given the discussion nature of this course, your preparation and involvement in each class meeting will be vital to both your own learning and the success of the course as a whole. As such, for each class meeting in which there is ample opportunity for participation, you will receive a grade for your contributions, using the following criteria as a guide:

- A insightful, active, informed participation
- B substantive, quality contributions that facilitate the discussion
- C relevant comments made
- D present but no contribution made, or irrelevant comments made
- F unexcused absence

You will receive feedback about your participation grade at midsemester; however, you are welcome to discuss your participation with me at any time.

Quizzes

Throughout the semester 11 quizzes will be given at the beginning of the class. The material covered will be from the day's assigned readings and will assess your understanding of terms, research, and topics covered from the assignment for that day. Your quiz grade will be the sum of your 10 highest quiz grades (that is, your lowest quiz grade will be dropped).

Critical Thinking Journals:

Eight times during the semester you will complete a short informal paper/journal entry in response to a question I will distribute to you. Some of these questions will ask you to, for example, interpret the results of a study in a sexist and nonsexist manner, or to apply a concept such as "feminism" to your own life or to American society, or to observe people's behavior (such as "aggression") and to report your findings. Please see the attached Guidelines for Critical Thinking Journals for more information.

Paper Assignment I: Research/Experience Paper and Presentation

Because our textbook and class time are necessarily limited in the breadth and depth of coverage, each student will pursue an area of interest in independent study. Each student will work with one other student on a project which involves several components: reading and interpreting journal articles, collecting and interpreting a small amount of data, writing a report, and presenting the report to the class. Please see the attached Guidelines for Papers and Presentations for more information.

Paper Assignment 2:

You will also write a second paper which will be on any topic you choose relating to the psychology of women. This is a more traditional research paper, approximately 6-8 pages long, which you will write alone (no partners for this assignment). It is expected that you will have no less than 8 references, at least half of which are journal articles. Although not required, you are encouraged to discuss your choice of topic with me beforehand.

Optional Participation in Research Projects:

Opportunities to serve as participants in student and faculty research projects may be available. These provide excellent opportunities to learn first-hand about the research process in psychology. To compensate you for participation that takes places outside of class time, you will be

awarded three points toward your final grade for any studies in which you participate.

Late Assignment/Missed Quiz Policy:

Please note that except for documented health or family emergencies, all quizzes must be taken at the time given and all work must be turned in on the dates listed here (unless explicitly changed by the instructor). In the interest of fairness for all students, make-up quizzes will not be given and late assignments will be subject to significant grade penalties except in cases of genuine and documented emergencies.

Honor Code Policy:

Please note that all exams and written assignments in this course are pledged work under the R-MWC honor code. I encourage you to study with other students in the class and to discuss with them course material. For the Research/Experience Paper, of course you may discuss the articles with your partner, but your written work (including the paper's organization) must be your work alone. For all papers, you may go to the writing center for assistance, and you may have someone who is not in this course proofread for you. Please consult with me prior to seeking or receiving any additional help with written work from others. Please note that it is a violation of the honor code in this course to look at quizzes from other offerings of this course, regardless of the instructor of the course. It is also a violation of the honor code to provide me with false information in order to obtain special consideration for an illness or personal problem. If you need clarification about how the honor code applies in this course, I will be happy to meet with you to discuss it.

The final grade will be computed as follows:

	<u>Weight</u>
Critical Thinking Journal	200 points
Quizzes	100 points
Class participation	100 points
Paper I: Paper and Presentation	200 points
Paper II	<u>100 points</u>
	700 points total

Final grades will be computed as a percentage of the possible points you earned:

A	93% or more	651-700 points
A-	90-92.9%	630-650 points
B+	87-89.9%	609-629 points
B	83-86.9%	581-608 points
B-	80-82.9%	560-580 points
C+	77-79.9%	539-559 points
C	73-76.9%	511-538 points
C-	70-72.9%	490-510 points
D+	67-69.9%	469-489 points
D	60-66.9%	420-468 points
F	59.9% or less	419 points or less

Expected Class Schedule

WEEK	DATE	TOPIC
READING		
1	T 8/31 Th 9/2	Introduction to the Course Introduction to the Psychology of Women Hyde ch 1, pp. 1-6; Fine & McPherson
2	T 9/7 Th 9/9	Sex Bias in the Research Process Hyde ch 1, pp. 7-24 Women in the History of Psychology Russo & Denmark
3	T 9/14 Th 9/16	Theoretical Perspectives on Gender Hyde ch 2, pp. 25-44 Theoretical Perspectives on Gender Hyde ch 2, pp. 44-74
4	T 9/21 Th 9/23	Gender Stereotypes & Differences Hyde ch 3, pp. 75-102 Gender Role Development Hyde ch 3, pp. 102-106; Gould
5	T 9/28 Th 9/30	Gender and Language Hyde ch 4; Hochman Development: Infancy through Adolescence Hyde ch 5 pp. 129-143
6	T 10/5 Th 10/7	Development: Adulthood Hyde ch 5 pp. 143-155; LeGuin; Healy Abilities, Achievements, and Motivation Hyde ch 6
7	T 10/12 Th 10/14	Women and Work Hyde ch 7 pp. 183-201 Work and Family Issues Hyde ch 7 pp. 201-209; Bem

- 8 T 10/19 FALL BREAK
 Th 10/21 Issues Regarding Women of Color
 Hyde ch 8
- 9 T 10/26 Biological Influences on Women's Behavior
 Hyde ch 9
 Th 10/28 Women's Health Issues
 Hyde ch 10, pp. 253-273
- 10 T 11/2 Women's Health Issues: Reproduction
 Hyde ch 10, pp. 274-289
 Th 11/4 Sexuality
 Hyde ch 11; Christina; D'Aaran
- 11 T 11/9 Lesbian and Bisexual Women: Stereotypes & Culture
 Hyde ch 12, pp. 317-328
 Th 11/11 Causes of Sexual Orientation
 Hyde ch 12, pp. 328-341
- 12 T 11/16 Victimization of Women: Rape & Battery
 Hyde ch 13, pp. 343-360; Warshaw; Unknown
 Th 11/18 Victimization of Women: Sexual Harassment
 Hyde ch 13, pp. 360-372
- 13 T 11/23 Mental Health Issues
 Hyde ch 14, pp. 373-389; Walker
 Th 11/25 THANKSGIVING BREAK
- 14 T 11/30 Mental Health Issues: Therapy
 Hyde ch 14, pp. 389-405
 Th 12/2 The Psychology of Men
 Hyde ch 15
- 15 T 12/7 Toward the Future of the Psychology of Women
 Hyde ch 16
 Th 12/9 Course Wrap-Up Day
 F 12/10 Paper Assignment #2 due by 4:00 at my office

SUPPLEMENTARY READING LIST

- Bem, D. (1987, Fall). A consumer's guide to dual-career marriages. ILR Report, 25(1), 10-12.
- Christina, G. (1992). Are we having sex yet? (pp. 145-148). In M. Crawford & R. Unger (Eds.). (1997). In our own words: Readings on the psychology of women and gender. New York: McGraw-Hill.
- D'Aaran, T. (1992). I'm a hooker: Every woman's profession (pp. 380-382). In A. Minas (Ed.). (1993) Gender basics: Feminist perspectives on women and men. Belmont, California: Wadsworth.
- Fine, M., & McPherson, P. (1992). Over dinner: Feminism and adolescent female bodies (pp. 74-94). In M. Crawford & R. Unger (Eds.). (1997). In our own words: Readings on the psychology of women and gender. New York: McGraw-Hill.
- Gould, L. (1972). X: A fabulous child's story (pp. 251-257). In A. H. Halberstadt & S. L. Ellyson (Eds.). (1990). Social psychology readings: A century of research. New York: McGraw-Hill.
- Healy, S. (1993). Confronting ageism: A MUST for mental health (pp. 368-376). In M. Crawford & R. Unger (Eds.). (1997). In our own words: Readings on the psychology of women and gender. New York: McGraw-Hill.
- Hochman, A. (1998). What we call each other. In D. L. Anselmi & A. L. Law (Eds.). Questions of gender: Perspectives and paradoxes. Boston: McGraw-Hill.
- LeGuin, U. (1976). The space crone (pp. 364-367). In M. Crawford & R. Unger (Eds.). (1997). In our own words: Readings on the psychology of women and gender. New York: McGraw-Hill.

- Steinem, G. (1978). If men could menstruate (pp. 131-132). In M. Crawford & R. Unger (Eds.). (1997). In our own words: Readings on the psychology of women and gender. New York: McGraw-Hill.
- Russo, N. F., & Denmark, F. L. (1987). Contributions of women to psychology. In J. S. Bohan. (1992). Re-placing women in psychology: Readings toward a more inclusive history. Iowa: Kendall/Hunt.
- Unknown. "The rape" of Mr. Smith (pp. 129-130). In M. Crawford & R. Unger (Eds.). (1997). In our own words: Readings on the psychology of women and gender. New York: McGraw- Hill.
- Walker, A. (1983). Beauty: When the other dancer is the self (pp. 384-393). In In search of our mother's gardens. San Diego: Harcourt Brace Jovanovich.
- Warshaw, R. (1988). I never called it rape: The Ms. report on recognizing, fighting, and surviving date and acquaintance rape. (pp. 1-26; 83-98; 151-160).

These articles are on reserve in Lipscomb Library.

Psychology 212: The Psychology of Women / McElwee
Fall 1999

Guidelines for Journals/Critical Thinking Assignments

What is a journal and what do I do with it?

In a journal, you record your thoughts and develop ideas about the course material. In terms of formality and objectivity, it falls between a diary and a class notebook: it is not only about you, nor only about the course material, but about your experience of the course material. *Above all, it shows evidence of your critical thinking about course material.* Some quotes on the purpose of journals:

“The journal forms a bridge between writing done to increase the student’s own understanding of the topic and writing done to convey that understanding to others.” (Carden, P. (1984). *Designing a course*. In F. V. Bogel & K. K. Gottschalk (Eds.). Teaching prose. New York: Norton. p. 36)

“Each journal entry is a deliberate exercise in expansion: ‘How far can I take this idea? How accurately can I describe or explain it? How can I make it make sense to me?’” (Fulwiler, T. (1987). Teaching with writing. New Hampshire: Heinemann Educational Books. p. 16)

To translate this abstract description of what a journal is into concrete application in this course, here are guidelines for keeping your journal:

Eight times during the semester, you will receive a question to address in your journal (or will be instructed to make up your own). These questions will encourage you to think deeply and critically about course material. For example, you might be asked to describe what feminism means to you and its role in your life, what it means to be at a woman’s college in relation to research on women’s achievement, how children can be raised in a nonsexist manner, how the effect of gender needs to be understood in the context of ethnicity and other social variables, etc. These are not tests; there is never a single “right” or “wrong” answer to a question. In evaluating your journal, I will look for evidence of thinking critically, creatively, and originally, as well as integration of material from the readings and class meetings.

Format and Grading for the journal:

Your answers should be typed, approximately two or three pages double-spaced, with ample room at the margins for my comments. Please use plain, stapled paper (no folders or covers).

Remember that these are not formal papers -- no references are needed, you should feel free to use the first person ("I think" etc.), don't fret over perfect sentence structure, etc. They are to be your personal explorations of the course material, not term papers.

The due date for each entry will be listed on each handout. Papers are due in class on that date. Late papers will receive significant grade penalties. Your answers will be graded as follows: For each answer, you will receive from 1 (poor: minimal effort, regurgitation of readings) to 25 points (excellent: much evidence of critical thought, creativity, and effort). Grades over the 8 entries will be summed to yield one score, which is added to your course point total.

Psychology 212: The Psychology of Women / McElwee
Fall 1999

Guidelines for Paper Assignment #1: Research/Experience Paper and Presentation

Because our textbook and class time are necessarily limited in the breadth and depth of coverage, each student will pursue an area of interest in independent study. Each student will work with one other student on a project which involves several components: reading and interpreting journal articles, collecting and interpreting a small amount of data, writing a report, and presenting the report to the class.

This assignment has four main aims. First, students will gain experience reading and reporting on primary source material (journal articles). Second, students will gain experience applying psychological research to the world around them and actually collecting and interpreting their own data. Third, the class as a whole will gain exposure to a broader and/or deeper coverage of topics in the psychology of women than the text alone provides. Fourth, this assignment will contribute to a classroom climate in which students learn from one another as well as from the readings and the instructor.

Selecting a topic:

Below is a list of topics covered in this course. Each student will identify her top five preferences for topics (turn this in by the end of the first week of class). Whenever possible, I will assign each student to one of these preferred topics. I will also assign you a partner with compatible interests. (NOTE: If you have a strong preference for working alone, note that on the form when you turn it in.) In selecting your preferences, you may want to consider the timing in the semester of when we will be discussing that topic (see attached class schedule); note, however, that these tentative dates may change. I will inform you of your topic and tentative presentation date by Tuesday of the second week of classes. If you know of a specific topic you would like to pursue that is not on the list, I will work with you to see if we can devise an appropriate project. You will receive a detailed handout of how to conduct your project several weeks prior to its due date.

The assignment:

Each pair of students will be given a general topic for the paper and presentation. You will receive one reference to a relevant journal article and a

question to address which will require you to collect a small amount of data (such as by studying magazine ads or music videos, by asking people some questions, or by observing people's behavior, for example). Your task will be to find **at least four more journal articles** related to your topic and to integrate the information in those with the information in the assigned article and with the data you collect on your own. To select the additional journal articles, I suggest you begin by reading the one assigned article and the relevant chapter in your text to get an overview of the general topic. Then, consult PsychFirst (the computerized data base of articles), the references section in the article and in your text and other psychology of women texts in the library, other texts you have that report information about gender, and/or me. The quality and appropriateness of the articles you choose will determine the value of the assignment for you as well as for your classmates.

Keep in mind that the other articles you choose do not have to address *exactly* the same issue. For example, if you choose the topic "women's therapy seeking," the assigned article addresses women who seek help for premenstrual syndrome. For your other articles, you might choose studies of women who seek help for depression, or gender comparisons of the type of therapists people choose, etc. Choose articles that relate to the overall topic but are interesting to *you*. As always, I will be available for consultation whenever you need help.

*** I strongly recommend that you choose your articles immediately, even if your presentation is months away, because interlibrary loans can take a long time. ***

After reading the articles and discussing them with your partner, you have three tasks to complete:

(1) Collecting the data. The experiential portion of the project is usually a replication of the study reported in the assigned journal article (though not always -- be sure to read all instructions carefully). If your data collection requires you to ask people questions, certain ethical guidelines must be strictly observed.

1. Tell your participants that you wish to ask them some questions for your project for your psychology course.
2. Do not ask anything other than what is on your assignment. I have screened all of those questions for appropriateness.

3. Inform your participants that they do not have to answer any question they do not wish to; that they do not need to participate at all if they do not wish to; and that they may end their participation at any time without penalty.
4. You absolutely must guard their confidentiality. Do NOT tell ANYONE who you interviewed; report data only in its aggregate form (that is, everyone's together, no one's separately).
5. When possible, make their responses anonymous. This is relatively easy with a questionnaire, obviously impossible with a face-to-face interview.
6. When you have finished with a participant, you must debrief him or her. Tell him or her what you are studying more specifically, and offer to share your results with him or her when you are finished. Be sure to answer any questions the participant has; feel free to refer anyone who has further questions to me. The debriefing is important because it provides an opportunity for the participant to learn about psychology as well as shows them respect and your appreciation for taking their time to help you.

Then, follow the directions on your assignment for analyzing/interpreting your data. As we will discuss in class, the exercise of collecting and interpreting data is for the educational purposes of gaining some experience with these skills and for bringing the material in your articles and text to life. These exercises do not constitute scientific studies and as such, your conclusions from your projects need to reflect that.

(2) Writing the paper: Although the data collection and presentation are done in pairs, each student will independently write her own paper. Partners may use the same five (or more) articles if they wish, but they are not required to. Most of the paper is written like any other research paper; be sure you have a main thesis and supporting points, as well as a clear introduction and conclusion. Keep in mind that all papers, even research papers, need to take a point of view and support it; this paper should not just be a "book report." Be sure your reporting of the previous research includes, for each article, the main hypotheses tested, the basic methodology (what did the participants do?), the important/relevant results, and the authors' and your own interpretations of the importance of these findings. Be sure to critique the articles, that is, to think critically about the authors' claims, assumptions, and biases. Is there evidence of sex bias in any step of the research? Is any political orientation apparent, and might this influence the researchers' work?

However, because of the experiential component of the project, this paper is a bit different than most other research papers you have written so far. There are several possible ways to integrate the experiential portion into the research paper. You may want to describe your own mini-study and then discuss the results in light of the findings in your five (or more) other articles. Or, you may discuss the topic, summarizing and analyzing the five articles, and then describe how your own data fit in with the previous research. Or, you may want to take another approach entirely.

Be sure to use a professional style of writing throughout the paper. I prefer APA style, but you do not need to use it -- but please be sure that your citation style is consistent throughout the paper. *Be very careful that you do not inadvertently plagiarize your research articles!* You must use your own words to describe the previous research. Additionally, avoid quotes -- I want to read your words, not the authors'. Please turn in only plain, stapled paper (no report covers, etc.). The paper is due at class time on the day of your presentation; however, I strongly recommend that you complete your paper a few days prior to that date to allow you sufficient time to work on the presentation.

(3) Oral Report: You and your partner will summarize your project for the class in a 20-minute presentation. Some tips to help you prepare:

- Keep in mind that your classmates will have read some information on your topic in their text, so they will have a general understanding of the topic but will not know about your specific subject matter. Please avoid retelling students what is in the textbook; assume they have prepared for class or you will spend too much time on background information and not enough on the new information you learned.
- Practice your presentation until it is smooth and professional; avoid reading directly from your notes or flipping through papers as much as possible.
- Provide a handout to the class which will help their understanding of the organization of your presentation.
- The content of your presentation should include both the literature review and the experiential/data collection parts of the project. *View this as an opportunity to educate your classmates about a topic that you know more about than anyone else in the class.* Be sure to share not just the views of the authors of your articles but also your own interpretations and analysis.

Evaluation of this project: The paper and oral report will be evaluated independently of each other. It is expected that partners will receive the same grade on the presentation component; however, if there are obvious discrepancies in preparedness, the grades will differ. Oral reports will be evaluated by your classmates as well as by me; your oral report grade will be a combination of your classmates' views and my own. In evaluating both components I will look for clarity of presentation of ideas, organization of paper/presentation, professionalism, understanding and explanation of the articles and of your data, their relation to the topic as a whole, and to the themes of the course as a whole.

TOPIC	TENTATIVE DATE
<u>DATA TYPE</u>	
A. Moral Reasoning interview/questionnaire	Sept. 16
<p>Ford, M. R., & Lowery, C. R. (1986). Gender differences in moral reasoning: A comparison of the use of justice and care orientations. <u>Journal of Personality and Social Psychology</u>, 50, 777-783.</p>	
B. Children's Activity Levels observation	Sept. 21
<p>Eaton, W. O., & Enns, L. R. (1986). Sex differences in human motor activity level. <u>Psychological Bulletin</u>, 100, 19-28.</p>	
C. Nonverbal Behavior interview/questionnaire	Sept. 21
<p>Swim, J. K. (1994). Perceived versus meta-analytic effect sizes: An assessment of the accuracy of gender stereotypes. <u>Journal of Personality and Social Psychology</u>, 66, 21-36.</p>	
D. Sexism in Language questionnaire	Sept. 28
<p>Moulton, J. R., Robinson, G. M., & Elias, C. (1978). Sex bias in language use: "Neutral" pronouns that aren't. <u>American Psychologist</u>, 33, 1032-1036.</p>	
E. Gender Stereotyping in Infancy content analysis of cards	Sept. 30
<p>Bridges, J. S. (1993). Pink or blue: Gender-stereotypic perceptions of infants as conveyed by birth congratulations cards. <u>Psychology of Women Quarterly</u>, 17, 193-205.</p>	
F. Friendship interview/questionnaire	Oct. 5

Elkins, L. E., & Peterson, C. (1993). Gender differences in best friendships. Sex Roles, 29, 497-508.

G. Computer Use Oct. 7
interview/questionnaire

Shashaani, L. (1994). Gender differences in computer experiences and its influence on computer attitudes. Journal of Educational Computing Research, 11, 347-367.

H. Perceived Differences in Cognitive Abilities Oct. 7
interview/questionnaire

Swim, J. K. (1994). Perceived versus meta-analytic effect sizes: An assessment of the accuracy of gender stereotypes. Journal of Personality and Social Psychology, 66, 21-36.

I. Women at work Oct. 12
content analysis of magazine ads

Drogosz, L. M., & Levy, P. E. (1996). Another look at the effects of appearance, gender, and job type on performance-based decisions. Psychology of Women Quarterly, 20, 437-445.

J. Division of Labor in the Home Oct. 14
interview/questionnaire

Gunter, N. C., & Gunter, B. G. (1990). Domestic division of labor among working couples: Does androgyny make a difference? Psychology of Women Quarterly, 14, 355-370.

K. Media's Portrayal of Race Oct. 21
content analysis of magazine ads

Plous, S., & Neptune, D. (1997). Racial and gender biases in magazine advertising. Psychology of Women Quarterly, 21, 627-644.

L. Pregnancy Nov. 2
interview/questionnaire

Q. Therapy-Seeking
interview/questionnaire

Nov. 30

Hunter, M. S., Swann, C, & Ussher, J. M. (1995). Seeking help for premenstrual syndrome: Women's self-reports and treatment preferences. Sexual and Marital Therapy, 10, 253-262.

R. Psychology of Men
interview/questionnaire

Dec. 2

Silverstein, L. B. (1996). Fathering is a feminist issue. Psychology of Women Quarterly, 20, 3-37.

Name: _____ Phone: _____

Topic Preferences for Paper Assignment I: Research/Experience Paper and Presentation:

	TOPIC LETTER	TOPIC NAME
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

turn this in by Friday, September 3

TOPIC	DATE	DATA TYPE
SOURCE		
or choose your own and I'll help devise an appropriate project		
Moral Reasoning interview/questionnaire	Feb. 12 rick. p. 63	
Ford, M. R., & Lowery, C. R. (1986). Gender differences in moral reasoning: A comparison of the use of justice and care orientations. <u>Journal of Personality and Social Psychology</u> , 50, 777-783.		
Sexist Language (the "generic he") rick. p. 81	Feb. 17	questionnaire
Moulton, J. R., Robinson, G. M., & Elias, C. (1978). Sex bias in language use: "Neutral" pronouns that aren't. <u>American Psychologist</u> , 33, 1032-1036.		
Perceived Diff. in Nonverbal Bhvr interview/questionnaire	Feb. 17 rick. p. 91	
Swim, J. K. (1994). Perceived versus meta-analytic effect sizes: An assessment of the accuracy of gender stereotypes. <u>Journal of Personality and Social Psychology</u> , 66, 21-36.		
Gender Stereotyping in Infancy rick. p. 99	Feb. 19	content analysis of cards
Bridges, J. S. (1993). Pink or blue: Gender-stereotypic perceptions of infants as conveyed by birth congratulations cards. <u>Psychology of Women Quarterly</u> , 17, 193-205.		
Children's Activity Levels rick. p. 49	Feb. 19	observation
Eaton, W. O., & Enns, L. R. (1986). Sex differences in human motor activity level. <u>Psychological Bulletin</u> , 100, 19-28.		

Friendship Feb. 24 interview/questionnaire
rick. p. 207

Elkins, L. E., & Peterson, C. (1993). Gender differences in best friendships. Sex Roles, 29, 497-508.

Computer Use Feb. 26 interview/questionnaire
rick. p. 137

Shashaani, L. (1994). Gender differences in computer experiences and its influence on computer attitudes. Journal of Educational Computing Research, 11, 347-367.

Perceived Diff's in Cognitive Abilities Feb. 26
interview/questionnaire rick. p. 125

Swim, J. K. (1994). Perceived versus meta-analytic effect sizes: An assessment of the accuracy of gender stereotypes. Journal of Personality and Social Psychology, 66, 21-36.

Women at work March 3 content analysis of
magazine ads me

have students evaluate magazine ads from trade magazines (like computer journals); number/status of women who are portrayed versus number/status of men; women in professional roles versus support roles

Drogosz, L. M., & Levy, P. E. (1996). Another look at the effects of appearance, gender, and job type on performance-based decisions. Psychology of Women Quarterly, 20, 437-445.

Division of Labor in the Home March 5
interview/questionnaire rick. p. 223

Gunter, N. C., & Gunter, B. G. (1990). Domestic division of labor among working couples: Does androgyny make a difference? Psychology of Women Quarterly, 14, 355-370.

Race and Mental Health Research March 17 interview/questionnaire
me

?????????

Carr, J. G., Gilroy, F. D., & Sherman, M. F. (1996). Silencing the self and depression among women: The moderating role of race. Psychology of Women Quarterly, 20, 375-392.

Media's portrayal of Race March 17 content analysis of
magazine ads me

have students analyze magazine ads from magazines aimed at white women versus black women versus white men versus black men. Can do a count of who's portrayed as well as status.

Plous, S., & Neptune, D. (1997). Racial and gender biases in magazine advertising. Psychology of Women Quarterly, 21, 627-644.

Pregnancy March 26 interview/questionnaire me

have students ask people to list attributes of pregnant and nonpregnant women; perhaps married and unmarried; see how they rate into categories of strength/weakness; stable/unstable; attractive/unattractive

Striegel-Moore, R. H., Goldman, S. L., Garvin, V., & Rodin, J. (1996). A prospective study of somatic and emotional symptoms of pregnancy. Psychology of Women Quarterly, 20, 393-408.

Analyzing Personal Ads April 7 content analysis of
ads rick. p. 213

Gonzales, M. H., & Meyers, S. A. (1993). "Your mother would like me:" Self-presentation in the personal ads of heterosexual and homosexual men and women. Personality and Social Psychology Bulletin, 19, 131-142.

Lesbian and Bisexual Relationships April 7
interview/questionnaire me

have students do a semi-replication of the study described in the article; participants read a vignette of a student's relationship, vary the gender of the partner and measure attitudes toward the student

Spalding, L. R., & Peplau, L. A. (1997). The unfaithful lover: Heterosexuals' perceptions of bisexuals and their relationships. Psychology of Women Quarterly, 21, 611-625.

Sex and Aggression in Music Videos April 16 content analysis of videos rick. p. 201

Sommers-Flanagan, R., Sommers-Flanagan, J., & Davis, B. (1993). What's happening on music television? A gender role content analysis. Sex Roles, 11/12, 745-753.

Women's Body Image April 21
interview/questionnaire

have students ask women and men their current weight and ideal weight; compare with recommended weight charts; compute BMI

Lamb, C. S., Jackson, L. A., Cassidy, P. B., & Priest, D. J. (1993). Body figure preferences of men and women: A comparison of two generations. Sex Roles, 28, 345-358.

Therapy-Seeking April 23
interview/questionnaire

have students present a vignette of someone who goes to therapy; vary the gender; ask Ss to rate him/her on traits such as weakness, resourcefulness, severity of mental illness, respectability

Hunter, M. S., Swann, C., & Ussher, J. M. (1995). Seeking help for premenstrual syndrome: Women's self-reports and treatment preferences. Sexual and Marital Therapy, 10, 253-262.

Fathering
rick., p. 257

April 28

interview/questionnaire

Silverstein, L. B. (1996). Fathering is a feminist issue. Psychology of Women Quarterly, 20, 3-37.

journal question ideas:

find a journal article from 97 or 98 which looks at gender diffs; evaluate the question and interpretation of findings for sex bias

define feminism and apply it to your life and to American society. How are feminists viewed? are you one? why or why not? who would you want to hide your status from and why?

at end of semester: how has your view of feminism changed?