

**Psychology 40F: Introduction to Feminist Psychology Research
UCSC Spring 2014**

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Course Description:

Psychology's recent history has shifted some focus toward feminist issues. The University of California, Santa Cruz has an extraordinary amount of researchers who study topics in feminist psychology. This course will introduce students to different feminist topics supplemented with research that has been or is currently being researched in the psychology department at UCSC.

Feminist Psychology incorporates feminist theory and ideology with methods of psychological research. This course surveys several topics of feminist psychology including: gender differences, women in the workplace, sexuality, identity, sexual objectification, sexual aggression, transnational feminism, classism, and racism. Topics discussed from the course will be complemented by current research at UCSC in the psychology dept. Each week students will read about the topic from an outside feminist perspective and from the perspective of the research by UCSC faculty.

Course Goals:

Students will

- Understand different topics in feminist psychology.
- Be familiar with feminist research in the psychology department at UCSC
- Be able to integrate different feminist topics, and develop a research question or series of research questions at the intersection of two or more topics.
- Understand the different ways to get involved in research on campus.

Course Requirements:

Participation and Attendance (Accounts for 40% of student's grade)

Attendance and participation are mandatory. This course serves as a seminar and is therefore focused on small group discussion. Students must come prepared to class, having read the material and ready to discuss the readings in detail. Because of the size of the class, attendance is crucial to discussion. While all students are encouraged to contribute to discussion, participation looks differently to individuals. Participation includes active listening as well as

active speaking, and students should work to create an environment which fosters learning. For this reason, use of social media during discussion time detracts from individuals' participation.

Specifically, students will be asked to prepare **three discussion questions** prior to class. Students will have read different articles and are asked to be able to summarize the article they read and provide questions to integrate discussion from their specific reading and the topic in general.

Term Papers (Accounts for 60% of student's grade)

Students will be required to write two mini (4-5 pages) 'research proposals'. Proposals will need to connect themes from different sections of the course. Students may choose any two or three topics from any readings covered in the class until that point. For the first paper, students are required to choose topics from weeks one through six. For the second paper, students are required to choose at least one topic from the second half of the course and one from any point in the course. Proposals must contain an analysis of the readings from the course, while integrating readings from the suggested reading list. Students will talk about the intersections between the two topics, and consider potential research questions. Proposals are intended to encourage students to see the connections between faculty research and introduce them to making research questions.

These mini proposals are intended to facilitate students to think about connections between topics in the course and brainstorm research questions from the information in the readings and discussion. These papers are not complete research proposals but reflect some of the writing characteristic of research proposals. In these papers, students will set the context for the integration of the readings from class, provide some summary and analysis of the readings, then suggest possible research directions based on the material they have read. Students are not required to include a *Methods* section. Students will be provided more information about the papers in class.

Tips for Success

To enrich their experience, students are encouraged to visit office hours of the professors whose research they are interested in. During meetings with professors, students can ask questions for deeper understanding of the material and also ask for advice as they formulate research questions. As students begin to engage with faculty, they can start to think about research opportunities or future projects they can do as undergraduates. If a student wishes to speak with a professor during office hours, the student is encouraged to email the professor beforehand.

Students are also encouraged to connect themes from the course to their personal lives. Many researchers find inspiration from their personal lives to create innovative and impactful research. Students who are able to make connections with their personal lives may also begin to understand the material at a deeper level.

If students find themselves interested in a certain topic, they are encouraged to do further

research. Students will learn about the database, PsychINFO, in class. Students are especially encouraged to research topics which they intend to do a research proposal.

If students have personal matters which interfere with their participation in the course, they are advised to talk with the student facilitator, Veronica Hamilton, or the faculty advisor, Shelly Grabe, for alternative options or additional support.

Course Readings:

The readings from this course will be available in the course reader. Readings for each class are expected to be completed prior to class in order to facilitate richer discussion and to aid in writing the two term papers. Class discussions are intended to add supplemental support for the readings and engage students to make connections beyond the material provided in the course.

Academic Integrity

From UCSC Registrar:

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree.

All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

Weekly Reading Schedule and Paper Due Dates

Week 1: April 1 and 3

What is feminism, psychology, and research?

- Tuesday
 - Introduction
- Thursday
 - Selections from hooks, b. (2000). *Feminism is for Everybody*. Cambridge: South End Press.

Week 2: April 8 and 10

What is Research? (Callanan)

- Tuesday
 - Selections from APA Manual
 - Crowley, K., Callanan, M. A., Tenenbaum, H. R., & Allen, E. (2001). Parents explain more often to boys than to girls during shared scientific thinking. *Psychological Science*, 12(3), 258-261.
- Thursday
 - **Find your own article via PsycINFO and complete 1-page write up.**

Week 3: April 15 and 17

Gender Similarities and Socialization (Leaper)

- Tuesday
 - Leaper, C., & Bigler, R. S. (2011). Gender. (pp. 289-315) Guilford Press, New York, NY.
- Thursday
 - Fine, C. (2010). *Delusions of gender: How our minds, society, and neurosexism create difference* (pp. 3-13) New York: W. W. Norton.
 - Stewart, A. J., & McDermott, C. (2004). Gender in psychology. *Annual Review of Psychology*, 55, 519-544.

Week 3: April 22 and 24

Women in the Workplace (Crosby and Langhout)

- Tuesday
 - Crosby, F. J. (1991). *Juggling: The unexpected advantages of balancing career and home for women and their families* (pp. 1-19) New York : Toronto: Free Press.
 - Crosby, F. J., Iyer, A., Clayton, S., & Downing, R. A. (2003). Affirmative action: Psychological data and the policy debates. *American Psychologist*, 58(2), 93-115.
- Thursday
 - Lugo-Lugo, C. R. (2012) A prostitute, a servant, and a customer service representative. In *Presumed Incompetent* (pp 40-49). Boulder, Colorado: University Press of Colorado.
 - Buchanan, N. T., Settles, I. H., & Langhout, R. D. (2007). Black women's coping styles, psychological well-being, and work-related outcomes following sexual harassment. *Black Women, Gender & Families*, 1(2), 100-120.

Week 4: April 29 and May 1

Intersection of Gender and Class (Bullock and Langhout)

- Tuesday
 - Lott, B., & Bullock, H. E. (2007). *Psychology and economic injustice: Personal, professional, and political intersections* (pp. 21-32). American Psychological Association, Washington, DC.
- Thursday
 - Smith, L. (2005). Psychotherapy, classism, and the poor: Conspicuous by their absence. *American Psychologist*, 60(7), 687-696.
 - Bullock, H. E., & Limbert, W. M. (2003). Scaling the Socioeconomic Ladder: Low-Income Women's Perceptions of Class Status and Opportunity. *Journal of Social Issues*, 59(4), 693-709.
 - Langhout, R. D., Rosselli, F., & Feinstein, J. (2007). Assessing classism in academic settings. *The Review of Higher Education*, 30(2), 145-184.

Week 5: May 6 and 8

Intersection of Gender and Race (White and Hurtado)

- Tuesday
 - Selection from: Landrine, H., & Russo, N. F. (2010). *Handbook of diversity in feminist psychology*. Springer.
 - White, A. M. (2008). *Ain't I a feminist?: African American men speak out on fatherhood, friendship, forgiveness, and freedom*. Albany: State University of New York Press, Albany.
- Thursday
 - Nash, J. C. (2008). Re-thinking intersectionality. *Feminist review*, 89(1), 1-15.
 - Hurtado, A., & Sinha, M. (2008). More than men: Latino feminist masculinities and intersectionality. *Sex Roles*, 59(5-6), 337-349.

Week 6: May 13 and 15

Sexual Objectification/ Sexualization (Zurbriggen)

- Tuesday (**Paper 1 is due**)
 - Roberts, T., & Zurbriggen, E. L. (2013). The problem of sexualization: What is it and how does it happen? (pp. 3-21) Oxford University Press, New York, NY.
 - American Psychological Association Task Force on the Sexualization of Girls. (2007). *Report of the Task Force on the Sexualization of Girls*. Washington, DC
- Thursday
 - Lerum, K., & Dworkin, S. L. (2009). "Bad girls rule": An interdisciplinary feminist commentary on the report of the APA task force on the sexualization of girls. *Journal of Sex Research*, 46(4), 250-263.
 - Loughnan, S., Pina, A., Vasquez, E. A., & Puvia, E. (2013). Sexual objectification increases rape victim blame and decreases perceived suffering. *Psychology of*

Women Quarterly, 37(4), 455-461.

Week 7: May 20 and 22

Sexual Aggression (White and Zurbriggen)

- Tuesday
 - Rutherford, A. (2011). Sexual violence against women: Putting rape research in context. *Psychology of Women Quarterly*, 35(2), 342-347.
- Thursday
 - White, A. M., Strube, M. J., & Fisher, S. (1998). A black feminist model of rape myth acceptance: Implications for research and antirape advocacy in black communities. *Psychology of Women Quarterly*, 22(2), 157-175.
 - White, A. M. (2001). I am because we are: Combined race and gender political consciousness among african american women and men anti-rape activists. *Women's Studies International Forum*, 24(1), 11-24.
 - Zurbriggen, E. L. (2000). Social motives and cognitive power–sex associations: Predictors of aggressive sexual behavior. *Journal of personality and social psychology*, 78(3), 559.

Week 8: May 27 and 29

Transnational Feminism (Grabe)

- Tuesday
 - Silko, L. M. (1996). *Border Patrol State In Yellow woman and a beauty of the spirit: Essays on Native American life today*. New York: Simon & Schuster.
 - “La Migra” poem by Pat Mora
 - Mendoza, B. (2002). Transnational feminisms in question. *Feminist Theory*, 3(3), 295-314.
- Thursday
 - Grabe, S. (2010). Promoting gender equality: The role of ideology, power, and control in the link between land ownership and violence in Nicaragua. *Analyses of Social Issues and Public Policy*, 10, 146-170.
 - Grabe, S. (2010). Invited chapter: Women’s human rights and empowerment in a transnational, globalized context: What’s Psychology got to do with it? In M. A. Paludi (Ed.), *Feminism and Women's Rights Worldwide*. (pp. 17-46). Westport, CT. Praeger Publishers/Greenwood Publishing Group

Week 10: June 3 and 5

Sexuality (Hammack)

- Tuesday
 - Hammack, P. L., Mayers, L., & Windell, E. P. (2013). Narrative, psychology and

the politics of sexual identity in the United States: from 'sickness' to 'species' to 'subject'. *Psychology & Sexuality*, 4(3), 219-243.

- Thursday
 - Harris, L. A. (1996). Queer black feminism: The pleasure principle. *Feminist Review*, 3-30.
 - Pharr, S. (1988). *Homophobia: A weapon of sexism*. Inverness, CA: Chardon Press.
 - Cohler, B.J. & Hammack, P.L. (2009) *Lives, times and narrative engagement: Multiplicity and meaning in sexual lives*. From *The story of sexual identity: Narrative perspectives on the gay and lesbian life course*. New York : Oxford University Press

Paper 2 is due during finals week