



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

School of Humanities, Arts & Cultural Studies

College/School New College of Interdisciplinary Arts and Sciences Department
Prefix WST Number 385 Title Psychology of Gender Units: 3
Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials N/A (Required)

Course description: Examines, from a psychological perspective, the similarities and differences in beliefs, attitudes, and behaviors of women and men.

Requested designation:

Mandatory Review: No

Cultural Diversity in the United States-C

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Breanne Fahs E-mail breanne.fahs@asu.edu Phone (602)543-3313

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Louis Mendoza Date: 9/14/2016

Chair/Director (Signature): [Signature]

**Arizona State University Criteria Checklist for**

**CULTURAL DIVERSITY IN THE UNITED STATES [C]**

**Rationale and Objectives**

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[C] CRITERIA</b>		
<b>CULTURAL DIVERSITY IN THE UNITED STATES</b>		
YES	NO	Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in <b>contemporary</b> U.S. Society.
		2. A Cultural Diversity course must then meet <b>at least one</b> of the following specific criteria:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.  *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.  **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.

Course Prefix	Number	Title	General Studies Designation
WST	385	Psychology of Gender	C

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<b>Example-</b> See 2b. Compares 2 U.S. cultures	<b>Example-</b> Compares Latino & African American Music	<b>Example-</b> See Syllabus Pg. 5
1. Cultural Diversity in contemporary US society.	The course emphasizes contemporary perspectives on the psychology of gender as well as the diversity of women's lives, particularly along race, class, and sexuality lines.	Syllabus course description and reading list
2a This course is an in-depth study of the psychology of gender and the treatment of women and men within psychological discourses of contemporary culture through a feminist and social justice perspective and in social science literature.	The course examines the cultural contributions of women, particularly as related to diverse experiences of women of color, disabled women, low socioeconomic status women, and sexual minority women.	Syllabus reading list and table of contents
2c Social, economic, psychological, sexual dimensions of women, men, minorities, etc. in the U.S.	The course emphasizes diverse experiences of women and specifically LGBT women, women of color, low socioeconomic status women, disabled women, and women marked as "Other."	Syllabus reading list and course description

## WST 385 Psychology of Gender

Breanne Fahs, Ph.D.

[breanne.fahs@asu.edu](mailto:breanne.fahs@asu.edu)

Office Hours: Thurs 3:00-4:30 PM and by appt.

Office: FAB N233

“Power is tolerable only on condition that it mask a substantial part of itself. Its success is proportional to its ability to hide its own mechanisms.”—Michel Foucault (1978)

### Course Description

This course is designed to interrogate the psychology of gender, that is, the treatment of women and men within psychological discourses both individually and within the culture at large. As this course is cross-listed between women and gender studies and psychology, we will utilize a feminist and social justice perspective to interrogate a variety of subjects related to the psychology of women and gender, including histories of madness, socialization, childhood, adolescence, intelligence, eating behavior, sexuality, queerness, violence, depression, therapy, and activism. Because the field of psychology so frequently leaves out the perspectives of lower status groups—particularly women, people of color, working-class people, non-college-student populations, and sexual minorities—much of our work in this course will revolve around the consideration of marginalized, silenced, or forcibly excluded groups. We will traverse a great deal of subjects and will consider the psychology of gender both within and outside of social science perspectives. While the psychology of gender lends itself to an examination of how gender factors into social science literatures, we will also examine discourses of madness more broadly by including perspectives from critical theory, humanities, and cultural studies texts.

Most centrally, this course is designed as a *critical engagement with the psychology of gender* and will emphasize the deconstruction of “abnormality,” the complicated and often misguided ways therapy tries to “fix” people, the lopsided power dynamics inherent in the treatment of women and girls in many institutional settings (e.g., schools, medical fields, government, etc.), and the historical and contemporary ways that women (and their bodies) have been constructed as “crazy.”

### Course Objectives

Specifically, the central questions of this course ask: What does the psychology of gender teach us about the larger treatments of oppressed people, particularly women? How does psychology as a field articulate the experiences of women, and how might the discipline of psychology advance social justice for women, people of color, and queer individuals and groups? How can we apply a critical, feminist lens to studies that simplistically assert differences between men and women, and how can this lens also reveal the power-laden dynamics in labels like “insane,” “overweight,” “stupid,” and “passive” (all labels frequently applied to women)? Further, how might the study of men’s psychologies reveal and nuance the study of women’s psychologies, particularly around conflicted areas like violence, clinical treatment, and childhood playground politics? How can this course launch a heightened critical consciousness for “consumers” and practitioners of psychological services? What are the strengths and limitations of psychological interpretations of the world, particularly as it relates to women? Most importantly, how might

#### Commented [TE1]:

1. The Course Description emphasizes contemporary perspectives on the psychology of gender.
- 2c. The Course Description shows the focuses on diverse experiences of women and LGBT women, women of color, low socioeconomic status women, disabled women, and women marked as “Other”.

the psychology of women inform other social justice projects, disciplines, and studies, and social movements?

### Learning Outcomes

- Through the “letter to self” project, class discussions, and research, create a self-narrative according to specific criteria.
- Strategize and identify a “priority area” that you would like to see changed in contemporary attitudes.
- Be able to discuss themes from the reading with the class.
- Devise an activist intervention that will combat the negative norm you chose above.
- Be able to discuss your activist project and findings with the class.
- Engage and work with a group.
- Present your project to the class and at a conference roundtable of your peers.

### Course Requirements

1. Midterm exam, due in class Tuesday, October 18<sup>th</sup>: 25%
2. Final exam, due online Thursday, December 8<sup>th</sup>: 25%
3. Letter to self project, due in class Tuesday, November 15<sup>th</sup>: 15%
4. Menstrual activism project, due in class Tuesday, October 4<sup>th</sup>: 15%
  - a. Note: Attendance at the Moral Panics of Sexuality conference from 9:00 AM-5:00 PM on Friday, October 7, 2011 is *required*. Plan your schedules accordingly!
5. Quizzes and in-class assignments (weekly): 20%

**Grading Scale:** The grades will be distributed in the following way:

100-97 points	A+	82-80 points	B-
96-93 points	A	79-77 points	C+
92-90 points	A-	76-70 points	C
89-87 points	B+	69-60 points	D
86-83 points	B	59-00 points	E

### Assignments

#### Letter to self-project

The project of creating and accounting for “the self” is one that has plagued philosophers, psychologists, and theoreticians for centuries. Making narratives for the self, advancing a politics of “who you are,” and connecting with other (compatible, challenging, contrary) selves remains a quintessential task both within and outside of psychology. Many clinical treatments rely upon a person’s ability to make narratives and stories of the self in order to increase insight and healing from previous events and traumas. The psychology of women often relies upon detailed and precise accounts of how women’s psyches are altered, damaged, or challenged by their lower social status as women. As such, this project is designed around *your* narratives of selfhood.

Specifically, your task is to assemble a small package that will include: 1) a letter to your future self that accounts for who you currently are, what you hope will happen to your future self, and how you account for your development of selfhood thus far. It should be personal, detailed, and should speak clearly to your social identities as gendered, raced, classed, and sexualized beings. 2) The package should include at least five letters from people in your life who are currently influential, important, and meaningful to you. These letters should come from a variety of sources—friends, family members, mentors, and so on—and should be addressed to you and your future self. The letters should speak to the same issues as above, including these people’s ideas about who you are, what they hope your future self will be like, and where you’ve come from/how you’ve developed thus far. These should be personal and detailed. Please ask them to seal these letters and sign the outside of the envelope as well as write their name, relationship to you, and the date of the letter. 3) The package should include a few photos or trinkets that will fit into a typical manila envelope. These objects and photos should speak to your current sense of self.

You are required to purchase “Forever” postage from the US Postal Service to affix to your final, unsealed envelope. Please make sure it has at least \$2.00 of postage and that it is addressed to an address where you are *nearly certain you can be reached* five years from now. I will mail these packages to you in Fall 2016.

This assignment will be graded in a slightly idiosyncratic way. Your personal letter to self will be graded for: creativity, attention to gendered, raced, classed, and sexuality identities, tone and writing style, and overall attention to themes of selfhood as it relates to course concepts. I will not read or grade your letters from others, but I will make sure that such letters are included and that your photos and trinkets are included in order to receive credit for this assignment. This assignment is designed as a kind of “time capsule” of the self, so please have fun with it, but also take it seriously as a narrative of selfhood and as a reflection of the (gendered) current version of YOU. This project is due Tuesday, November 15<sup>th</sup> in class and is worth 15% of your grade.

### **Menstrual Activism Project**

Women grapple with many stereotypes and challenges, one of which is “managing” their menstrual cycles within a culture that typically constructs menstruation as “taboo.” Women are expected to hide their menstruation from others, and research shows that the majority of women often describe it as a “disgusting” or “annoying” event. Cultivating positive and affirming attitudes toward menstruation has been a challenge that groups of activists are only starting to address. “Menstrual activists” have begun work that advocates that women and men cultivate a critical consciousness about menstruation that facilitates positive views of women and their bodies. Some of their efforts have focused on stopping Pre-Menstrual Dysphoric Disorder (PMDD) from entering the Diagnostic and Statistical Manual of Mental Disorders (DSM), de-medicalizing menstruation as “disease,” challenging the toxicity and dangers of commercial menstrual products, embracing menstruation as powerful, critically examining menstrual suppression products, and embracing more positive messages about menstruation.

Your task as a group of 5-7 will include the following: 1) Strategize and identify a “priority area” that you would like to see changed in contemporary attitudes toward menstruation. This could include the kinds of menstrual products available, attitudes toward menstrual sex, men’s attitudes

toward purchasing menstrual products, advertisements that construct the non-menstruating body as “normal” and the menstruating body as “abnormal,” or something of that sort. 2) Devise an activist intervention that will combat this negative norm. This should be something that is manageable in scope and that will be enacted both on campus, within your families/friends/community, and (if applicable) in the broader culture. 3) Enact this intervention and record results. Ideally, you should assign one group member to videotape or record some of your interventions. Take photos of any posters you make and where you put some of them. Interview people if you like. 4) Write a paper on your activist project, including: recent research on menstrual attitudes that relate to your project; the specific “priority area” you identified, the intervention you chose, the results of the intervention, and areas for future research and activism you think are relevant and important. You will turn in your paper in class on October 4<sup>th</sup> and you will present these findings briefly in class on October 4<sup>th</sup> as a group. This should be designed as a 5-7 minute presentation where you discuss your activist project and the results. 5) Choose one member of your group to present your menstrual activism project at a conference roundtable on Friday, October 7<sup>th</sup>. This will coincide with the ASU conference on “Moral Panics of Sexuality.” You will all participate in a “roundtable” conference presentation. All group members are required to attend this 1 day event on October 7<sup>th</sup>, so please plan your schedules accordingly! This project is worth 15% of your grade (you will NOT receive credit if you do not attend the October 7<sup>th</sup> conference from 9:00 AM until 5:00 PM).

### **Course Policies**

At the beginning of most class sessions, you will be asked to participate in a course exercise, most often involving a brief in-class reading quiz, but occasionally involving a short writing assignment or reflection on the readings. Occasionally, I will ask you to complete a writing exercise at home, to be due at the beginning of the class the following week (no late papers will be accepted). These are meant to keep you engaged with the readings, and they will help me to gauge your comprehension of different topic areas. It is essential that you read the assigned readings in order to succeed in this course, as these quizzes will be worth a significant portion of your grade. This class has a heavy reading load, so if this is not something you feel you can keep up with, please don't attempt to take this class! Please note that you cannot make these quizzes up if you are absent, so please come to class. These quizzes will be graded with  $\checkmark$ -,  $\checkmark$ ,  $\checkmark$ + corresponding to 0, 1, and 2 points respectively. You will be allowed to drop your lowest score at the end of the term.

### **Exams**

The two exams for the course will each be take-home exams. As such, a high level of comprehension and thoughtfulness is expected from each exam, as you will have a substantial amount of time to construct your answers and carefully consider course material. Late exams will never be accepted. Please arrange your schedules accordingly and plan enough time to successfully perform at these exams. All exams will be essay exams with several “applied scenario” essay questions (e.g., using course concepts to examine the treatment of madness in the Tucson shootings, analyzing children's toy commercials, etc.). No multiple choice, true/false, or short answer questions will ever be asked on these take-home exams. Exams are typically 6-8 questions and you'll have at least 7 days to complete them. The midterm exam is due promptly at the start of class on Tuesday, October 18<sup>th</sup>, and the final exam is due *no later than* 5:00 PM on Thursday, December 8<sup>th</sup> (submitted online, instructions will be handed out with the final exam).



### **Class Participation and Attendance**

Thoughtful participation and attendance are crucial to your success in this course. As this course will frequently combine lecture and discussion, it is expected that you will contribute to a climate of engaged, lively participation. Remember that participation does not necessarily mean talking a lot. The ability to listen, respond to others' comments, and ask questions are all crucial aspects of class participation. This class will be controversial and provocative and some of the readings may challenge or offend you. As such, I will be adamant about maintaining a climate of respectful, lively engagement, just as I will insist that you read in order to discuss these topics. If it is clear that you have not read the material, you may be asked to leave the class that day. Also, please bring your readings (and notes on readings) to class. As a general rule, I expect that you will come to class prepared and that you will contribute to the class process. When making final decisions about grades for this course, I will take into account your level of participation if you are on the cusp between two grades! Note that all PowerPoint lectures will be posted on Blackboard *after* the lecture has been given. It is advised to take notes based on the slide numbers for each PowerPoint, so that you can coordinate with the posted lecture once it's online.

In terms of attendance, it is expected, as this course meets only once weekly, that you will not miss more than one class meeting during the semester. Any absence beyond this one absence must be documented (e.g., signed doctor's note) and given to me no later than *one week after the missed class*. If you know you must miss a class, please email me ahead of time ([breanne.fahs@asu.edu](mailto:breanne.fahs@asu.edu)). In the event that no in-class reading quiz is assigned, a sign-in sheet will be circulated to monitor your attendance, so please remember to write your name on your quiz and/or sign in each week, as this is your responsibility! Frequent tardiness and/or more than one absence will negatively affect your final grade by *at least* a third of a grade (A to A-) per missed class. Also, please note that, unless pre-arranged with me, *you will not receive credit for attendance if you do not attend the entire class (4:40-7:30 PM)*. Leaving early is strongly discouraged, as is taking long bathroom and phone breaks during lecture. Please arrange your work, family, and transportation needs around class time.

### **Academic Integrity and Plagiarism**

As a general expectation, I reiterate the university's policy that you adhere to the principles of academic honesty by not plagiarizing or misrepresenting someone else's work as your own. Plagiarism will result in a failing grade in the course, as well as referral to the department for further penalties. I truly look forward to a wonderful semester with you all. ASU's Student Academic Integrity Policy: <http://provost.asu.edu/academicintegrity>.

### **Grade of Incomplete**

A grade of incomplete should be awarded only in the event that a documented emergency or illness prevents a student who is doing acceptable work from completing a small percentage of the course requirements at the end of the semester. The guidelines in the current general ASU catalog regarding a grade of incomplete will be strictly followed.

### **Guidelines for Dealing with Disruptive Students**

Disruptive student guideline can be found at, <http://usenate.asu.edu/problems/disruptive>  
Student Code of Conduct and Student Disciplinary Procedures: See

<http://www.asu.edu/aad/manuals/usi/usi104-01.html> for the full text of the Student Code of Conduct and Student Disciplinary Procedures.

### **Title IX**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

**As a mandated reporter**, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

### **Course/Instructor Evaluation**

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: <http://www.asu.edu/epouupdate/>

### **Cell Phones Policy**

I also ask that you respect the atmosphere of the classroom by turning off cell phones and other devices (this includes *no text messaging and/or unnecessary laptop browsing*), coming to class on time, and helping to create an environment in which everyone can safely and actively participate in discussion, despite likely differences in opinions and beliefs.

### **Required Books**

1. Michel Foucault, *Madness and Civilization*. ISBN: 978-0679721109
2. Avital Ronell, *Stupidity*. ISBN: 978-0252071270
3. Joan C. Chrisler, Carla Golden, and Patricia D. Rozee, *Lectures on the Psychology of Women*, 4<sup>th</sup> edition. ISBN: 978-0073405445
4. Phyllis Chesler, *Women and Madness: Revised and Updated*. ISBN: 978-1403968975
5. Marcia Hill, *Feminist Therapy as a Political Act*. ISBN: 978-1560231127

6. Breanne Fahs, *Performing Sex: The Making and Unmaking of Women's Erotic Lives*. ISBN: 978-1-4384-3782-8
  - a. Note: You can only obtain the Fahs text from the ASU West library, as it is not officially published/released until November 1, 2011. Only the ASU West library has received permission to sell it at this time.

You will also need to acquire:

7. Digital reserve readings (must be printed out from the digital reserve; to access, go to <http://library.lib.asu.edu/screens/reserves.html> and search under "FAHS"; then click on the reading name; then click on "accept the policy cited below and retrieve the article")

Note: Michel Foucault book will be labeled as **MAC** throughout the syllabus.  
 Avital Ronell book will be labeled as **STU** throughout the syllabus.  
 Chrisler, Golden, and Rozee book will be labeled as **LEC** throughout the syllabus.  
 Phyllis Chesler book will be labeled as **WAM** throughout the syllabus.  
 Marcia Hill book will be labeled as **FT** throughout the syllabus.  
 Breanne Fahs book will be labeled as **SEX** throughout the syllabus.

If you purchase these books new on Amazon.com, the total price will be \$151.66 compared with the ASU bookstore list price of over \$200. That said, you *must* insist upon rush shipping so that the texts arrive in time for you to read and fully engage with course material right away! Other good sources for independent used books include Powell's books ([www.powellsbooks.com](http://www.powellsbooks.com)), Better World Books ([www.betterworldbooks.com](http://www.betterworldbooks.com)), Changing Hands at 6428 S McClintock Drive, Tempe, and Bookman's at 8034 N. 19th Ave., Phoenix.

### Schedule of Topics

(Note: All readings listed are due on the day listed)

August 23

*Introduction to Psychology of Gender*

No assigned readings

August 30

*History of Madness, part one*

Foucault, Michel. Introduction, Preface, Chapter 1: "Stultifera Navis," Chapter 2: "The great confinement," and Chapter 3: "The insane." (MAC v-xii and 3-84)

September 6

*History of Madness, part two*

Foucault, Michel. Chapter 6: "Doctors and patients," Chapter 7: "The great fear," Chapter 8: "The new division," and Chapter 9: "The birth of the asylum." (MAC 159-278)

September 13

*Sex Differences, Gendered Socialization, and the Status of Women*

#### Commented [TE2]:

1. Required textbooks and other readings emphasize contemporary perspectives on the psychology of gender.

2a. The reading list (and table of contents) encompasses text that examine the cultural contributions of women, women of color, disabled women, women in low socioeconomic status, and sexual minority women.

2c. The course reading emphasize diverse experiences of women and LGBT women, women of color, low socioeconomic status women, disabled women, and women marked as "Other."

Bem, Sandra. "Transforming the debate on sexual inequality: From biological difference to institutionalized androcentrism." (LEC 2-15)  
Ostenson, Ruth S. "Who's in and who's out: The results of oppression." (LEC 16-25)  
Crosby, Faye. "Sex discrimination at work." (LEC 42-57)  
Basow, Susan. "Gender socialization, or how long a way has baby come?" (LEC 80-95)  
West, Carolyn M. "Mammy, Jezebel, Sapphire, and their homegirls: Developing an 'oppositional gaze' toward the images of black women." (LEC 286-299)  
Rose, Suzanna M. "Crossing the color line in women's friendships." (LEC 300-321)

September 20

*Adolescence, Body Image, and Embodiment*

Hall, Ruth L. "Sweating it out: The good news and the bad news about women and sport." (LEC 96-115)  
Smith, Christine A. "Women, weight, and body image." (LEC 116-135)  
Golden, Carla. "The intersexed and the transgendered: Rethinking sex/gender." (LEC 136-153)  
Russo, Nancy Felipe. "Understanding emotional responses after abortion." (LEC 172-189)  
Chan, Connie S. "Asian American women and adolescent girls: Sexuality and sexual expression." (LEC 220-231)

September 27

*Menstruation, Activism, and Political Resistance*

Hall, Diane M. "Feminist perspectives on the personal and political aspects of mothering." (LEC 58-79)  
Chrisler, Joan. "PMS as a culture-bound syndrome." (LEC 154-171)  
Bobel, Chris. "Our revolution has style: Contemporary menstrual product activists 'doing feminism' in the third wave." (DR)  
Kissling, Elizabeth. "On the rag on screen: Menarche in film and television." (DR).  
Fahs, Breanne. "Sex during menstruation: Race, sexual identity, and women's qualitative accounts of pleasure and disgust." (DR)  
Docherty, Shannon. "Smear it on your face, rub it on your body, it's time to start a menstrual party!" (online: <http://scholar.oxy.edu/cgi/viewcontent.cgi?article=1020&context=ctsjs>)

October 4

*Sexuality and Bodies, part one*

Fahs, Breanne. Introduction, Chapter 1: "Getting, giving, faking having: Orgasm and the performance of pleasure," Chapter 3: "The rise of Viagra for women: How sexual pharmaceuticals medi(c)ate desire." (SEX 1-70 and 115-148)

**Menstrual Activism Projects and Presentations due in class at 4:40 PM**

October 11

*Sexuality and Bodies, part two*

Fahs, Breanne. Chapter 4: "On the many joys of sex: Pleasure, love, and the gendered body," Chapter 6: "Imagery and imagination: Pornography and sexual fantasy in everyday life," and Conclusion. (SEX 149-184 and 225-301).

**Midterm Exam handed out in class (due next Tuesday!)**

October 18

*Psychologies of Marginalized Voices*

Olkin, Rhoda. "Women with disabilities." (LEC 190-203)

Bowleg, Lisa. "The health risks of being Black, Latina, woman, and/or poor: Redefining women's health within the context of social inequality." (LEC 204-219)

Fahs, Breanne. Chapter 2: "Compulsory bisexuality? The challenges of sexual fluidity." (SEX 71-114)

Garnets, Linda D. "Life as a lesbian: What does gender have to do with it?" (LEC 232-249)

Castaneda, Donna. "Gender issues among Latinas." (LEC 250-267)

Gillem, Angela R. "Triple jeopardy in the lives of biracial black/white women." (LEC 268-285)

**Midterm Exam DUE at the start of class (4:40 PM)**

October 25

*Gendering Intelligence, part one*

Ronell, Avital. Chapter 1: "The Question of Stupidity," and Chapter 2: "The Politics of Stupidity." (STU 1-93)

November 1

*Gendering Intelligence, part two*

Ronell, Avital. Chapter 3: "The Rhetoric of Testing," and Chapter 4: "The Disappearance and Returns of the Idiot." (STU 96-162 and 171-244)

November 8

*Violence Against Women*

Fahs, Breanne. Chapter 5: "The culture of domination: Sexual violence, objectification, and access." (SEX 185-224)

Oppenheimer, Jo. "Politicizing survivors of incest and sexual abuse: Another facet of healing." (FT 79-87)

Rozee, Patricia D. "Women's fear of rape: Cause, consequences, and coping." (LEC 322-337)

Scott, Britain A. "Women and pornography: What we don't know can hurt us." (LEC 338-355)

Stahly, Geraldine B. "Battered women: Why don't they just leave?" (LEC 356-375)

November 15

*Women and Madness, part one*

Chesler, Phyllis. Introduction to the 2005 edition, Chapter 1: "Why madness," Chapter 2: "Asylums," and Chapter 3: "The clinicians." (WAM 1-171)

Gergen, Mary. "Positive aging for women." (LEC 376-391)

**Letter to self project DUE at the start of class (4:40 PM)**

November 22

NO CLASS! Happy Thanksgiving!! Please use this time to fully catch up on readings!

November 29

*Women and Madness, part two*

Chesler, Phyllis. Chapter 4: "The female career as a psychiatric patient," Chapter 5: "Sex between patient and therapist," Chapter 6: "Psychiatrically institutionalized women," Chapter

9: "Feminists," and Chapter 10: "Female psychology: Past, present, and future." (WAM 173-236 and 291-352)

McHugh, Maureen C. "A feminist approach to agoraphobia: Challenging traditional views of women at home." (LEC 392-417)

**Final Exam handed out in class (due Thursday, December 8<sup>th</sup>)**

December 6

*Feminist and Sex Therapy*

Hill, Marcia and Mary Ballou, "Making therapy feminist: A practice survey." (FT 1-16)

Marecek, Jeanne and Diane Kravetz, "Putting politics into practice: Feminist therapy as feminist praxis." (FT 17-36)

Morrow, Susan L. and Donna M. Hawxhurst, "Feminist therapy: Integrating political analysis in counseling and psychotherapy." (FT 37-50)

Barrett, Susan E., "Contextual identity: A model for therapy and social change." (FT 51-64)

Javed, Nayyar S. and Nikki Gerrard, "Border crossing and living our contradictions: Letters between two feminist therapists about doing therapy with men." (FT 89-100)

Weiner, Kayla Miriyam, "Tools for change: Methods of incorporating political/social action into the therapy session." (FT 113-123)

**Final Exam DUE Thursday, December 8<sup>th</sup> by 5:00 PM**

***Thanks for a wonderful semester!***

# Lectures on the Psychology of Women

Fourth Edition

Joan C. Chrisler

*Connecticut College*

Carla Golden

*Ithaca College*

Patricia D. Rozee

*California State University at Long Beach*



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WOMEN  
AND MADNESS

Phyllis Chesler

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---

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**Stupidity**

**AVITAL RONELL**

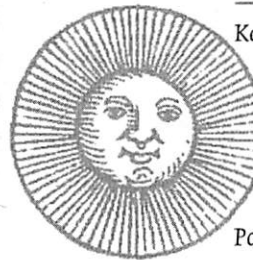
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