



University  
of Windsor

Faculty of Arts, Humanities  
and Social Sciences

## PSYC 8575 | Feminist Psychology / Psychology of Women and Gender | Winter 2021 Psychology

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<b>Classroom Meeting Time(s):</b>	Tuesdays 1:00 – 3:50 p.m.
<b>Classroom Location:</b>	<a href="https://us02web.zoom.us/j/83014785984">https://us02web.zoom.us/j/83014785984</a>

### Instructor

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<b>Name</b>	Charlene Y. Senn
<b>Email</b>	<a href="mailto:csenn@uwindsor.ca">csenn@uwindsor.ca</a>
<b>Telephone</b>	ext 2255 (I receive email notification of voice mail)
<b>Office Hours</b>	Mondays 10:00 a.m – 1:00 p.m
<b>Office Location</b>	(book up to 2, 15-min appointments using this URL and you will be given the zoom link) <a href="https://my.timetrade.com/book/13VJP">https://my.timetrade.com/book/13VJP</a>

### Course Description (from the Calendar)

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

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## Course Learning Outcomes

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- Identify and explain key theories, scholars, literature, and research findings in the psychology of women and gender;
- Identify and explain how a feminist critique of psychological theory and research changes our understanding of concepts, behaviour, and experiences;
- Locate and analyze relevant and scholarly information related to a key issue or scholar in the psychology of women;
- Analyze and discuss how the sociocultural, historical, and personal contexts of women's lives influence their scholarship and its impact on the field;
- Apply concepts relevant to the psychology of women and gender and to feminist critiques to one's own life;
- Provide well formulated and informed contributions to discussion;
- Facilitate group discussion and activities to benefit peers' understanding of a feminist scholar and her research;
- Apply a feminist intersectional framework to benefit one's own research program and career goals.

## Course Materials

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### List of Required Reading(s):

- Bem, S. (1993). *The Lenses of Gender: Transforming the debate on sexual inequality*. New Haven, Conn: Yale University. (Used copies available from bookstore for curbside pickup – need to have on hand by week 3 so you can read for week 4. Alternatively, you could use the digital version available within BlackBoard, but I **highly recommend** you opt for the paper experience for this one!)
- Course readings are posted for you on the BlackBoard site (under Readings and then in folders by the week and scholar's name).
- You will need to explore and access Psychology's Feminist Voices website -- <http://www.feministvoices.com/>

**Selection of classic texts which may be of interest:** You can buy used from many online sources (do not buy until you know which books you would like to own based on your own interests and desire to read further):

- Fine, M. (1992). *Disruptive voices: The possibilities of feminist research*. Ann Arbor: University of Michigan.
- Landrine, H. (Ed.), (1995). *Bringing cultural diversity to feminist psychology: Theory, Research, and practice* (pp. 413-431). Washington, DC: American Psychological Association. [individual chapters are available electronically]
- Morawski, J.G. (1994). *Practicing feminism, reconstructing psychology: Notes on a liminal science*. Ann Arbor: University of Michigan.
- Reinarz, S. (1992). *Feminist methods in social research*. Oxford: New York. [not a psychologist but a

great book on the diversity of methods]

- Unger, R.K. (1998). *Resisting gender: Twenty-five years of feminist psychology*. London: Sage.
- Wilkinson, S. (Ed.) (1996). *Feminist Social Psychologies*. Open University: Buckingham.

## Curriculum and Weekly Schedule

Discussant		Topics	Weekly Readings
<b>Week 1</b> <b>Jan 12</b>	Senn	<b>Introduction to the field</b> - definitions and basic concepts, discussion of goals for the course	Wilkinson, S. (2002). Feminist psychology. In L. Code (Ed.), <i>Encyclopedia of Feminist Theories</i> (pp. 409-412). London: Routledge.
<b>Week 2</b> <b>Jan 19</b>	Senn	<b>Laurel Furumoto / History of women in psychology</b>	<p>a. Furumoto, L., &amp; Scarborough, E. (1986). Placing women in the History of Psychology: The first American women psychologists. <i>American Psychologist</i>, 41(1), 35-42.</p> <p>b. Furumoto, L. (1992). Joining separate spheres B Christine Ladd-Franklin, Woman-Scientist (1847-1930). <i>American Psychologist</i>, 47(2), 175-182.</p> <p>c. Furumoto, L. (2003). Beyond great men and great ideas: History of psychology in sociocultural context. <i>Teaching gender and multicultural awareness: Resources for the psychology classroom</i>, 113-124.</p>
<b>Week 3</b> <b>Jan 26</b>	TBA	<b>Naomi Weisstein/ Bias in psychological theory / activism</b>	<p>a. Weisstein, N. (1971/1993). Psychology constructs the female; or, The fantasy life of the male psychologist (with some attention to the fantasies of his friends, the male biologist and the male anthropologist). <i>Feminism &amp; Psychology</i>, 3(2), 195-210. [feel free to read reflections on this piece in same issue]</p> <p>b. Weisstein, N. (1993). Power, resistance and science: A call for a revitalized feminist psychology. <i>Feminism &amp; Psychology</i>, 3(2), 239-245.</p> <p>c. Lemisch, J. &amp; Weisstein, N. (1997). Remarks on Naomi Weisstein.  <a href="http://www.cwlherstory.org/remarks-on-naomi-weisstein.html">http://www.cwlherstory.org/remarks-on-naomi-weisstein.html</a></p>
<b>Feb 2<sup>nd</sup> rescheduled to April 13</b>			<b>WARNING: very heavy reading week coming up so use this time well – don't leave until the last minute!</b>
<b>Week 4</b>	TBA	<b>Sandra Lipsitz Bem / Gender / Androgyny</b>	<b>WARNING: very heavy reading week</b>

<b>Feb 9 (note week skipped)</b>			<ul style="list-style-type: none"> <li>a. Code, L. (2000). Androgyny. In L. Code (Ed.), <i>Encyclopedia of Feminist Theories</i> (pp. 20-21). London: Routledge.</li> <li>b. Bem, S.L. (1993). <i>The Lenses of Gender: Transforming the debate on sexual inequality</i>. New Haven: Yale University. [buy from bookstore: Read Preface, Chapters 1, 5 and 6 - feel free to read the rest for interest now or later]</li> <li>c. Bem, S.L. (1995). Dismantling gender polarization and compulsory heterosexuality: Should we turn the volume down or up? <i>The Journal of Sex Research</i>, 32(4), 329-334.</li> </ul>
<b>Feb 16</b>	<b>READING WEEK – NO CLASSES, NO OFFICE HOURS</b>		
<b>Week 5 Feb 23</b>	TBA	<b>Rhoda Unger - Epistemology / Feminist research</b>	<ul style="list-style-type: none"> <li>a. Unger, R.K. (1985/1998). Reading 2: First Carolyn Wood Sherif Memorial Address, American Psychological Association, Los Angeles, 26 August 1985. In <i>Resisting gender: Twenty-five years of feminist psychology</i> (pp. 73-88). London: Sage.</li> <li>b. Unger, R.K. (1995). Conclusion: Cultural diversity and the future of feminist psychology. In H. Landrine (Ed.), <i>Bringing cultural diversity to feminist psychology: Theory, Research, and practice</i> (pp. 413-431). Washington, DC: American Psychological Association.</li> <li>c. Unger, R.K. (1998). Chapter 1: Names/histories/names. In <i>Resisting gender: Twenty-five years of feminist psychology</i> (pp. 1-24). London: Sage.</li> <li>d. Unger, R.K. (2007). Afterword: From Inside and Out: Reflect on a Feminist Politics of Gender in Psychology. <i>Feminism &amp; Psychology</i>, 17(4), 487-494.</li> </ul>
<b>Week 6 March 2</b>	TBA	<b>Pamela Trotman Reid / class /poverty / marginalized women / feminist research process</b>	<ul style="list-style-type: none"> <li>a. Reid, P.T. (1993). Poor women in psychological research: Shut up and shut out. <i>Psychology of Women Quarterly</i>, 17, 133-150.</li> <li>b. Reid, P.T. (2000). Women, ethnicity, and AIDS: What's love got to do with it? <i>Sex Roles</i>, 42(7/8), 709-722.</li> <li>c. Reid, P.T. (2001). Negotiating partnerships in research on poverty with community-based agencies. <i>Journal of Social Issues</i>, 57(2), 337-354.</li> </ul>
<b>Week 7 March 9</b>	TBA	<b>Carol Gilligan / moral development / adolescent girls and voice</b>	<p><b>WARNING: very heavy reading week</b></p> <ul style="list-style-type: none"> <li>a. Code, L. (2000). Carol Gilligan. In L. Code (Ed.), <i>Encyclopedia of Feminist Theories</i> (pp. 228). London: Routledge.</li> </ul>

			<p>b. Gilligan, C. (1977). In a different voice: Women's conceptions of self and of morality. <i>Harvard Educational Review</i>, 47(4), 481-517.</p> <p>c. Gilligan, C. (2004). Recovering psyche: Reflections on life-history and history. <i>The Annual of Psychoanalysis</i>, 32, 131-147.</p> <p>d. Gilligan, C., Spencer, R., Weinberg, M.K. &amp; Bertsch, T. (2003). On the Listening Guide: A voice-centred relational model. In P.M. Camic, J.E. Rhodes, &amp; L. Yardley (Eds.), <i>Qualitative Research in Psychology: Expanding perspectives in methodology and design</i> (pp. 157-172). Washington, D.C.: American Psychological Association.</p>
<b>Week 8</b> <b>March 16</b>	TBA	<b>Beverly Greene / Racism, sexism, and heterosexism / Therapy</b>	<p>a. Greene, B. A. (1990). What has gone before: The legacy of racism and sexism in the lives of Black mothers and daughters. <i>Women &amp; Therapy</i>, 9(1-2), 207-230. doi: 10.1300/J015v09n01_12</p> <p>b. Greene, B. (1996). Lesbian women of color: Triple jeopardy. <i>Journal of Lesbian Studies</i>, 1(1), 109-147.</p> <p>c. Greene, B. (2005). Psychology, diversity and social justice: Beyond heterosexism and across the cultural divide. <i>Counselling Psychology Quarterly</i>, 18(4), 295-306.</p>
<b>Week 9</b> <b>March 23</b>	TBA	<b>Michelle Fine / Power and Difference</b>	<p>a. Fine, M. (1989). The politics of research and activism: Violence against women. <i>Gender &amp; Society</i>, 3(4), 549-558.</p> <p>b. Fine, M. &amp; Addleston, J. (1996). Containing questions of gender and power: The discursive limits of 'sameness' and 'difference'. In Wilkinson, S. (Ed.), <i>Feminist Social Psychologies</i> (pp. 66-86). Open University: Buckingham.</p> <p>c. Fine, M. (2011). Troubling calls for evidence: A critical race, class and gender analysis of whose evidence counts. <i>Feminism &amp; Psychology</i>, 22, 3-19.</p> <p>d. Fine, M. (2019). Critical disability studies: Looking back and forward. <i>Journal of social issues</i>, 75(3), 972-984.</p>
<b>Week 10</b> <b>March 30</b>	TBA	<b>Carla Rice / The body / Fat oppression / Disability</b>	<p>a. Rice, C. (1996). Trauma and eating problems: Expanding the debate. <i>Eating Disorders</i>, 4(3), 197-237.</p> <p>b. Rice, C. (2007). Becoming "the fat girl": Acquisition of an unfit identity. <i>Women's Studies International Forum</i>, 30, 158-174.</p> <p>c. Rice, C., Chandler, E., Harrison, E., Liddiard, K., &amp; Ferrari, M. (2015). Project Re•Vision: disability at the edges of representation. <i>Disability &amp; Society</i>, 30(4), 513-527. doi: 10.1080/09687599.2015.1037950</p>

<b>Week 11</b> <b>April 6</b>	TBA	<b>Jan Yoder / Women and work</b>	<p>a. Yoder, J.D., Crumpton, P.L., &amp; Zipp, J.F. (1989). The power of numbers in influencing hiring decisions. <i>Gender &amp; Society</i>, 3(2), 269-276.</p> <p>b. Yoder, J.D. (2002). Context matters: Understanding tokenism processes and their impact on women's work. <i>Psychology of Women Quarterly</i>, 26, 1-8.</p> <p>c. Yoder, J.D., &amp; Kahn, A.S. (2003). Making gender comparisons more meaningful: A call for more attention to social context. <i>Psychology of Women Quarterly</i>, 27, 281-290.</p>
<b>Week 12</b> <b>April 13</b> <b>(Feb 2 class)</b>	TBA	<b>Breanne Fahs / The Body / Sexuality</b>	<p>a. Fahs, B. (2009). Compulsory bisexuality? The challenges of modern sexual fluidity. <i>Journal of Bisexuality</i>, 9(3-4), 431-449.</p> <p>b. Fahs, B. (2014). 'Freedom to' and 'freedom from': A new vision for sex-positive politics. <i>Sexualities</i>, 17(3), 267-290.</p> <p>c. Fahs, B. (2014). Genital panics: Constructing the vagina in women's qualitative narratives about pubic hair, menstrual sex, and vaginal self-image. <i>Body image</i>, 11(3), 210-218.</p>

**Student Evaluations of Teaching (SET)** forms will be administered in the last two weeks of classes, in accordance with Senate policy. Last day for Voluntary Withdraw is March 17, 2021.

## Assessments

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<b>Assessment</b>	<b>Worth Value</b>	<b>Due Date</b>
Class Participation	10%	every week
Class presentation and leading discussions	20%	twice (dates to be chosen)
Reaction/Thought Papers	30%	6 times dates chosen by you
Project: Course outline with annotated bibliography OR Original research project or analysis exploration of a feminist method or mode of qualitative analysis	40%	April 20, 2020 (or before if you prefer) – submitted to BB no later than 5 p.m.
<b>Students auditing the course will be expected to complete the first two requirements.</b>		

# Additional Grading Procedures / Details

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## Format

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

## Thought/Reaction Papers

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

## Seminar Presentation and Facilitation

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

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

Antonia Abbey  
Adrienne Asch  
Laura S. Brown  
Sandra Byers\*  
Rebecca Campbell  
Fran Cherry\*  
Gloria Cowan  
Judith Daniluk\*  
Oliva Espin

Olga Favreau  
Louise Fitzgerald  
Barbara Frederickson  
Nicola Gavey  
Irene Hanson Frieze  
Karen Horney  
Celia Kitzinger  
Meredith Kimball\*  
Mary Koss  
Hope Landrine  
Hilary Lips  
Brinton Lykes  
Jeanne Maracek  
Jill Morawski  
Jeanette Norris  
Mary Parlee  
Niva Piran\*  
Sandra Pyke\*  
Nancy Russo  
Alexandra Rutherford\*  
Charlene Senn\*  
Irma Serrano-García  
Carolyn Sherif  
Stephanie Shields  
Janet Stoppard\*  
Deborah Tolman  
Sarah Ullman  
Jacqueline White  
Gail Wyatt  
and there are many, many others!

\* Canadians or working at Canadian universities

## UWin FAHSS App

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The UWin FAHSS app is available for iOS and Android devices.



[Click to download for Apple devices.](#)



[Click to download for Android devices.](#)

All students are encouraged to [download, register and join their department's community](#) for information, updates, and services.

## Bystander Initiative

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The University of Windsor is committed to campus safety for *all students*. We proudly offer sexual violence prevention education in two ways:

- 1) Offering *Bringing in the Bystander*® sexual violence prevention workshops to *all students*.  
**Students who complete a highly interactive 3-hour workshop will receive a certificate of completion and may be eligible to receive bonus marks (integration will be noted in participating course syllabi).**

[To register for a workshop visit: UWindsor's mySuccess](#)

To find out more visit: [UWindsor's Bystander Initiative](#)

## Student Mental Health Strategy

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The University of Windsor is committed to fostering a thriving University community that actively promotes mental well-being and supports students to flourish in both their personal and academic lives.

### Guiding Principles:

**Accessibility and Diversity:** We provide mental health services and supports that are visible, barrier-free, non-judgmental, inclusive and equitable.

**Empathy and Compassion:** We enhance every student's sense of belonging by infusing empathy, compassion and respect into everything we do.

**Empowerment:** We build capacity, develop resiliency and empower all members of the campus community to take an active role in building awareness, eliminating stigma and managing mental health issues.

**Engagement:** We actively engage students, faculty and staff to establish meaningful collaborations, proactively address needs, build capacity and share ideas.

**Responsive:** We provide relevant and responsive services that are grounded in best practice and are fluid and dynamic in meeting the mental health needs of students.

**Shared Responsibility:** We share the responsibility for creating the campus conditions that support student success and promote mental wellbeing.

Source: Student Mental Health Strategy, October 3, 2018

[Mental Health and Wellness Resources](#)

[Therapy Assistance Online \(TAO\)](#)

[Volunteer and become part of the Living Well Lancer Team!](#)

## Student Accessibility Services

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Student Accessibility Services offer a wide range of programs and services to assist those with learning disabilities.

[Student Accessibility Services](#) | [sas@uwindsor.ca](mailto:sas@uwindsor.ca) | 519-253-3000 ext 3288 | Lower Level Dillon Hall

Students seeking academic accommodation for an ongoing, diagnosed disability (whether permanent or temporary) must begin the process by completing the Student Accessibility Services [Online Intake Form](#). Once this is done, you will be contacted to arrange a meeting with an Advisor.

Students with disabilities who require academic accommodations in this course must contact an Advisor in Student Accessibility Services (SAS) to complete SAS Registration and receive the necessary Letters of Accommodation. After registering with SAS, you must present your Letter of Accommodation and discuss your needs with the instructor as early in the term as possible.

Also review Senate Policy on [Academic Accommodation for Students with Disabilities](#).

## Student Wellness Resources

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From time to time, students face obstacles that can affect academic performance. If you experience difficulties and need help, it is important to reach out to someone.

For help addressing mental or physical health concerns on campus, contact (519) 253-3000:

- Student Health Services at ext. 7002 ([www.uwindsor.ca/studenthealthservices](http://www.uwindsor.ca/studenthealthservices))
- Student Counselling Centre at ext. 4616 ([www.uwindsor.ca/studentcounselling](http://www.uwindsor.ca/studentcounselling))
- Peer Support Centre at ext. 4551

### 24 Hour Support is Available

My Student Support Program (MySSP) is an immediate and fully confidential 24/7 mental health support that can be accessed for free through chat, online, and telephone. This service is available to all University of Windsor students and offered in over 30 languages. Call: 1-844-451-9700, visit <https://keepmesafe.myssp.com/> or download the My SSP app: [Apple App Store](#)/[Google Play](#).

A full list of on- and off-campus resources is available at <http://www.uwindsor.ca/wellness>.

Should you need to request alternative accommodation contact your instructor, head or Associate Dean.

## Technical Support

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### IT Services

IT Services is responsible for all technical support for the University of Windsor. If you're in need of assistance with Blackboard, UWindsor email, and UWinsite, please open a ticket and someone from IT Services will process your request. To open a ticket, visit <https://www.uwindsor.ca/itservices/support>.

### **Blackboard**

The University of Windsor uses Blackboard as our Learning Management System. If you're having issues or concerns with navigation through the Blackboard site, please follow this guide:

<https://uwindsor.teamdynamix.com/TDClient/1975/Portal/KB/ArticleDet?ID=9430&SIDs=2042>

### **Ask.UWindsor**

The ask.UWindsor allows you to submit questions to staff members, manage your support requests, and subscribe to knowledge base articles update information. For more information, visit

<http://ask.uwindsor.ca>