



University of Windsor

Faculty of Arts, Humanities and Social Sciences

The University of Windsor sits on the traditional territory of the Three Fire Confederacy of First Nations, which includes the Ojibwa, the Odawa, and the Potawatomi.

PSYC 8575-1 | Feminist Psychology and the Psychology of Women and Gender | WINTER 2024

Department of Psychology

Classroom Meeting Time:	Thursdays 1:00 – 3:50 p.m
Classroom Location:	O'Neil Medical Education Centre 3106

Instructor

Name	Charlene Y. Senn, PhD
Email	csenn@uwindsor.ca
Telephone	(519) 253-3000 x 2255
Office Hours	Tuesdays 2:00 – 5:00 p.m. (make up to 2, 15-min appointments using this link https://my.timetrade.com/book/G32XK)
Office Location	180 Chrysler Hall South

Course Description

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.

Course Learning Outcomes

Learning Outcomes:

- 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

Required Readings:

- Bem, S. (1993). *The Lenses of Gender: Transforming the debate on sexual inequality*. New Haven, Conn: Yale University. (Used copies available for purchase through a number of online sources – need to have on hand by week 3 so you can read for week 4. Alternatively, you could use the digital version available within Brightspace, but I **highly recommend** you opt for the paper experience for this one!)
- Weekly course readings are posted for you on the Brightspace site (under Course Readings and then in Course Resource List in folders by the week and scholar's name). You will also have additional readings when assigned by the graduate student facilitator for that week.
- 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.
- Reinharz, 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

Date/Facilitator	Topics	Weekly Readings
Week 1 Jan 11 Senn	Introduction to the field - 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. - Maracek, J. (2017). Feminist Psychology. In <i>Wiley-Blackwell Encyclopedia of Social Theory</i>: Wiley-Blackwell.
Week 2 Jan 18 Senn	Laurel Furumoto / History of women in psychology	- Furumoto, L., & Scarborough, E. (1986). Placing women in the History of Psychology: The first American women psychologists. <i>American Psychologist</i>, 41(1), 35-42. - Furumoto, L. (1992). Joining separate spheres B Christine Ladd-Franklin, Woman-Scientist (1847-1930). <i>American Psychologist</i>, 47(2), 175-182. - 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.
Week 3 Jan 25	Naomi Weisstein / Bias in psychological theory /activism	- 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 & Psychology</i>, 3(2), 195-210. [feel free to read reflections on this piece in same issue] - Weisstein, N. (1993). Power, resistance and science: A call for a revitalized feminist psychology. <i>Feminism & Psychology</i>, 3(2), 239-245. - Lemisch, J. & Weisstein, N. (1997). Remarks on Naomi Weisstein. http://www.cwluherstory.org/remarks-on-naomi-weisstein.html
Week 4 Feb 1	Sandra Lipsitz Bem / Gender /Androgyny WARNING: very heavy reading week – don't leave until the last minute!	- Code, L. (2000). Androgyny. In L. Code (Ed.), <i>Encyclopedia of Feminist Theories</i> (pp. 409-412). London: Routledge. - Bem, S.L. (1993). <i>The Lenses of Gender: Transforming the debate on sexual inequality</i>. New Haven: Yale University. [Read Preface, Chapters 1, 5 and 6 - feel free to read the rest for interest] - 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.
Week 5 Feb 8	Rhoda Unger - Epistemology / Feminist research	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.

		- 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. - 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. [on reserve or purchase book] - Unger, R.K. (2007). Afterword: From Inside and Out: Reflect on a Feminist Politics of Gender in Psychology. <i>Feminism & Psychology</i>, 17(4), 487-494.
Week 6 Feb 15	Michelle Lafrance – Critical feminist psychology / Mental health	- Lafrance, M. N., & Stoppard, J. M. (2006). Constructing a non-depressed self: Women's accounts of recovery from depression. <i>Feminism & Psychology</i>, 16(3), 307-325. - Lafrance, M. N., & McKenzie-Mohr, S. (2013). The DSM and its lure of legitimacy. <i>Feminism & Psychology</i>, 23(1), 119-140. - Lafrance, M. N., & Wigginton, B. (2019). Doing critical feminist research: A Feminism & Psychology reader. <i>Feminism & Psychology</i>, 29(4), 534-552. https://doi.org/10.1177/0959353519863075
Feb 19-23	READING WEEK	
Week 7 Feb 29	Pamela Trotman Reid / class /poverty / marginalized women / feminist research process	- Reid, P.T. (1993). Poor women in psychological research: Shut up and shut out. <i>Psychology of Women Quarterly</i>, 17, 133-150. - 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. - Reid, P.T. (2001). Negotiating partnerships in research on poverty with community-based agencies. <i>Journal of Social Issues</i>, 57(2), 337-354.
Week 8 Mar 7	Lisa Bowleg / Intersectionality & Methods / Health Research	- Bowleg, L. (2008). When Black+ lesbian+ woman≠ Black lesbian woman: The methodological challenges of qualitative and quantitative intersectionality research. <i>Sex Roles</i>, 59, 312-325. - Bowleg, L. (2013). "Once You've Blended the Cake, You Can't Take the Parts Back to the Main Ingredients": Black Gay and Bisexual Men's Descriptions and Experiences of Intersectionality. <i>Sex Roles</i>, 68(11), 754-767. https://doi.org/10.1007/s11199-012-0152-4 - Bowleg, L., Malekzadeh, A. N., AuBuchon, K. E., Ghabrial, M. A., & Bauer, G. R. (2023). Rare exemplars and missed opportunities: Intersectionality within current sexual and gender diversity research and scholarship in psychology. <i>Current Opinion in Psychology</i>, 49, 101511.

		https://doi.org/https://doi.org/10.1016/j.copsyc.2022.101511
Week 9 Mar 14	Jan Yoder / Women and work	• Yoder, J.D., Crumpton, P.L., & Zipp, J.F. (1989). The power of numbers in influencing hiring decisions. <i>Gender & Society</i>, 3(2), 269-276. • 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. • Yoder, J.D., & 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.
Week 10 Mar 21	Michelle Fine / Power and Difference	• Fine, M. (1989). The politics of research and activism: Violence against women. <i>Gender & Society</i>, 3(4), 549-558. • Fine, M. & 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. • Fine, M. (2018). Silencing and nurturing voice in an improbable context: Urban adolescents in public school. In <i>Thinking about schools</i> (pp. 337-355). Routledge.
Week 11 Mar 28	Katie Edwards / Sexual and gender-based violence	• Edwards, K. M., Kearns, M., Calhoun, K., & Gidycz, C. A. (2009). College women's reactions to sexual assault research participation: Is it distressing? <i>Psychology of Women Quarterly</i>, 33, 225-234. • Edwards, K. M., Turchik, J. A., Dardis, C. M., Reynolds, N., & Gidycz, C. A. (2011). Rape myths: History, individual and institutional-level presence, and implications for change. <i>Sex Roles</i>, 65, 761-773. https://doi.org/10.1007/s11199-011-9943. • Edwards, K. M., Banyard, V. L., & Kirkner, A. (2022). Parents Matter: A Descriptive Study of Parental Discussions with Teens About Violence Prevention and Related Topics. <i>Journal of Interpersonal Violence</i>, 37(7-8), NP3856-NP3874. https://doi.org/10.1177/0886260520949153
Week 12 Apr 4	Breanne Fahs / The Body / Sexuality	• Fahs, B. (2009). Compulsory bisexuality? The challenges of modern sexual fluidity. <i>Journal of Bisexuality</i>, 9(3-4), 431-449. • Fahs, B. (2014). 'Freedom to' and 'freedom from': A new vision for sex-positive politics. <i>Sexualities</i>, 17(3), 267-290. • 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.

**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
Melanie Beres*
Sandra Byers*
Rebecca Campbell
Fran Cherry*
Gloria Cowan
Judith Daniluk*
Olivia Espin
Olga Favreau
Louise Fitzgerald
Barbara Frederickson
Nicola Gavey
Carol Gilligan
Beverly Greene
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*
Carla Rice*
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

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Student Perceptions of Teaching (SPT) are to be completed by students during the last two weeks of classes, in accordance with Senate policy. Instructors should allow approximately 15 minutes at the beginning of a class period to complete the SPT online on an electronic device.

[How to access and complete online Student Perceptions of Teaching \(SPT\)](#)

Last day for **Voluntary Withdraw** is *[insert date here]*.

Assessments

Assessment	Worth Value	Due Date
Class participation	10%	All term
Seminar presentation and facilitation	15%	Week/topic chosen by student in first 2 weeks of class
Discussion questions	5%	Week/topic chosen by student in first 2 weeks of class
Reaction/Thought papers (6)	30%	Each due within 1 week of the reading/class chosen
Course outline with full annotated bibliography OR Original research project or analysis: An exploration of a feminist method or mode of qualitative analysis	40%	April 22, 2024 by 4:00 p.m.

Students auditing the course will be expected to complete the first two requirements.

Additional Course Details and Grading Procedures

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 - Date chosen in first two weeks of class

Each participant in the class will be responsible for **one week 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 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 (upload it to BrightSpace). A presenter could also use film clips, poetry, or some other novel way of bringing a focus to the discussion.

Preparation of Discussion Questions – Date chosen in first two weeks of class

Each participant will be responsible for preparation of discussion questions for one additional week of class. On occasion, two students may be assigned to the same week. A minimum of one (maximum of three) discussion questions for each assigned reading must be posted for all class members by Monday noon before the relevant Thursday class meeting.

Project - see separate handout for details (available before the end of January)

Academic Accommodations

The University of Windsor is committed to accommodating students with documented disabilities to ensure they have equitable access to the learning environment. **Documented disabilities** include:

- Learning disabilities
- Attention deficit/hyperactivity disorder
- Acquired brain injuries
- Vision, hearing and mobility impairments
- Chronic medical conditions and psychiatric issues

Any student with a documented disability can register with [Student Accessibility Services](#) (SAS). See information on [disability documentation](#) on the SAS website.

An **accommodation** refers to any service, equipment, or arrangement that is put in place to support a student with a disability in the university setting and is meant to enable students to best perform the essential requirements of their academic program. [Academic accommodations](#) may include classroom accommodations and/or examination accommodations.

Visit Student Accessibility Services in the lower level of Dillon Hall. SAS can be reached by email at sas@uwindsor.ca or by phone at 519-253-3000 ext 6172.

Honesty Matters: Academic Integrity

Academic integrity is the cornerstone of positive learning. As a student in the Faculty of Arts, Humanities, and Social Sciences (FAHSS) you are part of a community of scholars that is committed to the fundamental values of honesty, trust, fairness, respect, and responsibility in the academic pursuit of your degree. This commitment to academic integrity is outlined in the [Student Code of Conduct](#).

"Students are expected to practice personal and academic integrity, to take responsibility for their own personal and academic commitments, and to contribute to the university community to gain fair, cooperative and honest inquiry and learning."

Violations of this code constitute [academic misconduct](#), which includes plagiarism, cheating, unauthorized collaboration, and academic forgery or fraud.

The University of Windsor advocates for academic integrity through honesty, education, and enforcement as outlined in [Senate Bylaw 31: Academic Integrity](#).

Looking for further resources pertaining to academic integrity? Click [HERE](#).

Indigenous Student Support Services

The [Aboriginal Education Centre \(AEC\)-Turtle Island](#) provides support to Indigenous students to reach their highest potential in a culturally supportive atmosphere. Services that the AEC provides include:

- Referral to various student support services on campus
- Cultural programming and events
- A lounge and area to socialize, study, or relax
- Volunteer and work opportunities

Black Student Support Services

The [Black Student Support Coordinator](#) is committed to supporting and advocating for the holistic success and overall well-being of Black, Caribbean and African students at the University of Windsor. The Black Student Support Coordinator will:

- Support students in navigating through various university processes and systems
- Provide general support, advocacy, and referrals to campus resources, or within the Windsor-Essex community
- Mentor individual Black students, providing direct encouragement, support, and active listening
- Connect students with additional UWindsor support services
- Advise on protocols and procedures of reporting racially motivated harassment or discrimination

To set up an appointment to meet with the Black Student Support Coordinator, send email to: blackstudentsupport@uwindsor.ca.

Student Wellness

The [Office of Student Health, Counselling and Wellness Services](#) provides medical services, counselling options, wellness programming and resources to support students in their university journey.

The Faculty of Graduate Studies features their own [in-house counsellor](#) that graduate students may make confidential one-on-one appointments to help cope more effectively with both short-term and long-term difficult/stressful situations. To book an appointment with the counsellor, call the Student Counselling Centre at 519-253-3000 ext. 4616.

After Hours Counselling Services:

- [Keep.meSAFE](#) – an online and telephone counselling service offered for international students (1-844-451-9700)
- [Good2Talk](#) – 24-hour student helpline (1-866-925-5454)

Visit [Student Health, Counselling and Wellness](#) for more wellness resources.

Academic Support

All graduate students are expected to familiarize themselves with the [Graduate Calendar](#) regarding registration, program requirements for graduate degrees, as well as important policies and academic regulations applicable to graduate students.

Graduate students should connect with the [Graduate Coordinator](#) in the Department in which they are pursuing graduate studies and/or the [faculty supervisor](#) to which they have been assigned for guidance on program requirements and important policies and regulations.

Help and Resources on using [Brightspace](#) can be found under [Student FAQs](#).

Got questions? You will find answers to a variety of questions at:



Career Advising and Professional Development

The Faculty of Graduate Studies offers several professional development services facilitated by a [career advisor](#). The career advisor can help you with career-related questions, including:

- Resume/cover letter/CV writing
- Job searching
- Interview prep
- LinkedIn profile critiquing
- Help with deciding next career steps
- Questions about navigating the labour market

Book an appointment with the career advisor through [mySuccess](#) or visit Room 313 Chrysler Hall Tower (Faculty of Graduate Studies).

The Faculty of Graduate Studies and the Office of Career Development and Experiential Learning have partnered to offer [Propel](#), a graduate student professional development initiative aimed at preparing graduate students for both academic and industry careers.

The Centre for Teaching and Learning (CTL) also provides resources and services aimed at GA/TA development: [GA/TA and Graduate Students](#).