

Psychological Study of Sex & Gender

PSY 2240 [4-credits]

Fall 2020

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Class meets online Every Monday and Thursday, 2-4:30pm

Student (office) hours online Every Wednesday, 1:30-3:30pm (and by appointment)

COURSE DESCRIPTION & OBJECTIVES

Why is the first thing people want to know about a baby is their gender/sex? How are children socialized into gender/sex binaries? How do dominant social and cultural formations actually *produce* men and women? How is gender/sex related to sexuality? What is it that we are attracted to in another person? Body frames? Masculinity/femininity? Having a penis or a vagina/vulva? How does gender/sex depend on other categories such as race/ethnicity, nationality, class, religion, and ability? How do interlocking systems of oppression (e.g. sexism, racism, classism, xenophobia, ableism) influence people's lives? In this class, we will learn to make evidence-based arguments about gender and sex while situating lived experiences of women and sexual minorities in context, gain media literacy in examining examples from pop culture, understand the role of heteropatriarchal and racist ideologies and institutions in social inequity, and learn to think and write critically about gender in its social, cultural, historical and political context.

LEARNING GOALS

- Explain how dominant social and cultural formations of gender actually produce women and men, girls and boys.
- Identify interlocking systems of oppression (i.e. heteropatriarchy, transphobia, racism, classism, xenophobia, ableism) and analyze the relationship of gender other categories (i.e. race, ethnicity, nationality, ability, class, sexuality).
- Evaluate the influence of structural inequalities on family, work, education, policy, health, law, culture, the media, and other key domains of experience
- Develop media literacy about issues related to sex and gender, and be able to evaluate elements of popular culture and news on the media from an intersectional feminist perspective.
- Code and analyze interviews conducted with transnational women's and LGBTQ rights activists.

COURSE ACCESSIBILITY

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I encourage you to talk to Katy Evans, the

Academic Services and Accommodations Advisor, to determine how you could improve your learning as well. If you need official accommodations, you have a right to have these met.

ATTENDANCE

Attendance in remote class is required for successful completion of coursework. In the event that you must miss a class, you should email and notify me ahead of time. However, this does not mean that your absence is excused and the deliverables and coursework must still be completed on their due dates. If you are experiencing a personal emergency, including a medical emergency, you must be in touch about that with me.

STUDENT (OFFICE) HOURS

I hold weekly online student hours (Wed 1:30-3:30pm). These hours are for you to drop in at any time, bring in course-related questions, get help for assignments, discuss topics related to your progress in the course, chat with me about life on campus, ask questions about graduate school or life after college. You are also welcome to contact me to schedule an appointment anytime during the semester. If you cannot make it to student hours, please e-mail me with a brief description of why you want to schedule an appointment. I strongly recommend that you come in and discuss your assignments and progress in the course at any time.

BASIC NEEDS

Basic needs (food, housing, and wellness) have a direct impact on academic performance, mental-emotional-physical health, professional development, and holistic success. If you have a personal circumstance or need that will affect your learning or performance in this course, please let me or your faculty advisor know so that we can direct you to available resources to help support you during the term.

COURSE EXPECTATIONS & EVALUATION

Participation	25%
Collaborative Photo Album + Presentation	20%
Gendered Reflections Paper	20%
Final Paper: Intersectional Feminist/Queer Analysis	35%

PARTICIPATION [25%]

Active participation in the class discussion is one of the best ways of learning. That said, I understand that people are different in their comfort levels about speaking up in class. However, psychology research shows that people who typically feel uncomfortable speaking up in group settings are more likely to talk when they feel supported by others. Therefore, we will all be working together towards building that community where every person feels comfortable sharing their thoughts.

Formula for effective class participation: Following the lectures posted every week and watching them before the Monday class each week + Reading the assigned readings and having some questions, or notes for yourself to refer to during the class.

COLLABORATIVE PHOTO ALBUM AND PRESENTATION [20%]

Contribution to the album [10%]

Each of you will take *at least two photographs* (with your phone, other camera, or via screenshot) that reminds you of something from this class (e.g. gendered media images, femininity/masculinity, beauty/thinness ideals, sexualization of girls, women & work, heteropatriarchy... etc). You can take photos of people (with their permission), places, objects, or anything else in your daily life as relevant to this class. Upload your photographs into the collaborative photo album in the google drive in this example format:

- Copy/paste the photo in a google file and add a description in a brief caption:
 - **When** and **where** was this photograph taken?
 - **What** is in the picture? Describe the picture with no interpretation or judgment. Please describe it as clearly as possible, so others could see closer to what you see in the picture.

Deadline: Upload the first photo by Oct 30th, Friday and the second photo by Nov 6th, Friday.

In-class Photo Analysis [10%]:

Each of you will present a photo taken by a classmate in the class. You will pick the photo you would like to present from the collaborative album and sign up for a presentation date in this sheet. Starting from Nov 2nd, at the beginning of each class period, we will have two or three people present the picture of their choice. Here is what the presentation should include:

- Share screen with us and show the picture, or simply share the google doc where the photo is in the zoom chat so we all can look at it as you speak.
- Tell us the information put in by the original owner of the photo (when/where/what)
- Then, tell us your interpretation of the photo. How is this photo "gendered" or "sexed" or what does it tell us about the binary/nonbinary, or how is it related to interlocking systems of oppression (gender, race, ethnicity, ability, nationality, disability, sexuality, class ... etc).

After the presenter, the original photographer will have a chance to respond to the interpretation if they want to. They can say whether this interpretation was compatible with what they were thinking, whether the analysis leaves out something that they had in mind when taking this picture, or perhaps adds to their evaluation/thinking of the photo.

Deadline: You are supposed to select your presentation date by signing up here before November 2nd. Two or three people on each day please.

GENDERED REFLECTIONS PAPER [20%]

In this assignment you are expected to show your understanding of the socially and culturally dominant constructions of sex/gender binary while also reflecting on your experiences. Drawing from our course material that examines processes of gendering, as well as performances and experiences of gender identity, you will write a 3-page (*font: Times New Roman, 12; double space*) paper reflecting on your relationship to these processes, performances, and experiences. You can begin thinking about this paper by considering three "rules," "principles," "freedoms," "epiphanies," or just three key experiences that helped you think about gender/sex in binary and/or nonbinary ways. With respect to each of these three experiences, consider also who and what facilitated and shaped them, and how these experiences relate to what you are learning about in our course. Please cite at least two scholarly sources in your writing.

Deadline: November 13th.

FINAL PAPER: INTERSECTIONAL FEMINIST/QUEER ANALYSIS [35%]

Throughout the course you will be introduced to interviews conducted with transnational women's and LGBTQ rights activists. In this final paper, you will (1) select one field site from the ones available in the

Global Feminisms Archive (i.e. Nicaragua, China, US, Brazil, India), and choose 2 interviewees from that field site, (2) generate a research question to be answered with these interviews, (3) decide on what information to code from the chosen interviews, (4) code the interviews, generate an analysis and write up a paper based on your analysis. More information will be provided throughout the semester about this semester long project that culminates with the final paper.

Deadline: December 11th.

EXTENSIONS

If you need an extension for a certain assignment you need to get in touch with me ahead of time (at least 3 days before it is due). Note that in-class presentations will be difficult to reschedule.

ETHICS AND INTEGRITY

Plagiarism of any form will not be tolerated in this course. Failure to abide by this rule may result in failure in the class and/or expulsion depending on severity. For more information please visit the academic and artistic ethics policy of the college.

COURSE RESOURCES

We will use Google drive, Zoom, and Populi each for different functions in this class. Below are explanations for how/when to use each.

GOOGLE DRIVE

There are several folders shared with the entire class in the drive. I describe each of them below. There will also be a folder with your name, and this is shared only between you and me. This is where you will upload all your assignments throughout the semester (this helps declutter the email inbox).

Readings: This is where you will find all the weekly **readings** for the class. Please note that some weeks we have audio-visual material to be streamed before coming to the class. The links to these are provided in the syllabus. Always refer to the syllabus before accessing the weekly material.

Lectures: This is where I will be posting the weekly lectures. These will be in the video format.

Resources: The syllabus, templates, guidelines, or rubrics for assignments that are linked in the syllabus live in this folder. You can click on the link in the syllabus or directly go to the google drive to access these.

Submissions: You will be sharing your completed assignments with me in this folder by their due dates. Inside the Submissions folder there is a folder with *your name*, and it is private between you and me. So, you are supposed to upload your completed assignments inside the folder with your name.

ZOOM

We will use Zoom for our twice weekly online meetings, every Monday and Thursday 2-4:30pm. Each of you will receive a google calendar invite with the Zoom link and the password. Make sure you accept the invitation to save the meeting times in your google calendars. We will also use zoom for student office hours, or for any scheduled appointments between you and me.

POPULI

I will mark your attendance in Populi. The syllabus will also will up in there, but the most up-to-date version of the syllabus will also always be uploaded in the Google Drive.

COURSE SCHEDULE

Date	Topic	Prep Before Class	Assignments due
Oct 22 Th	INTRODUCTIONS	Pick an object that gives you comfort and put it next to you during the zoom meeting.	
Oct 26 Mon	Messing up with the binaries	<ol style="list-style-type: none"> 1. Kessler, S. J. (1990). The medical construction of gender: Case management of intersexed infants. <i>Signs: Journal of Women in Culture and Society</i>, 16(1), 3-26. 2. Fausto-Sterling, A. (2005). The Bare Bones of Sex. <i>Signs: Journal of Women in Culture and Society</i>, 30(2), 1491-1527. <p><i>Optional Readings:</i> Fausto-Sterling, A. (2000). Five sexes, revisited. <i>Sciences</i>, 40(4), 18-23.</p>	First contribution to the photo album is due on Oct 30th
Oct 29 Th		PLAN DAY - NO CLASS MEETING	Make sure you signed up for a presentation day for In-class Photo Analysis
Nov 2 Mon		<ol style="list-style-type: none"> 1. Butler, J. (2006). Undiagnosing gender. In P. Currah, R. M. Juang, & S. P. Minter (Eds.) <i>Transgender Rights</i> (pp. 274-297). MN, USA: University of Minnesota Press. 2. Bem, S. L. (1995). Dismantling gender polarization and compulsory heterosexuality: Should we turn the volume down or up? 3. This American Life Podcast Episode 204 "81 Words" [Transcription of the episode is also available on the website if you experience hearing difficulties]. [Click on the hyperlink] 	

		<p><i>Optional Readings:</i> Somerville., S. (1994). Scientific racism and the emergence of homosexual body. <i>Journal of History of Sexuality</i>, 5, 243-266.</p>	
Nov 5 Th		<ol style="list-style-type: none"> 1. Gould, L. (1972). X: A Fabolous Child's Story. 2. Valian, V. (1997) Gender begins -and continues- at home. In V. Valian, <i>Why so slow? The advancement of women</i> (pp. 23-46). 3. Gülgöz, S., DeMeules, M., Gelman, S. A., Olson, K. R. (2019). Gender essentialism in transgender and cisgender children. <i>PloS ONE</i> 14(11), 1-12. 	Second contribution to the photo album is due on Oct 30th
Nov 9 Mon		<ol style="list-style-type: none"> 1. Rubin, G. (1984) Thinking Sex. Notes for a radical theory of the politics of sexuality. In C. Vance (Ed.) <i>Pleasure and Danger</i>. NY: Routledge. 2. Iantaffi, A., Barker, M. J., van Anders, S., & Scheele, J. Mapping your sexuality: From sexual orientation to sexual configurations theory. <p><i>Optional Readings:</i> van Anders, S. M. (2015). Beyond sexual orientation: Integrating gender/sex and diverse sexualities via sexual configurations theory. <i>Archives of Sexual Behavior</i>, 44(5), 1177-1213.</p>	
Nov 12 Th	Feminism and/in/as Psychology	<ol style="list-style-type: none"> 1. McClelland, S. I. & Fine, M. (2008). Writing on cellophane. Studying teen women's sexual desires, inventing methodological release points. (pp. 232-26). 	Gendered Reflections Paper is due on Nov 13, Friday

		<p>2. Rutherford, A. (2018). Feminism, psychology, and gendering of neoliberal subjectivity: From critique to disruption.</p> <p><i>Optional Readings:</i> Chadwick, S., & van Anders, S. (2017). Do Women's Orgasms Function as a Masculinity Achievement for Men?, <i>The Journal of Sex Research</i>, 54 (9), 1141-1152.</p>	
Nov 16 Mon	<p>Understanding differences, building coalitions</p>	<p>1. Cohen, C. J. (1997). Punks, bulldaggers, and welfare queens. The radical potential of queer politics? <i>GLQ</i>, 3, 437-465.</p> <p>2. Collins, P. H. (1993). Toward a new vision: Race, class, and gender as categories of analysis and connection. <i>Race, Sex, & Class</i>, 1(1), 25-45.</p> <p>3. Rushin, D. K. (1983). The Bridge Poem. In C. Moraga, & G. Anzaldúa (Eds.) <i>This bridge called my back</i>. Kitchen Table: Women of Color Press.</p> <p>4. Lorde, A. (1984). The master's tools will never dismantle the master's house." In A. Lorde (Ed.) <i>Sister Outsider: Essays and Speeches</i>. Berkeley, CA: Crossing Press. 110-114. 2007. Print.</p> <p>Note: Please do all the readings before Monday. We do not have any readings for Thursday but we will build on those ideas from Monday on Thursday's class.</p>	
Nov 19 Th		<p>No readings for today. I will bring interviews to the class and we will work with those in groups.</p>	

Nov 23 Mon	Women, Gender, and Sexuality in the Media	<ol style="list-style-type: none"> 1. Frederickson, B. L., & Roberts, T. (1997). Objectification theory: Toward understanding women's lived experiences and mental health risks. <i>Psychology of Women Quarterly</i>, 21, 173-206. 2. Jerald, et al. (2017). Subordinates, sex objects, or sapphires? Investigating contributions of media use to black students' femininity ideologies and stereotypes about black women. <i>Journal of Black Psychology</i>, 43(6), 608-635. 3. Happel, A., & Esposito, J. (2010). Vampires, vixens, and feminists: An analysis of Twilight. <i>Educational Studies</i>, 46(5), 524-531 	
Nov 26 Th	THANKSGIVING BREAK – NO CLASS MEETING		
Nov 30 Mon	Gender-based violence	<ol style="list-style-type: none"> 1. Kimmel, M. (2008) "Bros before hos": The guy code. In M Kimmel, Guyland. The Perilous World Where Boys Become Men. 2. Hurt, B. (2011) Feminist Men. 3. Stahly, G. B. (2004). Battered women: Why don't they just leave? In J. C. Chrisler, C. Golden, and P. D. Rozee (Eds.) Lectures on the Psychology of Women, 3rd edition (pp. 310-331). Boston, MA: McGraw-Hill. 	
Dec 3 Th		<ol style="list-style-type: none"> 1. Smith, A. (2005). Sexual Violence as a Tool of Genocide. (pp. 7-33). 2. Kaba, M. (2017). How the School-to-Prison Pipeline Works. <i>Teen Vogue</i>. 3. Ritchie, B. (2004). Feminist ethnographies of women in prison. <i>Feminist Studies</i>, 30(2), 438-450. 	

Dec 7 Mon	Women's Labor & Feminization of Poverty	<ol style="list-style-type: none"> 1. Welle, B., & Heilman, M. (2005). Formal and informal discrimination against women at work. The role of gender stereotypes. (pp.24-40). 2. Sandberg, S. (2013). Internalizing the revolution. From <i>Lean in: Women, work and the will to lead</i>. (pp. 3-26.) 3. Hooks, B. (2013). Dig deep. Beyond "Lean in." <i>The Feminist Wire</i>. 	
Dec 10 Th		<ol style="list-style-type: none"> 1. Burroughs, G. (2008). Too poor to parent. Originally published in <i>Ms. Magazine</i>. [Click on the hyperlink] 2. Reppond, H. A., & Bullock, H. (2020). Reclaiming "good motherhood": US mothers' critical resistance in family homeless shelters. <i>Feminism & Psychology</i>, 30(1), 100-120. 3. Stone, P. & Lovejoy, M. (2004). Fast-track women and the "choice to stay home. <i>ANNALS, AAPSS</i>, 596, 62-83. 	Final Paper is due by December 11 th , Friday.