A complete instructor’s manual with test bank is available with text adoptions in both hardcopy and CD formats from Sloan Publishing at http://www.sloanpublishing.com. Additional support materials can be found online at: http://www.uakron.edu/psychology/faculty/yoder.html.
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Notes from Jan

Thinking about Learning

As I learn more and more about approaches to learning, I have found Bloom’s taxonomy of levels of learning helpful. I have come to see that learning can be aimed at different levels, and in Psychology of Women and Gender classes, we often target the more advanced levels. I have found it helpful to know about these levels, and to think about with what materials and students I target with each assignment and exercise. I believe that even multiple choice questions can speak to some more advanced levels of thinking, and toward this end, I have sought to provide an array of choices here to span many of these levels. I hope you find these useful as you think about your own course. These levels are adapted from:


1. Knowledge/Remember
   Taps the ability to retrieve (recognize and recall) relevant knowledge (e.g., terminology and specific details) from long-term memory. Rote.

2. Comprehension/Understand
   Constructs meaning from instructional messages including interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

3. Application
   Can carry out or use a procedure in a given situation.

4. Analysis
   Breaks materials into their constituent parts and determines how the parts relate to one another and to an overall structure or purpose. This may involve differentiating between relevant and irrelevant materials, organizing how materials fit into a coherent structure (e.g., compare and contrast), and attributing a point of view, bias, or intent underlying the present materials.

5. Evaluate
   Make judgments based on criteria and standards. Involves checking to determine if conclusions follow from observed data and critiquing, that is, judging which method is the best way to solve a problem.

6. Synthesis/Create
   Puts elements together to form a coherent or functional whole; re-organizes elements into a new pattern. This may involve generating a new hypothesis or way for accounting for an observed phenomenon, planning a project, or producing a product related to the course content.

What's here...

Each of the following 14 sections is pegged to the 14 chapters of Women and Gender: Making a Difference (2007, Sloan Publishing). Each section contains:

Chapter Highlights

These are the core points for each chapter. They may serve as overviews for organizing lectures as well as class presentations and discussions.
In small, discussion-based classes, I like to assign students the task of identifying the key themes they see in each chapter. I ask them to identity 3-4 core statements (bullets or up to 1-2 sentences long) in writing before each class. This prepares them for the ensuing discussion, helps them find a few points that they are more likely to take away even after the class ends, and provides a good jumping off point to begin a discussion. To refresh their memories and move their thinking from outside to inside class, I often have students pair up to review their key concepts with each other at the start of class.

It takes some initial training to get students to think about overarching key themes rather than simply outlining the chapter. Thus I review the first several weeks’ carefully. Here’s how I describe what I want for this assignment in my syllabus:

For each homework, identify three central themes from the chapter. These can capture major themes that span the chapter, focus in on a principle point developed in a specific section of the chapter, develop a term or conceptual point that is central to understanding the main points of the chapter, capture the gist of a central piece of research, etc. Each homework will be graded for accuracy/correctness as well as for its centrality to the chapter.

As an adjunct to key concepts in seminars, I like to use speculative questions. “Speculative questions” go beyond the materials students read to ponder integrative links among readings, extrapolations beyond the author’s points, applications to real-life settings or needs, etc. The purpose of these is to reflect students’ understanding of the readings, stimulate thought, question concepts, and go beyond the materials presented. They are not meant to elicit simple regurgitation of the materials (i.e., they are not traditional exam questions). These questions are a sentence or two, up to a brief paragraph, in length. Again, these encourage students to think about the materials before a discussion and provide springboards to further discussion.

Multiple-Choice, Short-Essay, and Long-Essay Questions

Test Bank items are available for instructors who adopt the text only through Sloan Publishing: http://www.sloanpublishing.com

Most of the multiple choice questions offered are designed to tap the comprehension, application, analysis, and synthesis levels of learning, although a handful are simple knowledge/rote items. There is a common chorus of students’ reactions to my multiple choice exams: Students claim my exams make them think. A few complain, but others are challenged. (Because of this, I always have three exams and a comprehensive final, allowing them to drop their lowest grade. This provides an opportunity to become accustomed to my exams as well as rewards those who are prepared from the beginning and thus avoid the final.) It may help to make students aware of these levels of learning and what you are targeting through your assessments.

I have begun to understand that assessment need not just fulfill our obligation to grade, but also can be used to advance learning. Toward this end, I use “group exams” as a supplement to individual work. Students first take a multiple choice exam individually, recording their grade both on the exam itself and on an answer sheet. When all answer sheets are turned in, students work with a group of 3-4 students on a single group exam. I form these groups at the beginning of class using GPAs (which I discard afterwards) to balance the strengths of each group. I weight the individual scores 4 times heavier than the single group score, summing the two for an overall score for each exam. I review the answers before the class ends to

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1 Ideas for group exams, as well as data supporting their effectiveness, can be found in Zipp, J. (in press). Learning by exams: The impact of two-stage cooperative tests. Teaching of Sociology.
2 The simplest way to do this is with 40 exam questions worth one point each on the individual portion and one-quarter point on the group portion, totaling 50 points for the full exam. I keep my grades in an excel file where I include a column recording a group number so I can easily sort my file by group to make the entry of group grades easier. (I also let students decide on a group name when they are first formed as an icebreaker and step toward group identity.)
give immediate feedback and correct any mis-learning that may have occurred in group discussions. I find that much positive peer learning takes place during the group exam and that often study groups emerge outside of class from these group connections.

I find that having this group option allows me to include more difficult items on my exam, that is, items that make students think and see the bigger picture. This approach also seems to call for more thoughtful incorrect distracters. Often I use these to target common stereotyping and folk wisdom challenged by research as well as frequently misunderstood materials. Peer discussions for the group exam oftentimes bring these items to the forefront for discussion and correction. As a final catch-all, I review items missed by the group in a subsequent class, jumping off from distracters into a “teachable moment.”

The short-essay questions are designed to be answered in a few paragraphs. The long-essay questions are meant to target synthesis and evaluation learning and thus require longer periods of thought such as a full class period or a take-home format.

Video Suggestions

My favorites are listed here; there are many, many more possibilities out there. I have enlisted students to seek out videos that are especially meaningful to them, especially brief clips from television shows and popular movies that can bring to life a concept or encourage students to think about a concept. This can make for a good assignment, required or extra credit.

Barbara Sommer and Margaret Matlin lead a joint Task Force from Divisions 35 (Psychology of Women) and 2 (Teaching of Psychology) aimed at developing materials for Introductory Psychology classes. These materials were chosen to apply psychology in ways that help students thrive in college. Many of their recommendations for videos are relevant to our interests in women and gender, making their web site an especially useful resource: http://psychology.ucdavis.edu/sommerb/taskforce/

Applications, Assignments, and Exercises

Many of these may be framed as assignments requiring work outside of class or as classroom exercises prepared either by groups of students or the instructor and used in class. When I use these as assignments, I often have clusters of options from which students must choose one. As for classroom exercises, I am moving more and more away from lectures toward active learning exercises that bring concepts to life for students. I often use the Chapter Highlights I provide here to identify key points I want to target in class and with assignments. Looking at students’ performance on multiple choice exam items repeated across classes using active or non-active learning approaches to teach the materials tested, we found evidence that active learning improves performance:


Resources

These include references to articles that describe teaching exercises (many from Teaching of Psychology), helpful web sites, and citations for scales. I oftentimes reproduce a scale (or a portion of it) and have students complete this as a way to kickoff a class and/or make the materials resonant for students. I always keep students’ responses private. They may complete these individually then talk about their responses in small groups or I have them hand in their responses, shuffle, then re-distribute them so students can speak to the full class about the one they hold without identifying their own responses.

Useful Scales

Here I refer to individual differences measures that may be useful to instructors. I oftentimes use the complete measure or a subset of items, especially those that load highly on subscales, to give students a first-hand understanding of the psychological construct being measured. Although I warn students not to
use these as self-diagnostic, they often serve as a useful way to kick-off a class by personalizing a concept. I also find that having such an up-close-and-personal feel for major concepts helps students think more critically about both the measure and the construct itself.

...And not here

This manual is available both in hardcopy and on CD-ROM for instructors who adopt *Women and Gender: Making a Difference*. The CD version includes Microsoft Word files and pdfs as well as materials from Figures, Tables, and Boxes in the text, making all these materials easy to use and customize. Unless specifically noted, these materials may be used by adopters of this text without copyright permission.

Additional, up-to-date materials can be found online at:

http://www.sloanpublishing.com/yoder

Included here are some original class materials I created, including PowerPoints that supplement some of the exercises described in this manual. Having these materials online gives me the flexibility to add and update materials regularly so please check in from time-to-time to browse and stay current.

Please feel free to contact me at:  

**Jan Yoder**  
Department of Psychology  
University of Akron  
Akron, OH 44325-4301  
330-972-8371  
jyoder@uakron.edu

Sloan Publishing at:

**Sloan Publishing**  
220 Maple Road  
Cornwall-on-Hudson, NY 12520  
(845) 534-4994  
bwebber@sloanpublishing.com  
http://www.sloanpublishing.com
Chapter One
The Power of Difference

Chapter Highlights

- The basic human propensity to socially categorize people by sex, age, and race makes gender a salient part of everyone’s everyday life
- The diversity of social categories used to socially represent others is captured in the Diversity Wheel where gender is a core, stable attribute
- Social representations do not capture our essence but rather play a major role in how each of us is perceived by others
- Using gender as a social category emphasizes difference (gender polarization), which can result in dissimilarity, stereotyping, and disconnection
- Gender can be conceptualized as a part of who we are (essentialism) as well as what we do (social construction)
- Gender is our social understanding of essentially biological sex (not to be confused with sexuality)
- Feminism responds to social categorization based on gender to value women and their experiences, putting values at the core of what we do as individuals and as psychologists
- The feminist social justice value to end sexist oppression demands that we understand how gender fits into a broader system of inequality that privileges members of in-groups and oppresses out-group members, fundamentally linking gender with power
- Conferred dominance grants men power over women that is largely invisible to the men privileged
- Androcentric bias makes men the privileged normative standard against which women are often judged deficient
- Gender cannot be understood in isolation of other social representations around the Diversity Wheel, but rather intersects with other diverse social categories

Video Suggestions

The Way Home (1998)
92 minutes
Oakland, CA: World Trust

Over the course of eight months, 64 women came together to share their experiences of oppression through the lens of race. Separated into eight ethnic councils (Indigenous, African American, Arab, Asian, European American, Jewish, Latina, and Multiracial), American women explore their stories of identity, oppression, and resistance. This stimulates open and frank discussions in my class by simply asking students to point out the parts that stood out for them (both dissonant and resonant). This video fits almost anywhere; I like to use it about midway through the class when students feel comfortable with each other and there is still enough time to have it inform remaining topics (especially the applied topics in the last six chapters). However, using it at the start of class can solidly establish the theme of women’s diversity and allow for extensive building on this theme (for example, see Moradi, 2004).


Applications, Assignments, and Exercises

A Good Icebreaker
The main purpose of this exercise is to make students aware of what they don’t know about gender and to start to be aware that reliable sources of information can be found to make them better
informed. I also encourage students to share their ideas with other students in what usually is a lively exchange.

Students complete a general survey like the one in Appendix A, making their best guess at percentages to fill in each blank. I purposively select high quality sources with up-to-date information. I then have students discuss their answers with a partner, then we go through the items venturing guesses aloud as I provide the correct answers (and for some items, some follow-up information). They learn about three good web sites, how variable their guesses are, and how data can be found to answer each question.

**Linking Gender with Status**

It’s difficult for many students to think about the status implications of their gender. Because this linkage of gender with status is at the heart of this chapter and is a theme that carries over throughout this text, I find it helpful to give students’ experience with this connection and their own subtle biases.

I begin this class by having students complete a packet of materials individually. This packet includes:

- A portion of the Extended Personal Attributes Questionnaire (excluding the items measuring unmitigated communality) (see Helgeson, 1994)
  These materials focus on weight bias: one version shows a man seated next to an average weight woman; the other, the same man seated next to the same woman but she is dressed to appear overweight. These versions are distributed alternately across students (without revealing that there are two versions). (Photos appear on p. 231 of the text and on the CD-ROM.)
- Materials from Conway, Pizzamiglio, & Mount (1996), Appendix B
  These materials describe a fictional culture in which one group has greater status and power than the other. Students are asked to rate the communality and agency of one group, alternating which group is rated across students.

I start with the EPAQ, showing the clusters that comprise the agency, communality, and unmitigated agency subscales and highlighting how the interpretations of this measure have changed over time (masculinity and femininity; gender-schematicity; instrumentality and expressiveness). I describe intergroup differences on these measure whereby women as a group are more communal than men; men more agentic. I encourage students to think intuitively about these group differences, highlighting that individual variations within genders make it so not all women are highly communal and not all men are incapable of communality. Next, I introduce the idea of subgroup diversity whereby communality is stronger in both women and men in collectivist cultures. These ideas of intergroup and intragroup (both individual differences and subgroup diversity) appear across the text. Finally, I look at the consequences of high levels of these traits for individuals’ health (Helgeson & Fritz, 1999).

My next point deals with the subtly of bias. I begin by asking, rhetorically, if students are biased against heavyweight people, noting that we all know the socially desirable answer. I have them compare their ratings of the male target in Hebl and Mannix’s photos with a classmate with the other photo. I then show students the study’s data, showing that students rate the male target lower when he is simply seated next to an overweight woman (even when they are strangers).

My last point brings together what we know about agency, communality, and subtle bias using Conway et al’s study. Again, students compare their ratings of one group with a partner who rated the other group. We then look at the study’s data showing that the lower status group was rated as more communal and less agentic. I note that most of us would argue that women are not openly seen as lower in status than men, but we know that communality is linked to lower status and women;
agency to higher status and men. It’s these linkages then that subtly connect lower status to being female.

Note that this sequence also illustrates the history of research in the Psychology of Women as described by LaFrance et al. (2004): gender comparisons in the EPAQ, individual differences in communality and agency as self-reported traits; stimulus variables and stereotyping (in Hebl & Mannix and Conway et al.); and finally the connection of gender with power and status. All pieces of this history lend something valuable to the story and thus carry over into contemporary research on women and gender.


Valuing Research

I continually struggle in this class to encourage students to think critically beyond their own experiences and views of the world. Central to this goal is getting students to value research above their own opinions. Although research methodology certainly should be questioned, solid findings cannot be dismissed just because they don’t fit with an individual’s opinions. This exercise is meant to tackle these issues.

Start by asking students to discuss whether or not they should change answers on a multiple choice exam. Kruger et al’s (2005) data from 1,561 students taking a 100-item multiple choice exam confirm that switching is more likely to result in a right choice (51%) than sticking with one’s first instinct, switching and becoming wrong (25%), or switching and remaining wrong (23%). However, more students (42%) believe that changing will go from right to wrong than is actually true, buying into the first instinct fallacy. Kruger and his colleagues go on to demonstrate why this fallacy is so persistent – because students find switching from right to wrong more affectively negative and have biased memories such that switching errors are overestimated (and sticking errors are underestimated). Their clever path analysis of this reasoning confirms that switching fears sustain the first instinct bias.

The point to stress in the ensuing discussion is that it is perfectly legitimate to raise questions about the validity of a study’s findings by pointing to methodological shortcomings. However, it is not good science to simply reject findings because they don’t fit with one’s view of the world.

**Resources**


Feminism and Women's Resources:

National Council for Research on Women:
[http://www.ncrw.org](http://www.ncrw.org)

Women's Research Institute:

Task Force Report on Helping Students Thrive in College (Divs. 35 & 2):

Project Syllabus: (for ideas for creating syllabi)
[http://www.lemoyne.edu/OTRP/projectsyllabus.html](http://www.lemoyne.edu/OTRP/projectsyllabus.html)

**Good general resources:**


**Useful scale**

*Feminist Identity Composite Scale (FICS)*


I have students complete a subset of items from the FICS, then seal their answers in an envelope that I collect and keep. During one of the last classes, students complete the scale again, then I return their unopened envelope. I lecture on Downing and Roush's model of feminist identity, let individuals compare their pre-class and current answers, then allow a typically lively discussion to ensue.

To set up the survey, I select four items from each of the five subscales (from Table 2, pp. 22-23 of Fischer et al., these items are: 28, 16, 24, 10, 1, 29, 18, 25, 12, 2, 31, 19, 26, 13, 3, 32, 20, 27, 14, and 4, in this order). I label them PA, R, EE, S, and AC, then repeat these labels within each cluster of 5 items (in order to designate the stages they represent). This labeling allows students to identify patterns of changes in their answers by looking at 4 high-loading items within each subscale. I use a 5-point rating scale from strongly disagree to strongly agree (with neither agree nor disagree as a neutral mid-point). I also reword a few items to make them applicable to male respondents. The opening instructions I use state: “The statements listed below describe attitudes you may have. There are no right or wrong answers. Please express your feelings by indicating how much you agree or disagree with each statement.”
Appendix A


What percentage of women over 18 years old are married? _____ 51%
What percentage of women over 25 hold a BA (college) degree? _____ 26%
What percentage of women over 16 participate in the labor force? _____ 60%
What percentage of each is women:

  Psychologists? _____ 66%
  Elementary and middle school teachers? _____ 82%
  Architects and Engineers? _____ 14%
  Physicians and surgeons? _____ 30%
  Registered nurses? _____ 92%

Social Attitudes General Social Survey webapp.icpsr.umich.edu/GSS/women
Institute for Women’s Policy Research www.iwpr.org

What percentage of Americans think of themselves as feminists? _____ 22%
What percentage of Americans agree that “a preschool child is likely to suffer if his or her mother works”? _____ 42%
What percentage of Americans believe that it’s important that women care for children because women are biologically better suited than men? _____ 60%
What percentage of U.S. military personnel is women? _____ 14%
What percentage of Americans diagnosed with AIDS is women? _____ 19%
What percentage of married American women earn more than their spouse? _____ 14%

Psychology APA’s Women’s Program Office www.apa.org/pi/wpo/

What percentage of the American Psychological Association is women? _____ 51%
What percentage of undergraduates in psychology classes is women? _____ 73%
What percentage of U.S. psychology departments offers a Psychology of Women or Gender class? _____ 50%
Chapter Two
Transforming Psychology

Chapter Highlights

- The history of the Psychology of Women has moved from exclusion and androcentric bias through compensatory re-discoveries to transformations
- Four historical trends developed and continue: comparing women and men; androgyny (which continues more broadly as individual differences); gender as a stimulus variable; and social constructionism
- Psychology of Women today is established as an ideology, research perspective, and organization within psychology as a discipline
- Innovations in feminist research include acknowledging the role of values and three theoretical perspectives: feminist positivist empiricism, feminist experiential research, and feminist social constructionism
- To understand gender differences, we need to consider where we do and don’t look, how similarity can be overlooked, and when differences are and are not meaningful
- Meta-analysis identifies patterns of gender differences that are largest for some physical characteristics and motor abilities, but even these differences describe overlapping distributions
- Differences in cognitive abilities have garnered a lot of attention and controversy involving memory and verbal abilities (favoring women) and math and spatial abilities (favoring men)
- Among the vast array of possible social and trait variables, a handful of consistent differences emerge; women and men are similar with regard to psychological well-being
- Meta-analysis is only a first step toward understanding intergroup gender differences that overlooks intragroup variability (both individual differences and subgroup diversity) and that fails to explain why differences are found

Video Suggestions

Leta Stetter Hollingworth (1990)
20 minutes
Milwaukee, WI: Alverno College

A good biography of Leta Stetter Hollingworth, often considered to be one of the founders of the Psychology of Women. (I like to use this video as a positive model for the history assignment below.)

Applications, Assignments, and Exercises

Where are the women?
Find at least five recent editions of Introductory Psychology texts (they'll be in the library). Read the portion of the book that covers the history of psychology. Note how many women and men are mentioned in the text and are pictured as well as what they are included for doing. Anyone missing?
A good reading to accompany this assignment is:


Celebrating women: Psychologist-of-the-day
The purpose of this assignment is to celebrate the work of women and/or feminist scholars who have contributed, or are contributing, to the psychology of women and gender. This is a good antidote to
the anger and frustration that can accompany this course as students are exposed to previously unacknowledged inequities. There are three parts to this assignment; you may use all or some parts of the following.

Check out the web site for the History of Psychology at: 
http://elvers.stjoe.udayton.edu/history/welcome.htm. Explore "People Alphabetically." What percentage is women? List the names of these women.

(If you want to explore more, go to the web site for Division 26, the History Division of the American Psychological Association: http://www.apa.org/divisions/. An excellent web site for information about women in psychology's history can be found at: http://psychology.okstate.edu/museum/women/cover2.html)

The remainder requires that each students be assigned a name and a presentation date. I prepare these on slips of paper, put them in a box, and have students draw their assignment randomly. Names of historical figures and key contemporary figures in the text appear below. I start classes throughout the semester with 1-3 presentations as an ongoing celebration of the positive contributions of feminist psychologists.

Prepare a 2-page brief biography about the person assigned to you and due on the date assigned. Devote a paragraph to a brief overview of the psychologist's life (e.g., birth/death dates, where educated, personal information). Describe the person's (1) work/professional life and (2) how her/his work fits into our class materials.

On a assigned due date, give a brief (5 minute) presentation to the class describing your psychologist's work/professional life and its relevance to our class. (You may add a personal note if it's especially interesting, but focus primarily on her/his professional contributions.) You will be graded for the clarity of your presentation, your description of their work and professional lives, and the relevance of their work to this class. (I encourage students to clap after each presentation.)

Mary Whiton Calkins  Nancy Chodorow
Dorothea Dix  Janet Shibley Hyde
Frieda Fromm-Reichmann  Alice Eagly
Karen Horney  Kay Deaux
Melanie Klein  Peter Glick
Christine Ladd-Franklin  Susan Fiske
Maria Montessori  Mary Ainsworth
Margaret Floy Washburn  Hope Landrine
Florence Denmark  Paula J. Caplan
Bonnie Ruth Strickland  Laura S. Brown
Martha Bernal  Celia Kitzinger
Leona Tyler  Arnold Kahn
Janet Taylor Spence  Mary Gergen
Dorothy Cantor  Barbara Reskin
Norine Johnson  Rosalind C. Barnett
Carolyn Wood Sherif  Anna Freud
Jessica Henderson Daniel  Carol Gilligan
Jean Lau Chin  Linda Garnets
Lillian Comas-Diaz  Gloria Steinem
Beverly Greene  Society for the Psychology of Women
Anne Fausto-Sterling  Association for Women in Psychology
Sandra Lipsitz Bem  Leta Stetter Hollingworth


Section on Women and Psychology (SWAP) of the Canadian Psychological Association: [http://www.cpa.ca/swap.html](http://www.cpa.ca/swap.html)

Psychology of Women Section of the British Psychological Society: [http://www.bps.org.uk/sub-syst/POWS/powsweb.htm](http://www.bps.org.uk/sub-syst/POWS/powsweb.htm)


Chapter Three
Sex&Gender&Sexuality

Chapter Highlights

- Overall, sex, gender, and sexuality intersect (are intertwined so that they affect each other) in a psychobiosocial model and are best described along continua
- Intersexuality challenges the common assumption that sex is as dimorphic
- Both the sex chromosomes and hormones play major roles in reproductive development, both of which can take development along typical and atypical paths
- Genitals, which develop from the same tissue (bipotential), play a major role in assigning sex at birth even though phallus size is not dimorphic
- Because brain development occurs along side reproductive development, some biologists suggest that brains may be sex-typed although evidence regarding brain size, structures (e.g., hypothalamus), and functions (e.g., the corpus callosum and the crowding hypothesis) is inconclusive and controversial
- The search for a “gay gene” is largely inconclusive and controversial, although concordance rates support some degree of heritability (i.e., a predisposition)
- The role of hormones is explored through a neuroendocrine approach that examines how organizational effects of prenatal hormones and ongoing activation effects of hormones after birth affect gender differences in childhood behaviors, core gender identity, sexual orientation, social variables, and cognitive abilities
- Evolutionary psychologists explore gender differences and similarities as adaptive solutions to problems of survival and reproduction by largely focusing on parental investment, sexual selection, mate selection, and male dominance
- Understanding that behavior affects biology avoids biological determinism, making biology part of a holistic approach to understanding sex&gender&sexuality

Video Suggestions

“Is It a Boy or a Girl?”
1 hour
Intersex Society of North America (http://www.isna.org)

This video raises many issues about intersexuality including the assignment of sex, the use of surgery to force two sexes, and the fluidity of sex. It does an excellent job of complicating students’ thinking about what they took for granted about sex as dimorphic.

Video Clip: The scene in the movie, “In and Out,” when actor Kevin Kline, confused about his own sexual orientation and masculinity, listens to an audiotape teaching masculinity.

This very funny exaggeration of masculinity clearly demonstrates how masculinity intersects with men’s sexual orientation such that homophobia reinforces and sustains masculine ideology.
Applications, Assignments, and Exercises

The big picture
Although a holistic picture to explore gender differences across Chapters 3 through 7 does not appear in the text until Figure 6.1 on page 116, I use this puzzle from this chapter onward to step back and see the big picture. After the first two introductory chapters, the text is organized into two basic parts: (1) Chapters 3-7 that lay the scholarly groundwork for (2) Chapters 8-14 that apply this grounding to social issues. The puzzle pieces capture the logic of the groundwork – exploring explanations for gender differences by including biology and evolution (Ch. 3), socialization by family, schools, peers, and the media in childhood (Ch. 4) and across the life course (Ch. 5), within-gender diversity (both individual differences and subgroup diversity), and present social contexts (Ch. 6), including social status and stereotyping (Ch. 7).

Absurd statements
Absurd statements are common comments that, when turned on their head, expose subtle stereotyping and discrimination. For example, Linda Garnets takes comments directed at lesbians and re-directs them toward heterosexuals (e.g., "Is heterosexuality just a phase you're passing through?"). Gloria Steinem reconstructs Freudian theory based on women through a fictional character, Phyllis Freud, and Mykol Hamilton and Shannon Stuart-Smith reframe sociobiology from a women-centered vantage. All are good fodder for creating new and different absurd statements.


Resources

Intersex Society of North America:
http://www.isna.org
Johns Hopkins Children's Center:
http://ww2.med.jhu.edu/pedendo/intersex/index.html
Chapter Four
Growing Up

Chapter Highlights

- Overall, socialization practices involving families, schools, peers, and the media pass a gender-typed culture on to an actively thinking child, making individuals either products of or deviates from their culture.
- “Baby X” studies highlight how social categorization affects perceptions of even very young children.
- Research findings comparing girls with boys finds fewer differences in children’s own beliefs about gender than others’ expectations for children based on their assigned sex (social categorization), development of individuals’ gender identity and sex category constancy, and gender differences in preferences and behaviors, most notably gender segregation among peers.
- Chodorow’s psychoanalytic theory emphasizes the role of family relationships in gender-identity development and ultimately calls for dual-parenting to break out of the cycle of reproducing emotionally unsatisfying, analytic, heterosexual men and relational, heterosexual women.
- Social cognitive theory explores how children learn to be female and male from socializing agents and by actively developing their own gender schema, all within a culture that emphasizes gender as a social category.
- This gendered culture is linked to power by socializing girls toward powerlessness and (heterosexual) boys toward mastery and privilege.
- Although there are individual strategies for raising gender-aschematic children within a gender-schematic culture, sociopolitical change by individually challenging these practices is likely to incur costs associated with being culturally deviant.

Video Suggestions

34 minutes
Northampton, MA: Media Education Foundation

Discusses the manner in which women are portrayed by advertising and the effects this has on women and their images of themselves. I often use this in discussions of socialization under media influences because this is such a powerful issue for many students that I want to get to it early in my class. The almost universal appeal of this for women seems to open up discussion.

The Strength to Resist: The Media’s Impact on Women and Girls (formerly Beyond Killing Us Softly)
33 minutes
Cambridge Documentary Films

Although the Killing Us Softly series does an excellent job raising viewers’ awareness of sexism in advertising, this video takes that message a step further by linking emphases on thinness and women’s appearance to issues of power, privilege, and difference.

Fair Play: Achieving Gender Equity in the Digital Age (1999)
57 minutes
Princeton, NJ : Films for the Humanities & Sciences

Filmed at a middle school in Austin, Texas, this video captures not only gender differences in how girls and boys deal with computers, but also the observations of the Sadkers about the everyday gendered experiences of girls and boys in school.
Applications, Assignments, and Exercises

Preparing for Powerlessness
I debated whether to re-organize this chapter using Hilary Lips’ insightful contention that girls and boys are raised in different cultures that undermine girls’ powerfulness and privilege boys’ mastery. I purposively held back from taking this step because I think it works more powerfully if these patterns are discovered by students themselves. This class exercise is intended to facilitate this discovery. The materials for this exercise also can be found in Appendix A.

Form students into 3-4 person teams assigned to fill in the handout in Appendix A. Have half the groups complete this form describing how they would raise an agentic child; the other half, a communal child (defined as: gentle, helpful, kind, warm, emotional, devoted to others, aware of other’s feelings, and understanding).

This form is meant to organize students’ plans (i.e., their scripts for socializing children) so that they parallel information in the chapter. By comparing their scripts on the first page with actual research findings, they see that the agentic child is raised like a boy; the communal child, like a girl.

The second page of the exercise takes the gendered awareness developed on the first page and plays it out. We see that agentic boys and communal girls are likely to develop different skills, keeping the gendered cycle going. The last piece, which applies social cognitive theory and Bussey and Bandura’s (2004) model, explores the mechanisms through which parental scripts are realized.

It is important to point out that parents dictate only part of their child’s socialization – school and teachers, peers, and the media offer their inputs as well. One final question this realization raises is about parents who try to deviate from this pattern of communal girls and agentic boys. Do they risk raising deviates? For me, this point is why socialization practices offer little hope as sources of social change (although they certainly can reflect social changes).

Birth Congratulations
What could be more "genderless" than a newborn—without those pink and blue hospital wristbands could we tell them apart? Explore the expectations we have about how babies will be socialized by examining Hallmark’s version of newborns. Look at least 20 different birth congratulations cards (10 for girls; 10 for boys). Are they parallel? Can you find any neutral ones?


Kids' Toys
Do you think girls and boys live in the same culture? Check out their toys. Take a quick inventory of the toy collections of at least two girls and two boys. Could they be readily exchanged? Ask the owners to identify their favorites and observe them playing with them for a little while. What similarities and differences do you notice, and what does this promise for raising gender-aschematic children? Also, find a toy that works for both girls and boys and explain how it manages this.

OR: Go to a major toy store (e.g., Toys R Us), and ask a clerk to suggest a toy. You'll probably be asked both the sex and the age of the child. Is there a girls' and boys' section to the store? Does it vary with age? What toys are stocked in each section? Are there sections that invite both girls and boys (and how do they do this)?

Preparing for “Glamour”
Two magazines for pre-adolescents are Girls’ Life and Boys’ Life. (Girls’ Life will appear in the
newsstands; Boys’ Life is distributed through the Boy Scouts and should be available in public
libraries.) Take a closer look at a few issues: record what topics are (and aren’t) covered in each,
product ads, etc. Are boys being tracked one way and girls, another (e.g., toward adult women’s
magazines, like Glamour)? (If you’d like to explore a feminist girls’ magazine, see New Moon at
http://www.newmoon.org.)

Resources

American Association of University Women (AAUW):
(1111 Sixteenth Street, NW, Washington, DC 20036, 800-326-AAUW, http://www.aauw.org)
Appendix A

**GOAL: As a parent, what would you do to raise an agentic child?**

(Agency: independent, active, competitive, confident, makes decisions easily, doesn’t give up, feels superior, and stands up under pressure)

**Describe:**

(1) the toys you would buy for your child:

(2) the clothes you would buy for your child:

(3) the activity levels you would encourage (e.g., active, quiet):

(4) the play you would encourage your child to engage in and avoid:

(5) the tasks and chores you would encourage:

(6) the type of friends you would encourage your child to play with:
How important do you believe it would be for your child to have the following skills?

<table>
<thead>
<tr>
<th>Skills</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Memory</td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Strong Verbal Skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Strong Math Skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Strong Spatial Skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

Socio-cognitive theorists propose that we learn through modeling, enactive experiences, and direct tutoring (including rewards and punishments).

Consider each of the following behaviors your child might display. Rate how likely you'd be to reward and punish each behavior by writing **low, moderate, or high** in each blank box below.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Reward</th>
<th>Punish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-esteem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empathy for others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smiling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Risk taking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreeableness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter Five
Changes Across the Life Course

Chapter Highlights

• Overall, socialization does not end with childhood, but rather women and men age within a gender-typed culture that often limits choices by subtly channeling individuals along gendered paths of least resistance
• Although cohorts share common histories, individuals carve out a life course that is highly individualized
• The cross-over model of increasing androgyny with age is challenged by changes in social attitudes within cohorts
• Girls’ adolescent development is commonly marked by challenges to self-esteem, identity formation and moral development, social development, and occupational choices, which are influenced by expectancies, values, and gendered proximal contexts affected by language, occupational gender ratios, and how jobs are presented
• Although much research focuses on adults, women’s young adulthood in particular is commonly distinguished by family/work decisions
• Gerson’s research concludes that situational pushes and pulls, not childhood aspirations, best predict women’s family/work outcomes and that homemakers and childfree careerists, unlike combiners, share traditional attitudes that do not challenge traditional family/work norms
• To successfully blend heterosexual marriage with career, women need to anticipate and plan for conflict
• Although aging is frequently associated with biological decline, richer surveys of mid-life and older women find both pluses and minuses related to aging
• Successful aging often depends on financial security and strong social networks

Video Suggestions

Shortchanging Girls, Shortchanging America (1991)
19 minutes
Available from the American Association of University Women (AAUW)
(1111 Sixteenth Street, NW, Washington, DC 20036, 800-326-AAUW, http: www.aauw.org)

Based on a nationwide poll that assessed self-esteem, educational experiences, interest in math and science, and career aspirations of girls and boys ages 9-15, which indicated a serious drop in self-esteem among girls in that age group leading to lower self confidence and lowered aspiration levels, this film draws heavily on the work of Myra and David Sadker, Carol Gilligan, and others.

Reviving Ophelia (1998)
35 minutes
Northampton, MA: Media Education Foundation

Based on Mary Pipher’s (1994) book by the same name, this video raises issues about girls’ adolescent development that resonate with many students, especially those not that far from this developmental stage.

Out in Suburbia: The Stories of Eleven Lesbians
28 mins.
Documentary by Pam Walton, Wolfe Video, P.O. Box 64, New Almaden, CA 95042,

"Eleven women ranging in age from 23 to 67 speak easily about their family, friends, and loves.”

Students in my classes often grapple with stereotyping, and for some, the invisibility of lesbian
women. This video uses personal interviews to confront stereotyping and to present lesbians as real women with whom we all interact in our everyday lives. Distinguished award winner: International Lesbian & Gay Film Festival, 1989; Women in the Director's Chair, 1989; American Film and Video Festival, 1989; Montreal International Festival of Films and Videos by Women, 1989; Sinking Creek Film Celebration, 1989.

Applications, Assignments, and Exercises

**Life course interview**
After reading Chapter 4 of the text, interview an older woman (e.g., your mother, grandmother, etc). Ask about her life course development. How does her story fit and differ from the patterns described in the chapter?

**Gendered Occupations**
My children made me aware of videos sponsored by the U.S. Department of Labor that schools use to make secondary students aware of career options. These videos are amazing to view through a gendered lens. I am so confident that a choice will be sexist that I actually go to the site and let students pick ones to play for the class then critique.  
http://www.careervoyages.gov/infotech-videos.cfm

A positive antidote to the cite above is provided by the Girl Scouts to encourage girls to “set their sights on math, science, and technology” at:
http://www.girlsgotech.org/

Resources


American Civil Liberties Union on Gay and Lesbian Rights:
http://www.aclu.org/issues/gay/hmgl.html
Chapter Six
Individuals and Social Contexts

Chapter Highlights

- Overall, this chapter adds the last pieces to the puzzle about what causes gender differences by exploring variability within women as a group and the impact of present social contexts.
- Research on empathetic accuracy provides a useful overview of individual differences (some individuals are better than others) as well as how social contexts can maximize (e.g., instructions that arouse expectations/stereotyping) and minimize (e.g., paying for accuracy) intergroup gender differences.
- Interpretations of intergroup differences often overlook intragroup variability (both individual differences and subgroup diversity), even though some within-group differences may be greater than between-group differences.
- Masculinity and femininity, like biological sex, are not dimorphic but rather measure individuals’ traits and roles along separate continua.
- Gender traits and roles have been interpreted as feminine-masculine, expressive-instrumental, communal-agentic, and gender-aschematic/schematic by various researchers.
- Gender-stereotype accuracy and attitudes about masculinity, along with the BSRI (Bem Sex Role Inventory) and PAQ (Personal Attributes Questionnaire), add to our arsenal of individual differences measures (the ASI will be discussed in Chapter 7).
- Intuitively social contextual explanations become plausible when women, who are treated like men, act like men (and vice versa).
- Social contextual explanations seek out moderators by exploring gender stereotyping and social status confounded with gender.
- Stereotyping affects cognitive abilities (e.g., math and spatial skills), social variables (e.g., aggression, helping, and sociability), and roles and occupations through the gender-typing of tasks, task stereotyping, the gender composition of groups, and stereotype threat.
- Status construction theory directly links gender with social status/power and agency/masculinity.

Video Suggestions

Men, Women and the Sex Difference: Boys and Girls Are Different (1996)
43 minutes
Princeton, NJ: Films for the Humanities and Sciences

This television program was produced by reporter John Stossel who takes a decidedly anti-feminist approach to understanding why girls and boys are different. He starts by exploring socialization practices, attempts to debunk these practices, and describes biological and anthropological evidence purporting to root differences within children themselves. Interestingly, he undermines his own deterministic argument at the end when he calls for the freedom to let children develop according to their own individual talents and interests, something feminists wishing to remove environmental constraints would embrace. I use this film as a negative example from which we explore alternative conceptualizations to that of Stossel. (It also highlights the biases of media representations on this highly controversial topic.)

Applications, Assignments, and Exercises

Viva la difference…
Find recent articles published in the popular press (e.g., Time, Newsweek, etc.) describing differences between women and men. Identify the cause of these differences: biology, socialization, and social...
context (e.g., stereotypes and power). What do the headlines emphasize? Is the text balanced or does it lean toward a single view?

Alternatively, explore the literature in psychology. Randomly sample 5-10 articles in PsycINFO. To find these articles, search on the thesaurus term “human sex differences.” For what topics are comparisons being made? When differences are found, how are they interpreted in the discussion section? Do any patterns emerge across articles?

**Useful Scales**

*Extended Personal Attributes Questionnaire*


*Gender-Stereotype Accuracy*


*Attitudes about Masculinity*


Chapter Seven
Sexism

Chapter Highlights

- Distinguish among stereotyping, prejudice, and discrimination as aspects of overall sexism
- The content of gender stereotypes includes traits, roles, occupations, and physical characteristics that both describe (descriptive norms) and prescribe (injunctive norms)
- Gender traits form two clusters: femininity/expressiveness/communality conveying warmth; masculinity/instrumentality/agency conveying competence
- Gender roles form two clusters: traditional (housewife/mother and sexy woman) conveying warmth and nontraditional (athlete/lesbian and businesswoman/feminist) conveying competence
- Unqualified stereotyping reflects the cultural in-group, not a generic woman
- Only cultural in-groups are stereotyped as both warm and competent and thus are admired
- Warmth is linked to being non-threatening; competence to high status; being perceived as low on either or both is associated with negative prejudices (paternalistic, envious, and contemptuous)
- Sexist prejudice is ambivalent, including both openly hostile and more subtly benevolent prejudices
- Sexist prejudice and sexist stereotyping fundamentally work to restrict the roles of women and girls, resulting in sexist discrimination that may be blatant, covert, or subtle
- Sexist stereotyping is perpetuated by the media, by language, and by influencing others' expectancies, which in turn can shape people's behaviors, making stereotyping self-fulfilling

Video Suggestions

Ethnic Notions (1986)
56 minutes
San Francisco, CA: California Newsreel

Stereotyped images of African Americans and how they evolved in changing political climates from before the Civil War to contemporary pop culture. The entire video is very good, but I often show just a brief clip about the Mammy stereotype to highlight the intersection of race/ethnicity with gender stereotyping.

Tough Guise: Violence, Media, and the Crisis of Masculinity (1999)
84 minutes
Northampton, MA: Media Educational Foundation

A look at stereotyping of masculinity and how this ultimately harms both men and women. There are two segments (approximately 40 minutes each): I find that the first can stand alone but students often are engrossed in this video and will even stay after class to see it through to its end. (This lays the groundwork for a more sensitive understanding of violence against women that calls into question masculinity, rather than men per se.)

Applications, Assignments, and Exercises

Newsmakers
Who's on the cover pages of Time, Newsweek, and national and local newspapers? How are they pictured? Examine at least 30 issues of news sources, noting the gender of who's highlighted on the front/cover pages and measuring their "facism."

Sex and Violence in Video
Watch one-hour of music videos (e.g., MTV, BET, or VH-1). For each video, determine who is the main actor and who is a recipient, and record the sex of each. For each of these targets, code the number of dominant acts, implicit and explicit aggression, aggression with sexuality, objectification, and implicit and explicit sexuality in which they engage. (A good companion exercise to viewing Tough Guise and later, DreamWorlds—see the video listings here and for Chapter 13.)

Resources


Useful scales

Ambivalent Sexism Inventory

Ambivalence toward Men Inventory

Modern Sexism Scale

The Schedule of Sexist Events (a measure of women’s exposure to sexist discrimination)

American Association of University Women:

Boston Women's Health Book Collective:
http://www.ourbodiesourselves.org

Older Women's League:
http://www.owl-national.org

APA Brochure:

Staying connected: A guide for parents raising an adolescent daughter

NPR interview with centenarian Helen Boardman presents a very balanced view of the joys and trials of aging:
http://www.npr.org/programs/morning/100years.html

Useful scale

Anxiety about Aging Scale
Chapter Eight
Women’s Multiple Roles

Chapter Highlights

- Through this chapter and the next, our key understanding is that how satisfied and effectively women deal with multiple roles depends on each woman herself, her relationships, and societal supports.
- Multiple role theory blends two seemingly competing hypotheses: scarcity, pointing to conflicts arising from multiple roles, and enhancement, emphasizing the benefits of multiple roles for overall well-being.
- Rather than competing, scarcity or enhancement depend on role quality, role centrality, coping strategies employed by individual women, social and structural supports available, and individual differences.
- In close relationships (both friendships and romantic attachments), women know what they want: intimacy and equality.
- Stereotyping about friendships projects gender differences whereby women seek intimacy and men, shared activities; alternatively, some research suggests that the social contexts in which men are encouraged to express intimacy are simply more limited than they are for women.
- Dating scripts, lesbian and heterosexual romantic attachments, and the household division of labor among heterosexual couples all raise issues about gender and power (e.g., men control dates) and equality (e.g., women continue to contribute more household labor).
- Caregiving generally is associated with women and femininity/expressiveness/communality.
- Caregiving for children (“mothering”) includes caring for (caring) and caring about (emotional labor), both of which are linked to traditional images of mothers (women) as always present and primarily responsible.
- A majority of preschool children experience routine nonparental care, viewed by mothers as custodial (relinquishing omnipresence but not primary responsibility), surrogate (surrendering mothering), or coordinated (shared) care.
- Only coordinated care challenges traditional images of mothering.
- Traditional images of mothering also are challenged by men with expressive traits (who provide the caring about of mothering) and the role of single fathers (who provide the caring for of mothering).
- Research on the emotional, social, and intellectual effects of day care on children’s development needs to move from a deficit model toward understanding how to make day care work most effectively for the families who use it.

Applications, Assignments, and Exercises

Men have friends?
Chapter 8 argues that stereotyping of women’s and men’s friendships has influenced research. Has it influenced fictional portrayals as well? Read Chapter 8 then examine some examples of fictional books, essays, articles, etc. about men’s friendships published in the contemporary popular press. (A good resource would be men’s magazines and magazines of short stories like The New Yorker.) Do fictional accounts reflect (and perpetuate) these same biases?

Personals
Admittedly, people who advertise in the personals columns may not be representative of the general population, but these ads can give us an unobtrusive look at expectations in romantic and/or sexual relationships. Compare the ads posted by women and men in at least three sources. How do the
writers portray themselves and how do they describe their desired partner? Does the sexual orientation of the person posting make a difference?


**Resources**

NICHD Study of Early Child Care:  
http://secc.rti.org/  
National Research Center for Women and Families:  
http://www.center4research.org/  
Institute for Women's Policy Research:  
http://www.iwpr.org  
National Council for Research on Women:  
Chapter Nine
Multiple Roles Continued

Chapter Highlights

- A majority of North American women are employed, working for reasons similar to men (most notably economic need)
- The best measure of the wage gap compares the median annual earnings of full-time employed workers
- The wage gap varies by race/ethnicity, narrowed through the 1980s then reached a plateau; is high in North America compared to other industrialized countries; and is generally narrower at workers' younger ages
- Two theories provide competing ideas about why the wage gap exists, with one focused on individuals' shortcomings (human capital theory) and the other on structural discrimination
- Research eliminates human capital explanations involving job discontinuity, unwillingness to relocate, turnover, inadequate education, depressed achievement motivation, external attributions for success and the internalization of failure, nonassertiveness, defective leadership style and ineffectiveness, and lack of mentoring and being mentored as plausible explanations for occupational segregation and the wage gap
- Regarding work-family conflict, given that women with families continue to seek employment, the most promising approach will be to explore contextual factors that reduce interference
- Stereotyping of leaders and mentors, of assertive women, of competence as masculine, and of occupations as gender-typed contribute to the wage gap and occupational segregation
- Occupational segregation is maintained by individuals' traditional job pursuits, hiring biases, and gendered job queues
- Persistent sexist discrimination includes valuative discrimination based in occupational segregation and allocative discrimination involved in mostly hiring, as well as promotion and dismissal, decisions
- Strategies for addressing gendered differences in status and power that maintain the wage gap include affirmative action and comparable worth

Video Suggestions

The Life And Times Of Rosie the Riveter (1987)
65 minutes
Los Angeles, CA: Direct Cinema Ltd.

Five women reminisce about their jobs and working conditions during World War II and about social pressures to abandon male-defined jobs after the war ended. Includes topics of sex and race discrimination, of the women's movement, and of the movies and radio in helping mold public opinion during and after World War II. This film highlights broad social forces and how these influence women's work roles and opportunities.

Prime-Time Live (ABC)

A broadcast of ABC's Prime-Time Live on October 7, 1993 follows two "testers," Julie and Chris, as they try to buy a used car, have a shirt laundered, sign up for golf tee times, and interview for jobs. In this 15-20 minute segment, the reporters capture on hidden camera some very real examples of gender discrimination. This is one of the most powerful videos I show.
Fast Food Women (1991)
28 mins.
Appalshop, 91 Madison, Whitesburg, KY 41858, 606/633-0108, 606/633-1009 (FAX)
http://ns.appalshop.org/film/

Interviews with women at four fast food restaurant chains in Kentucky highlight issues of gender and socioeconomic class in paid employment. “Analysis by Barbara Garson (author of *The Electronic Sweatshop*) of the way fast food jobs systematically dehumanize and devalue the worker is intercut with comments from human resources managers at the Druther’s chain. Scenes of women at work round out this incisive, sometimes troubling look at life on the other side of the counter. A useful introduction to economic conditions in contemporary America, *Fast Food Women* is recommended for discussion of the changing roles of women and the changing face of the American workplace.”

Taking the Heat: The First Women Firefighters of New York City
1 hour

Tells the story of Brenda Berkman and women firefighters in New York City, giving first-hand accounts of sexual harassment and sexist stereotyping and discrimination. The program, which aired in 2006 on the PBS show, *Independent Lens*, is backed by excellent online materials about women in firefighting. (Also see Women in the Fire Service at http://www.wfsi.org/ for news of interest in women in firefighting.)

With Babies and Banners: Story of the Women's Emergency Brigade (1982)
60 minutes
Washington, DC: Educational TV & Film Center

A moving look at women's contributions to the success of the Flint, Michigan strike against General Motors in 1936-37 and the role women played in the formation of the United Auto Workers union.

Applications, Assignments, and Exercises

**Universities are gender-fair?**
Chapter 9 describes gendered occupational segregation in many current American occupations.
Surely universities are gender-integrated. Systematically record the sex of employees doing different jobs at your university/college. Who are the full, associate, and assistant professors; the cleaning staff; the secretaries; the deans, etc? Use a faculty/staff directory and record the percentages of women and men in each occupational category. What patterns emerge?

Resources


Catalyst:
http://www.catalystwomen.org

Institute for Women's Policy Research:
http://www.iwpr.org

National Committee on Pay Equity:
http://www.feminist.com/fairpay

National Council for Research on Women:
http://www.ncrw.org

http://www.census.gov/statab/www

Statistics Canada:
http://www.statcan.ca
Chapter Ten
Women's Bodies

Chapter Highlights

- Overall, concerns about appearance affect women more than men
- Body image (satisfaction with one’s bodily appearance) is more focused on appearance and regards the body as an object for women; on being a subject and instrument for action for men
- Since the 1970s, the gap between women and men has widened from a small to moderate intergroup difference
- Body consciousness is an individual differences measure that captures behaviors and attitudes about body experiences (many of which focus on weight, although other factors may be important for women of color)
- Objectification theory blends situational (the objectifying sexualized gaze) with person (degree of internalization or self-objectification) factors to predict body shame, body anxiety, loss of flow, and being out of touch with internal body states
- Individuals identifying with femininity are at risk for body dissatisfaction as are younger, White, more affluent, heterosexual women (intr grup diversity)
- Social contexts that exaggerate women’s bodily concerns include being made unhappy, being primed about mortality, being stigmatized about weight in childhood, and simply wearing a bathing suit
- Treating women as objects through the sexualized gaze is common in the media as well as directly from men and, to a lesser degree, from other women
- Exposure to objectifying images sets up the possibility of internalization of self-objectification, serving as a predisposing (not determining) factor
- Attractiveness and weight affect first impressions, creating both halo effects that overgeneralize positive outcomes for attractive people as well as negative physical stigmatization and discrimination of people who are overweight or disabled (even by mere association)
- At its extreme, self-objectification can lead to eating disorders; however, it more pervasively affects many girls’ and women’s everyday lives
- Resisting self-objectification focuses on both individuals (e.g., developing greater instrumentality and adopting feminist attitudes) and social contexts (e.g., promoting media awareness)

Video Suggestions

Slim Hopes: Advertising & the Obsession with Thinness (1995)
30 minutes
Northampton, MA: Media Educational Foundation

Explores the manner in which women are portrayed by advertising with a focus on thinness. Discusses the impact this portrayal has on the self image of women and girls, fitting well with objectification theory. (I find that this video is still valuable even after showing one of the two videos below earlier in the class.)

Killing Us Softly and The Strength to Resist (see Chapter 4)

Dying to Be Thin (2000)
1 hour
PBS, http://www.pbs.org/wgbh/nova/thin/

Originally aired on NOVA by PBS, I find the web site more valuable than the video itself (which itself is available on the web site, making this a good online resource for students to explore on their own).
Applications, Assignments, and Exercises

Still Killing Us Softly
Preview the video, *Killing Us Softly 3*, and bring in up-to-date examples to illustrate Kilbourne’s points. Do these more recent examples add, challenge, or modify some of Kilbourne’s points? Also look for examples of nonsexist advertising. How do they manage this? Where did you find them?

Using the DSM
As an in-class exercise, I selected a few cases from Spitzer and his colleague’s (1989) casebook to illustrate some of the disorders targeted in this chapter (often times, depression, borderline personality disorder, and a case that is diagnosed as PTSD – I used “Burned,” “George,” and “Hurting”). I made up two versions of each case, one with a woman client; the other, a man. In class, I form groups of students, give each group one case, and then I ask them to give (1) their layperson’s diagnosis, (2) rate the severity of the client’s condition on a 7-point scale, (3) attribute causality by noting the proportion of 100% accounted for by the client and by the client’s situation, and (4) rate how much responsibility the client has for the problem, again on a 7-point scale.

This exercise accomplishes several goals. First, it gives students a first-hand look at how the DSM is used, and although I warn them against untrained self-diagnosis or diagnosing others, it makes students think more critically about the DSM. Second, I share with them the DSM casebook authors’ diagnoses and rationale, again opening up discussion. Finally, we explore gender differences in diagnosing the same case as well as issues around intrapsychic causes and the limitations of this focus.


Resources

National Eating Disorders Association
http://www.edap.org

Critiquing Research on Body Image
http://www.hsph.harvard.edu/nutritionsource/media.html

AdiosBarbie
http://www.adiosbarbie.com/

Something Fishy (includes personal stories)
http://www.something-fishy.org/

Food Pyramid
http://www.hsph.harvard.edu/nutritionsource/pyramids.html

National Association for the Advancement of Fat Acceptance
http://www.naafa.org/

International Size Acceptance Association
http://www.size-acceptance.org/

Love Your Body Day (from the national Organization for Women)
http://loveyourbody.nowfoundation.org/

3 Thanks to Nita McKinley for generously sharing information about the web sites listed here.
Healthy Weight Network
http://www.healthyweight.net/

**Useful scales**

*Objectified Body Consciousness Scale*

Chapter Eleven
Women’s Physical Health and Well-Being

Chapter Highlights

- The main point of this chapter is to introduce students to a women-friendly health psychology that focuses on quality of life and life style changes as both preventives and remedies
- Gender as a marker reaffirms the point that finding intergroup gender differences starts one’s exploration rather than serves as an explanation in itself
- The most basic gender differences in health demographics are that women live longer and are sicker than men
- The most basic gender difference in health care is that women’s sexuality and reproduction is often separated from their general health care
- Sexuality: the human response cycle neglects feelings and influential remnants of the double standard remain
- Women’s reproduction is often mythologized by popularized “syndromes” that have little grounding in research: premenstrual syndrome, postpartum depression, depression with miscarriage, and postabortion syndrome
- Strong social supports can help counteract negative consequences often attributed to these syndromes
- Chronic diseases: misdiagnosis of heart disease persists and AIDS transmission in North American has shifted from drug-related to heterosexual contact
- Health care practice is compromised by surgeries that may unnecessarily incur risks and by policies that do not adequately provide care for women

Video Suggestions

Dreamworlds 2: Desire/Sex/Power in Music Video (the third edition is in production)
57 minutes
Northampton, MA: Media Educational Foundation

A content analysis of MTV music video's portrayal of women's sexuality as constructed in the "dreamworlds" of the men who create these images. This is a very powerful video that may be uncomfortable for some students, especially the last segment which juxtaposes MTV images with the gang rape scene from the movie, "The Accused."

23 minutes
Distributor: University of California-Berkeley, Extension Media Center

Designed to raise awareness and provide education about the risk of AIDS to heterosexual adult women. Integrates basic medical information into a discussion of the psychological, social, and emotional aspects of the disease.

Applications, Assignments, and Exercises

Underground sexuality
I’ve used this clever exercise in my class, and it never fails to raise all kinds of issues about sexuality.
Drugging women
Chapter 11 discusses findings showing that women are prescribed psychotropic drugs more readily than men. Might the advertisements physicians and psychiatrists read contribute to this bias by more frequently portraying women as the users of these drugs? Check out medical and psychiatric journals (e.g., *American Journal of Psychiatry* and *JAMA: Journal of the American Medical Association*).

Frenzied women?
Look at how the popular press treats menstruating (and/or menopausal) women. Read the work of Chrisler and Levy first, then take a closer look at some contemporary popular sources (e.g., news magazines, women’s magazines, newspapers, etc.).


Resources


A new view of women’s sexual problems:
http://www.fsd-alert.org

Centers for Disease, Control, and Prevention:
http://www.cdc.gov/hiv

The Commonwealth Fund:
http://www.cmwf.org

Office on Women's Health (OWH):
Office of the Secretary Department of Health and Human Services
200 Independence Avenue, S.W., Rm 730B
Washington, DC 20201
Phone (202) 690-7650
Fax (202) 690-7172
http://www.4woman.gov/owh/about/index.htm

Women's Health Initiative:
http://www.nhlbi.nih.gov/whi/factsht.html

APA Brochures:

*Breast cancer: How your mind can help your body*

*Ending discrimination in health insurance: Americans deserve insurance parity for mental health disorders*

Useful Scale

*Menstrual Distress and Joy Inventories*


Chapter Twelve
Women’s Mental Health and Well-Being

Chapter Highlights

• The two major sections of this chapter explore (1) gendered patterns and bias in the DSM and (2) the theory of feminist therapy
• The DSM is highly gendered, reporting gender information and often gender differences for many diagnoses
• Three criticisms of the DSM leave it open to gender bias: the unreliability of its categories, its sharp boundaries between normal and abnormal, and questions about whether labels facilitate therapy
• Intergroup differences in diagnoses of adults are most notable regarding depression, agoraphobia, eating disorders, and three personality disorders (borderline, histrionic, and dependent), which are dominated by women, and alcohol abuse and dependence, which is dominated by men
• These differences, at least in part, may be widened by definitions of what is and is not “normal” as well as social contexts involving stereotyping in DSM definitions, stereotyping in therapists’ judgments, stress, cultural pressures such as bodily appearance demands, and trauma and violence
• By stressing intrapsychic causes and remedies in the DSM, PTSD becomes the main diagnosis that takes into account the social context of the client
• By emphasizing the importance of life threat in revised PTSD criteria, its applicability to abuse survivors (who often know their attackers and feel betrayed) has been undermined
• Feminist practice theory as an approach to therapy is characterized by making the personal political and vice versa, by exploring gender oppression and its relationship with other oppressions, and by paying attention to experienced socialization

Video Suggestions

Call Me Crazy (1999)
Call Me Crazy Video, 95 Slater Ave., Providence, RI 02906
Email Paula Caplan at: Paula_Caplan@Brown.edu

This play, written by psychologist Paula Caplan, critiques the Diagnostic and Statistical Manual (DSM) of the American Psychiatric Association. I typically show just a portion of the full video.

Feminist Therapy (1994)
American Psychological Association (Psychotherapy Videotape Series 1)

Dr. Laura Brown conducts a therapy session with “Ellen” whose background is outlined at the above web site. The session illustrates the practice of feminist therapy by giving meaning to the client’s history and paying attention to gender-laden aspects of the therapeutic exchange.

Applications, Assignments, and Exercises

Is the DSM gendered?
Throughout the chapter are brief DSM-based descriptions of hypothetical clients that illustrate a variety of gender-imbalanced disorders but are stripped of gender-identifying language. Compile these and have students read and rate the presumed gender (and age, class, and race/ethnicity, if desired) of each description prior to reading and discussing Chapter 12. This experience makes the argument about gendered underpinnings more resonant for students. (Alternatively, have students replicate these findings by collecting data from others.) For details, see:

**Comparative Therapies**
A series of four approaches to doing psychotherapy (with Rogers, Perls, Ellis, and Laura Brown) help students understand that feminist therapy is more than just good therapy; rather it's an approach that could inform many of the standard techniques for doing therapy. Specific directions for using these videos can be found in:

**Resources**
A handy primer on the DSM can be found online at:
http://www.allpsych.com

Eating Disorders Awareness and Prevention, Inc. (EDAP):
http://www.edap.org

APA Brochures:
- The Americans with Disabilities Act and how it affects psychologists
- Ethical principles of psychologists and code of conduct
- Guidelines for psychotherapy with lesbian, gay, and bisexual clients
- If sex enters into the psychotherapy relationship
- Psychological treatment of ethnic minority populations
Chapter Thirteen
Male Violence Against Girls and Women

Chapter Highlights

- Four types of male violence against women, sexual harassment, rape, male partner abuse, and childhood sexual abuse, are linked together by four recurring themes
- First, all are difficult to define because of ambiguities about what constitutes nonconsent, because victims and perpetrators may have a relationship, because victims themselves may fail to acknowledge their victimization, and because different conclusions may be reached by people from different vantages
- Definitional ambiguity also is compromised by language
- Second, without established definitions, determinations of incidence and prevalence are compromised
- Third, male violence against women can remain hidden by attempts to excuse perpetrators, by women’s self-blame and shame, by fear of and actual victimization by others who blame victims, and by victims’ coping mechanisms that appear to others as inappropriate responding, that encourage victims to forget about their trauma, and that work to minimize the harm caused
- Ultimately, when male violence against women remains invisible, it invalidates the pervasiveness of its occurrence
- Fourth, direct male violence against women leads to some common physical and psychological consequences as well as other consequences unique to the specific type of violence a woman survives
- Ultimately, the consequence of male of violence against women that affects all women, even those not directly victimized, is threat so that the simple threat of being victimized oppresses all women and only women

Video Suggestions

Sexual Harassment: Building Awareness on Campus (1995)
24 minutes
Northampton, MA: Media Educational Foundation

Problems with defining sexual harassment and tips on what to do if harassed; intended for a college audience.

Not a Love Story: A Film about Pornography
69 minutes
New York: National Film Board of Canada

A very powerful, and sexually graphic, documentary about the pornography industry, highlighting how it degrades women. I think this is a very important film for students to see, but it is risky to do in large groups. I often assign this as one of several options for an outside assignment. Warn viewers about its straightforward look at sexuality and sexual violence.

Thelma and Louise (1992)
Metro-Goldwyn-Mayer

I show the bar scene leading up to the attempted rape scene in the parking lot. I stop the video before the conclusion of this scene (i.e., the shooting), and ask students to talk about the myths perpetuated by this sequence (the victim is drinking, flirting; she pleads ineffectively; he is confident that he will accomplish the rape without sanctions, etc.). I then rewind to the beginning of the parking lot scene and play it to its conclusion. Being careful not to advocate killing, I ask students to talk about the different feelings engendered by this atypical ending.
"Mean Women"

This may be any series of brief scenes from popular movies showing women acting violently (e.g., Terminator 2, GI Jane, Lethal Weapon 3). I ask students to explore how these feel in contrast to the stereotype of women as nonviolent and encourage them to think about how this stereotype contributes to violence directed against women who are expected not to fight back. (These ideas are expressed eloquently in White, J.W., & Kowalski, R.M. (1994). Deconstructing the myth of the nonaggressive woman: A feminist analysis. Psychology of Women Quarterly, 18, 487-508.) The idea for this was taken from:


What's Love Got to Do With It (1994)
Touchstone Pictures

A Hollywood dramatization of singer Tina Turner's experiences with male partner abuse. I have pieced together a series of scenes showing Ike's violent behavior (which shows the cycle of violence), Tina's escape, and the consequences she suffered (in terms of lost income, royalties, etc.). The sequence makes students think about how hard it is for women, even powerful, affluent, seemingly self-sufficient women, to escape a violent relationship.

Applications, Assignments, and Exercises

"Battering Relationships" vs. Bloodied Women and Men

How is male partner abuse portrayed in the news media? Is it sanitized or filled with gory details? Does the affluence of the batterer and victim make a difference? Does their gender? Many local and national newspapers are listed on CD-ROM or on the web (see the reference librarian for help if necessary). Find at least 10 articles reporting battering and analyze each for the language used to describe the "incident." Adapted from:


Resources


APA Brochures:

- Eating disorders: Psychotherapy’s role in effective treatment
- How psychotherapy helps people recover from depression
- Issues and dilemmas in family violence
- Love doesn’t have to hurt teens
- Potential problems for psychologists working with the area of interpersonal violence
- Raising children to resist violence: What you can do
- Violence and youth
- Violence at home
- Violence and television
- Violence prevention for families of young children
- Warning signs: A youth anti-violence guide
- What makes kids care?
Dating violence warning signs:

Myths and facts about male partner abuse from the American Bar Association:
http://www.abanet.org/domviol/myths.html

Useful scale

Rape Myth Attitudes Scale

Chapter Fourteen
Making a Difference

Chapter Highlights

- The four themes of the textbook (connecting gender with power; creating a socially constructed and transformed psychology; taking a holistic approach that includes biology, socialization across the life course, individual differences, and social contexts; and the intersection of gender with diverse social categories) come work together to make a difference
- Making a difference comes from empowered individuals, through empowered relationships, and through social activism
- Personal empowerment builds on agency as well as communion through an understanding of gender-role transcendence and development of one’s feminist identity
- Empowered relationships confront issues of gender and power head on in heterosexual dating, in marriage, on the job, and in response to violence
- Egalitarian marriages are not achieved, but rather are vigilantly worked at
- Violence is not a singular event but rather builds on less innocuous steps, starting with gender polarization and dehumanizing objectification
- Activism goes through periods of less visible abeyance, staying alive through both large, collective and small, everyday acts of rebellion

Video Suggestions

One Fine Day (1984)
6 minutes
Patterson, NJ: Ishtar Films

I like to end my class with this inspiring, empowering music video celebrating mostly American women, famous and everyday, who have made a difference with their lives and thus have moved women and the women's movement forward. Its message and tempo fit with the upbeat spirit of making a difference.

Iron Jawed Angels
2 hours
HBO Films

This recent made-for-TV movie dramatizes the life and work of Alice Paul and the U.S. suffrage movement. I included viewing this video as an option for an assignment, and those students who watched it were very moved by it. The video is supported by a web site filled with information and photos about this important social movement.
http://www.hbo.com/films/ironjawedangels/history/

Applications, Assignments, and Exercises

No comment

Ms. Magazine ends with a page called "No Comment" where the editors simply duplicate ads, pictures, signs, etc. depicting women in degrading or questionable ways. Using an array of sources beyond Ms., collect these throughout the semester as you find discrepancies between what we are talking about in class and how the "real world" portrays women. (On one occasion, I assigned this to the whole class, restricting their entries to one sheet of paper. We then pieced together the entries into a "quilt" and displayed it on a bulletin board. The class where students brought this all together was lively, and they enjoyed bringing others to see their class creation. Additionally, passers-by were often caught looking at it.)
An everyday rebellion
Do something to violate a gender stereotype (nothing illegal or unsafe--please check with me first). How did you feel? What did others do? (This makes for a lively discussion. One year I had men wearing nail polish, a woman asking her boyfriend to marry her, and several women paying for dates. We also talk about everyday rebellions—the day-to-day little things one can do to challenge gender stereotypes and proscriptions in everyday life.) Adapted from:


Exploring privilege
McIntosh lists lots of hidden (to her) privileges she takes for granted because she is White (see the article and web site below). We all have some privileges based on our sex, race/ethnicity, age, sexual orientation, religion, etc., that is, on characteristics which are deemed socially more valuable/normative in our culture. Get the class to generate more of these (watch them--they'll want to talk about how they are oppressed, not privileged). Highlight how these are intertwined (e.g., being a White women is different from being a White man); how these are invisible to the holder (but not those without them); and how understanding how one benefits is a necessary step toward ending oppression (i.e., some indirectly benefit from the oppression of others). Help students understand how being privileged makes one resist social change.


Hear McIntosh interviewed on NPR about “Whiteness Studies” on Jan. 2, 1998 at:

Missing information
The National Council for Research on Women is a consortium of elite research universities focused on research related to women. It has issued a report and maintains the web site cited below to track misinformation and disappearing information about issues important to women and girls. Students who have read this report come away understanding why being politically aware is a necessary part of feminism.

http://www.ncrw.org/misinfo/

Resources


Hear a discussion about contemporary feminist activism aired on NPR on April 22, 2004 at:

National Organization for Women
http://www.now.org/

National Abortion Rights League
http://www.naral.org/index2.asp

National Women’s Political Caucus
http://www.nwpc.org/

Emily’s List
http://www.emilyslist.org/

Feminist Majority
http://www.feminist.org/

Feminista
http://www.feminista.com/
Useful scale

Modified Feminist Identity Composite