

## **EDP 604 Lifespan Gender Development**

Spring, 2000 (Wednesday 1:00-3:30)

DH (RM 131)

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### Course Description (University Bulletin)

An in-depth examination of theory, research and personal attitudes concerning gender development over the lifespan. Interaction of gender and effective personal functioning in family, educational, and work-related settings.

### Course Objectives:

In recent years, scholars in the area of the psychology of women have worked toward “engendering” psychology. This means cultivating a psychology that is sensitive to issues of sex, gender, and diversity. In this course, we will examine how scholars, practitioners and advocates have engendered many areas of psychology from research design to developmental psychology to the psychology of violence and victimization.

This course will be taught from a feminist perspective. The major goal of feminism is the pursuit of equality for women and men and the creation of a society that is free of the oppression and marginalization of certain groups. This perspective assumes that sexism, racism, classism, ageism, and other forms of prejudice and discrimination all share common roots. Thus, attention will be given to understanding how social categories shape our individual experiences and how institutionalized power and privilege serve to “silence” some experiences, voices, stories, and discourses. The primary focus of this course will be a critical examination of this process in the traditional scientific discourse related to gender and gender development. Students will be challenged to actively search out and critically examine underlying assumptions that leave behind both “unasked questions” and “unquestioned answers” in the privileged discourse.

A major feminist value is to respect diversity in cultures and in individual identities. The “classroom climate” of this course is intended to reflect these values. That is, it is expected that learning will take place through actively listening, reflecting, thinking, and interacting with others. Each student (and the instructor) is expected to take responsibility for establishing his/her own learning goals, devising a plan for meeting those goals, and evaluating progress toward those goals. Each class member (and the instructor) is expected to contribute to the establishment of a positive “learning community” by preparing for class, participating in classroom discussions, asking questions, responding respectfully to classmates, and respecting individual differences.

Additionally, at the completion of this course, students should be able to:

- demonstrate knowledge of psychological theories and research related to gender.
- connect knowledge of theory and research to personal experiences.
- demonstrate critical thinking skills in evaluating research processes and findings.
- discuss examples of biases in traditional psychological research and in American culture.
- Appreciate how gender, culture, and ethnicity interact in complex ways to affect persons’ experiences.

### Required Texts:

**H&M:** Hare-Mustin, R.T. & Marecek, J. (1990). Making a difference: Psychology and the construction of gender. New Haven: Yale University Press.

**Basow, S. A.** (1992). *Gender: Stereotypes and roles* (3<sup>rd</sup> edition). Pacific Grove, California: Brooks/Cole.

**GCE:** Peplau, L.A., DeBro, S.C., Veniegas, R.C., & Taylor, P.L. (1999). *Gender, culture, and ethnicity: Current research about women and men*. London: Mayfield.

### Required Readings (On Reserve in Education Library)

Rostosky, S. S. & Travis, C. (2000). Menopause and sexuality: Ageism and sexism unite. In C.B. Travis and J.W. White (Eds), Sexuality, Society, and Feminism (pp. 181-209). Washington, D.C.: American Psychological Association.

Welsh, D. P., Rostosky, S. S., & Kawaguchi, M.C. (2000). A normative perspective of adolescent girls' developing sexuality. In C.B. Travis and J.W. White (Eds.), Sexuality, Society, and Feminism (pp. 111-140), Washington, DC: American Psychological Association.

### Supplemental Text (On Reserve)

Caplan, P. J. & Caplan, J.B. (1999). Thinking critically about research on sex and gender (2<sup>nd</sup> ed.). New York: Longman.

Johnson, N.G., Roberts, M.C., & Worell, J. P. (Eds). (1999). Beyond Appearances: A New Look at Adolescent Girls. Washington, DC: American Psychological Association.

### Gender-related Journals

Psychology of Women Quarterly  
Sex Roles: A Journal of Research  
Women and Therapy  
Signs  
Gender and Society

Attendance Policy: This class will operate as a collaborative graduate seminar. Each student is expected to attend **all** class meetings, bring textbooks and written assignments on the readings, and prepare notes, questions, comments for discussion in small and large group.

### Course Requirements

1. Individual Learning Contract: The purpose of this assignment is to document your plan for achieving your specific learning goals for this course. Give it careful consideration. **Two** copies of the contract are to be turned in to Dr. R on Feb 2. One will be returned the following week with suggestions and/or feedback. **Total: 2 points toward final grade.**
2. Weekly written assignments: Written assignments based on the readings for the day will be handed in at the *beginning* of each class period. In most cases, the weekly assignment will consist of answering the "Thought Questions" at the end of each GCE chapter. The purpose of this assignment is to help you: 1) focus your reading of the course material; 2) develop your critical thinking skills; 3) prepare for meaningful class discussion. These assignments

should be typed. Print (or copy) your assignment so that I have a copy and you retain a copy to use during class discussion. Each assignment will be worth 0, 1, or 2 points toward your final grade. Note that there is one “freebie” built into the assignment schedule. That is, there are 11 assignment and a possible 22 points available. This means that you may skip ONE written assignment during the semester without it adversely affecting your final grade. I suggest you save this for a dire emergency. **No late assignments will be accepted. Total: 20 points.**

3. Research Literature Review: The amount of material that this course covers precludes the in-depth study of any particular topic. Therefore, each student will choose a topic that he/she wants to explore in more depth. A review paper should summarize major theories in this area and critically evaluate the research methods and interpretation of findings. MAX: 15 pages, plus references. (Include at least 10 original research studies). Must use APA style. Must include a signed “Quality Assurance Contract.” (See handout for further guidelines). **Draft 1 (Submit two copies)= 15 points. Final paper (incorporating 2 reviewers’ comments) =15 points.**
4. Essay: Psychobiography OR Cross-cultural reading: One assumption underlying this course is that society constructs gender, which means that being female (or male) is defined by society in a particular way within a given place and time. To gain an appreciation of this, students will read EITHER a scholarly biography about an eminent woman in history (see attached list) or a cross-cultural book from CGE (pp. 6-9). Students will write an 8-10 page essay that integrates what they have learned from the book with other course and/or supplementary readings. Again, use APA style and submit a “Quality Assurance Contract” (See additional guidelines in handout). **Total: 20 points**
5. Essay Presentation: Each student will share what they have learned from writing her/his essay. Each presentation will last 10 minutes and will include a one-page handout for each student that summarizes the most important findings and conclusions and lists any helpful bibliographic resources for those who might want to do further study. **Total: 8 points toward final grade**
- 5 Peer Review. This class emphasizes thinking, writing, and communicating. Clear written expression comes only through a process that includes good feedback followed by revision. Providing clear and cogent critique is an important professional/academic skill. A “peer review” process will aid in these objectives. Each student will be required to provide a “blind review” (written comments and feedback) of two classmates’ research papers. This feedback will be turned in with the first draft of each paper and will be evaluated for quality by Dr. R. **10 points per paper (total=20 points toward final).**

#### Evaluation

Accumulated Points:

A=90-100

B=80-89

C=70-79

## Tentative Schedule (subject to adjustment)

<b><u>Introduction to the study of Gender</u></b>	<b>Assignments Due</b>
Jan 12 Introduction and Orientation	
Jan 19 Conceptions of Gender Assigned readings: H&M (Chapters 1, 2, 4) GCE: (Chapters 1,2) <i>Film: Rosie the Riveter</i>	Written homework: Work on learning contract!
Jan 26 Gender Stereotypes Assigned readings: Basow (Chapter 1) *GCE (Chapter 3, 4, 5) <i>Video: Southern Sex</i>	*Written homework: "Thought Questions" for GCE chapters.
Feb 2 Theories of Gender and Research Controversies Assigned Readings: Basow (Chapter 5, 6) H&M (Chapter 3) *GCE (24, 25)	* Submit Individual Learning Contract
<b><u>Developmental Issues</u></b>	
Feb 9 Becoming Gendered: Childhood Assigned Readings: *GCE (Chapters 6, 7) Basow (Chapters 2,3,7) <i>Video: The Fight for Fairness</i>	*
Feb 16: No class meeting (Dr. R in DC at Research Meeting in DC)	
Feb 23 Adolescence Assigned Readings: *GCE (Chapters 8,9) Welsh, Rostosky, & Kawaguchi (2000). <i>Videos: Slim Hopes: advertising and the obsession with thinness; Still Killing Us Softly.</i>	
March 1 Adulthood: Physical and Mental Health Assigned Readings: *GCE (Chapters 21, 22, 23) Basow (Chapter 8)	*
March 8 Midlife and Beyond Assigned Readings: *GCE (Chapter 11,12) Rostosky & Travis (2000).	* submit 2 copies of Lit Review for Peer Review

March 15 (Spring Break)	
<b><u>Psycho-sociocultural Issues</u></b>	
March 22 Interpersonal Relationships Assigned Readings: Basow (Chapter 9) *GCE (Chapters 10,13)	*2 Peer reviews due to Dr. R
March 29 Sexuality Assigned Readings: Basow (Chapter 4) *GCE (Chapter 16, 17, 18)	*
April 5 Work and Family Assigned Readings: Basow (Chapter 10,11) *GCE (Chapters 14, 15) <i>Film: The Double Burden: Three Generations of Working Mothers</i>	*
April 12 Power and Violence Assigned Readings: *GCE (Chapter 19,20) Basow (Chapter 12)	*Essay due
April 19 Essay Presentations	
April 26 Essay Presentations	Revised Lit review to Dr. R

## **Feminist Psychobiography of An Eminent Woman in History**

Title: Feminist Psychobiography of (first name, last name)

- I. Introduction: Who was this woman and why is she considered eminent? Give dates of her birth and death (if known) and write a page or two about the historical and socio-cultural context in which she lived. (i.e., what was the time, place, political and economic conditions for women?)
- II. Developmental History: Who were this woman's parents (i.e. occupation, background, social and personal characteristics?) What was her relationship with her parents (closeness, warmth, identification, conflicts, support)? What other significant people influenced her childhood and adolescence (relatives, friends, teachers, etc.)? What was her educational history (schooling, apprenticeship, tutoring)? What were the most significant events of her childhood, adolescence and adulthood? Who mentored this woman (encouraged and assisted her in professional advancement)?
- III. Adult Roles: What were her professional/creative roles? What were her means of economic support? What were her family roles (daughter, spouse, mother, other intimate relationships and friendships)?
- IV. Achievements and societal acknowledgment of achievements: Summarize the woman's main achievements and discuss the extent to which she was recognized for her achievements during the course of her life.
- V. Integrative section: What is known and what is NOT known about this woman? (Has there been sufficient scholarly work on this woman's life? Did the biographer present and appropriate balance between the woman's personal and professional life? Were there any distortions of the woman's life history? Was there information lost about the life of this woman? Did this woman use a pseudonym? If so, why?)

Describe this woman's creative space. How was she able to obtain time alone and the freedom from distraction and economic pressures to engage in intellectual/creative pursuits during the course of her lifespan (as a girl, adolescent, woman)?

Discuss the dynamics of this woman's achievement: Did she overcome some obstacles or barriers (gatekeepers) in order to achieve? How did she balance family and career demands? Did this woman have to "prove herself" because she was a woman? Did this woman sacrifice in order to achieve? What did she sacrifice? Was this woman one of the first of her kind? If so, then what impact did being first have? What was distinctive about this woman's achievement?

**Checklist for Literature Review:**

1. Locate relevant literature:
  - Identify key authors and journals
  - Use bibliographic reference sources
  - Use PsychInfo and other databases
  - Look for literature in related disciplines
  - Scan tables of contents of key journals
  - Use reference lists from articles, chapters, and books
  - Avoid the popular press! Use peer-reviewed studies!
  
2. Critically read the literature
  - Identify themes
  - Identify strengths and weaknesses of individual articles
  - Identify strengths and weaknesses of the field as a whole
  - Take notes/make photocopies
  
3. Prepare to write
  - Keep in mind the length and format requirements (APA style!)
  - Make a preliminary outline
    - Include page allocations
    - Limit the scope of your review! (Use the “funnel” approach!)
    - Organize the literature you will cover
  
4. Write the review
  - Write the introduction
  - Write the subsections
    - Use transitions and integrative phrasing
    - Synthesize and critically analyze the literature
  
- 5 Be careful not to plagiarize!

This checklist is adapted from an excellent resource you might want to purchase for your personal library:

Cone, J. D. & Foster, S.L. (1993). Dissertations and theses from start to finish. Washington, DC: American Psychological Association.

EDP 604  
Learning Contract  
For 2 Major Written Projects  
Due: Feb 2

Name \_\_\_\_\_  
E-mail address \_\_\_\_\_  
Phone # \_\_\_\_\_

I will complete the following specific assignments:

1. Cross-Cultural Project or Psychobiographical project:

- Primary reference (GCE book or biography of eminent woman):
  
- Two other pertinent references:

2. Lit Review Project:

- Topic \_\_\_\_\_
- List (or attach) references