

FEMINIST PSYCHOLOGY OF WOMEN

When I dare to be powerful-to use my strength in the service of my vision, then it becomes less important whether I am unafraid. Audre Lorde
KALAMAZOO COLLEGE SPRING, 2012
KARYN BOATWRIGHT, PH. D.



PROFESSOR'S OFFICE: 403G OLDS UPTON HALL.

OFFICE HOURS: TUESDAY 1:30-3:30 P.M. (ADDITIONAL MEETING TIMES UPON REQUEST)

TEACHING ASSISTANTS: LAUREN ROSENTHAL & KATHERINE CURLEY

CLASS MEETING TIME AND LOCATION: ROOM 408 OLDS UPTON, 2:40-4:00 P.M. MWF

COURSE DESCRIPTION:

You are not expected to be a feminist or to espouse a feminist political perspective and my goal will not be to “convert” you to feminism. However, it is difficult to possess a solid grasp of the field of psychology without understanding the feminists’ responses to various core issues and empirical research. This course is designed for students who wish to explore issues related to women’s lives and experiences through analyzing research studies through active and respectful discourse.

Why is this important? Since nearly the beginning of psychology as a discipline, feminist psychologists (e.g., Karen Horney, Jean Baker Miller) have intensely scrutinized and criticized the field for its androcentric focus. In the last few decades, feminist psychologists have tried to correct these biases by placing women at the center of inquiry, both as researchers and objects of study. As a result, psychology is undergoing transformation to its very core because of the positive influence of feminist questions, probing, analyses, and feminist empirical research.

I happen to believe in the importance of studying the historical developments in various psychological disciplines. Thus, this course is built on an historical foundation. We will take a historical focus when examining traditional or “mainstream” research and theories upon which feminist psychologists have concentrated many of their transformational efforts: e.g., academic gate-keeping, institutionalized treatment of women, diagnostic categories, androcentric developmental theories & Freud’s theory of women’s sexuality. Midway through the quarter, we will begin to examine historical research studies that primarily examined gender issues but unfortunately were extremely ethnocentric (1950s-1980s). In the last few weeks, we will examine the contemporary research studies that led the field of psychology in examining the intersection of gender, race, ethnicity, class, and sexual orientation.

COURSE GOALS

- To encourage critical thinking within a non-competitive, collaborative learning community;
- To raise your level of consciousness to feminist psychologists’ responses to significant historical issues or research that have influenced and continue to shape mainstream psychology;
- To increase your familiarity with classic research studies or theories in feminist psychology;
- To deepen your appreciation of the scientific process of research in the field of feminist psychology;
- To increase your understanding of experimental methods used by feminist psychologists;
- To increase critical thinking through the comparison and application of different theories and research studies;
- To provide an overview of historical and contemporary topics in the field of feminist psychology through assigned readings, class discussions, videos, and lecture;
- To increase your writing and analytical skills; and
- To introduce you to feminist social action through group projects.

PHILOSOPHY OF TEACHING

My philosophy is that most learning takes place when well-read, intellectual and emotionally intuitive people come together to share their responses to the research studies and to debate, question, support and challenge their own explicit and implicit assumptions as

well as their colleagues. In keeping with this philosophy, my pedagogical goals for this course are to encourage critical thinking within a non-competitive, collaborative *learning community* within which learning flows not only from teacher to student, but also from student to teacher and student to student, reflecting the theory and practice of feminist psychology. Moreover, throughout this course I will be guided by other core principles of feminist pedagogy: sharing power, community dialogue, respect for the appropriate expression of anger and differences in opinion, respect for diversity, respect for personal knowledge & social action.

A time-honored feminist motto is, "*The personal is political*," which simply means that all of our personal life experiences are imbedded within a social/political context. Your learning experience in this course will be enhanced by your willingness to share your personal experiences that directly apply to the topic as well as the research studies. All viewpoints will be honored, provided they are presented in a manner that respects the views of others. Because we all share a wide range of perspectives, many of the issues discussed in this course may generate strong reactions. You may feel uncomfortable at times as you and others express different responses and opinions. However, the quality of your learning experience in this class will depend on your willingness to take risks and articulate your thoughts and opinions even if they appear to differ from those of the professor or the majority of students. Taking risks and giving voice to your opinions will be highly valued and encouraged in our classroom.

REQUIRED READINGS: (ALL BOOKS PURCHASED IN THE K COLLEGE BOOKSTORE)

Crawford, Mary, & Unger, Rhoda (2008). *Women and gender*. Boston: McGraw Hill.
 Chrisler, Jean., Golden, Carla., & Rozee, Patricia D. (2009). *Lectures on the psychology of women*. Boston: McGraw Hill.
 Gilman, Charlotte Perkins. (1892). *The yellow wallpaper*. New York: Bantam Books.
 Lerner, Harriet. (2011). *The dance of anger*. New York: McGraw.
 Miller, Jean Baker (1996 new edition or original 1976 edition). *Toward a new psychology of women*. Boston: Harvard Press.

GRADING SCALE: = 900-1000 = A 810-899 = B 710-799 = C 610-699 = D BELOW 600 = F

GRADE CRITERIA:

Quizzes, Artistic Assignments, & Written Assignments	=	600 pts.
Social Action Project	=	300 pts.
Contemporary Research Presentation(from AWP 2010, 2011, 2012)	=	100 pts.
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Total	=	1000 pts.

COMPONENTS OF COURSE

ATTENDANCE: Because the subjective portion of your grade is determined by your contribution to class discussions and because your student colleagues' learning experience depends on your contributions, your consistent attendance is critical. Two absences = lowered by 1/2 grade; three absences = lowered by 1 grade.

READING ASSIGNMENTS: Feminist research is critical in this course because it is through empirical studies that we listen to the voices of women. Thus, one cannot fully appreciate the psychology of women unless one develops a deep understanding of the research that provides the foundation for gaining insight into women's experience. Thus, the purpose of the assigned readings is to increase your familiarity with research in the field, to supplement and enhance classroom learning, and to expose you to feminist research methodologies. Note: The reading assignments should be completed before class on the day they are listed in the syllabus.

CLASS PARTICIPATION AND PREPARATION: Since we will use a modified graduate school seminar approach in this course, many class discussions will rely on your analytical & personal responses to the readings. All students will be expected to read the assigned readings before class and to demonstrate familiarity with the reading material during class discussions. A "200 level" course number does not mean that the workload will be lighter than a 300 or 400 level class (or more than a 100 level course). Your reading load will be comparable to many graduate level courses.

To benefit from this type of course, you will need to dedicate a substantial amount of time to reading, reflect on the reading assignments, and prepare creative, speculative, and thoughtful responses to the reading assignments. Grades are subjectively affected by the quality of your contribution to in-class debates and small and large group discussions. Grades will be significantly lowered if your quality of contribution is poor; this means you must come to class prepared. For example, you could, for example, earn 975 points and still receive a B if you have failed to make substantive contributions to the small and large group discussions. Conversely, your grade may be raised a grade if your contribution has been exceptionally meaningful. Because a substantial amount of independent reading and thoughtful reflection will be required

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before each class, you should select a different course if you do not enjoy reading and learning from the active exchange of ideas.

So how should one prepare? Meaningful class preparation requires a substantial amount of time but will result in a deeper learning experience for you. Unless you have been blessed with an amazing memory, I encourage you to organize your handwritten notes in the following way. Quizzes will typically include several questions that will be drawn from notes organized in this manner.

- I. First, think about the **important** points and **significant** research studies described in the assigned readings.
 - A. What were the authors' primary points in each of the main sections?
 - B. Which research studies did the authors use to support their primary points (keep an eye out for studies that the authors fully describe.)
 - C. Which theorists and/or researchers were described by the authors? (e.g., Carol Gilligan, Sandra Bem, Karen Horney, Jean Baker Miller) What were their major contributions to the field?

- II. Next, consider the experimental methods and the primary implications of the results
 - A. Research Design:
 - B. Researcher's name: year of study
 - C. What issue related to women was the researcher wishing to explore?
 - D. What was the primary hypothesis?
 - E. How did the researcher design the study? Naturalistic observation? Correlational? Experiment in a lab setting? Case study? Longitudinal? Qualitative study?
 - F. Whom did the researcher include in the sample pool? How were the participants recruited? Which population is represented by the researcher's selected sample? (ethnicity, age, SES, gender)
 - G. What were the independent and dependent variables?
 - i. Let's say that a researcher wishes to examine the influence that a woman's level of financial stress has upon her psychological well-being. In a traditional lab experiment, the **independent** variable (e.g., the amount of financial stress in a woman's life) is varied or manipulated to determine the effect it has on the dependent variable; the independent variable is the presumed *cause*, the one controlled by the researcher, and sometimes referred to in other disciplines as the explanatory variable. In this case, however, the researcher is gathering data to determine whether the stress adversely affects a woman's life. Although these data are not being "controlled" by the researcher, the data are mathematically examined to determine if the stress influences a woman's sense of well-being.
 - ii. The **dependent** variable (e.g., psychological well-being) is the response that is measured, the consequent, the variable that is **not** manipulated by the experimenter, the observed or measured variable. Variation is a presumed result of the variation in the independent variable.

- H. Results
 - i. Was the researcher's hypothesis supported?
 - ii. How are the results applicable to you? Do they support your life experience? Why or why not?
 - iii. Next, reflect on your personal responses to the article to prepare for class discussions. For example, you might consider:
 - a major "ah ha" experience or breakthrough in your thinking;
 - connection to a personal experience
 - connections to past discussions and assigned readings ("connect the dots")
 - important connections to ideas and theories from other psychology courses
 - a fascinating idea that the author should have discussed, but did not (one that you may wish to examine in your SIP)

- III. Question for Discussion: When preparing for any class discussion, it is always a great idea to prepare a **provocative, discussion-enhancing** question you wish to ask your colleagues. This question should reflect your deep understanding of the readings and should stimulate thought and discussion. It is much wiser to prepare this discussion in advance instead of relying on your memory during the class discussions.

QUIZZES/Written ASSIGNMENTS: To encourage consistent reading, there will be several pop quizzes and assignments to solidify and supplement your learning. Quizzes and completed assignments will usually count as 1 quiz grade(s). Quizzes and written assignments will be graded as an A for exceptional, B for above average, C for average, D for lower than average, F for "why did you bother to turn this in?" You may use handwritten notes for all quizzes.

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For written assignments, please:

- Single space
 - Print on both sides of the paper
 - Use 11 or 12 pt. font
 - Use APA formatting for all citations (for quotations and paraphrasing)
- For example, if citing a study to describe your level of androgyny (Bem, 1968), cite the **original** author and year. If using a **quote** by an author, such as “contingencies necessary for precise operant conditioning” (Skinner, 1948, p. 201), include the author, year and exact page number of the quote. In your paper’s reference section, use APA formatting. See examples below.

Chrisler, J., Golden, C., & Rozee, P. D. (2008). *Introduction*. Boston: McGraw-Hill. In Joan Chrisler, Carla Golden, & Patricia Rozee’s (Eds.) *Lectures on the psychology of women* (pp. ix-xvii). Boston: McGraw-Hill.

Forrest, L. & Rosenberg, F. (1997). Feminist pedagogy: Neglected child of psychology. *Applied & Preventive Psychology, 6*, 181-194.

LATE QUIZZES/ABSENCES/LATE ASSIGNMENTS: You must be in class to turn in a written assignment. Sorry, but late assignments will never be accepted nor will make-up quizzes be given (so please don’t ask—If you ask, it only means that you have yet to read the syllabus). If you need to miss a class for a pre-approved college event, you are required to turn in a 2-page single-spaced typed descriptive paper delineating the important points of the assigned readings and/or missed class movie and relating these points to past topics covered in class. Please turn in your paper to me **before** attending the scheduled school event.

SOCIAL ACTION PROJECTS: Students are required to participate in one social action project that will require approximately 3-4 hours of your time per week. Options are listed at the end of this syllabus.

Additional Notes about this course.

The nature of this course material is that it will probably be personally relevant and perhaps even challenging to our values and belief systems. Some of the class materials and activities may cause you to experience uncomfortable emotions, with which you may be tempted to cope by means of withdrawal, denial of the material’s validity, or argumentativeness. Confusion and discomfort are a normal part of the educational process and you need not feel alone in your efforts to come to grips with the information presented. It is important for us to build a classroom environment—one that is safe and supportive enough to allow you (and me) to maximize our ability to do this difficult emotional and intellectual work (and minimize the time spent in coping strategies). I believe we can best do that if everyone participates actively and is willing to openly *and* respectfully express his/her ideas, feelings, and opinions. However, at times this may mean saying when one isn’t ready to share. Nonetheless, I encourage you to push yourselves—to stretch the boundaries of what is safe for you—and yet to respect your limits.

Although we will be negotiating various guidelines throughout the quarter (as the need arises), I suggest the following guidelines for classroom discussion:

- Become actively involved in discussion. If you tend to hold back and be private, **push** yourself to speak a little more than usual. Your silence is academic fraud—it is a subtle violation of the honor code in that you are receiving from your colleagues but you are not giving. Conversely, if you notice that you are one of the only people speaking, hold yourself back a bit to make a larger space for quieter people to speak and/or ask students directly about their opinion.
- Try not to earn one of the most common and stereotypical awards which include the following:
 - “I am the most politically correct award”;
 - “The I am the most willing to disagree simply for the sake of disagreeing—not because I have actually reflected on the material award”
 - “Pat me on the back simply because I am a sensitive man and am interested in studying women’s issues award” (Just as it is a responsibility for people of dominant ethnic groups to familiarize themselves with issues experienced by people from oppressed ethnic groups, it is a man’s responsibility to study the psychology of women—not a charitable act of political sensitivity)
 - “Pat me on the back because I will protect the men who were ‘nice enough to study women’ from feeling victimized by women’s anger” award
- Show an interest in your colleagues’ lives and experiences by asking them to answer specific questions
- Everyone’s opinion should be valued in class. However, disagreement is not only permissible, it is **encouraged**. Just because someone disagrees with you, that does not have to mean that they are judging you as ignorant or a “bad” person. That goes for me, as well; expect that I will disagree with you and challenge you at times, and I encourage you to challenge me as well. It is important for all of us to express disagreements respectfully.
- Demonstrate a healthy *voice* to disagree with the opinions of others but when doing so, argue **points** and refrain from attacking the person. Ask colleagues to clarify their opinions and challenge their beliefs. Use “I” messages when expressing your opinion.
- Share in discussion on *both* an intellectual *and* an emotional level. Because of the nature of the material, active involvement may entail some level of personal self-disclosure. Be willing to connect with others.

- When someone speaks, wait until he or she is finished before stating your opinion.
- Confidentiality must be respected. Revealing ANY personal information revealed by your colleagues to students and/or faculty outside the classroom is a breach of confidentiality.

10-WEEK COURSE SCHEDULE

WEEK ONE: INTRODUCTION TO COURSE AND TO FEMINISM

MONDAY: INTRODUCTION TO COURSE AND TO EACH OTHER

Important Note: The feminist perspective will be the lens through which women’s issues are viewed. For me, this means a focus on the socially constructed role gender will be central as well as a recognition that contextual factors impact women’s lives and create a significant amount of psychological distress. For this reason, I ask that you read Miller’s book as soon as possible. Unless you have absorbed some of her main tenets, you will be unable to fully contribute to the classroom discussions. It will be a formidable challenge, but to get the most out of this class, I encourage you to read it by the end of first week.

Assignment: Be prepared to describe the first time you became aware of your gender and the impact it had on your sense of “self.” We will take time in today’s class and Wednesday’s class to hear each person’s story.

WEDNESDAY: INTRODUCTION TO COURSE, GENDER, & FEMINISM

“The F Word” (Video by Marcia Jarmel and Erin Gallagher)

Assignment: Be prepared to describe the first time you became aware of your gender and the impact it had on your sense of “self.” We will take time in today’s class to hear each person’s story.

Assigned Readings:

Chrisler, Joan, Golden, Carla, & Rozee, Patricia D. (2008). *Introduction*. Boston: McGraw-Hill. In Joan Chrisler, Carla Golden, & Patricia Rozee’s (Eds.) *Lectures on the psychology of women* (pp. ix-xvii). Boston: McGraw-Hill.



Chapters 1 & 2: Crawford & Unger Textbook

Syllabus (please read in its entirety; quiz questions may include syllabus content)

Forrest, Linda & Rosenberg, Freda. (1997). Feminist pedagogy: Neglected child of psychology. *Applied & Preventive Psychology*, 6, 181-194. (Read the 1st half of this article to familiarize yourself with the different types of feminism.)

Important Notice: Jean Baker’s book *Toward a New Psychology of Women* should be read ASAP as it will be used in each of our class discussions for the entire quarter. Please read this book in its entirety and very carefully (you may wish to take notes since notes are allowed for quizzes).

****FYI:** APA formatting does NOT allow first names in citations. As you will notice, however, I often include first names of the researchers in the citations. Many feminist psychologists believe that since most people subconsciously assume researchers are male (an assumption supported by data), using initials in the citations minimizes the extent to which women in the field are recognized as major contributors. Thus, many feminist psychologists insert the first name whenever possible.

FRIDAY: GENDER: INTRODUCTION TO FEMINIST GRADUATE PROGRAMS AND RESEARCH



Special Speaker:

Ali Ziegler (from U of Michigan) *Graduate Student in the Joint Program in Women’s Studies and Psychology.*

Ali writes that her research interests “focus on gender and sexual behavior in social contexts; in particular, (she is) interested in assessing social influences on gender and sexual attitudes and beliefs, as well as sexuality and sexual development more generally. Sexualization is often times attributed to media and external influences, but I am most interested in studying the impact of interpersonal relationships on the gender, sexuality, and sexual behavior of individuals.”

Assigned Readings:

Chapter 3: Crawford & Unger Textbook (Also, review the section in Chapter 1 on feminist values in research)

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**** NOTE: YOU MAY WANT TO START READING THE YELLOW WALLPAPER AS WELL AS TOWARD A NEW PSYCHOLOGY OF WOMEN IF YOU HAVE EXTRA TIME OVER THE WEEKEND**

WEEK 2

MONDAY: SILENCING OF WOMEN'S VOICES IN THE CLASSROOM

Assigned Readings:

Basow, Susan. (2004). Gender dynamics in the classroom. In Joan Chrisler, Carla Golden, & Patricia Rozee's (Eds.) *Lectures on the psychology of women* (pp. 37-46). Boston: McGraw-Hill.

Assignment: Please come to class prepared (with notes) to describe:

- a. A specific time that you felt silenced in a classroom due to gender dynamics described in Basow's article. (If you are a woman who has not experienced the silencing effect or if you are a man, please interview one woman who has experienced the type of silencing described by Basow. Bring notes from your interview to class.) When presenting this specific experience to the class, be prepared to relate it directly to a specific research finding in the article.
- b. If you are a woman, be prepared to describe how your own psychological strength or sense of "self" has been positively or negatively influenced by gender dynamics described by Basow in one of your K college classrooms. (For men: Because this is a course about the psychology of women, please ask one woman outside of class to answer this question. Be prepared to share her experience in our classroom discussion.)

WEDNESDAY: SILENCING OF WOMEN'S VOICES IN THE CLASSROOM

Reading Assignment:

Forrest, Linda & Rosenberg, Freda. (1997). Feminist pedagogy: Neglected child of psychology. *Applied & Preventive Psychology, 6*, 181-194. (Read the 2nd half of this article to prepare for the assignment described below.)

Assignment: Please come to class prepared (with notes) to describe:

- Identify at least 2 strategies described in the article will increase your "voice" in our classroom? (e. g, to challenge the teacher or professor, or respectfully challenge colleagues in a small or large group discussion?)
- Since graduating from high school and attending K, how has your willingness to speak assertively remained the same, increased or decreased in response to different pedagogical strategies?

**** NOTE: YOU ARE ENCOURAGED TO START READING THE YELLOW WALLPAPER, THE DANCE OF ANGER, AND TOWARD A NEW PSYCHOLOGY OF WOMEN WHEN YOU HAVE EXTRA TIME IN YOUR SCHEDULE:**

FRIDAY: "CALL ME CRAZY"—THE HISTORICAL "HYSTERICAL" PERSPECTIVE

Video: *Madness: A Search for the Cure* (55 minutes)

Reading Assignment:

Becker, Dana. (1997). From witchcraft to hysteria to BPD: A brief history of female insanity. In D. Becker, *Through the looking glass* (pp. 1-26). Boulder: Westview.

Optional: Freud, Sigmund. (1905). *Dora: A case of hysteria* (pp. 28-81 only). The PDF text can be found at <http://ia331403.us.archive.org/3/items/doraanalysisof006511mbp/doraanalysisof006511mbp.pdf>

WEEK 3

MONDAY: A LITTLE BIT OF BEDREST SHOULD CURE THE "CRAZY, HYSTERICAL" WOMEN

Reading Assignment:

Gilman, Charlotte Perkins. (1891). *The yellow wallpaper*. New York: Bantam Books.

Minton, H. L. (2000). *Psychology and gender at the turn of the century. American Psychologist, 55*, 613-615.



CREATIVE NON-FICTION ASSIGNMENT:

To promote diverse modes of expression (typically confined to the humanities' courses), I ask that you respond to the book by constructing your own poem, slam poem, short prose, or song (max. 3 paragraphs) that specifically presents a link with your life and the experience of Charlotte Perkins Gilman.

When working on this assignment, move past your restrictive, "traditional" ideas about education. Please realize that creative assignments that draw on a different part of your brain and allow for different types of insights are accompanied by the same high expectations as traditional research assignments. You are not expected to be a poet, only a few of you will have taken poetry classes

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or creative fiction classes in the past; quality is not the point—moving outside your comfort zone and resisting the attempt to refrain from any activity that makes you appear “less than perfect.” This is a time to reclaim a part of your “voice” that has never been awakened or to share your strong writing skills with the class without feeling pressure to maintain the stereotypical gendered “humility” (false humility). For example, you might choose to write about a time when you felt silenced, misunderstood, defined by others as “crazy” when breaking traditional gender roles when expressing anger. Possibly, you have felt pathologized as “histrionic” or “overreacting” when responding very normally to an event or crisis. You will be asked to turn this in for a grade. Your poem or short story will not be graded on its quality since most of you are not English majors. You will be graded on the degree to which you expended serious time and intellectual energy in its preparation and the degree to which your writing makes a direct connection to a specific part in the story and/or ties in with a relevant point described in the first half of Chapter 14. Since this is a course about women’s experience, men are asked to complete the assignment following an interview with your mother, grandmother, professor, mentor, coach, aunt, niece, or sister (not a student). (Per the honor code, please do not use an assignment previously used for another class).

WEDNESDAY: FREUD’S THEORIES EXPLAIN WOMEN’S “CRAZINESS”

Textbook, Chapter 13 (only read introduction and section on childhood sexual abuse)



Freud, Sigmund. (1931). Female sexuality. In J. Strachey (Ed. And trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 19, pp. 235-239). London: Hogarth (Orig. publ. In 1925).

Class Preparation Assignment: Determining the applicability of Freud’s theoretical tenets to your life. Be prepared to discuss your responses to the questions listed below. Men in the class are asked to interview a female outside of class to obtain her responses to the questions below.

Assignment: To prepare, you are required to jot down notes for each question that you can use in your class discussion.

- Freud reported that some of his female clients were longing for a penis during their formative years and felt inferior due to the lack of a penis. Do you recall a point at which you lost respect for your mother upon realizing she was biologically different from your father in that she was “missing a penis?” Do you recall feeling less respect for your mother than your father? If so, why? Did these thoughts occur to you in dreams?
- Do you agree with Freud’s assertion that you felt consciously or unconsciously (experienced in dreams but not when awake) inferior when you realized you lacked a penis? As a girl, did you ever wish that you were born a boy or “fantasize (about) being a man” (Freud, p. 230)? If so, which social factors influenced these wishes?
- To which excerpt from Freud’s article did you most relate?
- To what extent do you agree with Freud’s belief that, “Long ago we noticed that many women who have chosen their husband on the model of their father, or have put him in their father’s place, nevertheless repeat towards him, in their married life, their bad relations with their mother. The husband of such a woman was meant to be the inheritor of her relation to her father, but in reality he became the inheritor of her relation to her mother. Her relation to her mother was the original one, and her attachment to her father was built up on it....”
- To what extent do you believe people in our society agree with Freud’s idea that many girls, female adolescents or adult women who recall sexual abuse in their histories are simply expressing an unconscious desire for their fathers (and thus are expressing these fantasies through falsely constructed memories?)

FRIDAY: KAREN HORNEY VOICES HER OPPOSITION TO FREUD AND OFFERS A DIFFERENT PERSPECTIVE

Horney, K. *The neurotic need for affection*. New York: Norton.

O’Connell, Agnes. (1980). Karen Horney: Theorist in psychoanalysis and feminine psychology.

Psychology of Women Quarterly, 5, 81-93.

WEEK 4: SILENCING OF WOMEN’S VOICES

MONDAY: SILENCING OF WOMEN THROUGH THE SOCIAL CONSTRUCTION OF FEMALE DISORDERS: THE DSM MAKES WOMEN’S

“CRAZINESS” OFFICIAL

Any woman born with a great gift in the 16th century would certainly have gone crazed, shot herself, or ended her days in some lonely cottage outside the village, half witch, half wizard, feared and mocked at. For it needs little skill in psychology to be sure that a highly gifted girl who had tried to use her gift for poetry would have been so thwarted and hindered by other people, so tortured and pulled asunder by her own contrary instincts, that she must have lost her health and sanity to a certainty.

Virginia Woolf

Reading Assignment:

Crawford & Unger Textbook, Chapter 14

Kaplan, Marcie. (1983). A woman’s view of DSM-III. *American Psychologist*, 38, 786-792.

REQUIRED MOVIE NIGHT: “DIALOGUES WITH MADWOMEN”

Video: *Dialogues with Madwomen*. This 90-minute film will be shown on campus as part of a social action class project.



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Bloom, D. et. al (1989). *Excerpts from Beyond Bedlam: Contemporary women psychiatric survivors speak out* (pp. 13-18, 23-29, 65-72, 169-179). Chicago: Third Side Press. (Please read these 4 articles to help you more deeply understand the video.)

This film is very intense and disturbing (e.g., the graphic depiction of self-harm and memories of abuse) but salient in its content. It will enable us to become acquainted with several women who violated prescribed social "norms" and labeled with psychiatric diagnoses or oppressed to the point at which their unconscious mind found it necessary to develop ineffective coping mechanisms. I encourage you to set aside some alone time to think about the meaning of the women's lives and the relevance to our previous readings. [Please see the upcoming assignment that is based on your response to this movie.](#)

WEDNESDAY : HOW THE SILENCING OF WOMEN'S ANGER ADVERSELY IMPACT WOMEN'S PSYCHOLOGICAL HEALTH

"Anger is a signal and one worth listening to." Harriet Lerner



Reading Assignment:

Lerner, Harriet. (1985; 2008). *The dance of anger*. Boston: Harper Collins Press.

Qualitative Research Assignment:

Feminist psychologists believe that qualitative research is a more effective way to obtain an interviewee's true "voice." This assignment If your mother is living, please plan to interview her for this assignment. If she is not alive, you may interview a stepmother, grandmother, aunt, or other female family member over the age of 38ish or so... Through your carefully constructed qualitative interview questions, you can more deeply understand *her relationship with anger (and yours)*.

A. Please ask your mother or interviewee to answer the questions below. Please type these questions as well as her verbatim responses (audio-taping this interview simplifies the transcription process: you can also interview her through e-mail but I would prefer that you conduct a personal interview; skype is also an excellent option).

- o How do you express anger? How does your expression of anger depend on the context or the person to whom you are expressing your feeling?
- o How did your mother express anger? Grandmother? Great-grandmother?
- o How were you taught to express anger in your family? With regard to your expression of anger, are you most like your father? Mother?
- o How had the expression of your anger changed throughout your lifetime?
- o How has your gender, class, or cultural background influenced your beliefs about the "correct" or "appropriate" way to express anger?
- o Can you tell me about any experience you may have had with depression? Were any of your experiences related to anger (not being able to express anger? Chastised for expressing anger inappropriately?)
- o What were some of the symptoms of depression she experienced? Can you describe for me the events leading up to her depression?
- o In Lerner's book, she writes...(you select an excerpt): what is your response to this statement?

FRIDAY : HOW THE SILENCING OF WOMEN'S ANGER ADVERSELY IMPACT WOMEN'S PSYCHOLOGICAL HEALTH (CONTINUATION OF DISCUSSION)

We will divide up into groups of 5 for next Friday's assignment.

WEEK 5: VOICES OF WOMEN

MONDAY: THE ADVERSE PSYCHOLOGICAL EFFECTS OF SILENCING WOMEN'S VOICES

Artistic Assignment: Regardless of your artistic abilities, create a concrete or abstract representation that depicts an experience by one of the women featured in the *Dialogues of Madwomen* to which you directly or indirectly related (remember that many students with strong artistic abilities are consistently asked to write essays or papers in the traditional academic courses, or your personal experience of receiving a diagnostic response (from friends, physician, or family) similar to one of the women in the movie. Your student colleagues will not judge you for your artistic talent). Please avoid cheesy collages at all costs! Consider creating a painting, clay or wooden sculpture, sculpture made of odd artifacts that relate to the issues in the movie, hanging mobile; consider a painted pottery piece which you can create at a nearby Kzoo pottery center such as Art Bayou on Stadium drive)

Be prepared to share your interpretation of the work with the class and its relation to the movie's theme that women who go against the mainstream are often (not always, thankfully) labeled with psychiatric diagnoses or oppressed to the point of developing ineffective coping mechanisms. In your presentation, please read one excerpt from Chapter 14 that relates to one of your primary points. Again, please respect the fact that creative assignments are accompanied by the same high expectations as traditional research assignments. The quality of your work will not be graded but on your willingness to expend time and intellectual energy in its

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preparation and to make a direct connection to a specific theme in the film or reading assignment. With your permission, your work will be displayed on our walls for the duration of the class.

WEDNESDAY: 70S & 80S: FEMINIST PSYCHOLOGISTS EXAMINE THE MEANINGS OF DIFFERENCE

Reading Assignments:

Crawford & Unger Textbook, Chapter 4

Bem, Sandra L. (1974). The measurement of psychological androgyny. *Journal of Consulting and Clinical Psychology*, 42, 155-162.



Bem, Sandra Lipsitz. (2009). Transforming the debate on sexual inequality: From biological difference to institutionalized androcentrism. In Joan Chrisler, Carla Golden, & Patricia Rozee's (Eds.) *Lectures on the psychology of women* (pp. 2-16). Boston: McGraw-Hill

Assignment:

1.) Please complete the Modified (Shorter version) of the Bem Sex Role Inventory scale and use the instructions to compute your Androgyny Score (you may also complete an on-line version).

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FRIDAY: 70S, 80S, 90S: BECOMING GENDERED

Reading Assignments:

Crawford & Unger Textbook, Chapter 6

Qualitative Research Assignment: “

Part one: Work in groups of 5: find a time to visit a site outside of K College that allows your group to observe stereotypical/traditional and nontraditional “feminine” gender role behaviors (e. g., girls and boys at an elementary recess period, at the Kalamazoo Airzoo, family playground, South Haven beach, Gull Lake beach, downtown Bronson Park, weekend K party, Frelon performance, K baseball or softball game, K tennis tournament, The Strutt, church or synagogue service, gay-lesbian activity or lecture, Chuck-E-Cheese, WMU or KVCC college classroom, etc.; traditional rural bar, religious service, grocery store, restaurant.) Observe for 1 hour while taking observational (“field”) notes. Do not analyze—simply observe and systematically write down the observations that relate to gender as described in Chapter 6.

Part two: Type up the 5 most interesting traditional gender role behaviors and the 5 most interesting nontraditional gender role behaviors observed in your group’s selected setting. Type these in bulleted form and be prepared to present your team’s observations to the class. Using at least 35 font, type your bulleted points on an overhead to use with the overhead projector. On your overhead, keep the words to a minimum (it is only an outline: approximately 5 words for each bulleted point). In your presentation, relate your observations directly to points in 1 of Bem’s articles. At the top of your overhead, include the name of the place or places visited by your group members, the names of the group members who participated, the time of day or night of your observations, and the length of your observations.

WEEK 6: VOICES OF WOMEN EMERGE THROUGH FEMINIST RESEARCH

*MONDAY: IN A DIFFERENT VOICE: FEMINIST PSYCHOLOGISTS BEGIN TO RESEARCH GIRLS’ PUBESCENCE AND ADOLESCENCE



Reading Assignments:

Textbook, Review the following section in Chapter 4: “The Differences Tradition: Celebrating Women”)

Gilligan, Carol. (1984). *In a different voice*. (1st chapter).

Guest Speaker: Dr. Pat Ponto

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KEEP AN EYE OPEN FOR THE FOLLOWING MOVIE NIGHT (SOCIAL ACTION GROUP CAMPUS AND COMMUNITY PROJECT): - SISTERS OF '77:



The purpose of showing this video is to provide an opportunity for us to gather together in a more informal setting and learn historical background about the 2nd wave feminist movement in this country. This video will be particularly interesting for students who may be unfamiliar with the North American “women’s rights movement” in the 70s, particularly the ERA.)

Description of the documentary copied from the following web page:

<http://www.pbs.org/independentlens/sistersof77/film.html>

Twenty thousand people from across the U.S. gathered in Houston, Texas on a historic weekend in November 1977 for the first federally funded National Women’s Conference, aiming to end discrimination against women and promote their equal rights. In

the crowd were former first ladies Betty Ford and Lady Bird Johnson, the then current first lady Rosalyn Carter and women of all ages, ethnicities and political backgrounds. Combining footage of the conference with interviews—both then and now—with influential women's leaders such as Barbara Jordan, Bella Abzug, Betty Friedan, Gloria Steinem, Eleanor Smeal, Ann Richards and Coretta Scott King, **SISTERS OF '77** is a fascinating look at that pivotal weekend in 1977, an event that not only changed the lives of the women who attended, but the lives of Americans everywhere.

WEDNESDAY: FEMINIST PSYCHOLOGISTS RESEARCH THE MYTH OF BEAUTY

Reading Assignments (in coursepack):

Cofer, Judith Ortiz. (2004). The story of my body. In Mary Crawford & Rhoda Unger (Eds.) *In our own words: Writings on the psychology of women* (pp. 83-90). Boston: McGraw-Hill.
Wong, Nellie. (2004). When I was growing up. In Mary Crawford & Rhoda Unger (Eds.) *In our own words: Writings on the psychology of women* (pp. 91-93). Boston: McGraw-Hill.
Schooler, Deborah, Ward, L. Monique, Merriwether, Ann. & Caruthers, Allison. (2004). Who's that girl: Television's role in the body image development of young white and black women. *Psychology of Women Quarterly*, 28, 38-47.

Assignment: Please prepare brief notes to help you respond and relate course material to the following questions.

- 1). When did beauty first become an issue for you and how did it affect your feelings about your body image, identity, your self worth, or your relationships with peers?
- 2). To what degree do you compare your physical "beauty" to others? In what contexts are these comparisons usually made?
- 3). In what way has your beauty affected your decision to participate in an event, sports team, or pursue a particular relationship? (birthday parties, sports, dances)
- 4) Growing up, did you receive messages that you should dress to "exhibit" your body or try to conceal it? Which specific current commercials, programs, movies from the media now influence the way you feel about your body?
- 5). Has your idea of personal beauty changed since coming to K?
- 6). To what degree have you thought about changing your appearance? Thoughts of breast implants, breast reduction, Plastic Surgery, dyeing your hair, wearing uncomfortable clothing to look good...
- 7). Who should be able to determine or have the right to determine what is and what is not beautiful?
- 8). What are the consequences to people who fail to conform to the normal standards of beauty? What about in your childhood: Were you teased?, bullied?...

FRIDAY: FEMINIST PSYCHOLOGISTS BEGIN TO RESEARCH YOUNG WOMEN'S DISORDERED EATING AND BODY IMAGE

Reading Assignment:

Smith, Christine A. (2004). Women, weight, and body image. In Joan Chrisler, Carla Golden, & Patricia Rozee's (Eds.) *Lectures on the psychology of women* (pp. 65-79). Boston: McGraw-Hill

Assignment: Prepare discussion notes to ensure that you are ready to connect at least 1 research finding in Smith's lecture to one of your specific experiences, a friend's, or relatives with body image and/or disordered eating issues.

WEEK 7: VOICES OF WOMEN EMERGE THROUGH FEMINIST RESEARCH

MONDAY: FEMINIST PSYCHOLOGISTS BEGIN TO RESEARCH YOUNG WOMEN'S DISORDERED EATING AND BODY IMAGE

Video: The Town Pariah

Reading Assignment:

Mazzeo, Suzanne, Mitchell, Karen S., & Williams, Larry. (2008). Anxiety, alexithymia, and depression as mediators of the association between childhood abuse and eating disordered behavior in African American and European American women. *Psychology of Women Quarterly*, 32, 267-280.

WEDNESDAY: FEMINIST PSYCHOLOGISTS RESEARCH THE MYTH OF BEAUTY

Reading Assignments (in coursepack):



▲ Kaw, Eugenia. (2004). Opening faces: The politics of cosmetic surgery and Asian American women. In Mary Crawford & Rhoda Unger (Eds.) *In our own words: Writings on the psychology of women* (pp. 98-116). Boston: McGraw-Hill.
Sim Chi Yin. (April 23, 2011). *For many Chinese: New wealth and a fresh face*. New York Times.

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FRIDAY: THE INFLUENCE OF CLASS AND ETHNICITY ON GENDER-BIASED SEXUAL SCRIPTS

Video: *Girls Like Us* (1997-57") This film examines the intersection of race, ethnicity, gender, and class in the development of adolescent heterosexual gender roles.

Reading Assignment:

Textbook: Chapter 8

Chan, C. (2009). Asian American women and adolescent girls: Sexuality and sexual expression. In Joan Chrisler, Carla Golden, & Patricia Rozee's (Eds.) *Lectures on the psychology of women* (pp. 159-169). Boston: McGraw-Hill

WEEK 8: 1990s-PRESENT: CONTEMPORARY FEMINIST RESEARCH:

MONDAY: THE INFLUENCE OF CLASS AND ETHNICITY ON GENDER-BIASED SEXUAL SCRIPTS

Assignment: Come prepared with notes to integrate aspects of Chapter 8 into a discussion of the intersection of ethnicity, class, and gender on adolescent's sexual scripts.

WEDNESDAY: THE IMPOSTER PHENOMENON IN HIGH ACHIEVING COLLEGE WOMEN

Note: if today is the Day of Gracious Living (DOGL), you are expected to complete the assigned readings; we will schedule an alternative time to watch this movie for extra credit.

Reading Assignment:

McIntosh, Peggy. (1985). *Feeling like a fraud*. Work in Progress. Wellesley: Stone Center Publications.

Clance, Pauline Rose, & Imes, Suzanne. (1978). The imposter phenomenon in high-achieving women: Dynamics and therapeutic intervention. *Psychotherapy Theory, Research and Practice*, 15, 1-8

Class Assignment: (on the next page)

Go to http://www.kalimunro.com/self-quiz_imposter.html and complete and score the Imposter Phenomenon Scale (Your completed questionnaires will remain confidential and will not be turned in for a grade). Prepare handwritten responses to the following questions:

- To what degree have you experienced imposter feelings? Which factors account for your feelings or lack of imposter feelings?
- How well did your score on the IPS accurately describe you?
- In what type of academic contexts do these feelings emerge?
- What does McIntosh mean by having a "double vision" concerning fraudulent feelings? Relate her "double vision" to an example within the K College academic environment. How can women combat these feelings at K?

FRIDAY: LISTENING TO THE VOICES OF LESBIANS

Video Segment: "out at work"

Reading Assignment:

Garnets, L. D. (2009). Life as a lesbian: What does gender have to do with it? In Joan Chrisler, Carla Golden, & Patricia Rozee's (Eds.) *Lectures on the psychology of women* (pp. 170-188). Boston: McGraw-Hill.

WEEK 9: 1990s-PRESENT: RESEARCH TOPICS OF FEMINIST PSYCHOLOGISTS

MONDAY: LISTENING TO THE VOICES OF AFRICAN AMERICAN AND LATINA WOMEN



Reading Assignment: Gillem, A. R. (2009). Triple Jeopardy in the lives of biracial black/white women. In Joan Chrisler, Carla Golden, & Patricia Rozee's (Eds.) *Lectures on the psychology of women* (pp. 220-236). Boston: McGraw-Hill.

West, C. (2004). Mammy, Jezebel, and Sapphire: Developing an "Oppositional gaze" toward the images of Black women. In Joan Chrisler, Carla Golden, & Patricia Rozee's (Eds.) *Lectures on the psychology of women* (pp. 236-254). Boston: McGraw-Hill.

CASTANEDA, D. (2009). GENDER ISSUES AMONG LATINAS. IN JOAN CHRISLER, CARLA GOLDEN, & PATRICIA ROZEE'S (EDS.) *LECTURES ON THE PSYCHOLOGY OF WOMEN* (PP. 202-219). BOSTON: MCGRAW-HILL

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WEDNESDAY: FEMINIST PSYCHOLOGISTS STUDY THE EFFECT OF ACQUAINTANCE RAPE/SEXUAL ASSAULT ON THE PSYCHOLOGY OF WOMEN

Reading Assignment:

Textbook, Chapter 13 (read the section on sexual assault and rape)
Rozee, P. (2004). Women's fear of rape: Causes, consequences, and coping. In Joan Chrisler, Carla Golden, & Patricia Rozee's (Eds.) *Lectures on the psychology of women* (pp. 276-291). Boston: McGraw-Hill



FRIDAY: FEMINIST PSYCHOLOGISTS STUDY THE EFFECTS OF GENDER VIOLENCE ON WOMEN

Video (29''): Men are human: women are buffalo (**Experience of Thai women who are abused by husbands & boyfriends**)

Reading Assignment:

<http://www.causeofdeathwoman.com/the-parents>

http://www.mlive.com/news/kalamazoo/index.ssf/2010/10/unraveling_what_went_s_o_tragic.html

Most of you are familiar with the Events of October, Dr. Gail Griffin's book that describes the death of Maggie Wardles.

Although you are encouraged to read the entire book, I am requiring only two chapters: 1st and 8th chapters from Dr. Gail Griffin's book *The Events of October: Murder on a small college campus* (this book is in the library; several students own copies to lend to other students; please let me know if you are unable to find a copy of this book to read).

WEEK 10:

MONDAY: MEMORIAL DAY

WEDNESDAY: FEMINIST PSYCHOLOGISTS EXAMINE PORNOGRAPHY

Reading Assignment:

Scott, B. A. (2007). *Women and pornography: What we don't know can hurt us*. In Joan Chrisler, Carla Golden, & Patricia Rozee's (Eds.) *Lectures on the Psychology of Women* (pp.). Boston: McGraw-Hill

FRIDAY: FEMINIST PSYCHOLOGISTS EXAMINE LEADERSHIP AND THE WORKPLACE

It's never too late to be what you might have been. -G. Eliot



Reading Assignment: Textbook, Chapter 11

Chin, Jean Lau. (2004). 2003 Division 35 Presidential Address: Feminist leadership: Feminist visions and diverse voices. *Psychology of Women Quarterly*, 28, 1-8.

Assignment: Bring notes to help you describe ways in which your own sense of *voix* has changed or ways in which your consciousness has been raised due to specific course readings or specific contributions from your student colleagues.

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SOCIAL ACTION PROJECTS

ORGANIZING A 4TH WEEK SHOWING OF THE DIALOGUS OF MADWOMEN

Supervisor: Katie Grills

- Reserving a room with a large screen (for example Dewing 103) for Wednesday or Thursday of 4th week
- Advertising (poster, Internet, etc.)
- Obtaining funding for food (possibly through the Student Commission, Arcus Center, Mary Jane Stryker (Alison Geist, Director, Women, Gender, and Sexuality Studies)
- Inviting a panel of 3 speakers for a post-movie dialogue with attendees (emphasis on diversity)
- Organizing technology details through the media center (e.g., someone to set up the projector, etc.)
- Welcoming Students
- Facilitating the Post-Movie Panel Discussion
- Writing thank you cards to the presenters

ORGANIZING A 7TH WEEK SHOWING OF THE SISTERS OF 77

Supervisor: Lauren Rosenthal

- Reserving a room with a large screen (for example Dewing 103) for Wednesday or Thursday of 4th week
- Advertising (poster, Internet, etc.)
- Obtaining funding for food (possibly through the Student Commission, Arcus Center, Mary Jane Stryker (Alison Geist, Director, Women, Gender, and Sexuality Studies)
- Inviting a panel of 3 speakers for a post-movie dialogue with attendees (emphasis on diversity)
- Organizing technology details through the media center (e.g., someone to set up the projector, etc.)
- Welcoming Students
- Facilitating the Post-Movie Panel Discussion
- Writing thank you cards to the presenters

(2-3 STUDENTS) IMPOSTER PHENOMENON DOCUMENTARY

Supervisor: Nick Johnson

- Filming a documentary video on the beliefs/assumptions/ of K students on the subject of the imposter phenomenon (Between 8-12 participants)

(2-3 STUDENTS) DATE RAPE DOCUMENTARY

Supervisor: Katherine Curley

- Filming a documentary video on the beliefs/assumptions/ of K students on the subject of the date rape attitudes (Between 8-12 participants)
- This documentary should include parts of the documentary filmed last year by students in our class

ORGANIZING A SHOWING OF THE IMPOSTER PHENOMENON DOCUMENTARY (MADE BY STUDENTS IN OUR CLASS)

Supervisor: Katie Grills

- Reserving a room with a large screen (for example Dewing 103) for 8th or 9th week to show the imposter phenomenon video created by students in our class
- Advertising (poster, Internet, etc.)
- Obtaining funding for food (possibly through the Student Commission, Arcus Center, Mary Jane Stryker (Alison Geist, Director, Women, Gender, and Sexuality Studies)
- Inviting a panel of 3 students and faculty members for a post-movie dialogue with attendees
- Organizing technology details through the media center (e.g., someone to set up the projector, etc.)
- Welcoming Students to the event
- Facilitating the Post-Movie Panel Discussion
- Writing thank you cards to the presenters

GIRLS ON THE RUN (# OF STUDENTS dependent on available opportunities: you will need to contact Michele Maurer at Girls on the Run for assistant coaching opportunities) for more information, visit

http://www.girlsontherunkazoo.org/Assistant_Coach_GOTR?prt=volunteer

- Connecting with the Girls on the Run organization and Michele to obtain an assistant coaching position
- Meeting twice a week with the girls in the program
- Attending the final Girls on the Run 2K event in Kalamazoo

(2-3 STUDENTS) 3RD ANNUAL WOMEN, GENDER, AND SEXUALITY SIP SYMPOSIUM

Supervisor: Karyn Boatwright

- Talking with organizers of last year's symposium for helpful hints
- Reserving a room with a large screen (for example Dewing 103) for Wednesday or Thursday of 4th week
- Advertising for proposals for the symposium
- Reviewing the proposals and notifying students of the acceptance or rejection of proposals (poster, Internet, etc.)
- Obtaining funding for food (possibly through the Student Commission, Arcus Center, Mary Jane Stryker (Alison Geist, Director, Women, Gender, and Sexuality Studies)
- Preparing a program
- Organizing technology details through the media center (e.g., someone to set up the projector, etc.)
- Welcoming Students