

Psychology of Gender

PSY\_3\_POG

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Faculty of Arts and Human Sciences

2008-2009

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## 1. UNIT DETAILS

<b>Unit Title:</b>	Psychology of Gender
<b>Unit Level:</b>	3 & Graduate Diploma
<b>Unit Reference Number:</b>	PSY_3_POG
<b>Credit Value:</b>	1
<b>Student Study Hours:</b>	150
<b>Contact Hours:</b>	48
<b>Private Study Hours:</b>	102
<b>Pre-requisite Learning (If applicable):</b>	None
<b>Co-requisite Units (If applicable):</b>	None
<b>Course(s):</b>	BSc (hons) Psychology, BSc (hons) Psychology and Sexuality, Graduate Diploma Psychology
<b>Year and Semester</b>	2007-8, Semester 1
<b>Unit Coordinator:</b>	Meg Barker
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<b>Subject Area:</b>	Psychology
<b>Summary of Assessment Method:</b>	A 2500 word essay (Week 10) A 2500 word portfolio (Week 13)

## 2. SHORT DESCRIPTION

This unit examines the psychology of gender particularly as it relates to, and plays out in, intimate relationships. There is a common notion, in many psychological theories and in popular understanding, that men and women are psychologically very different in a number of ways, and that current problems in intimate relationships are explicable in terms of these differences. This is the idea that, in some respects at least, Men are from Mars and Women are from Venus.

We will start this unit by examining the evidence for and against gender differences and the various biological, psychological and social explanations that have been put forward for any differences that are observed. We will then consider the current state of intimate relationships and societal shifts in the last century that have altered the way these are experienced, evaluating key psychological theories of relationship formation and maintenance in relation to these shifts. The following sessions will consider biological, psychological and social theories of femininity, masculinity, gender diversity and gendered experiences of bodies.

Following this, the focus will turn more explicitly to intimate relationships and theories of sex and sexuality, differing relationship structures, commitment and parenting, and relationship conflict. Finally the last two sessions will explore how the material from the unit can inform understandings of the applied psychological areas of relationship violence and mental and physical health issues in relationships. Throughout the unit we will consider how theories and empirical work on gender and relationships can inform applied areas, particularly sexual and relationship therapy.

The issues to be covered on this unit correspond to the research expertise of the teaching team. Meg and any guest speakers on the unit have published a number of journal articles on their respective topics. This means that the teaching will be based on up to date knowledge of each topic area.

## 3. AIMS OF THE UNIT

The unit will:

- Provide an overview of popular and academic psychological theories of gender and gender difference including ways in which gender is represented in media and everyday language and the history of gender research in psychology.
- Introduce critical feminist and social constructionist perspectives on the psychology of gender.
- Explore the literature on particular gender-related areas including: masculinities, relationships, language and the body.

- Highlight the relevance of gender to applied areas such as health, crime, counselling, occupational and educational psychology.

## 4. LEARNING OUTCOMES

### 4.1 Knowledge and Understanding

- Development in knowledge of substantive material (issues around gender and psychology)
- Growth in understanding of theoretical perspectives, concepts, topics and issues (e.g. essentialist and constructionist understandings of gender, relevance of gender to discourse, masculinity)
- Increased appreciation of the various methodologies used to study gender, their strengths and limitations
- Knowledge of the ways in which gender is reproduced in popular representations and the social psychological impact of this

### 4.2 Intellectual Skills

- Application of knowledge in different contexts (e.g. considering gender issues in different areas of applied psychology, applying critical perspectives to traditional psychological research)
- Giving critical consideration to both traditional psychological research on gender and feminist/constructionist research and being able to debate key points
- Demonstration of ability to analyse problems and possible solutions (e.g. through exploration of the relationship between theoretical questions asked, methodologies used and the politics of research outcomes)
- Critically analysing popular representations and reflecting on the way these may reflect and perpetuate certain ways of doing gender

### 4.3 Practical Skills

- Demonstration of effective written, graphical and oral communication skills
- Use of IT competently with respect to word processing, the Internet and packages for statistics and data management
- Obtaining and use up-to-date information in Psychology

### 4.4 Transferable Skills

- Communication skills (e.g. through group discussions of specific academic texts)
- Time management skills (e.g. through reading in advance papers for different sessions)
- Resource management skills (e.g. through strategic use of available reading materials)

## 5. ASSESSMENT OF THE UNIT

This unit will be assessed by means of one essay and one portfolio assessment:

- A 2500 word essay (50%)
- A 2500 word portfolio (50%)

### **Essay**

- The first assessment requires you to write an essay of no more than 2500 words on an issue raised during the unit. You may write your own title if you wish, but all original titles must be agreed with the tutor by Week 7. Alternatively, you may select a title from those given out in class by week 5.

### **Portfolio**

The portfolio assessment requires you to present a 2500 word essay accompanying a portfolio of sources (such as magazine articles, newspaper articles, images, TV or radio transcripts or clips, web pages). You must agree your topic with the tutor by Week 10.

- The 2500 word essay should summarise and critically evaluate popular accounts or images in relation to psychological research and theories on the topic. If you are coming from a specific

critical perspective (e.g. social constructionism, feminism) make sure you make this clear in your introduction.

- For the portfolio, you may use clippings from newspapers and magazines, as well as material from the web, TV clips, radio transcripts, film transcripts, written fiction, self-help books, adverts, images from art of the media, or anything else that you think is appropriate. Those things not mentioned here would be worth discussing with a tutor before using them. You can use the library resources in order to find newspaper articles on a topic.
- The assessment can relate to any aspect of the psychology of gender other than that chosen for the essay assessment.
- In the essay, you are expected to draw on material from lectures as the basis of this assessment, but this should be supplemented by further reading from the wide range of relevant books and journal articles available in the library. You will need to draw on primary sources as well as secondary ones, and read beyond those sources suggested in the unit.
- The portfolio of sources should be presented neatly and clearly, together with the essay. You may attach sources to pieces of card, put them in plastic wallets or anything you feel is appropriate, so long as staff will be able to easily read them without having to extract them from wallets, unfold them, etc. Sources should be well-labelled and clearly referred to in the essay.

Please arrange a tutorial or ask in class if you are uncertain about any aspect of either of the assessments.

Please ensure that you reference correctly for a psychology assessment. A reference list of all the sources cited in the text is necessary for every assessment submitted.

#### Notes about submitting coursework

This should be submitted in the way specified. Students may be required to provide electronic copy of written work submitted. In such instances, the individual student will be written to requesting electronic submission. Failure to provide electronic copy within TWO WEEKS of a written request will result in the work being deemed an incomplete submission, and no mark will be given. The work will then have to be referred for a capped mark. When extenuating circumstances have already been accepted for a unit, this will not negate the proper investigation of any component of that unit for any allegation of academic misconduct, nor the subsequent imposition of any appropriate penalty for proven misconduct.

Coursework deadlines are published on Psychology notice boards. It is your responsibility to ensure that you are aware of these dates. All coursework must be submitted to the School Office in Borough Road.

1. When handing in coursework, you must:

- complete the coursework submission form and attach it to the front of your coursework;
- take the coursework to the School Office. Your submission form will be date stamped and a receipt issued. Please keep all receipts.

You must not hand coursework to your unit co-ordinator or other lecturer.

2. Unless you have obtained a formal extension from your year tutor, coursework submitted:

- up to two weeks after the deadline date will receive a maximum mark of the pass mark (40%);
- more than two weeks after the deadline will not be marked.

3. Extensions are only granted for valid reasons (see Course/Field guide). Concrete evidence (e.g. medical certificate) will normally be required by the Year Tutor. If you want an extension of the deadline date, you must:

- get a copy of the form for late submission from the School Office;
- fill in Part A of the form, giving reasons why you cannot meet the existing deadline date;
- supply the Year tutor with relevant documentary evidence;
- ask the Year Tutor to fill in Part B – the decision whether to agree the request rests with the Year Tutor;
- attach the form to the front of your coursework when you submit it (keep a copy for your records).
- each extension form is only valid for one piece of coursework.

The maximum extension is two weeks.

## 6. FEEDBACK

Feedback will normally be given to students 20 working days after the submission of an assignment.

## 7. INTRODUCTION TO STUDYING THE UNIT

### 7.1 Overview of the Main Content

This unit will be delivered via 10-three hour sessions combining lectures with more interactive seminar-type activities. There will also be directed study, self managed learning and tutorials.

The unit encourages students to draw on knowledge acquired from previous units (e.g. developmental psychology, biological basis of behaviour, social psychology, personality, intelligence and testing, and cognition units) and to consider these in relation to gender from both traditional psychological and critical perspectives. It also encourages students to bring their psychological knowledge to bear on applied psychological areas such as health, counselling, crime and education, focusing on gendered issues.

Lecture and seminar methods will be combined during the course of each teaching session so that students are constantly involved in active learning. Most sessions will begin by inviting you to consider your initial perceptions of the issues and/or media representations in small groups. Their ideas will be fed back to the larger group as a whole. The lecturer will then introduce research/theory which will then be considered and critiqued in small groups. Finally, students will be invited to apply the ideas covered (either in a brief piece of research analysis or to a real-world issue) and reflect on their learning in the session.

NB Please note that sensitive topics will be addressed over the course of the unit, such as *sex crimes, eating disorders and depression*. These will be discussed at a clinical and academic level, so please be prepared. Any student who is anxious about a topic should approach the unit co-ordinator beforehand.

### 7.2 Overview of Types of Classes

The **lecture/seminar** sessions will normally be in two 75 minute blocks. The lecture parts of the session aim to provide you with an overview of the main lines of thought on a particular topic, including a discussion of major models, key empirical data, and important conceptual and critical issues. The activities undertaken in the **seminar** part of the sessions will vary in nature. Some activities will encourage you to reflect on your own views on a topic, some will require you to examine material using techniques outlined in class (for example, discourse analytic techniques). Some will involve you applying the ideas you have learnt to a specific area of psychology. Some sessions will require you to read research papers before the session and to think on any further ideas and issues you may wish to raise with the tutor or other group members. For the last two weeks you will be expected to give a **presentation** to the rest of the group on your portfolio material. You will probably want to structure this around a couple of powerpoint slides and bring in the materials for the rest of the group to see (e.g. articles, short video clips, websites, etc.)

### 7.3 Importance of Student Self-Managed Learning Time

In addition to these activities you also have a considerable amount of time in which to undertake **self-managed learning**. This is a vital component of study on a degree programme. Some of this time should be used to undertake preparatory reading for the lectures and to prepare for seminar sessions. However, you should also use this time to read around the subject and begin to develop the more in-depth knowledge that you will need to have in order to perform well in the essay and the portfolio assessment. It is impossible, and you are not expected, to develop in-depth knowledge on all areas of the curriculum. However, good performance requires knowledge that goes beyond that provided in classes and in Essential Reading. To study a topic in depth you might start from the Supplementary Reading for each topic and follow up the references to key journal papers provided in the Essential Reading.

### 7.4 Conceptual and Historical Issues

This is one of the key options in the psychology course covering conceptual and historical issues in psychology. Throughout the unit we will consider the treatment of gender in the history of psychology as a discipline (from ignorance of gender issues and assumptions of male superiority,

through generalisations of men-centred theories to women, to theories of gendered difference, to feminisms, post-feminisms, masculinity studies and theories and practices which challenge two-gender models entirely). You will also be introduced to various critical theoretical perspectives (social constructionism, various forms of feminism, queer theory and gender theory) and how these conceptualise gender. Also, the conventional ways of conceptualising gender and sexuality as dichotomous categories will be presented and reflected upon throughout the unit in relation to various branches of psychology.

## 7.5 Employability

This unit will be extremely relevant to whatever career you go on to following your psychology degree. The emphasis of the second half of the unit on applied areas (e.g. health, crime, the workplace) will be relevant to many students' future careers whether they be in areas of applied psychology (clinical, forensic, occupational, etc.) or whether they are in areas where a good psychological knowledge is generally useful (e.g. social work, health, teaching). Issues of relevance to any career are considered throughout the unit, specifically those relating to equal opportunity, diversity, and human rights. Students will also develop skills (through in-class exercises and the portfolio assignment) in communication, time and resource management and critical analysis of texts and group work which will be transferable in terms of later work/study.

## 8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

Week	Lecture	Seminar
1 MB	Introduction to Gender	Evaluating the idea that there are two 'opposite' or different genders and biological/sociocultural reasons that have been put forward for this
2 MB	Introduction to Relationships	Historical changes in intimate relationships, the pressure on people to have 'normal' relationships, contradictions in relationship ideals. Romance narratives.
3 MB	Femininity	The development of norms and ideals of femininity, how this plays out in relationships, intersections with class, culture and sexuality
4 MB	Masculinity	The development of norms and ideals of masculinity, how this plays out in relationships, intersections with class, culture and sexuality
5 MB	Challenging the gender dichotomy	Trans, intersex and gender diversity - relationship experiences beyond the dichotomy
6 MB	Relationship structures	Monogamies and non-monogamies, working with people negotiating relationship structures, issues around fidelity, commitment and jealousy.
7 MB	Sex and sexuality	Shifting norms and ideals of 'good sex' and how these impact on people in relationships, 'alternative' sexualities and differing understandings of sex. Pornography.
8 MB	Bodies and embodiment	Cultural splits of mind and body and the impact of this, gendered experiences of bodies and body objectification in relationships, working with body alienation in therapy
9 MB	Relationship conflict and communication	Conflict and mediation, break-up narratives. Rape, domestic violence and working therapeutically with relationships that have become violent
10 MB	Suffering and health issues in relationships	Gender roles and 'mental health' issues, dealing with relationships where one or more people is suffering emotionally and/or has physical health problems
11 MB	Portfolio presentations	Portfolio presentations
12 MB	Tutorials	Tutorials

## 9. LEARNING RESOURCES

### 9.1 Core Materials

You are recommended to obtain at least one of the following. Different books suit different people, so ideally you should browse them before choosing. Ros Gill's book is the most recent book in this area and a very good overview of media constructions of gender. David Gauntlett's book is a useful and accessible overview of relevant theories from outside of psychology for



psychology students who are unfamiliar with these. The latter books are more based in psychology and cover other aspects of gender psychology as well as media.

Gill, R. (2006). *Gender and the Media*. London: Polity Press.

Gauntlett, D. (2008). *Media, Gender and Identity: An Introduction*. London: Routledge.

Burr, V. (1998). *Gender and Social Psychology*. London: Routledge. (B)

Crawford, M. and Unger, R. (2000). *Women and Gender: A Feminist Psychology*. Boston: McGraw Hill. (C&U)

Stainton-Rogers, W. & Stainton-Rogers, R. (2001). *The Psychology of Gender and Sexuality*. Buckingham. (S&S)

Trew, K. and Kremer, J. (1998). *Gender and Psychology*. London: Arnold. (T&K)

## 9.2 Optional Materials

Burr, V. (1998). *Gender and Social Psychology*. London: Routledge.

Butler, J. (1990). *Gender Trouble*. London: Routledge.

Connel, R. W. (2002). *Gender*. Cambridge: Polity Press.

De Beauvoir, S. (1949, 1997). *The Second Sex*. Translated by H. M. Parshley. NY: Vintage.

Denman, C. (2004). *Sexuality: A Biopsychosocial Approach*. London: Palgrave.

Doherty, K.H. and Anderson, I. (2007). *Accounting for Rape: Psychology, Feminism and Discourse Analysis in the Study of Sexual Violence*. London: Routledge.

Dryden, C. (1998). *Being Married, Doing Gender: Critical Analysis of Gender Relationships in Marriage*. London: Routledge.

Greene, S. (2003). *The Psychological Development of Girls and Women: Rethinking Change in Time*. London: Routledge.

Helen Malson (1997). *The Thin Woman: Feminism, Post-structuralism and the Social Psychology of Anorexia Nervosa*. London: Routledge.

Hird, M. (2004). *Sex, Gender and Science*. Basingstoke, UK: Palgrave MacMillan.

Johnstone, L. (2000). *Users and Abusers of Psychiatry*. London: Routledge.

Kaschak, E. & Tiefer, L. (Eds.) (2001). *A New View of Women's Sexual Problems*. NY: The Haworth Press.

Potts, A. (2002). *The Science/Fiction of Sex: Feminist Deconstruction and the Vocabularies of Heterosex*. London: Routledge.

Reynolds, J. (2008). *The Single Woman: A Discursive Investigation*. London: Routledge.

Rubin, Gayle (1984). Thinking Sex: Notes for a radical theory of the politics of sexuality. In C. S. Vance (1992), *Pleasure and Danger: Exploring Female Sexuality*. pp. 267-319. London: HarperCollins.

Siann, G. (1994). *Gender, Sex and Sexuality*. London: Taylor and Francis.

Stainton-Rogers, W. & Stainton-Rogers, R. (2001). *The Psychology of Gender and Sexuality*. Buckingham. Open University Press.

Ussher, J. (2005). *Managing the Monstrous Feminine*. London: Routledge.

Ussher, J. M. (1997). *Fantasies of Femininity: Reframing the Boundaries of Sex*. London: Penguin.

Weatherall, A. (2002). *Gender, Language and Discourse*. London: Routledge.

Zilbergeld, B. (1999). *The New Male Sexuality*. New York: Bantam Books.

## WEEK BY WEEK GUIDE

### Week 1: Introduction to gender

#### Aims

- To introduce the unit
- To examine our beliefs about gender
- To understand and begin to critique traditional and popular psychological approaches to gender

#### Synopsis

This session begins with a consideration of what the commonly held differences between men and women are and who believes in these. After a brief history of the way psychology has viewed gender, gender difference research is overviewed and we consider where the commonly accepted gender differences are perceived as coming from (nature and/or nurture). Evidence for biological and social explanations of gender are considered and critical positions on the essentialist psychology of gender are briefly introduced.

#### Learning Objectives

To enable students to:

- Examine their own initial beliefs about sex and gender
- Consider popular perspectives on gender difference
- Understand how gender has traditionally been studied within psychology
- Begin to understand major critical perspectives on gender (feminism, existentialism and social constructionism)

#### Key articles/chapters

Diamond, M. (2000). Sex and gender: Same or different? *Feminism and Psychology*, 10(1): 46-54.

Furnham, A. (2000). Thinking about intelligence. *The Psychologist*, 13(10). 510-514.

#### Background reading

Hyde, J. S. & Lynn, M. C. (Eds.) (1986). *The Psychology of Gender: Advances Through Metaanalysis*. Baltimore: Johns Hopkins University Press.

Hyde, J. S. (1990). Meta-analysis and the Psychology of Gender Differences, *Signs*, 16 (11): 55-73.

Hyde, J. S. and Lynn, M. C. (1988). Gender Differences in Verbal Ability: A Meta-analysis, *Psychological Bulletin*, 104: 53-69.

Maccoby, E. M. and Jacklin, C. N. (1975). *The Psychology of Sex Differences*. Stanford, CA.: Stanford University Press.

#### Popular Texts:

Channel 4 (1998). *Why Men Don't Iron*.

Gray, J. (1993). *Men are from Mars, Women are from Venus*. New York: HarperCollins.

Morris, D. (1997). *The Human Sexes: A Natural History of Men and Women*. London: Network Books.

Pease, A. and Pease, B. (1999). *Why Men Don't Listen and Women Can't Read Maps*. Orion.

### Week 2: Introduction to relationships

#### Aims

- To consider historical changes in intimate relationships
- To explore how relationships are portrayed in media representations
- To analyse, in depth, the representations of relationships in romance fiction and in popular self-help books
- To think about the implications of such messages for people in relationships

#### Synopsis

Many authors such as Giddens, Plummer, and Beck & Beck-Gernsheim have charted recent historical changes in intimate relationships. There has been a move towards more equal or 'pure' relationships where both partners also have goals and fulfilment outside the relationship. However, this has also resulted in a backlash towards more traditional gender roles (the Mars and Venus ideal). There is substantial pressure on people to have 'normal' relationships, with many contradictions in what is meant by normality. This session looks at the 'rules' of relationships as put forward in romance fiction, movies, sitcoms and self-help books. It considers the impact of such contradictory and constantly renegotiated rules for single people and people in relationships.

#### Learning Objectives

To enable students to:

- Analyse the representations of relationships in various media texts from fairy tales to magazines, to romance fiction and popular self-help texts
- To consider the impact of historical changes in relationships and current 'rules' about relating.

### **Key articles/chapters**

- Allen, L. (2003). Girls want sex, boys want love: Resisting dominant discourses of (hetero)sexuality. *Feminism and Psychology*, 6(2), 215-236.
- Burns, A. (2000). Looking for love in intimate heterosexual relationships. *Feminism and Psychology*, 10(4). 481-485.

### **Background reading**

- Boynton, P. (2003). Abiding by The Rules: Instructing women in relationships. *Feminism and Psychology*, 13(2). 237-245.
- Dryden, C. (1999). *Being married, doing gender*. London: Routledge.
- Jackson, S. (2005). I'm 15 and desperate for sex. Doing and undoing desire in letters to a teenage magazine. *Feminism and Psychology*, 15(3). 295-313.
- Reynolds, J. and Wetherell, M. (2003). The discursive climate of singleness: The consequences for women's negotiation of a single identity. *Feminism and Psychology*, 13(4) 489-510.
- Wilkinson, S. and Kitzinger, C. (Eds.) (1993) *Heterosexuality: A Women and Psychology Reader*. London: Sage.

## **Week 3: Femininity**

### **Aims**

- To examine how people 'do' gender and how gender can be seen as a performance
- To explore how this relates to femininity and how femininity can be seen as constructed
- To consider how gender is constructed in the media and in everyday talk focusing on the examples of advertisements and urban legends

### **Synopsis**

Butler argues that gender is not simply an extension of biological sex, but is an ongoing performative practice structured around the concept of heterosexuality as the norm in human relationships. We 'do' being a man or a woman because heterosexuality requires two and only two genders, which are opposite to each other. Discourses of gender are reproduced both in the media that saturates our culture and in the babble of everyday conversation. In this session we examine the development of norms and ideals of femininity which impact on women particularly in our society, exploring how this plays out in relationships, and intersections between gender and class, culture and sexuality. We consider de Beauvoir's ideas about femininity and the embracing of freedom from the pleasure of being looked at. We also explore Ussher's (1997) analysis of the way femininity is constructed in fairy tales, comics and magazines. We focus also on advertisements and on the telling of 'urban legends' as ways of reproducing and perpetuating norms of femininity (e.g. around attractiveness, sexuality and fear).

### **Learning Objectives**

To enable students to:

- Understand social constructionism and social constructionist perspectives on gender (something we 'do' or perform)
- Consider the ways in which gender roles are reflected and perpetuated in media texts and in everyday conversations.

### **Key articles/chapters**

- Day, K., Gough, B. and McFadden, M. (2003). Women who drink and fight: A discourse analysis of working-class women's talk. *Feminism and Psychology*, 13(2). 141-158.
- Scott, K. A. (2004). African-American-White girls' friendships. *Feminism and Psychology*, 14(3), 383-388

### **Background reading**

- Bernard, M. & Meade, K. (eds) (1993). *Women come of age: Perspectives on the lives of older women*. London: Arnold.
- Burr, V. (1995). *An Introduction to Social Constructionism*. London: Routledge.
- Butler, J. (1990). *Gender Trouble*. London: Routledge.
- Griffin, C. (2000). Absences that matter: Constructions of sexuality in studies of young women's friendships. *Feminism and Psychology*, 10(2) 227-245.

- Malson, H., Marshall, H. and Woollett, A. (2002). Talking of taste: A discourse analytic exploration of young women's gendered and racialized subjectivities in British Urban, Multicultural Contexts. *Feminism and Psychology*, 12(4). 469-490.
- Phoenix, A., Woollett, A., & Lloyd, E. (Eds) (1991). *Motherhood: Meanings, practices and ideologies*. London: Sage.

## **Week 4: Masculinity**

### *Aims*

- To introduce academic work on masculinity
- To consider whether masculinity is 'in crisis' and what kinds of masculinity are currently available and to whom
- To understand the discursive approach to masculinity and apply this to interview data and media texts

### *Synopsis*

This lecture begins with an overview of current theories on masculinity, outlining the perspective that masculinity is in 'crisis' (in relation to unemployment, school performance, violent crime, relationships, etc.) Social constructionist perspectives on masculinity are put forward and we consider how various kinds of masculinity are made available in men's talk and men's magazines. Much of this session will be spent analysing interview data and magazine texts and presenting small group analyses to the rest of the class. We consider the development of norms and ideals of masculinity, how this plays out in relationships, and intersections with class, culture and sexuality. We will also explore how ideals of masculinity play out in a sexual context in relation to men's concerns over sexual performance.

### *Learning Objectives*

To enable students to:

- Summarise key issues in the study of masculinities
- Understand various theoretical perspectives on masculinities
- Explain social constructionist approaches to masculinities
- Discourse analyse various texts in terms of their constructions of masculinities (which are made available and which are invisible or 'othered')

### **Key articles/chapters**

- Anderson, K. and Accomando, C. (2002). 'Real' boys? Manufacturing masculinity and erasing privilege in popular books on raising boys. *Feminism and Psychology*, 12(4). 491-516.
- Wetherell, M. and Edley, N. (1999). Negotiating hegemonic masculinity: Imagery positions and psycho-discursive practices. *Feminism and Psychology*, 9(3): 335-356.

### *Background reading*

- Archer, J (2004) The trouble with 'doing boy'. *The Psychologist*, 17(3). 132-137.
- Brandth, B. & Kvande, E. (1998). Masculinity and childcare: The reconstruction of fathering. *Sociological Review*, 46(2): 293-313.
- Coyle, A. & Morgan-Sykes, C. (1998). Troubled men and threatening women: The construction of 'crisis' in male mental health. *Feminism and Psychology*, 8(3). 263-284.
- Edley, N. and Wetherell, M. (1995). *Men in Perspective: Practice, power and identity*. London: Prentice Hall.
- Frosh, S., Phoenix, A. and Pattman, R. (2003). The trouble with boys. *The Psychologist*, 16(2). 84-87.
- Gough, B. and Edwards, G. (1998). The beer talking: four lads, a carry out and the reproduction of masculinities. *The Sociological Review*, 46 (3). 409-435.
- Lupton, D. & Barclay, B. (1997). *Constructing fatherhood: Discourses and experiences*. London: Sage.
- Mac an Ghaill, M. (1994) *The Making of Men: Masculinities, Sexualities and Schooling*. Buckingham: Open University Press.
- Potts, A. (2000). 'The Essence of the Hard On': Hegemonic masculinity and the cultural construction of 'erectile dysfunction'. *Men and Masculinities*, 3(1), 85-103.

## **Week 5: Challenging the Gender Dichotomy**

In this session we will watch the DVD 'Middle Sex' and have a class discussion on the material covered in this documentary and the articles. The session covers trans, intersex and gender diversity, as well as relationship experiences beyond the dichotomies of both gender and sexuality.

### **Key articles/chapters**

- Hegarty, P. (2000). Intersex activism, feminism and psychology: Opening a dialogue on theory, research and clinical practice. *Feminism and Psychology*, 10 (1). 117-132.
- Kessler, S. J. and McKenna, W. (2000). Gender construction in everyday life: Transsexualism. *Feminism and Psychology*, 10 (1). 11-29.

#### *Background reading*

- Barrett, J. (2007). *Transsexual and other disorders of gender identity*. Oxford: Radcliffe.
- Kessler, S. J. (1998). *Lessons from the Intersexed*. New Brunswick, NJ: Rutgers University Press.
- Lev, A. I. (2004). *Transgender emergence*. London: Haworth Clinical Practice Press.
- Liao, L. and Boyle, M. (Eds.) (2004). Intersex Special Issue. *The Psychologist*, 17(8).
- Roughgarden, J. (2004). *Evolution's rainbow*. London: University of California Press.
- Wilchins, R. A. (1997). *Read my lips: Sexual subversion and the end of gender*. Ann Arbor: Firebrand Books.

### **Week 6: Relationship structures**

#### *Aims*

- To introduce academic work on various relationship forms and structures
- To consider issues around fidelity, monogamy, commitment and jealousy
- To explore how therapists might work with people negotiating the 'rules' of their own relationships

#### *Synopsis*

This session builds on material covered in previous weeks to explore cultural, and subcultural, variation in the ways in which people structure and conceptualise their relationships. Particularly there are differing relationship 'rules' about what constitutes (sexual or emotional) infidelity, how commitment is marked or celebrated, and how emotions such as jealousy are negotiated. During this lecture we will look at research on alternative ways of structuring relationships, particularly various forms of open non-monogamy, to consider implication for working with people in relationships where individuals may have differing 'rules'. We will also consider variations in family structures present currently and negotiations around having and bringing up children within a relationship context.

#### *Learning Objectives*

To enable students to:

- Understand the diversity of relationship and family structures present today
- Consider the implications of various forms of relating (e.g. for jealousy, commitment, time management)
- Explore ways of working with different relationship and family forms

#### **Key articles/chapters**

- Ritchie, A. and Barker, M. (2006). 'There aren't words for what we do or how we feel so we have to make them up': Constructing polyamorous languages in a culture of compulsory monogamy. *Sexualities*, 9 (5), 584-601.
- Jackson, S. & Scott, S. (2004). The personal is still political: heterosexuality, feminism and monogamy. *Feminism & Psychology*, 14 (1) 151-157.

#### *Background reading*

- Adam, B. D. (2004). Care, Intimacy and Same-Sex Partnership in the 21st Century. *Current Sociology*, 52(2), 265-279
- Adam, B. D. (2006). Relationship Innovation in Male Couples. *Sexualities*, 9(1), 5-26.
- Barash, D. P. & Lipton, J. E. (2002). *The Myth of Monogamy*. Owl Books.
- De Visser, R. & McDonald, D. (2007). Swings and roundabouts: management of jealousy in heterosexual 'swinging' couples. *British Journal of Social Psychology*, 46, 459-476.
- Duncombe, J., Harrison, K. Allan, G. & Marsden, D. (eds.) (2004). *The State of Affairs: Explorations in Infidelity and Commitment*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Klesse, C. (2005). Bisexual Women, Non-Monogamy and Differentialist Anti-Promiscuity Discourses. *Sexualities*, 8(4), 445-464.

### **Week 7: Sex and Sexuality**

#### *Aims*

- To think about shifting 'norms' of sex and sexuality and how these are perpetuated
- To explore the history of sex therapy and how this has contributed and resisted these norms
- To explore how therapists might work with people negotiating their own sex life and sexual identity

### Synopsis

Authors such as Butler (1999) have pointed out that the dominant version of heterosexuality means that gender and sexuality have become inextricably linked. The emphasis is placed on 'normal' sexual relationships being between an active male and a passive female. To some extent this idea of 'normal' sex has been perpetuated within sex therapy. However, there are problems with these notions for both those in relationship forms which do not include a man and a woman (e.g. same sex relationships) and those within such relationships who may find pressures around male and female sexual roles very problematic. In this lecture we will also consider differing understanding of sex and sexuality including varieties of sex within gay, lesbian and bisexual relationship, sado-masochism, use of pornography and fantasy, and implications of these for the sex therapist.

### Learning Objectives

To enable students to:

- Understand shifting norms about what constitutes 'good' and 'bad' sexual relationships
- Consider the implications of these for sex therapists
- Explore different understandings and practices that have emerged in various sexual communities.

### Key articles/chapters

Rubin, Gayle (1984). Thinking Sex: Notes for a radical theory of the politics of sexuality. In C. S. Vance (1992), *Pleasure and Danger: Exploring Female Sexuality*. pp. 267-319. London: HarperCollins.

Adams, N. (2006). Kiss me Kate: A new view of women and sex. *Lesbian & Gay Psychology Review*, 7(3), 276-281.

### Background reading

Davies, D. and Neal, C. (eds), *Pink therapy: A guide for counsellors and therapists working with lesbian, gay and bisexual clients*. Buckingham: Open University Press.

Davies, D. and Neal, C. eds. (2000). *Pink therapy 2: Therapeutic perspectives on working with lesbian, gay and bisexual clients*. Buckingham: Open University Press.

Neal, C. and Davies, D. (eds), (2000). *Pink therapy vol. 3: Issues in Therapy with Lesbian, Gay, and Bisexual and Transgender Clients*. Buckinghamshire: Open University Press.

Denman, C. (2004). *Sexuality: A Biopsychosocial Approach*. London: Palgrave Macmillan.

Kaschak, E. and Tiefer, L. (2001). *A New View of Women's Sexual Problems*. New York: Haworth.

Kleinplatz, P. J. (Ed.) (2001). *New Directions in Sex Therapy: Innovations and Alternatives*. Philadelphia: Brunner-Routledge.

Langdridge, D. & Barker, M. (2007). *Safe, Sane and Consensual: Contemporary Perspectives on Sadomasochism*. Palgrave Macmillan.

Potts, A. (2002). *The Science/Fiction of Sex: Feminist Deconstruction and the Vocabularies of Heterosex*. London: Routledge.

## Week 8: Bodies and Embodiment

### Aims

- To examine the body ideals for both women and men
- To reflect on the potential impact of such ideals and consider psychological evidence relating to this
- To consider research on the importance of categories such as gender, culture, sexuality, age and class for a full understanding of issues around bodies and embodiment

### Synopsis

Existentialists such as Merleau-Ponty have pointed out that we culturally separate the mind from the body rather than seeing all our experience as embodied. Implications of this are around the objectification of the body by ourselves and others, and this has played itself out in gendered ways in contemporary culture leading many to feel alienated from their bodies and dissatisfied with them. We start this session by analysing images of men and women in magazines (both those aimed at men and those aimed at women). We consider what the 'ideal' male and female body, as put forward in the media, are. Following this we consider psychological research on such images and their impact, particularly in the area of eating disorders such as anorexia and bulimia, and also dieting behaviour, cosmetic surgery and sexual problems relating to body dissatisfaction. We examine the evidence and question how categories of gender, culture, sexuality, age and class relate to body ideals and body problems.

### Learning Objectives

To enable students to:

- Examine ideal bodies which are reproduced and perpetuated in the media

- Critically discuss the evidence and arguments put across about body ideals
- Understand research which has been carried out into body objectification and alienation in various groups of people

### Key articles/chapters

- Malsen, H., Marshall, H. & Woollett, A. (2002). Talking of taste: A discourse analytic exploration of young women's gendered and racialised subjectivities in British, urban, multicultural contexts. *Feminism and Psychology*, 12, 469-490.
- Pollack, D. (2003). Pro-eating disorder websites: What should be the feminist response? *Feminism and Psychology*, 13(2). 246-251.

### Background reading

- Asher, N. S. and Asher, K. C. (1999). Qualitative methods for an outsider looking in: Lesbian women and body image. In Kopala, M. and Suzuki, L. A. (Eds.) *Using Qualitative Methods in Psychology*. London: Sage.
- Burns, M. (2004). Eating like an ox: Femininity and dualistic constructions of bulimia and anorexia. *Feminism and Psychology*, 14(2). 269-295.
- Ciclitira, K. and Weaver, J. (2002). The Body Special Issue. *The Psychologist*, 15(4).
- Cussins, A. M. (2001). The role of body image in women's mental health. *Feminist Review*, 68, 105-115.
- Dolan, B. & Inez Gitzinger, I. (1994). *Why Women? Gender Issues and Eating Disorders*. London: Athlone.
- Hierstand, K. R. and Levitt, H. M. (2005). Butch identity development: The formation of an authentic gender. *Feminism and Psychology*, 15(1). 61-85.
- Malson, H. (1997). *The Thin Woman: Feminism, Post-structuralism and the Social Psychology of Anorexia Nervosa*. London: Routledge.
- Ofofu, H. B., Lafreniere, D. and Senn, C. Y. (1998). Body image perception among women of African descent: A normative context? *Feminism and Psychology*, 8 (3) 303-323.
- Piran, N. (2001). Reinhabiting the body. *Feminism and Psychology*, 11 (2) 172-176.
- Van Lenning, A. and Vanwesenbeeck, I. (2000). The ever-changing female body: historical and cultural differences in playmate's body sizes. *Feminism and Psychology*, 10(4). 538-543.

## Week 9: Relationship conflict and communication

### Aims

- To introduce issues of relationship conflict and break-up and how to work therapeutically with these
- To explore couple and relationship therapy as it relates to conflict, mediation and communication
- To examine situations of relationship violence (physical and sexual) and therapeutic work with these

### Synopsis

In this session we will consider key issues around relationship conflict and communication. We will return briefly to the 'Mars and Venus' idea that all relationship conflict is due to natural/social differences between men and women, considering Weatherall (and other)'s critique of this perspective. We will look at relationship therapy ideas around conflict management, mediation and building empathy. We will also consider relationship endings and break-ups and culturally dominant narratives about how these are managed. Finally we will introduce literature on more extreme forms of conflict and (physical or sexual) violence within relationships. Specifically we will return to discourses of 'normal' sex and how these relate to questions of consent in rape.

### Learning Objectives

To enable students to:

- Examine popular and psychological explanations for conflict in relationships
- Consider conflict management, mediation and communication based forms of therapeutic intervention
- Explore the 'break-up' narrative and how this plays out in relationships as well as how to work with couples around relationship endings
- Discuss working with more extreme physical and/or sexual violence within relationships and issues of consent

### Key articles/chapters

- O'Byrne, R., Rapley, M. & Hansen, S. (2006). 'You Couldn't Say "No", Could You?': Young Men's Understandings of Sexual Refusal. *Feminism & Psychology*, 16(2), 133-154.
- Jackson, S. (2001). Happily never after: Young women's stories of abuse in heterosexual love relationships. *Feminism and Psychology*, 11(3). 305-321.

### Background reading

- Crawford, M. (2004). Mars and Venus collide: A discursive analysis of marital self-help psychology. *Feminism and Psychology*, 14(1) 63-79.
- Crowe, M. and Ridley, J. (2000). *Therapy with Couples: A behavioural-systems approach to couple relationship and sexual problems*. Oxford: Blackwell.
- Gergen, K. (1999). *An Invitation to Social Construction*. London: Sage Publications Ltd.
- Hyden, M. (2005). 'I must have been an idiot to let it go on': Agency and positioning in battered women's narratives of leaving. *Feminism and Psychology*, 15(2). 169-188.
- Weatherall, A. (2002). *Gender, Language and Discourse*. London: Routledge.

## Week 10: Suffering and health issues in relationships

### Aims

- To introduce issues of emotional suffering and health problems within relationships
- To consider gendered experiences of suffering and health difficulties
- To examine key issues of depressions, PMS, men's health and disability

### Synopsis

Gender demands have been implicated in physical health and life expectancy differences favouring women, and mental health problems, especially depression and eating disorders, favouring men. In this session we look at various explanations that have been put forward for the gender differences in health and health behaviour. We consider how social constructions of masculinity may tie in with current concerns about men's health, and how constructions of femininity may be involved in women's experience of depression, 'PMS' and related problems. Finally we consider how emotional suffering and physical health problems play out within relationships and what the implications are for relationship therapy where one or more people is suffering emotionally and/or has physical health problems.

### Learning Objectives

To enable students to:

- Summarise key gender differences in emotional and physical difficulties
- Evaluate explanations which have been put forward for these differences
- Consider the social constructions of masculinities and femininities and how these may relate to gendered differences
- Explore how emotional suffering and health problems may play out in a relationship context

### Key articles/chapters

- Johnstone, L. (2000). *Users and Abusers of Psychiatry*. London: Routledge. Chapter on gender.
- Seymour-Smith, S., & Wetherell, M. (2006). 'What he hasn't told you ...': Investigating the micro-politics of gendered support in heterosexual couples' co-constructed accounts of illness. *Feminism and Psychology*, 16(1), 105-127

### Background reading

- Cameron, E. & Bernardes, J. (1998). Gender and disadvantage in health: Men's health for a change. *Sociology of Health and Illness*, 20 (5): 673-693.
- Lafrance, M. N. and Stoppard, J. M. (2006). Constructing a Non-depressed Self: Women's Accounts of Recovery from Depression. *Feminism and Psychology*, 16, 307-325.
- Lorber, J. (1997). *Gender and the Social Construction of Illness*. London: Sage.
- Manderson, L., and Stirling, L. (2007). The Absent Breast: Speaking of the Mastectomized Body. *Feminism Psychology* 17: 75-92
- Marshall, H. and Woollett, A. (2000). Fit to reproduce? The regulative role of pregnancy tests. *Feminism and Psychology*, 10(3). 351-366.
- Mauthner, N.S. (1998). 'It's a woman's cry for help': A relational perspective on postnatal depression. *Feminism and Psychology*, 8(3): 325-355.
- Mutrie, N. and Choi, P. Y. L. (2000). Is 'fit' a feminist issue? Dilemmas for exercise psychology. *Feminism and Psychology*, 10(4). 544-551.
- Niven, C. A. and Carroll, D. (1993) *The Health Psychology of Women*. Reading: Harwood Academic Publishers. - Includes: Graham and Bancroft; Lewis and Blair; and Cochrane.
- Toerien, M. and Durrheim, K. (2001). Power through knowledge: ignorance and the 'real man'. *Feminism and Psychology*, 11(1). 35-54.
- Ussher, J. (1991) *Women's Madness: Misogyny or Mental Illness?* Hemel Hempstead: Harvester Wheatsheaf.



Ussher, J. (1989) *The Psychology of the Female Body*. London: Routledge.  
Walker, A. (1997) *The Menstrual Cycle*. London: Routledge.  
Wilkinson, S. (2000). Women with breast cancer talking causes: Comparing content, biographical and discursive analyses. *Feminism and Psychology*, 10(4). 431-460.

### **Week 11: Portfolio presentations**

In this week you should bring a short presentation of the material that you will be using in your portfolio. This should be no longer than 10 minutes long and should involve showing the class the material you are planning to use in the portfolio and making some suggestions about the kinds of things you are going to cover. Ideally the presentation should be based around two power-point slides. It is a good chance to get feedback from the tutor and the other students which will be useful in your assessment

### **Week 12: Portfolio presentations**

In this week you should bring a short presentation of the material that you will be using in your portfolio. This should be no longer than 10 minutes long and should involve showing the class the material you are planning to use in the portfolio and making some suggestions about the kinds of things you are going to cover. Ideally the presentation should be based around two power-point slides. It is a good chance to get feedback from the tutor and the other students which will be useful in your assessment

Once all the presentations are completed there will be time to see the tutor for one-to-one tutorials if necessary to discuss the portfolio assessment further.