

Psychology of Gender, Power and Violence

PSYCH/WS 4XX

Winter 2019 | Time TBD | Location TBD

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Course Description

This course takes gender as an analytical tool in the investigation of psychology of power and violence. We will begin with discussing feminist and intersectional approaches in psychology, and ask questions about the relationship between power, gender and violence. Secondly, we are going to review how three major fields in psychology, namely developmental, personality and social, approach the investigation of violence. We are going to discuss the limitations and strengths of each approach. Next, we will examine the ways in which masculinity, power and violence are co-constructed in various contexts including family, culture, law, medical institutions, military and the mass media. Finally, we are going to consider how people resist violence.

Learning Objectives

- Explain what social constructionism and essentialism are; and give examples of gender, sexuality, race, ethnicity as social constructions.
- Discuss the role of power, systemic and social inequality in violence.
- Ask research questions by including populations who are historically excluded from social science research.
- Make connections between empirical social scientific literature and everyday life phenomena and politics.

Important Note Regarding Content Warnings

Owing to this course's engagement with material consequences of unequal power relationships, many of us will identify and feel deeply connected to the matters we address from week to week. Given the course's overall engagement with different forms of violence, we will be dealing with material that is psychologically challenging. If uncomfortable or uneasy feelings stay with you after any particular class, feel free to come and talk to me about what is bothering you, or for potential sources of help (also see the campus resources on page 8 of this syllabus). The first week of the class is

designed to provide you with an overview of key intellectual approaches on violence, and the specific kinds of violence that we will be talking about throughout the semester. Hopefully, this exposure to the range of topics we are going to cover will give you more idea about the class, so that you can decide whether this class is for you or not.

Community Guidelines

I will list here a couple of things for us to actively think about during our lectures/discussions to make the classroom a safe and brave space for everyone, as well as to make our class discussions more intellectually-satisfying and educational. The first three weeks of the class, we will look at them together as a group, and discuss what worked and what did not work at the end of our class. This way, we will actively add/remove and edit our community guidelines together as a class to achieve the classroom environment that we aimed for.

1. Sharing lived experiences can enhance the meaning of a course; at the same time, it is important to maintain a focus on scholarly work, theory and science, and learn to make evidence-based arguments. We will be mindful of how the two can be combined or should sometimes be kept separate.
2. You need not share anything that you think will distress you. Also, beware that the classroom is not a therapeutic environment (but, you can definitely approach me for sources of support).
3. Women's/Gender Studies and Psychology are both fields based on scholarly work. We might share our personal beliefs and opinions, will back up our beliefs with reasoning, theory, or scientific research findings.
4. We will challenge the idea or the practice, but not the person.
5. We will be committed to challenging our own thoughts and perspectives, and the popular beliefs we've been holding. However, we also acknowledge that it is not an easy thing to do all the time. Therefore, we will be open to discuss the things that keep us from challenging ourselves.
6. We will speak our discomfort. Disagreements and different views are expected. We are committed to understand the sources of our disagreements and will work cooperatively towards common solutions.
7. Outside of this class, we will not divulge personal experiences revealed by our classmates without getting their permission.

Course Requirements

Final grades will be determined based on the following system:

Percentag	Grade	Percentage	Grade	Percentage	Grade	Percentage	Grade
97 or	A+	87-89	B+	77-79	C+	67-69	D+
93-96	A	83-86	B	73-76	C	63-66	D
90-92	A-	80-82	B-	70-72	C-	60-62	D-

Your final grade will be composed of four major components each of which are described in detail below:

Attendance and Participation	20%
Weekly blog	20%
Global Feminisms Archive Reflection Papers	25%
Final Paper	35%

Attendance & Participation 20%:

Attendance will be taken each week and will factor into the participation grade. Please tell me in advance if you are coming from far away and may have difficulty making it to the class on time. Please do not start packing up before the class ends.

If you are unavoidably absent due to illness, you should still turn in any required assignments by their due date and get notes from a class mate. If you have an unforeseen illness or emergency and cannot attend a class, send me an e-mail in advance of the class you miss and then follow this up with documentation of the emergency from a doctor or other professional. Throughout the semester you can use one-time unexcused absence.

Weekly blog (20%):

We will have a class blog to which everyone will make weekly contributions. Beginning from next week (*specify the date*). You are supposed to submit at least one post to the Blog before the class each week by (*specify the time*).

The blog post can be any material (*i.e.*, a news article, an image, a website, a song, a short movie clip) you came across on the internet, TV, or sitting at a coffeeshop...etc. that is related to the class discussion for that week (e.g. next week, your first posts will be about the topic of week2: Gender and Power). You need to submit the material you have found along with a brief description including:

- Where did you see/find it?
- What is it?
- How does it relate to the class?

The class blog is supposed to be an interactive environment since you are going to be commenting on each other's posts. Please remember that the ground rules for classroom discussions also apply for this online forum, and we can add rules for online communication as we go if we need to. You are supposed to submit 10 blog posts throughout the semester. Starting from Week 2 you have the option of skipping whichever three weeks you want.

Each week, I will choose 2 class-members' blog posts that tie into our discussions, and bring them to the class (project them on ppt) to further discuss. Come to the class prepared to talk about how your blog post ties to the class in case your post is chosen for the week.

Global Feminisms Archive Reflection Papers (25%):

Four times throughout the semester, you will turn in a 2-3 page reflection paper drawing on an assigned interview from the Global Feminism Project Archive and that week's readings. The reflection papers will be turned in by 10am the day it is due (see below), on the Ctools site.

Developmental Approaches to the Psych of Violence	<i>Date</i>	Yamileth Mejia
Intimate Partner Violence	<i>Date</i>	Flavia Agnes
Gender & Violence in Culture	<i>Date</i>	Shahjehan Aapa
Violence as Resistance	<i>Date</i>	Juanita Jimenez

Feel free to draw on the readings from other weeks and overall course concepts in discussing the life story of the interviewee. However, it is particularly important to draw on the week's readings. You can use the following questions as guideposts in your write up:

- The micro perspective (e.g. lived experience): Where is/are violence in the person's life story? How did violence affect their life?
- The meso perspective (e.g. interpersonal relations): Who else is involved in their narrative of violence? The perpetrator(s), those who they interacted before or after, those who have been helpful or not and in what ways?
- The macro perspective (e.g. institutional) What are the roles of institutions in the interviewee's experience? Did they have any institutional support or lack thereof, and why?

Final Paper (35%):

A final paper is due the last day of the class (date). You can choose to do your final project on one of the formats below:

1. Literature Review
2. Research Proposal
3. Analysis of Current Event

A document about the details and expectations for each option is uploaded on the course site. Your final paper should be 15-20 double-space pages. Feel free to check in with me about your ideas for the final paper project as we make progress in the semester.

Additionally, we are going to devote some class time half way through the semester to discuss the final projects.

Course Policies

Feedback on drafts: You are always welcome to discuss with me your ideas about papers, and an initial draft you have. However, do not ask me to go over a draft of your

paper and give you feedback on email. You need to be present, and actively discussing your ideas with me, if you want feedback on a draft. Also, if you need help with your paper make sure to schedule an appointment with me at least two weeks prior to the deadline of submission. If you want detailed feedback on your finalized paper, submit a hard copy along with the electronic copy.

Late Policy: Any assignment will be docked one full letter grade for each day that they are late (grade reductions begin when the assignments are turned in late within the day they are due). **Do not** email me asking for an extension within the last week before an assignment is due.

Academic Integrity: Academic dishonesty of any form will not be tolerated in this course. This includes all forms of plagiarism on papers. Failure to abide by this rule may result in failure or expulsion depending on severity. For more information, please visit the LSA website at <http://www.lsa.umich.edu/academicintegrity/>.

You are expected to follow the APA format in your papers for this class. Here is a link that I found useful in my own work for checking the most up-to-date APA rules: <https://owl.english.purdue.edu/owl/resource/560/01/>

Office hours: I hold weekly office hours (TBD). These office hours are for you to bring in course-related questions, get help for assignments, discuss topics related to your progress, etc. You are also welcome to contact me to schedule an appointment anytime during the semester. If you cannot make it to office hours, please e-mail me with a brief description of why you need to schedule an appointment. I strongly recommend that you come in and discuss your assignments and progress in the course at anytime.

Email Etiquette: My e-mail policy is to respond to email correspondence within 48 hours on business days. Communicating by e-mail in academic environments is an important skill that is learned. Your instructors have certain expectations from you in e-mail communications, and it is important to follow those to have an effective communication. In this link are some emailing tips: <https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-soundsilly-emails-essay>

Accessibility: It is important to me that this course is equally accessible to everyone who is enrolled. I have incorporated a variety of instruction techniques and evaluation methods to make the class equally accessible to all students with different learning styles. In spite of these efforts, situations occur in which the learning style of individual students is not met by the instructional climate. If you have a disability of any type (e.g. physical, emotional), or you think you have a different learning style than what is more widely accommodated, I encourage you to make use of the Services for Students with Disabilities (SSD) office and inform me *within the first two weeks of class*, so that accommodations can be made. This is the best way for me to provide accommodations. SSD is located at G-664 Haven Hall and you can also contact them through email at ssdoffice@umich.edu, or through telephone at 734-763-3000.

Campus Resources

- ❖ Counseling and Psychological Services (CAPS):
 - 3100 Michigan Union, 734-764-8312, <http://www.umich.edu/~caps/>;
 - www.mitalk.umich.edu (available 24/7)

- ❖ Psychiatric Emergency Services/24 Hour Crisis Line:
 - 1500 East Medical Center Drive (UM Hospital) ○ (734) 936-5900 (available 24/7)

- ❖ Services for Students with Disabilities:
 - G664 Haven Hall, 734-763-3000, <http://ssd.umich.edu/>

- ❖ Psychology Student Academic Affairs (SAA) Office:
 - 1343 East Hall, 734-764-2580, <http://www.lsa.umich.edu/psych/undergraduate/>
 - psych.saa@umich.edu

- ❖ LSA Academic Advising Center
 - 1255 Angell Hall, 734-764-0332, www.lsa.umich.edu/advising

- ❖ Sweetland Writing Center/Online Writing Lab
 - 1310 North Quad, 734-764-0429, www.lsa.umich.edu/sweetland

- ❖ The Spectrum Center (organization for the LGBT community):
 - 3200 Michigan Union, 734-763-4186, <http://spectrumcenter.umich.edu>

- ❖ Undergraduate Research Opportunity Program: <http://www.lsa.umich.edu/urop>

Tentative Schedule

Week 1: Introductions

Introductions – No required Reading this week

Mini lecture:

- The Key Intellectual Approaches on Violence
- A Brief History of Interdisciplinary work on the topic of Violence
- The specific kinds of violence that we will be talking about throughout the semester

Week 2: Social Construction of Gender, Sex, and Sexuality

Lorber, J. (1994). The social construction of gender. In S. M. Shaw and J. Lee (Eds.) *Women's Voices Feminist Visions: Classic and Contemporary Readings 6th Edition* (pp. 141-144). NY: McGraw Hill Education.

Somerville (1994). Scientific Racism and the Emergence of the Homosexual Body. *Journal of the History of Sexuality*, 5(2), 243-266.

Rank, O. (2010). Circulating metaphors of sexuality, aggression, and power: Otto Rank's analysis of "Conquering cities and 'conquering' women." *Political Psychology*, 31, 1-19. [Original German version published in *Internationale Zeitschrift für ärztliche Psychoanalyse*, 1914, 2, 50-58.]

Week 3: Intersectionality in Psychological Research

Cole, E. (2009). Intersectionality and research in psychology. *American Psychologist*, 63(3), 170-180.

Rabelo, V. C. & Cortina, L. M. (2014). Two sides of the same coin: Gender harassment and heterosexist harassment in LGBTQ work lives. *Law and Human Behavior*, 38(4), 378-391.

Week 4: Developmental Approaches to Psychology of Violence

Kimmel, M. (2008). "Bros Before Hos": The Guy Code. In M. Kimmel (Ed.) *Guyland: The perilous world where boys become men*. Winona State University.

White J. W, Donat P. L. N., & Bondurant B. (2001). A developmental examination of violence against girls and women. In R. K. Unger (Ed.) *Handbook of Psychology of Women and Gender* (343-357). New York: John Wiley.

Hurt, B. (2011). Feminist Men. In S. M. Shaw and J. Lee (Eds.) *Women's Voices Feminist Visions: Classic and Contemporary Readings 6th Edition* (pp. 715-717). NY: McGraw Hill Education.

Assigned Global Feminisms Interview: Yamileth Mejia

Global Feminisms Project (2015). Interview with Yamileth Mejia (Data file). Retrieved May 15, 2015 from <http://umich.edu/~glblfem/en/transcripts/nicaragua/MejiaTranslationAnnotatedFINAL.pdf>

Week 6: Social Psychological Approaches to Psychology of Violence

- Milgram, S. (1974). *Obedience to authority: an experimental view*. New York: Harper & Row.
- Arendt, H. (2007). The origins of totalitarianism. In B. B. Lawrence and A. Karim (Eds.) *On Violence* (pp. 416-443). Duke University Press.

III. Gender and Violence in Context

Week 7: Militarism, War & Gender

- Rose, S.O., (2010). *What is Gender History?* Malden: Polity Press. (pp. 1-16).
- Knouff, G. T. (2007). White men in arms: Concepts of citizenship and masculinity in revolutionary America. In S. Dudink, K. Hagemann, and A. K. Clark (Eds.), *Representing masculinity: Male citizenship in modern Western culture*. New York.
- Cullen, J. (1992). I's a man now: Gender and African American Men. In C. Clinton and N. Silber (Eds.), *Divided houses: Gender and Civil War*. New York, Oxford: Oxford University Press. (pp. 76-96).

Week 8: Intimate Partner Violence

- Stahly, G. B. (2004). Battered women: Why don't they just leave? In J. C. Chrisler, C. Golden, and P. D. Rozee (Eds.), *Lectures on the Psychology of Women*, 3rd edition. Boston, MA: McGraw-Hill, pp. 310-331.
- Richie, B. E. (1996). (chapter TBA). *Compelled to Crime: The gender entrapment of battered black women*. NY: Routledge.

Week 9: Gender and Violence in Culture: Dowry deaths & Rape culture

- Narayan, U. (1997). Cross-Cultural Connections, Border-Crossings, and "Death by Culture" Thinking about Dowry-Murders in India and Domestic Violence Murders in the United States.

Rutherford, A. (2011). Sexual violence against women: Putting rape research in context. *Psychology of Women Quarterly*, 35(2), 342-347.

Assigned Global Feminisms Interview: Shahjehan Aapa

Global Feminisms Project (2015). Interview with Shahjehan Aapa (Data file). Retrieved May 15, 2015 from http://www.umich.edu/~gblfem/en/transcripts/india/Aapa_I_E_102806.pdf

Week 10: Gender and Violence in Culture II: Honor killings & Virginity examinations

Koğacıoğlu, D. (2004) The tradition effect: Framing honor crimes in Turkey. *Differences: A Journal of Feminist Cultural Studies*, 15(2), 118-152.

Parla, A. (2007). The 'Honor' of the state: Virginity examinations in Turkey. *Feminist Studies*, 27(1), 65-88.

Assigned interview: Juanita Jiménez

Global Feminisms Project (2015). Interview with Juanita Jiménez (Data file). Retrieved May 15, 2015 from <http://www.umich.edu/~gblfem/en/transcripts/nicaragua/JimenezTranslationAnnotatedFINAL.pdf>

Week 11: Legal & Institutional Violence

Butler, J. (2003). Doing justice to someone: Sex reassignment and allegories of transsexuality. In J. Butler (Ed.), *Undoing Gender* (pp. 57-74). New York: Routledge.

Zengin, A. (2014). Sex for law, sex for psychiatry: Pre-sex reassignment surgical psychotherapy in Turkey. *Anthropologica*, 56(1), 55-68.

McClelland, S. I., & Frost, D. M. (2014). Sexuality and social policy. In D.L. Tolman & L. M. Diamond (Eds.), *Handbook on Sexuality and Psychology: Vol. 2, Contextual Approaches*. Washington DC: American Psychological Association, pp. 311-337.

Week 12: Violence in images and words

Clover, C. J. (1987). Her body, himself. Gender in the slasher film. The cinefantastic and varieties of horror. *Representations*, 20, 187-228.

MacKinnon, C. A. (1993). Defamation and discrimination. In C. MacKinnon, *Only Words*. MA: Harvard University Press. (pp. 3-41).

Week 13: Violence and Resistance

Clark-Flory, T. (2011). How to prevent rape without blaming victims. *Salon.com*

Halberstam, J. (2001). Imagined violence/queer violence: Representation, rage, and resistance. In M. McCaughey & N. King (Eds.), *Reel knockouts: violent women in the movies*.