

Women's Bodies and Psychological Well-Being

PSYC 140L

Summer 2020

Pre-recorded lectures posted on Canvas

Synchronous Zoom discussion meetings: Tuesdays and Thursdays 11:00am – 12:30pm

Instructor: Sarah Harsey

Office hours: Thurs 1pm-2pm
or by appointment

Email: sharsey@ucsc.edu

TA: Sylvane Vaccarino-Ruiz

Office hours: Tues 9:30am-
10:30am or by appointment

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10:00am

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Course Description and Goals: This course examines how women's bodily experiences (e.g., sexual objectification, violence, menstruation, sexual health) are uniquely tied to their subordinate status and impacts their psychological well-being. Theories of gender inequality will address how social control directed at women's bodies through power relations embedded in societal institutions contributes to women's marginalized status.

In addition to learning about theories and research related to the course topics, my goals are to help you develop and apply a critical and thoughtful perspective on the way women's bodies are viewed, represented, and discussed. I want you to be able to reject sexism, objectification, and other harmful systems. And most importantly, regardless of your gender identity, I would like for this class to further encourage the adoption of accepting and wholistic views of your own bodies.

Some of the topics we cover in this course are sensitive; for example, eating disorders and sexual violence can be challenging topics for many people. I strongly encourage students to proactively reach out to therapists, or trusted friends, family, or partners for additional support for the duration of this course. I also recognize that talking about such issues during class discussions may be difficult since some of you may be living in a space where you do not feel comfortable. Please reach out to a member of the teaching team if you ever feel you are struggling with the content of the course.

Course Format: This course will contain asynchronous (i.e., pre-recorded) lectures and synchronous (live) class discussions. The lectures will be posted on Canvas by each Tuesday and Thursday at 9am for you to watch. The class discussions will be hosted on Zoom and will take place Tuesdays and Thursdays from 11am-12:30pm ([please see the course calendar for zoom links](#)). For students' privacy, live class discussions will not be recorded. There are no separate discussion sections for this course.

The coursework includes reading summaries, lecture responses, three homework assignments, and a final paper (with one milestone assignment). There will be two extra credit opportunities. See the Coursework section below for more details.

Required Readings: All required readings are posted on Canvas as PDFs. You will not be required to purchase any textbooks for this course. If you have any trouble accessing the readings on Canvas, please let a member of the teaching team know immediately and we will help you.

Statement on Online Learning During COVID-19

This summer, PSYC 140L will be taught online for the first time at UCSC. I regret that I cannot replicate the in-person classroom experience for you all – I know this is probably not what you expected or wanted for your university education. I will likely face some challenges associated with teaching this course online, and you might encounter some difficulties engaging with this course on an online platform.

Because of this, I am asking us all to consider these community principles: (1) We understand that **things will not be business-as-usual** given our current global condition. This course, my instruction, and your learning will be experienced differently than if the class were to be conducted in person; (2) Because of this, we will aim to practice **flexibility** in this course – some assignments might need to be altered depending on my needs, students' needs, or changes in pandemic conditions. Any changes will be announced as far in advance as possible; (3) and finally, we will practice **generosity** – given the stressful and unpredictable nature of the pandemic, in addition to the challenges associated with online courses, it is important we be kind and understanding with one another to the extent that we can.

I have included the possibility for assignment extensions and some other allowances in the course. I will also continue to practice flexibility based on your needs, but you must communicate them to me or another member of the teaching team. We cannot help you if we do not know what you need! And I also ask for your patience. For example, I might sometimes need some extra time during live sessions to grapple with technology. I will do my best to avoid issues on my end, but I greatly appreciate your patience when they inevitably arise.

Course Policies

Zoom Expectations: I fully acknowledge that zoom is not the ideal learning platform, but it will still provide us with the opportunity to meet and talk about the topics and issues presented in the course. I would like to propose a few standards that we all try to follow during our zoom meetings:

- Please include your full name and your pronouns in your Zoom name (while in a zoom meeting, go to Participants on the bottom of the screen; this will make your name appear at the top of a list on the right-hand side. Put your cursor over your name, click “More,” and select “rename”)
- Whenever you are not speaking, please mute your speaker so that background noise is minimized
- If possible, please enable your video during zoom meetings, even if you do not plan on speaking. This helps create a more familiar and welcoming space for everyone to share thoughts and generate discussions
- Even though we are meeting only virtually, I still expect that we will create an environment where people share their ideas thoughtfully (with careful attention to using non-inflammatory and non-prejudiced language) and demonstrate respect to others. We will cover a number of topics about which some people may have particularly strong opinions; because of this, it is very important to me that we try to maintain a respectful space where everyone feels comfortable sharing their thoughts

Turning in Work Late: As a rule, all assignments must be turned in on time. However, I will allow extensions on a case-by-case basis. You must email me or one of the TAs in advance if you know you will not be able to turn in an assignment on time. If you do not turn in an assignment by the deadline and do not notify me or the TAs in advance, we may not be able to accept your assignment.

Accommodations for Disabilities: UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please email your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me (sharsey@ucsc.edu) within the first week of the start of our summer session. At this time, I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

Academic Integrity: Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree.

All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, they may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of their college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the Academic Integrity page at the Division of Undergraduate Education.

I have designed this course so that all students should be able to succeed without feeling pressured to engage in academic dishonesty. If you feel you are struggling in this course, please get in touch with me or the TAs. We are here to help you.

Title IX: The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. Information about the Title IX Office, the online reporting link, applicable campus resources, reporting responsibilities, the UC Policy on Sexual Violence and Sexual Harassment

and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at titleix.ucsc.edu.

The Title IX/Sexual Harassment Office is located at 105 Kerr Hall. In addition to the online reporting option, you can contact the Title IX Office by calling 831-459-2462.

Unauthorized Sale of Course Notes and Materials: Please note that students may be disciplined for selling, preparing, or distributing course lecture notes for any commercial purpose, whether or not the student himself or herself took the notes. The unauthorized sale of lecture notes (and handouts, readers or other course materials) is a violation of campus policies (Student Judicial Handbook, sections 102.17 and 102.018). Judicial action for violating campus policies may include disciplinary probation, suspension, or dismissal, which may have serious effects on your academic careers. The sale of classroom notes is also a violation of state law (Cal. Educ. Code, section 66450) and may be associated with civil penalties of up to \$25,000 depending on the number of offenses. It may also constitute copyright infringement subject to legal action.

Coursework

Participation (15%): There are two ways to earn participation credit in this course. The first is to attend the live discussion zoom meetings held on Tuesdays and Thursdays from 11:00am-12:30pm (see the course calendar for meeting zoom links) The second is to complete lecture participation forms for the lectures (please email sharsey@ucsc.edu for a copy of the participation form). The lecture participation forms are intended for people who are unable to attend the live discussion meetings, which focus on topics and information presented in the pre-recorded lectures and sometimes the readings. If you miss the live discussion meeting for a particular day, you can watch the pre-recorded lecture for that day and then fill out a lecture participation form. Lecture participation forms must be emailed to the instructor (sharsey@ucsc.edu) by the 11:59pm Monday following the missed live discussion meeting.

Lecture Responses (15%): During each pre-recorded lecture, several questions will be presented. These questions may assess your comprehension of the material or ask you to contemplate certain issues. While viewing each lecture, respond to each of the in-lecture questions and compile your answers in a document. All in-lecture questions will be highlighted; it will be clear as to when you should be providing a response. Submit a document with your answers to the in-lecture questions each week to Canvas no later than the Monday following the scheduled lecture (with the exception of the final week of classes). The purpose of the lecture responses is to encourage you to view the pre-recorded lectures and to further engage with the concepts or topics presented in lectures. These lecture responses replace traditional exams or quizzes. Lecture responses are graded for completeness and thoughtfulness – having the most “correct” answer is less important than effort and engagement.

Reading Summaries (15%): Each week, you will upload a brief, 1-2-page (double-spaced) reading summary by Friday at 11:59pm to Canvas (with the exception of the first week of classes). These summaries are not intended to be a formal paper, but are instead a way for you

to keep up with and further engage in the readings. See the Reading Summaries file on Canvas for further information.

Summaries will be evaluated on length and completeness – if you meet the required minimum page length (1 page, double-spaced) and briefly summarize each of the assigned readings for the week, you will receive full points. Notify the instructor or TAs if you believe you will turn in a summary after it is due, but please note that late summaries may only be accepted on a case-by-case basis.

Homework (20%): There will be three homework assignments throughout the course. These assignments are intended to give you the opportunity to further engage with some of the topics presented in lectures and readings. Homework assignments are not intended to be intensive or overly formal. Homework assignments will be due on the Friday of Week 2, Week 3, and Week 4.

Homework 1: This assignment is inspired by Holland et al. (2017), who asked their participants to document their exposure to objectification throughout the day. So, for this assignment, you will keep track of and document your experiences of objectification for a day. This can mean seeing objectifying representations on social media, experiences of others objectifying you, you noticing others objectifying someone else, and so on. Please see Homework #1 on Canvas for more details.

Homework 2: Halliwell et al.'s (2011) study found that advertisements framed as empowering for women still promoted self-objectification and weight dissatisfaction, which calls into question the actual "empowering" nature of such media images. For this assignment, you will find and analyze media representations of women that have been labeled or branded as empowering. Connect your analysis to concepts and readings from the course. Please see Homework #2 on Canvas for more details.

Homework 3: Much of this course highlights harmful representations, practices, and experiences surrounding women's bodies. But for this assignment, I want you to think about a better vision for how we think about, portray, and treat women's bodies. Homework 3 asks you to describe this vision. You can write about something very specific (e.g., the abolition of shame surrounding menstruation) or something broader (e.g., decolonialization of women's bodies). Please see Homework #3 on Canvas for more details.

Final Paper (35%): You will write a 5-7-page research paper on to a topic related to the course. The purpose of this paper is to allow you to explore a concept related to women's bodies and well-being that is most interesting to you. It can be on a specific concept that is covered in class or on another topic related to the course – in either case, you must include and discuss at least four journal articles published in peer-reviewed research journals. You will be responsible for finding these articles through scholarly databases like PsycINFO or Google Scholar. You may use sources discussed in class (e.g. research studies included on lecture slides), but these sources will not count towards your four-article minimum requirement.

The final paper assignment has two parts: (1) A research question submission due 2 weeks before the final paper (10%), and (2) the final paper (25%). The research question is comprised of a paragraph or two describing your proposed research question that you will explore in your final paper. Your research question must also list at least two peer-reviewed journal articles that

you could potentially use in your final paper. The research question assignment is due uploaded to Canvas on 8/14 by 11:59pm. The final paper is due on 8/28 by 11:59pm.

Additional information about the research question and final paper (including a grading rubric) will be posted on Canvas. The final paper is due on Friday, August 28th by 11:59pm. Papers should be uploaded to Canvas by this time.

The instructional team (myself and the TAs) are more than happy to talk to you about writing the final paper. Please come to our office hours! Learning Support Services on campus will also provide writing tutoring appointments over the summer (for more information about writing tutoring, see: <https://lss.ucsc.edu/programs/summer-support/index.html>).

Extra Credit (+3%): There will be two extra-credit opportunities in this course. The first extra-credit opportunity is an introduction slide and is worth an additional 1% to your final grade. For the introduction slide, create a PowerPoint slide that introduces you (your name, a photo of you, your preferred pronouns, and whatever other information you are comfortable sharing) and submit it to Canvas by 7/31 at 11:59pm. The first lecture will contain examples of introduction slides.

The second extra-credit opportunity is worth up to 2% and asks you to translate research on a topic related to the course into information that a general, non-academic audience can understand. For example, you could create a factsheet, presentation, infographic, or anything else that facilitates the communication of information. This is due on 8/28 by 11:59pm. See Canvas for more details on both opportunities.

Course Grade

Your final grade will be weighted by:

- Participation (15%)
- Lecture responses (15%)
- Reading summaries (15%)
- Homework (20%)
- Final paper (35%)

The letter grade corresponding to your numerical score is as follows:

97-100 = A+	89.9-87 = B+	77-79.99 = C+	60-69.99 = D
93-96.99 = A	83-86.99 = B	73-76.99 = C	0-59.99 = F
90-92.99 = A-	80-82.99 = B-	70-72.99 = C-	

In order to pass this course, your numerical grade must be at least a 73. If you get any score lower than that, even a 72.99, you will not pass this course. I want everyone in the class to comfortably obtain a passing grade – please reach out to me or another member of the teaching team if you have any concerns about your grade.

Course Schedule

	Topics	Readings	Assignments due
Week 1			
Tues 7/28 Live meeting 11:00am- 12:30pm	Course Introduction, Docile Bodies	<ul style="list-style-type: none"> • Bartky (1990) [Chapter 5] • Ehrlich (2019) 	
Thurs 7/30 Live meeting 11:00am- 12:30pm	Objectification & Sexualization	<ul style="list-style-type: none"> • Fredrickson & Roberts (1997) • Holland et al. (2017) • Watson et al. (2012) 	
Friday 7/31			<ul style="list-style-type: none"> • Extra credit #1 due by 11:59pm
Week 2			
Mon 8/3			<ul style="list-style-type: none"> • Week 1 reading summary due by 11:59pm • Week 1 lecture responses due by 11:59pm
Tues 8/4 Live meeting 11:00am- 12:30pm	Sexual Agency & Empowerment	<ul style="list-style-type: none"> • Bay-Cheng (2015) • Gill (2012) • Haliwell et al. (2011) 	
Thurs 8/6 Live meeting 11:00am- 12:30pm	The Physical Body: Body Image & Appearance	<ul style="list-style-type: none"> • Romo et al. (2016) • Satinsky et al. (2013) • Choma & Prusaczyk (2018) 	
Fri 8/7			<ul style="list-style-type: none"> • Homework #1 due by 11:59pm • Week 2 reading summary due by 11:59pm
Week 3			
Mon 8/10			<ul style="list-style-type: none"> • Week 2 lecture responses due by 11:59pm
Tues 8/11 Live meeting 11:00am- 12:30pm	Girlhood & Adolescence	<ul style="list-style-type: none"> • Sherman & Zurbriggen (2014) • Evans-Winters & Girls for Gender Equity (2017) 	
Thurs 8/13 Live meeting 11:00am- 12:30pm	Reproductive justice & menstruation	<ul style="list-style-type: none"> • Basile (2019) • DeBruin & Marshall (2019) • Hawkey et al. (2017) 	

Fri 8/14			<ul style="list-style-type: none"> • Homework #2 due by 11:59pm • Research Question due by 11:59pm • Week 3 reading summary due by 11:59pm
Week 4			
Mon 8/17			<ul style="list-style-type: none"> • Week 3 lecture responses due by 11:59pm
8/18 Live meeting 11:00am- 12:30pm	Pornography	<ul style="list-style-type: none"> • Whisnant (2016) • Hill Collins (2000), pp.135-143 	
8/20 Live meeting 11:00am- 12:30pm	Sex work	<ul style="list-style-type: none"> • Barton (2017) [Chapters 2 & 3] • Jovanoski & Tyler (2018) 	
Fri 8/21			<ul style="list-style-type: none"> • Homework #3 Due • Week 4 reading summary due by 11:59pm
Week 5			
Mon 8/24			<ul style="list-style-type: none"> • Week 4 lecture responses due by 11:59pm
Tues 8/25 Live meeting 11:00am- 12:30pm	Sexual Violence	<ul style="list-style-type: none"> • Donat & D'Emilio (1992) • Bay-Cheng & Eliseo-Arras (2008) 	
Thurs 8/27 Live meeting 11:00am- 12:30pm	Resistance & Joy	<ul style="list-style-type: none"> • Grove & Schrock (2019) • Silliman et al. (2016) [Chapter 7] • Ruff et al. (2019) 	
Fri 8/28			<ul style="list-style-type: none"> • Final Paper due by 11:59pm • Week 5 reading summary due by 11:59pm • Week 5 lecture responses due by 11:59pm [this may change] • Extra credit #2 due by 11:59pm <p><u>[Note: adjustments may be made for assignments due this week]</u></p>

Support Resources

If you feel like some therapeutic support might be useful for you, I have included a list of counseling and supportive resources below. **Please note that I cannot assume responsibility for the quality of services you may receive if you choose to contact any of the listed resources.** It is my hope that students will find them useful, however, individuals' experiences may vary on a case-by-case basis.

- UCSC Counseling & Psychological Services (CAPS); counseling sessions, crisis support, substance use
(831) 459-2628
<https://caps.ucsc.edu/index.html>
- UCSC Campus Advocacy, Resources, & Education (CARE); free advocacy and support for people who have experienced sexual assault, dating/domestic violence, and stalking
(831) 502-2273
care@ucsc.edu
<https://care.ucsc.edu/index.html>
- Monarch Services; rape crisis center in Santa Cruz, offers support for people who have experienced sexual violence, domestic/dating violence, and human trafficking
24-hour crisis line: 1-888-900-4232
Non-crisis line: (831) 425-4030
<http://www.monarchscc.org/>
- 24-hour suicide crisis hotline (through Family Service Agency of the Central Coast)
831-458-5300
- 24-hour Crisis Text Line; texts answered by trained, supervised volunteer counselors within a few minutes of your texting
Text HOME to 741741 from anywhere in the USA, any time, about any type of crisis
If you are a person of color who would like to text with another person of color, text STEVE to 741741 (Description from CAPS website)
- The Trevor Project: crisis intervention and suicide prevention services for LGBTQ youth
24-hour crisis hotline: 866-488-7386
Text line (M-F, 12pm-7pm): Text TREVOR to 1-202-304-1200
Trevor online chat (7 days a week, 12pm-7pm): <https://www.thetrevorproject.org/>

Full References for Readings

(note: these references aren't quite in proper APA formatting. Don't copy/paste these for your own final papers.)

Bartkey, S. (1990). *Femininity and domination: Studies in the phenomenology of oppression*. Routledge.

Barton, B. (2017). *Stripped: More stories from exotic dancers: Completely revised and updated edition*. NYU Press.

Basile, M. (2019). Radical doulas, childbirth activism, and the politics of embodiment. In C. Bobel & S. Kwan (Eds.), *Body battlegrounds: Transgressions, tensions, and transformations* (pp. 23-37). Vanderbilt University Press.

Bay-Cheng, L. (2015). The agency line: A neoliberal metric for appraising young women's sexuality. *Sex Roles*, 73, 279-291. <https://doi.org/10.1007/s11199-015-0452-6>

Bay-Cheng, L., & Eliseo-Arras, R.K. (2008). The making of unwanted sex: Gendered and neoliberal norms in college women's unwanted sexual experiences. *Journal of Sex Research*, 45, 386-397. <https://doi.org/10.1080/00224490802398381>

Choma, B.L., & Prusaczyk, E. (2018). The effects of system justifying beliefs on skin-tone surveillance, skin-color dissatisfaction, and skin-bleaching behavior. *Psychology of Women Quarterly*, 42, 162-177. <https://doi.org/10.1177%2F0361684317747845>

DeBruin, D.A., & Marshall, M.F. (2019). Policing women to protect fetuses: Coercive interventions during pregnancy. In C. Bobel & S. Kwan (Eds.), *Body battlegrounds: Transgressions, tensions, and transformations* (pp. 95-111). Vanderbilt University Press.

Donat, P.L.N., & D'Emilio, J.D. (1992). A feminist redefinition of rape and sexual assault: Historical foundations and change. *Journal of Social Issues*, 48, 9-22.

<https://psycnet.apa.org/doi/10.1111/j.1540-4560.1992.tb01154.x>

Ehrlich, J.S. (2019). Freeing the nipple: Encoding the heterosexual male gaze into law. In C. Bobel & S. Kwan (Eds.), *Body battlegrounds: Transgressions, tensions, and transformations* (pp. 189-199). Vanderbilt University Press.

Evans-Winter, V.E., & Girls for Gender Equality. (2017). Flipping the script: The dangerous bodies of girls of color. *Cultural Studies ↔ Critical Methodologies*, 17, 415-423. <https://doi.org/10.1177%2F1532708616684867>

Fredrickson, B.L., & Roberts, T.-A. (1997). Objectification theory: Toward understanding women's lived experiences and mental health risks. *Psychology of Women Quarterly*, 21, 173-206. <https://doi.org/10.1111%2Fj.1471-6402.1997.tb00108.x>

Gill, R. (2012). Media, empowerment and the 'sexualization of culture' debates. *Sex Roles*, 66, 736-745. <https://doi.org/10.1007/s11199-011-0107-1>

Grove, K., & Schrock, D. (2019). The infidel in the mirror: Mormon women's oppositional embodiment. In C. Bobel & S. Kwan (Eds.), *Body battlegrounds: Transgressions, tensions, and transformations* (pp. 88-100). Vanderbilt University Press.

- Halliwell, E., Malson, H., & Tischner, I. (2011). Are contemporary media images which seem to display women as sexually empowered actually harmful to women? *Psychology of Women Quarterly*, 35, 38-45. <https://doi.org/10.1177%2F0361684310385217>
- Hill Collins, P. (2000). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. Routledge.
- Holland, E., Koval, P., Stratemeyer, M., Thomson, F., & Haslam, N. (2017). Sexual objectification in women's daily lives: A smartphone ecological momentary assessment study. *British Journal of Social Psychology*, 56, 314-333. <https://doi.org/10.1111/bjso.12152>
- Hawkey, A.J., Ussher, J.M., Perz, J., & Metusela, C. (2017). Experiences and constructions of menarche and menstruation among migrant and refugee women. *Qualitative Health Research*, 27, 1473-1490. <https://doi.org/10.1177%2F1049732316672639>
- Jovanovski, N., & Tyler, M. (2018). "Bitch, you got what you deserved!": Violation and violence in sex buyer reviews of legal brothels. *Violence Against Women*, 24, 1887-1908. <https://doi.org/10.1177%2F1077801218757375>
- Romo, L.F., Mireles-Rios, R., & Hurtado, A. (2016). Cultural, media, and peer influences on body beauty perceptions of Mexican American adolescent girls. *Journal of Adolescent Research*, 31, 474-501. <https://doi.org/10.1177%2F0743558415594424>
- Ruff, N., Smoyer, A.B., & Breny, J. (2019). Hope, courage, and resilience in the lives of transgender women of color. *The Qualitative Report*, 24, 1990-2008.
- Satinsky, S., Dennis, B., Reece, M., Sanders, S., & Bardzell, S. (2013). My 'fat girl complex': A preliminary investigation of sexual health and body image in women of size. *Culture, Health & Sexuality*, 15, 710-725. <https://doi.org/10.1080/13691058.2013.783236>
- Sherman, A.M., & Zurbriggen, E.L. (2014). "Boys can be anything": Effect of Barbie play on girls' career cognitions. *Sex Roles*, 70, 195-208. <https://doi.org/10.1007/s11199-014-0347-y>
- Silliman, J., Fried, M.G., Ross, L., & Gutiérrez, E. (2016). *Undivided rights: Women of color organizing for reproductive justice*. South End Press.
- Watson, L.B., Robinson, D., Dispenza, F., & Nazari, N. (2012). African American women's sexual objectification experiences: A qualitative study. *Psychology of Women Quarterly*, 36, 458-475. <https://doi.org/10.1177%2F0361684312454724>
- Whisnant, R. (2016). "But what about feminist porn?": Examining the work of Tristan Taormino. *Sexualization, Media, & Society*, 2, 1-12. <https://doi.org/10.1177%2F2374623816631727>