


PSYC 140G: WOMEN'S LIVES IN CONTEXT

DEPARTMENT OF PSYCHOLOGY, UC SANTA CRUZ
SUMMER 2 (JULY 26-AUGUST 26, 2022)

	INSTRUCTOR: Melina Singh (she/hers)	CONTACT: mrsingh@ucsc.edu
	CLASS MEETINGS: Tuesdays and Thursdays from 1:00 - 4:30 (join class here)	OFFICE HOURS: By appointment

COURSE DESCRIPTION AND GOALS

This course focuses on three topic areas that impact women's lives and contribute to gender inequality: **(1) poverty and safety net programs (2) motherhood and reproductive (in)justice; and (3) private and public forms of gendered, racialized, and classed violence.** Across all three interrelated areas, we will explore how laws, institutions, and ideologies work together to reinforce women's subordinate status and examine the psychological impacts of marginalization and avenues for social transformation. Rather than discussing "women" as a universal category, we will take an *intersectional approach* by considering how experiences of gender and sex are simultaneously shaped by race and ethnicity, social class, sexuality, and other identities and social positions.

This upper-division lecture course focuses on critical analysis, synthesizing concepts and theoretical arguments, and evaluating relevant research findings. You will *not* be asked to memorize and reproduce facts and statistics, but you will be expected to do a lot of reading and writing each week (see the full reading list on page 9).

COURSE FORMAT	REQUIRED MATERIALS
<ul style="list-style-type: none">• This course is held <i>remotely</i> and <i>synchronously</i> through Zoom• Lectures will not be recorded• No separate discussion sections	<ul style="list-style-type: none">• <u>Canvas</u>: All readings, assignments, and feedback are in Canvas. Turn email notifications on to avoid missing class announcements and updates• <u>Zoom</u> on a compatible device and a <u>working mic</u>

LEARNING OUTCOMES:

- Explain intersectionality's core ideas and apply them to the study of women's lives
- Connect everyday experiences of sexism to broader systems of inequality
- Describe ideologies that legitimize race, class, and gender inequality and policies they support
- Summarize the main arguments of empirical research articles and their implications

- Write a formal APA-style research paper that makes a clear argument and is well supported by research and theory
- Identify structural solutions to gendered poverty, violence, and criminalization

EVALUATIONS AND GRADING BREAKDOWN

93-100% A	87-89% B+	80-82% B-	70-76% C
90-92% A-	83-86% B	77-79% C+	60-69% F

A total of 200 possible points can be earned in this class, distributed based on: Reading responses and replies (30%), journal entries (20%), a short-answer midterm exam (25%), and a final paper (25%). No points are given for class attendance or participation. No extra credit is offered. The grading scale above will be used to determine your overall letter grade. The Course Schedule includes all assignment deadlines.

READING RESPONSES: 4 x 15 points each = 60 points (30%)

Reading responses have 2 parts. Each week, you will write and post a response to the questions posed in that week's discussion board (12 points). Your response should incorporate at least 2 readings from that week. For the second part of this assignment, you will write a thoughtful reply to a classmate's post (3 points). The intention of the discussion thread format is to help you keep up with the readings, engage with classmates, and demonstrate the real-world relevance of class content. Further guidelines for the reading responses can be found in the Canvas Discussion tab, under a pinned discussion titled "Information about your weekly reading responses."

JOURNAL ENTRIES: 5 x 10 points each = 40 points overall (20%)

Each week, you will submit a short (1-2 page) journal entry that connects what we are learning in class to your everyday experiences, interests, and the broader social context. Journal entries are intended to be an informal space for you to reflect on class material. For example, you might write about a research finding that you were surprised to learn, a topic that really resonated with you, a recent news event, a conversation you had with a friend or family member, or a book or TV show that illustrates class themes and topics. Stronger journal entries will draw on (and cite) specific lecture content and/or readings, but this is not required to receive full credit.

MIDTERM EXAM: 50 points (25%)

The midterm exam consists of short essay questions that can be answered in 2 - 3 paragraphs. Your response to each question must include citations. In other words, you need to reference specific research findings and

theoretical arguments to support your responses. The exam will be available in Canvas during the second half of class on Tuesday, August 9th (3:00 - 4:30). You can use your notes and the readings during the exam, but if you have not been keeping up with the readings each week and regularly attending class, this is unlikely to be much help.

FINAL PAPER AND INDIVIDUAL MEETING WITH MELINA: 50 points (25%)

In place of a final exam, you will write a 5-7 page research paper on a topic related to this course utilizing an intersectional framework. The purpose of this paper is to allow you to further explore a topic or issue you are passionate about. You can write about a topic we have explicitly discussed in class or a topic that is closely related. You must include at least 5 studies published in peer-reviewed journals to support your argument. Your paper should be formatted in APA style. Detailed guidelines and a grading rubric for the final paper will be outlined in a document titled "Final Paper Handout" in Canvas.

There are two parts to the final paper: (1) a 15-minute meeting with me to discuss your ideas and (2) the final paper. During class on Tuesday 8/16, you will sign up for a time to meet over Zoom to discuss your topic, specific research question or thesis statement, and potential sources you will cite in your paper. The meeting is worth 10% of the final paper. If you do not sign up or if you miss the meeting, you will automatically lose 5 points on the final paper and the highest score you can receive is 90%. Email cannot take the place of this meeting. Since you are not submitting an outline or initial draft of your paper, this meeting is very important!

You will get the most out of our meeting if you spend some time thinking about the topic you want to examine in advance. It would also be helpful to conduct a preliminary literature search through Google Scholar, PsycINFO, or another academic database to make sure there is sufficient research available on your topic.

COURSE SCHEDULE (check regularly for updates!)

WEEK 1		
	TOPICS & ASSOCIATED READINGS	ASSIGNMENTS DUE
TUES 7/26	COURSE INTRODUCTION <ol style="list-style-type: none"> 1. Crawford (2018) 2. Crisler & Golden (2018) 3. hooks (2015) 	
THURS 7/28	INTERSECTIONALITY <ol style="list-style-type: none"> 1. Cole (2020) 	

	<ol style="list-style-type: none"> Neal-Jackson (2020) Taylor (2020) 	
FRI 7/29		<ul style="list-style-type: none"> Reading response #1 due at 5 pm Journal entry #1 due at 5 pm
WEEK 2		
	TOPICS & ASSOCIATED READINGS	ASSIGNMENTS DUE
MON 8/1	*last day to drop the course	
TUES 8/2	POVERTY & HOMELESSNESS <ol style="list-style-type: none"> Belle & Doucet (2003) Bullock, Reppond, Truong, & Singh (2020) Bullock (2013) 	<ul style="list-style-type: none"> Discussion reply #1 due at 9 am
THURS 8/4	PUBLIC ASSISTANCE PROGRAMS <ol style="list-style-type: none"> Marti-Castaner et al. (2022) Masters, Lindhorst, & Meyers (2014) Rosen (2020) 	
FRI 8/5		<ul style="list-style-type: none"> Reading response #2 due at 5 pm Journal entry #2 due at 5 pm
WEEK 3		
TUES 8/9	CONSTRUCTIONS OF MOTHERHOOD <ol style="list-style-type: none"> Hall (2018) Krasas (2021) Roberts (1993) 	<ul style="list-style-type: none"> Discussion reply #1 due at 9 am Sign up for an individual meeting with Melina (will take place during Week 4)
THURS 8/11	REPRODUCTIVE JUSTICE <ol style="list-style-type: none"> Nelson (2003) Ross & Solinger (2017) White (2017) 	<ul style="list-style-type: none"> MIDTERM EXAM 3-4:30 (must be submitted by 4:30 pm)
FRI 8/12		<ul style="list-style-type: none"> Reading response #3 due at 5 pm Journal entry #3 due at 5 pm
WEEK 4		
TUES 8/16	INTIMATE PARTNER VIOLENCE <ol style="list-style-type: none"> Goodmark (2011) 	<ul style="list-style-type: none"> Discussion reply due at 9 am

	2. Resko (2010)	
THURS 8/18	STATE VIOLENCE 1. DeBruin & Marshall (2018) 2. Ritchie (2016)	
FRI 8/19		<ul style="list-style-type: none"> • Reading response #4 due at 5 pm • Journal entry #4 due at 5 pm
WEEK 5		
	TOPICS & ASSOCIATED READINGS	ASSIGNMENTS DUE
TUES 8/23	PATHWAYS TO INCARCERATION 1. Goodmark (2021) 2. Goodwin (2020) 3. Gustafson (2011)	<ul style="list-style-type: none"> • Discussion reply due at 9 am
THURS 8/25	RESISTING SUBORDINATION 1. Dasgupta (2017) 2. Kim (2018) 3. Richie, Kanuha, & Martsensen (2021)	
FRI 8/26		<ul style="list-style-type: none"> • Journal entry #5 due at 5 pm • Final paper due at 11:59 pm

COURSE POLICIES

COMMUNITY STANDARDS:

Throughout this course, we will read about and discuss challenging, sensitive issues. Our conversations may be difficult. We may make mistakes as speakers and listeners, myself included. Diverse perspectives, experiences, and opinions are valued. Although we may disagree with one another, inflammatory comments or questions intended as personal attacks are never acceptable. It is important to me that everybody feels comfortable asking questions and sharing their honest insights. In order for that to happen, we must demonstrate respect for one another.

DUE DATES AND LATE WORK:

As a general rule, all assignments must be submitted by the due date specified in the course schedule. Please try your best to plan ahead and meet all deadlines. However, I understand that circumstances beyond your control might impact your ability to submit timely work. Please notify me BEFORE an assignment is

due if you cannot meet the deadline. Extensions will be determined on a case-by-case basis and are not guaranteed. *The final paper must be submitted on time; no exceptions.*

CLASS ATTENDANCE:

If you miss class for whatever reason, it is your responsibility to stay on track. Missing one day during a 5-week summer course is equivalent to missing a full week during the academic year. Missing multiple lectures will likely impact your overall learning and performance in this course. If you miss a class, please reach out to a classmate. I will not review past lectures with students who miss class.

PARTICIPATION AND ENGAGEMENT

Staying engaged can be difficult in online learning spaces, and speaking up in class can be challenging regardless of the course format. I believe that student participation (e.g., responding to questions posed in lectures, discussing course content in small groups) is an essential part of learning. Please know that anybody might be called on to respond to questions during class and share what your group discussed. This is not meant to be punitive or to call anybody out for not participating, but to provide students who don't otherwise volunteer with an opportunity to share their perspectives. It is always okay to say that you don't know the answer, are still thinking, or are otherwise not ready to share.

UNIVERSITY POLICIES

ACADEMIC INTEGRITY:

You are expected to present your own work, produced exclusively for this course, and acknowledge the work of others. You are not permitted to share your work with other students or collaborate on any assignment for this course. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on your transcript. For the full policy and disciplinary procedures on academic dishonesty, please refer to the [Academic Misconduct page](#). Refer to [this resource](#) for more information about plagiarism and properly citing sources.

ACCESSIBILITY:

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 make sure that you have requested Academic Access Letters. You can also request to meet privately with me during my office hours or by appointment, as soon as possible. I would like us to discuss how we can implement your accommodations in this course to ensure your access and full engagement in this course. I encourage all students to benefit from learning more about

DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

DISTRIBUTION OF COURSE MATERIALS:

The materials in this course are the intellectual property of their creators. As a student, you have access to many of the materials in the course for the purpose of learning, engaging with your peers in the course, completing assignments, and so on. You have a moral and legal obligation to respect the rights of others by only using course materials for purposes associated with the course. You are not permitted to share, upload, stream, sell, republish, share the login information for, or otherwise disseminate any of the course materials (including video and audio files, assignment prompts, slides, notes, syllabus, simulations, datasets, and discussion threads). Violating this policy could result in disciplinary probation, suspension, dismissal, and civil penalties associated with copyright infringement.

TITLE IX:

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. You can report gender discrimination and sexual harassment and violence directly to the University's Title IX Office, by calling (831) 459-2462 or by using their [online reporting tool](#). Please know that as your instructor, I am mandated by law to report any incidents of sexual violence and harassment involving students to the Title IX office.

SUPPORT RESOURCES

click headings to learn more

CAPS (COUNSELING AND PSYCHOLOGICAL SERVICES): Many students face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times.

CARE (CAMPUS ADVOCACY RESOURCES AND EDUCATION): UCSC CARE is committed to responding to the needs of the community impacted by sexual violence, dating/domestic violence and stalking by providing prevention and intervention services, confidential advocacy, and support. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy by calling 831-502-2273.

SLUG SUPPORT (FOOD, HOUSING, FINANCIAL ASSISTANCE): Slug Support can help with everything from basic needs to getting the technology you need during remote instruction. To get started with Slug Support, please contact the Dean of Students Office at 831-459-4446 or email deanofstudents@ucsc.edu.

STARS (SERVICES FOR TRANSFER AND RE-ENTRY STUDENTS): STARS provides culturally responsive support to transfer, re-entry, veteran students, as well as students who do not have traditional family support due to experiences in the foster care system, with homelessness, abuse, parents who have been incarcerated, or other factors impacting their family life.

TUTORING AND LEARNING SUPPORT: Learning Support Services (LSS) includes modified supplemental instruction, small group tutoring, and writing support.

UNDOCUMENTED STUDENT SERVICES: Provides a robust set of academic and personal support programs designed to meet the unique needs of undocumented students so that they may achieve their academic, professional, and personal goals and become active leaders in their communities.

24-HOUR CRISIS LINES:

- Text HOME to 741741 to speak with trained, supervised volunteer counselors about any type of crisis
- Call 1-888-900-4232 to speak with a [Monarch Services](#) advocate about support for sexual violence, dating violence, and trafficking
- Call 866-488-7386 or text TREVOR to 1-202-304-1200 (M-F, 12-7 pm) to speak with someone at [the Trevor Project](#), crisis intervention and suicide prevention service for LGBTQ youth

FULL READING LIST

WEEK 1: GENDER INEQUALITY AND INTERSECTIONALITY

TUESDAY 7/26

1. Chrisler, J. C. & Golden, C. (2018). Introduction. In *Lectures on the Psychology of Women 5th Edition*. (pp. 1-7). Waveland Press, Inc.
2. Crawford, M. (2018). Chapter 1. Paving the way. In *Transformations: Women, Gender, & Psychology 3rd Edition*. (pp. 3-19). McGraw-Hill Education.
3. hooks, b. (2015). Chapter 1. Black women: Shaping feminist theory. In *Feminist Theory: From Margin to Center* (pp. 1-17). Routledge.

Further reading (optional)

4. Hillard, A. L. (2018). Modern gender roles and stereotypes: The cultural funneling of individuals towards gendered choices. In Nadler, J. T., & Lowery, M. R. (Eds.). *The war on women in the united states: Beliefs, tactics, and the best defenses* (pp. 36-56). Praeger.

THURSDAY 7/28

1. Cole, E. R. (2020). Demarginalizing women of color in intersectionality scholarship in psychology: A Black feminist critique. *Journal of Social Issues*, 76, 1036-1044.
2. Neal-Jackson, A. (2020). "Well, what did you expect?" Black women facing stereotype threat in collaborative academic spaces at a predominantly white university. *Journal of College Student Development*, 61, 317-333.
3. Taylor, K. (2020, July 20). *Until Black women are free, none of us will be free*. The New Yorker.

WEEK 2: POVERTY AND ECONOMIC INEQUALITY

TUESDAY 8/2

1. Belle, D. & Doucet, J. (2003). Poverty, inequality, and discrimination as sources of depression among U.S. women. *Psychology of Women Quarterly*, 27, 101-113.
2. Bullock, H. E., Reppond, H. A., Truong, S. V., & Singh, M. R. (2020). An intersectional analysis of the feminization of homelessness and mothers' housing precarity. *Journal of Social Issues*, 76, 1-24.
3. Bullock, H. E. (2013). Chapter 1. Women and poverty: An ongoing crisis. In *Women and Poverty: Psychology, Public Policy, and Social Justice*. (pp. 1-12). Wiley-Blackwell.

THURSDAY 8/4

1. Marti-Castaner, M., Pavlenko, T., Engel, R., Sanchez, K., Crawford, A. E., Brooks-Gunn, J., & Wimer, C. (2022). Poverty after birth: How mothers experience and navigate U.S. safety net programs to address family needs. *Journal of Child and Family Studies*.
2. Masters, N. T., Lindhorst, T. P., & Meyers, M. K. (2014). Jezebel at the welfare office: How racialized stereotypes of poor women's reproductive decisions shape policy implementation. *Journal of Poverty, 18*, 109-129.
3. Rosen, E. (2020). Chapter 4. "No vouchers here:" The challenges of using the voucher. In *The Voucher Promise: "Section 8" and the Fate of an American Neighborhood*. Princeton University Press.

Further reading (optional)

1. Bullock, H. E. (2013). Chapter 4. Welfare reform at 15 and beyond: How are low-income women and families faring? In *Women and Poverty: Psychology, Public Policy, and Social Justice*. (pp. 70-103). Wiley-Blackwell.

WEEK 3: MOTHERHOOD AND REPRODUCTIVE (IN)JUSTICE

TUESDAY 8/9

1. Hall, D. M. (2018). Chapter 6. Feminist perspectives on mothering: The personal and the political. In J. C. Chrisler and C. Golden (eds.), *Lectures on the Psychology of Women*. (pp. 97-118). Waveland Press.
2. Krasas, J. (2021). Chapter 3. She must have done something. *Still a Mother: Noncustodial mothers, gendered institutions, and social change*. Cornell University Press.
3. Roberts, D. E. (1993). Racism and patriarchy in the meaning of motherhood. *Journal of Gender & the Law, 1*, 1-38.

Further reading (optional)

1. Mitchell, M. B. & Davis, J. B. (2019). Formerly incarcerated Black mothers matter too: Resisting social constructions of motherhood. *The Prison Journal, 99*, 420-436.

THURSDAY 8/11

1. Nelson, J. (2003). Introduction. From abortion to reproductive rights. *Women of Color and the Reproductive Rights Movement*. New York University Press.
2. Ross, L. & Solinger, R. (2017). Chapter Four. Reproductive justice and the right to parent. *Reproductive Justice: An Introduction* (pp. 168-188). University of California Press.
3. White, A. (2017). Tubes tied, finally child-free at last! In L. Ross, L. Roberts, E. Derkas, W. Peoples, & P. Bridgewater (eds.), *Radical Reproductive Justice: Foundations, Theory, Practice Critique* (pp. 404-412). The Feminist Press.

WEEK 4: GENDER, RACE, AND CLASS VIOLENCE

TUESDAY 8/16

1. Goodmark, L. (2011). Chapter 3. Deconstructing the victim. In *A Troubled Marriage: Domestic Violence and the Legal System* (pp. 54-79). New York University Press.
2. Resko, S. M. (2010). Chapter 1. Universal risk ideology and understanding intimate partner violence. *Intimate Partner Violence and Women's Economic Insecurity*. LFB Scholarly Publishing.

Further reading (optional):

1. Adams, A. E., Littwin, A. K., & Javorka, M. (2020). The frequency, nature, and effects of coerced debt among a national sample of women seeking help for intimate partner violence. *Violence Against Women*, 26, 1324-1342.
2. Douglas, H. (2021). Chapter 3. Nonphysical abuse and coercive control. In *Women, Intimate Partner Violence, & the Law* (pp. 31-61).

THURSDAY 8/18

1. DeBruin, D. A. & Marshall, M. F. (2018). Chapter 8. Policing women to protect fetuses: Coercive interventions into pregnancy. In W. Teays (ed.), *Analyzing Violence Against Women*. (pp. 95-111). Springer Nature Switzerland.
2. Ritchie, A. J. (2016). Chapter 17. Law enforcement violence against women of color. In INCITE! Women of Color Against Violence, *Color of Violence, the INCITE! Anthology* (pp. 138-156). Duke University Press.

Further reading (optional):

1. Davis, D. (2019). Obstetric racism: The racial politics of pregnancy, labor, and birthing. *Medical Anthropology*, 38, 560-573.

WEEK 5: TRANSFORMING PUNITIVE SYSTEMS

TUESDAY 8/23

1. Goodmark, L. (2021). Gender-based violence, law reform, and the criminalization of survivors of violence. *International Journal for Crime, Justice, and Social Democracy*, 10, 13-25.
2. Goodwin, M. (2020). Chapter 7. Creating criminals: Race, stereotypes, and collateral damage. In *Policing the Womb: Invisible Women and the Criminalization of Motherhood* (pp. 114-128). Cambridge University Press.
3. Gustafson, K. (2011). Chapter 3. The criminalization of poverty. *Cheating Welfare: Public Assistance and the Criminalization of Poverty* (pp. 51-70). New York University Press.

THURSDAY 8/25

1. Dasgupta, S. D. (2017). Chapter 10. Preventing intimate partner violence: Thinking forward. In *Preventing Intimate Partner Violence: Interdisciplinary Perspectives*. (pp. 229-259). Bristol University Press.
2. Kim, M. E. (2018). From carceral feminism to transformative justice: Women-of-color-feminism and alternatives to incarceration. *Journal of Ethnic & Cultural Diversity in Social Work*, 27, 219-233.
3. Richie, B. E., Kanuha, V. K., & Martensen, K. M. (2021). Colluding with and resisting the state: Organizing against gender violence in the U.S. *Feminist Criminology*, 16, 247-265.

Further reading (optional):

1. Katz, S. M. (2019). Chapter 9. "What's love got to do with it?" The embodied activism of domestic violence survivors on welfare. In C. Bobel & S. Kwan (eds.), *Body Battlefields: Transgressions, Tensions, and Transformations*. (pp. 144-159). Vanderbilt University Press.