

**DESCRIPTION AND EXPLANATION IN PSYCHOLOGY**  
***GENDER AND THE HUMAN SCIENCES***  
Psychology 6060A 3.0 (W)

**Prof. A. Rutherford**

**Tuesdays, 11:30-2:30**

**[alexr@yorku.ca](mailto:alexr@yorku.ca)**

**Office: rm 215 BSB**

*"Researchers should note that male and female gender are concepts, not things. What they are is always in question..."*

*Cynthia Fuchs Epstein, 1997*

**Description:**

This seminar will explore how the human sciences have constructed, theorized and employed/deployed **gender** in attempts to describe and explain what it means to be human from the late 19<sup>th</sup> century to the present. Specifically, we will examine how the human sciences (and occasionally, the life sciences) have gendered several overlapping constructs that have been the focus of much research attention: the intellect, the emotions, sexuality, personality, psychopathology, body, and brain. We will approach our examination of this gendering theoretically and historically; we will begin the course with a selection of key feminist texts that theorize sex and gender, and then read selections from the historiography of the human sciences that unpack how the psy-disciplines draw on, reproduce, and very occasionally subvert sex and gender ideologies.

**Day, Time and Location:**

**Tuesdays, 11:30am-2:30pm, 203 BSB**

**Evaluation:**

**1) Weekly Participation and Presentation of Readings: 40%**

Each week you will be expected to orally present your thoughts on the key questions posed for that week and engage in the discussion. You will be expected to speak and participate in every class, and to do all of the readings. You will be formally responsible for *leading* the discussion on a total of FIVE of the assigned readings (see below for your assignments!). For your assigned readings, you should formulate 3 discussion questions based on your reading in advance of the seminar. You are required to post them on the moodle site under your reading by the end of the Friday before the Tuesday seminar (you will all have editing roles on the moodle site). The class should consult these questions and be prepared to discuss them.

Although it shouldn't be necessary to mention this, every undocumented absence from the class will result in a 5% decrement in your grade.

**2) Creative/Conceptual Mini-Paper and Presentation: 20%**

This is a short proposal of about 5 pages in length where you present your ideas about how to meet the goals/challenges of the final assignment. Imagine a project that would help us address the questions posed below, and provide rationales for your ideas (these papers will be handed in). You will then present your ideas to the group, and we will discuss how to proceed, deciding as a group on the final form and components of the assignment and how it will be evaluated.

**3) Final Assignment: 40%**

***Judy Chicago meets the History of the Human Sciences***

**The Dinner Party Re-Envisioned**



The assignment for this course is inspired by Judy Chicago's famous feminist art installation *The Dinner Party*. See:

[https://www.brooklynmuseum.org/eascfa/dinner\\_party/home/](https://www.brooklynmuseum.org/eascfa/dinner_party/home/)

In essence, we are going to construct our own dinner party – not to recover women from history, but rather to interrogate/examine/ explore/disrupt/challenge how the human sciences have participated in gendering how we think, feel, behave, misbehave, and

generally inhabit and interact with our bodies and social worlds over the course of the late 19<sup>th</sup> through the 20<sup>th</sup> and into the 21<sup>st</sup> century.

How might we use Joan Scott's ideas about gender as an analytic tool for writing history in this exercise? How might we use standpoint theory, poststructuralism, social constructionism, intersectionality, the sex/gender differences paradigm to explore how the human sciences engage in gendering, and to propose new possibilities?

This assignment encompasses creative, conceptual, and research challenges. Conceptually, how might we, as a group, re-envision *The Dinner Party* to accomplish this aim? What might our *Dinner Party* look like? Who (if it should even be people) should be included and how should it be organized? What do we want it to convey? What elements are required? Textual, visual, virtual, performative? How will these elements convey our ideas?

<b>Course Schedule:</b>	<b>Topic:</b>	<b>Readings:</b>
<b>1) Jan 10</b>	<b>Doing and Undoing Gender</b>	<b>West &amp; Zimmerman (1987)</b>  <b>Butler (1999; Prefaces &amp; Ch. 1)</b>  <b>Deutsch (2007)</b>
<b>2) Jan 17</b>	<b>Theorizing Gender</b>	<b>Gavey (1989)</b>  <b>Chodorow (1995)</b>  <b>Zinn &amp; Dill (1996)</b>  <b>Shields (2008)</b>
<b>3) Jan 24</b>	<b>Gender History</b>	<b>Scott (1986)</b>  <b>Hoff (1994)</b>  <b>Meyerowitz (2008)</b>  <b>Morgan (2009)</b>
<b>4) Jan 31</b>	<b>Gender and Science</b>	<b>Keller (1983)</b>  <b>Haraway (1988)</b>  <b>Oreskes (1996)</b>  <b>Tavris (1993)</b>
<b>5) Feb 7</b>	<b>Emotion and Personality</b>	<b>Shields (2007)</b>  <b>Fischer (1993)</b>  <b>Morawski (1985)</b>
<b>6) Feb 14</b>	<b>Intellect</b>	<b>Hegarty (2007)</b>  <b>Shields (1982)</b>

		<b>Boddice (2011)</b>
		<b>Daston (1992)</b>
	<b>READING WEEK</b>	
<b>7) Feb 28</b>	<b>Sexuality</b>	<b>Fausto-Sterling (2000, Ch. 9)</b>
		<b>Minton (1986)</b>
		<b>Jordan-Young (2010, Ch. 6)</b>
		<b>Gupta &amp; Cacchioni (2013)</b>
<b>8) March 7</b>	<b>Psychopathology</b>	<b>Smith-Rosenberg (1972)</b>
		<b>Marecek (1993)</b>
		<b>Ussher (2013)</b>
		<b>Held &amp; Rutherford (2012)</b>
<b>9) March 14</b>	<b>Bodies</b>	<b>Roberts (2002)</b>
		<b>Martin (1991)</b>
		<b>Ussher (2004)</b>
		<b>Benninghaus (2012)</b>
<b>10) March 21</b>	<b>Mini-paper presentations and group discussion of final assignment</b>	
<b>11) March 28</b>	<b>Brains</b>	<b>Baron-Cohen (2007)</b>
		<b>Jordan-Young &amp; Rumiati (2012)</b>
		<b>Fine (2012)</b>

12) April 4

Final Assignment working session

Color Codes for Presenters:

Alexandra Rutherford

Ian Davidson

Lisa Feingold

Shayna Fox Lee

Jennifer Hunter

Susannah Mulvale

Volodymyr Slyvka

Ashley Weinberg

**Bibliography (assigned readings are highlighted)**

Alcoff, L. (1988). Cultural feminism versus post-structuralism: The identity crisis in feminist theory. *Signs*, 13(3), 405-436.

Baron-Cohen, S. (2007). Sex differences in mind: Keeping science distinct from social policy. In *Why Aren't More Women in Science?* Eds. S. J. Ceci and W. M. Williams (pp. 159-172). Washington, DC: APA.

Available as an e-book through the York Library system

Bederman, Gail. 1995. *Manliness and civilization: A cultural history of gender and race in the United States, 1880-1917*. Chicago: University of Chicago Press. (Chs. 1 and 3 are particularly relevant)

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

Benninghaus, C. (2012). Beyond constructivism?: Gender, medicine and the early history of sperm analysis, Germany 1870–1900. *Gender & History*, 24: 647–676.

Boddice, R. (2011). The “manly mind”? Revisiting the Victorian ‘sex in brain’ debate. *Gender & History*, 23, 321-340.

Bohan, J. S. (1993). Regarding gender: Essentialism, constructionism, and feminist psychology. *Psychology of Women Quarterly*, 17, 5-21.

Broverman, I. K., Broverman, D. M., Clarkson, F. E., Rosenkrantz, P. S., & Vogel, S. R. (1970). Sex role stereotypes and clinical judgments of mental health. *Journal of Consulting and Clinical Psychology*, 34, 1-7.

Butler, J. (1993). *Bodies that matter: On the discursive limits of sex*. New York: Routledge.

Butler, J. (1999). *Gender trouble: Feminism and the subversion of identity*. New York: Routledge. (Preface to 1990 and 1999 editions, and Ch. 1)

Available as an e-book through the York Library system

Chodorow, N. J. (1995). Gender as a personal and cultural construction. *Signs*, 20(3), 516-544.

Daston, L. (1992). The naturalized female intellect. *Science in Context*, 5, 209-235.

Deutsch, F. M. (2007). Undoing gender. *Gender & Society*, 21(1), 106-127.

Deutscher, P. (2004). The descent of man and the evolution of woman. *Hypatia*, 19, 35-55.

Ellis, H. (1910). *Sex in relation to society*. Philadelphia: F. A. Davis.

Fausto-Sterling, A. (1985). *Myths of gender: Biological theories about women and men*. New York: BasicBooks.

Fausto-Sterling, A. (2000). *Sexing the body: Gender politics and the construction of sexuality*. New York: Basic Books. (Chapter 9)

Available as an e-book through the York Library system

Fischer, A. H. (1993). Sex differences in emotionality: Fact or stereotype? *Feminism & Psychology*, 3, 303-318.

Fine, C. (2010). *Delusions of gender: How our minds, society, and neurosexism create difference*. New York: Norton.

Fine, C. (2012). Explaining, or sustaining, the status quo? The potentially self-fulfilling effects of “hardwired” accounts of sex differences. *Neuroethics*, 5, 285-294.

Fine, C. (2014). His brain her brain. *Science*, 346(6212), 915-916.

Gavey, N. (1989). Feminist poststructuralism and discourse analysis: Contributions to feminist psychology. *Psychology of Women Quarterly*, 13, 459-475.

Gilligan, C. (1982). *In a different voice*. Cambridge, MA: Harvard University Press.

Available as an e-book through the York Library system

Groneman, C. (2000). *Nymphomania: A history*. New York: Norton.

Gupta, K. & Cacchioni, T. (2013). Sexual improvement as if your health depends on it: An analysis of contemporary sex manuals. *Feminism & Psychology*, 23(4), 442-458.

Haraway, D. (1989). *Primate visions: Gender, race, and nature in the world of modern science*. New York: Routledge.

Haraway, D. (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. *Feminist Studies*, 14, 575-599.

Hare-Mustin, R. & Marecek, J. (1988). The meaning of difference: Gender, postmodernism, and psychology. *American Psychologist*, 43, 455-464.

Held, L. & Rutherford, A. (2012). Can't a mother sing the blues? Postpartum depression and the construction of motherhood in late 20<sup>th</sup>-century America. *History of Psychology*, 15(2), 107-123.

Hegarty, P. (2007). From genius inverts to gendered intelligence: Lewis Terman and the power of the norm. *History of Psychology*, 10, 132-155.

Hoff, J. (1994). Gender as a postmodern category of paralysis. *Women's History Review*, 3, 149-168.

Hrdy, S. B. (1981). *The woman that never evolved*. Cambridge, MA: Harvard University Press.

Jordanova, L. (1989). *Sexual visions: Images of gender in science and medicine between the 18<sup>th</sup> and 20<sup>th</sup> centuries*. Madison, WI: University of Wisconsin Press.

Jordan-Young, R. (2010). *Brain-storm: The flaws in the science of sex differences*. Cambridge, MA: Harvard University Press. (Ch. 6)

Jordan-Young, R. & Rumiati, R. I. (2012). Hardwired for sexism? Approaches to sex/gender in neuroscience. *Neuroethics*, 5, 305-315.



Keller, E. F. (1983). Gender and science. In S. Harding & M. B. Hintikka (Eds.), *Discovering reality*, Dordrecht: Springer Science+Business Media, pp. 187-205.

Keller, E. F. (1985). *Reflections on gender and science*. New Haven, CT: Yale University Press.

Keller, E. F. (1987). Reproduction and the central project of evolutionary theory. *Biology and Philosophy*, 2, 73-86.

Laqueur, T. (1990). *Making sex: Body and gender from the Greeks to Freud*. Cambridge, MA: Harvard University Press.

Lerner, P. (2000). Psychiatry and casualties of war in Germany, 1914-18. *Journal of Contemporary History* 35(1), 13-28.

Lerner, P. (2003). *Hysterical men: War, psychiatry, and the politics of trauma in Germany, 1890-1930*. Ithaca, NY: Cornell University Press.

Maccoby, E. E., & Jacklin, C. N. (1974). *The psychology of sex differences*. Stanford, CA: Stanford University Press.

Marecek, J. (1993). Disappearances, silences, and anxious rhetoric: Gender in abnormal psychology textbooks. *Journal of Theoretical and Philosophical Psychology*, 13, 114-123.

Marecek, J. (2001). After the facts: Psychology and the study of gender. *Canadian Psychology*, 42, 254-267.

Martin, E. (1991). The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles. *Signs*, 16, 485-501.

Mead, M. (1935). *Sex and temperament in three primitive societies*. New York: William Morrow & Co.

Mead, M. (1970). *Male and female*. Harmondsworth: Penguin.

Meyerowitz, J. (Ed.)(1994). *Not June Cleaver: Women and gender in postwar America, 1945-1960*. Philadelphia, PA: Temple University Press.

Meyerowitz, J. (2008). A history of "Gender." *American Historical Review*, 113, 1346-1356.

Minton, H. (1986). Femininity in men and masculinity in women: American psychiatry and psychology portray homosexuality in the 1930s. *Journal of Homosexuality*, 13, 1-21.

- Minton, H. (2000). Psychology and gender at the turn of the century. *American Psychologist*, 55, 613-615.
- Morawski, J. G. (1985). The measurement of masculinity and femininity: Engendering categorical realities. *Journal of Personality*, 53, 196-223.
- Morgan, S. (2009). Theorising feminist history: A thirty-year retrospective. *Women's History Review*, 18(3), 381-407.
- Neuhaus, J. (2000). The importance of being orgasmic: Sexuality, gender, and marital sex manuals in the United States, 1920-1963. *Journal of the History of Sexuality*, 9, 447-473.
- Nicholson, I. A. M. (2011). "Shocking" masculinity: Stanley Milgram, "Obedience to Authority," and the "Crisis of Manhood" in Cold War America. *Isis*, 102, 238-268.
- Nye, R. A. (1997). Medicine and science as masculine fields of honor. *Osiris*, 12, 60-79.
- Oreskes, N. (1996). Objectivity or heroism? On the invisibility of women in science. *Osiris*, 11, 87-113.
- Pleck, J. H. (1987). The theory of male sex-role identity: Its rise and fall, 1936-present. In H. Brod (Ed.), *The making of masculinities: The new men's studies* (pp. 21-38). Boston: Unwin Hyman.
- Richardson, S. S. (2013). *Sex itself: The search for male and female in the human genome*. Chicago: The University of Chicago Press.
- Riger, S. (1992). Epistemological debates, feminist voices: Science, social values, and the study of women. *American Psychologist*, 47, 730-740.
- Roberts, C. (2002). 'A matter of embodied fact:' Sex hormones and the history of bodies. *Feminist Theory*, 3, 7-26.
- Rosenberg, R. (1983). *Beyond separate spheres: Intellectual roots of modern feminism*. New Haven: Yale University Press.
- Rutherford, A. (2015). Maintaining masculinity in mid-20<sup>th</sup> century American psychology: Edwin Boring, scientific eminence, and the "woman problem." In E. Milam & R. Nye (Eds.) *Osiris: Scientific Masculinities*, 30, 250-271.
- Rutherford, A., Sheese, K. & Ruck, N. (2015). Feminism and theoretical psychology. In J. Martin, K. Slaney, & J. Sugarman (Eds.), *The Wiley handbook of theoretical and philosophical psychology* (pp. 374-391). New York: Wiley-Blackwell.

Schiebinger, L. (1993). *Nature's body: Gender in the making of modern science*. Boston: Beacon.

Scott, J. W. (1986). Gender: A useful category of historical analysis. *American Historical Review*, 91, 1053-1075.

Shields, S. A. (1975). Functionalism, Darwinism, and the psychology of women. *American Psychologist*, 30, 739-754.

Shields, S. A. (1982). The variability hypothesis: The history of a biological model of sex differences in intelligence. *Signs*, 4, 769-797.

Shields, S. A. (2005). The politics of emotion in everyday life: "Appropriate" emotion and claims on identity. *Review of General Psychology*, 9(1), 3-15.

Shields, S. A. (2007). Passionate men, emotional women: Psychology constructs gender difference in the late 19<sup>th</sup> century. *History of Psychology*, 10, 92-110.

Shields, S. A. (2008). Gender: An intersectionality perspective. *Sex Roles*, 59, 301-311.

Silverberg, H. (Ed.) (1998). *Gender and American social science*. Princeton, NJ: Princeton University Press.

Smith-Rosenberg, C. (1972). The hysterical woman: Sex roles and role conflict in 19<sup>th</sup> century America. *Social Research*, 39, 652-678.

Smith-Rosenberg, C. (1985). *Disorderly conduct: Visions of gender in Victorian America*. New York: Oxford University Press.

Terman, L. M., & Miles, C. C. (1936). *Sex and personality*. New Haven, CT: Yale University Press.

Tavris, C. (1993). The mismeasure of woman. *Feminism & Psychology*, 3, 149-168.

Unger, R. K. (1979). Toward a redefinition of sex and gender. *American Psychologist*, 34, 1085-1094.

Ussher, J. M. (1989). *The psychology of the female body*. London and New York: Routledge.

Ussher, J. M. (2004). *Biological Politics* revisited: Reclaiming the body and the intrapsychic within discursive feminist psychology. *Feminism & Psychology*, 14(3), 425-430.

Ussher, J. (2013). Diagnosing difficult women and pathologising femininity: Gender bias in psychiatric nosology. *Feminism & Psychology*, 23, 63-69.

Vidal, C. (2012). The sexed brain: Between science and ideology. *Neuroethics*, 5, 295-303.

Weisstein, N. (1971). Psychology constructs the female; or, The fantasy life of the male psychologist (with some attention to the fantasies of his friends, the male biologist and the male anthropologist). *Journal of Social Education*, 35, 362-373.

West, C. & Zimmerman, D. H. (1987) Doing gender. *Gender & Society*, 1, 125-151.

Wilson, E. A. (2004). *Psychosomatic: Feminism and the neurological body*. Durham, NH: Duke University Press.

Woolley, H. T. (1914). The psychology of sex. *Psychological Bulletin*, 11, 353-379.

Zinn, M. B. & Dill, B. T. (1996). Theorizing difference from multiracial feminism. *Feminist Studies*, 22(2), 321-331.

**Journal sources for readings (but feel free to use book chapters as well; this is only a suggestive list):**

**History/theory:**

*Journal of the History of the Behavioral Sciences*  
*History of Psychology*  
*History of the Human Sciences*  
*Isis*  
*British Journal of the History of Science*  
*Journal of Theoretical and Philosophical Psychology*  
*Theory and Psychology*  
*Feminist Theory*  
*Gender & History*  
*Journal of Women's History*  
*American Historical Review*  
*Journal of the History of Sexuality*

**Women's/gender studies/cultural studies:**

*Signs*  
*NWSA Journal*  
*Gender Issues*  
*Canadian Woman's Studies*  
*Gender Forum*  
*Journal of Gender Studies*  
*Men and Masculinities*  
*Journal of Men's Studies*

**Psychology:**

*Psychology of Women Quarterly*  
*Feminism & Psychology*  
*Sex Roles*  
*Psychology of Men and Masculinity*  
*American Psychologist*

**Philosophy:**

*Hypatia*

**Sociology:**

*Gender & Society*

**Political Science:**

*Politics & Gender*