SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage: Spring 2019
Discipline: Psychology
Course Number and Title: PSY 437 Psychology of Gender
Division: Upper
Faculty Name: Carolyn Zerbe Enns
Semester Credit Hours: 3

Prerequisites: One (1) general psychology course
Meeting: B days, 1400-1520 in Berlin Restaurant

COURSE DESCRIPTION

This course focuses on the psychology of gender in cultural context and will rely on cultural, biopsychosocial, and ecological perspectives for understanding gender. We will explore topics related to achievement, interpersonal relationships, family life, health, adjustment, victimization, and resilience. The course will feature content related to gender-related life choices and tasks, gender similarities and differences, sexuality, life-span development and challenges, and mental and physical health. We will examine theories and research about gender as they interact with other social identities related to culture, race/ethnicity, nationality, sexual orientation and fluidity, socioeconomic class, and historical time periods. Our attention will also focus on intersectionality, the ways in which complex interactions of social identities are associated with gender-related behavioral variations, social privilege, disadvantage, marginalization, and empowerment. Emphasis will be placed on thinking critically about North American models of gender and exploring frameworks for promoting respectful social justice perspectives and transnational solidarity.

LEARNING OBJECTIVES

This course is designed to:

- Foster knowledge and critical thinking about theories, issues, and research about the psychology of women and men across cultures. Gain knowledge regarding the ways in which gender and gender-related experiences manifest themselves in global, transnational, and North American contexts.

- Promote an understanding of gender concepts as they are relevant to scholarly explorations or gender as well as gender enactments in everyday life. The course is designed to expand students’ conceptual frameworks as well as to promote skills for evaluating the popular and scientific literature about gender.
• Expose participants to scholarly perspectives offered by multiple academic disciplines (e.g., anthropology, economics, psychology, sociology, philosophy, politics, religion). The variety of perspectives offered by multiple disciplines is designed to enrich understanding and highlight the contributions of diverse theoretical and methodological traditions.

• Advance an intersectional perspective and analysis which addresses the complex interrelationships among social identities and realities associated with gender, nationality, culture, ethnicity, lifespan challenges and roles, social class, education and work, religion and philosophical belief systems, sexual orientation, and oppressive forces (e.g. sexism, colonialism, racism, ethnic conflict).

REQUIRED TEXTBOOK

AUTHOR: Nicole M. Else-Quest & Janet Shibley Hyde
TITLE: The Psychology of Women and Gender
PUBLISHER: Sage
ISBN #: 978-1-5064-8282-1

Supplemental Resources (available in electronic course folders):

The following publications and global indexes allow for cross-national comparisons:
• Human Development Index/Report (HDI/R, United Nations Development Program)
• Gender Development Index (GDI, United Nations Development Program)
• Gender Inequality Index (GII)
• Gender Empowerment Measure (GEM)
• Global Gender Gap Index (World Economic Forum)
• Social Institutions and Gender Index (SIGI)


World Health Organization Multi-Country Study on Women’s Health and Domestic Violence Against Women


TOPICAL OUTLINE OF COURSE

A keyword for Semester at Sea is flexibility. Therefore, the class schedule below may be adjusted as the voyage progresses.

Readings: Readings include both required texts and articles designed to enhance cross-cultural understanding. Some articles will be required and others will offer enrichment.

Depart Ensenada, Mexico — January 5

B1—January 8: Introduction to cultural and transnational perspectives on gender
Reading: Text (Else-Quest & Hyde), Chapter 1

B2—January 10: Gender bias & sexism; transnational feminisms
Reading: Text, Chapter 1

B3—January 13: Becoming gendered: Theoretical perspectives
Reading: Text, Chapter 2 & 16a (pp. 367-376)
Honolulu, Hawaii — January 12

B4—January 15: Gender stereotypes and differences
Reading: Text, Chapter 3, Chapter 16 (pp. 367-376)

January 16—International Date Line crossing (Lost Day)

B5—January 18: 4 Intersection of Gender & Ethnicity, Psychology of Men & Masculinity
Reading: Text, Chapter 4 and Chapter 16

Study Day (No Class) — January 19

B6—January 21: Gender, communication, and language
High and low-context communication
Masculine and feminine language in Japan
Amae: Indigenous emotion of Japan
Reading: Text, Chapter 5 & 6
Brief excerpt from Kyoto Mori’s (1997) memoir Polite Lies. Language.
Brief reading on High and low context communication
Brief reading on amae (from The Japanese mind)

B7—January 23: Gender Issues in Japan
Reading:
Chapter 9: Gender and work
Country Profiles & Gender Status Reports: Japan (e.g., United Nations, World Economic Forum)

Kobe, Japan — January 24-28

B8—January 30: Gender, Lifespan Development, and Confucianism
Gender Issues in China (including Hong Kong)
Adolescence and Gender Objectification
Reading: Begin reading Chapter 7: Lifespan Development

Is Confucian feminism so easy? (short blog)

Batista, The Confucianism-feminism conflict. (short blog)


Country Profiles & Gender Status Reports: China (United Nations, World Economic Forum)


Patriarchy in China

Shanghai, China — January 31 - February 1
In-Transit — February 2-3
Hong Kong, SAR — February 4-5

B9—February 7:
Gender Issues in South Asia and Vietnam

**Reading**: Text, Chapters 8 and 9


Country Profiles & Gender Status Reports: Vietnam (United Nations, World Economic Forum)

Ho Chi Minh City, Vietnam — February 8-13

B10—February 15: Achievement & Motivation, Gender, and Education

**Reading**: Text, Chapter 7 (childhood and adolescence), Chapter 8, Chapter 16 (pp. 376-379)


Study Day (No Class) — February 16

B11—February 18: Gender and Interpersonal Violence

**Gender Issues in Myanmar/Burma**

**Reading**: Text, Chapter 14


(Eds.), Helping beyond the fifty minute hour: therapists involved in meaningful social action (pp. 222-233). New York: Routledge.


Country Profiles & Gender Status Reports: Myanmar (United Nations, World Economic Forum)

Yangon, Myanmar — February 19-23

B12—February 25: Gender and Interpersonal Violence, Gender and Sexual Orientation

Reading: Text, Chapter 13 and Chapter 14


WHO publications: Femicide, Sexual Violence, Intimate Partner Violence, Human Trafficking


B13—February 26: Gender Issues in India, Media and its impact

Reading: Text, Chapter 7, 16 (pp. 376-end of chapter)


Country Profiles & Gender Status Reports: India (United Nations, World Economic Forum)

Cochin, India — February 28 – March 5

Community Programming (No Class) — March 7
B14—March 8: Gender and Religion: Patterns of Equality and Inequality

B15—March 10: Transnational Feminism and Activism

Port Louis, Mauritius — March 11

B16—March 13: Gendered Violence
Gender, Biology, Sexuality, and Health: An Introduction
Reading: Text: Chapters 10 and 11

B17—March 15: Gender, Sexuality, and Reproductive Health (e.g., teen pregnancy)
Reading: Text, Chapter 7 (adolescence), 11, 16 (pp. 384-385)

B18—March 17: Gender and HIV/AIDS
Gender Issues in South Africa
Reading: Text, Chapter 11
Mampade, J. (2016). Factors influencing the vulnerability of women to the risk of HIV-infection in rural villages in North West Province, South Africa. *Gender and Behavior, 7336-7344.* Country Profiles & Gender Status Reports: South Africa (UN, World Economic Forum)

Cape Town, South Africa — March 18-23

**B19—March 25: Gender: Intimate Relationships and Young Adulthood**
**Reading:** Text, Chapter 7 (Lifespan development, sections on intimate relationships)

**B20—March 27: Gender, Health, and Human Rights**
**Reading:** WHO publication: Female genital mutilation

**B21—March 29: Gender and Reproductive Health**
**Gender Issues in Ghana**
**Reading:** Text, Chapter 11 (health)
Country Profiles & Gender Status Reports: Ghana (United Nations, World Economic Forum)

**Takoradi, Ghana — March 30 - April 1**
**Tema, Ghana — April 2-3**

**B22—April 5: Gender and Mental Health**
**Reading:** Text, Chapter 15

**B23—April 7: Gender and Mental Health**
**Reading:** Text, Chapter 15
Study Day (No Class) — April 8

B24— April 10: Islam and Gender, Islamic Feminism
Country Profiles & Gender Status Reports: Morocco (United Nations, World Economic Forum)

Casablanca, Morocco — April 11-15

Study Day (No Class) – April 16

B25—April 18: Final Exam

Arrive Amsterdam, The Netherlands — April 21

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class:
The field class for this course is on Thursday, 28 February in Cochin, India. Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Bollywood and Perceptions of Gender Standards, Roles, Relationships, and Interactions

In this field class, students will attend a Bollywood movie, as well as meet, interact with, and interview students and professors from a local university. First, SAS and local students will meet and get acquainted. In the afternoon, the two groups will attend a Bollywood movie together. During the film, class members will look for examples of course concepts (e.g., gender roles and expectations, gender stereotypes, body objectification, family expectations, intimate relationships, patriarchal values, gender egalitarianism). Following the movie, class members and local university students will meet with local university professors to discuss
the movie and learn about local customs and expectations related to sexuality, standards of
beauty, methods for enhancing beauty, attraction, friendship, gender roles, dating,
courtship, marriage, and family life. Finally, SAS students will go to dinner with local
students. At dinner, you will meet with local students one-on-one and in small groups in
order to conduct interviews. You will ask questions on topics related to standards of beauty,
attraction, friendship, gender roles, dating, courtship, and marriage. Interview questions will
be prepared in advance. You should draw comparisons between practices in India, the
United States, and other countries on the itinerary.

Learning Objectives
1. Observe examples of standards of beauty, sexuality, gender roles, dating, courtship, and
marriage practices in India portrayed in a Bollywood film.
2. Learn about standards of beauty, sexuality, gender roles, dating, courtship, and marriage
practices in India through interviews and interactions with local university students and
professors.
3. Through interaction with other students and faculty members, learn about potential
media effects on idealized views of beauty, body consciousness, and body
objectification.
4. Discuss and compare goals for social change regarding gender roles and intimate
relationships within India as well as North America.
5. Compare and contrast standards of beauty, sexuality, gender roles, dating, courtship,
and marriage practices between India, the United States, and other countries on the
itinerary.
6. Develop tools for practicing cultural sensitivity and cultural humility when considering
gender across cultural contexts.
7. Apply course concepts to what was observed in the film, learned from student interviews,
and learned from professor presentations.

Field Class Assignments/Evaluation
Class members will be evaluated based on their participation in all aspects of the field
experience. The grade will be based on developing interview questions and questions to
guide paper writing, engaging in small group presentations related to the experience,
making thoughtful and informed observations about gender in cross-cultural context, and
completing a reflective paper. The reflective paper should include the integration of your
observations and academic readings that focus on gender in cultural context. This field
experience counts for 20% of the overall course grade.

The paper should be approximately 6-8 pages in length. It should describe your
observations and integrate the experiences you have in this field class with at least two
other countries you have encountered during this voyage as well as your personal
experiences prior to this voyage. (For example, you may use observations from your
independent field work observations to inform this paper.) As part of the paper, please
speak about what you have learned about making cultural comparisons in respectful and
cultural sensitive ways. In order to link personal and academic perspectives, refer to and
cite academic work that is related to this field class topic. The paper is due two weeks after
the conclusion of the field class.
OTHER CLASS ASSIGNMENTS & FIELD EXPERIENCES

Independent Field Assignments: Observations of “Doing Gender”

The concept of “doing gender” is based on the assumption that gender involves performing or enacting behaviors in everyday interactions rather than existing as qualities based on innate individual traits. In a series of field notes or journal entries you will focus on how gender is enacted in the various countries and contexts we will experience. In each country we visit, what have you learned about doing gender? More specifically, what “rules” of doing gender are present in the countries we encounter? How is gender displayed in conversational styles, advertisements and media, stores, appearance practices, nonverbal behaviors, childhood and adult activities, education, work-related roles, friendships and personal relationships, religious contexts, and public and private settings? Over the course of the voyage, you will be expected to submit 7 entries. For at least 2 of the 8 entries, you will also be asked to engage in and write about a “mapping” activity, which involves a close reading and observation of behavior in a specific setting. A final entry will focus on what variations and similarities you observed. A more detailed description of this assignment will be distributed in class.

Social Identity Analysis Paper
Psychologists who work from a multicultural or transnational perspective believe that understanding one’s personal “positionalities” is an important exercise for interacting effectively across cultures. For this paper, class member will discuss the multiple identities and experiences that have contributed to their social identities. You should pay particular attention to social identities related relevant to gender in interaction with factors such as culture, ethnicity, family patterns and values, religious factors, educational influences, sociocultural and economic factors, language, sexual orientation, and nationality. Class members will provide examples that illustrate their complex social identities and will discuss potential implications of their identities for their thinking about gender issues in cross-cultural and transnational contexts. A separate handout will identify a recommended format and additional questions to consider. As an alternative to a personal narrative, it is also possible to write a paper that focuses on the social identities of another person.

METHODS OF EVALUATION

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<tr>
<th>Component</th>
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<tr>
<td>Quizzes and tests</td>
<td>45-50%</td>
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<tr>
<td>Social identity paper</td>
<td>5-8%</td>
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<td>Class participation (including occasional group presentations)</td>
<td>8-10%</td>
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<tr>
<td>Field journal</td>
<td>15-20%</td>
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<tr>
<td>Field class and related assignments:</td>
<td>20%</td>
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To earn credit for the field class assignment, students must participate in the class field experience and complete related discussion and paper assignments.
GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

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<tr>
<th>Grade</th>
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<tr>
<td>Excellent</td>
<td>97-100%:</td>
<td>Good</td>
<td>87-89%:</td>
<td>Satisfactory/Poor</td>
<td>77-79%:</td>
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<td>A+</td>
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<td>93-96%:</td>
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Failing Less than 60%: F

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor’s supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student’s home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one’s own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative
commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: “I have not given, received, or used any unauthorized assistance on this exam/assignment.”

**RESERVE BOOKS FOR THE LIBRARY**

AUTHOR: Wade, Lisa, & Ferree, Myra Marx  
TITLE: Gender: Ideas    Interactions    Institutions  
PUBLISHER: Norton  

AUTHOR: Kimmel, Michael S.  
TITLE: The Gendered Society  
PUBLISHER: Oxford  

AUTHOR: Kimmel, Michael S., & Aronson, Amy  
TITLE: The Gendered Society Reader  
PUBLISHER: Oxford  

**FILM REQUESTS**

Title of Film: Tokyo Sonata  
Distributor: E1, Fortissimo Films, Entertainment Farm, Regent Releasing (Japanese film, English subtitles)

Title of Film: Walk to Beautiful (NOVA)  
Distributor: PBS/Fistula Foundation/WGBH Boston

Title of Film: Yesterday  
Distributor: HBO Video  
Title of Film: China from the Inside  
Distributor: PBS

Title of Film: New Year Baby  
Broken English Productions

Title of Film: Our Little Sister  
Distributor: Toho Co., SONY pictures (Japanese film)
Title of Film: Heaven and Earth
Distributor: Warner Brothers

Title of Film: Monsoon Wedding
Distributor: Universal Pictures

Title of Film: Beyond Rangoon
Distributor: Columbia

Title of Film: Water
Distributor: Searchlight

Title of Film: Joy Luck Club
Distributor: Buena Vista Pictures

Title of Film: Earth
Distributor: Zeitgeist Films

I am a Girl: Girls Around the World
Women Make Movies

Half the Sky: Turning Oppression into Opportunity for Women Worldwide
Independent Lens (PBS)
Halftheskymovement.org

TED talks (ted.com)

Chimamanda Ngozi Adichie: The Danger of a Single Story

Chimamanda Ngozi Adichie: We Should All Be Feminists

Kimberlé Crenshaw: The Urgency of Intersectionality

Samina Ali: What Does the Quran Really Say About a Woman’s Hijab?

Yassmin Abdel-Magied: What Does My Headscarf Mean to You?

Memory Banda: A Warrior’s Cry Against Child Marriage

Jasvinder Sanghera: Fighting Forced Marriage and Honour Based Abuse

Alaa Murabit: What My Religion Really Says About Women

Eman Mohammed: The Courage to Tell a Hidden Story

Elizabeth Nyamanyaro: An Invitation for Men Who Want a Better World for Women
Meera Vijayann: Find Your Voice Against Gender Violence

Lee Mokobe: A Powerful Poem About What it Means to be Transgender

Tan Le: My Immigrant Story

**ELECTRONIC COURSE MATERIALS**

ARTICLE/CHAPTER TITLE: Gender, culture, and inequality in Ghana: An examination of sociocultural determinants of gender disparity
BOOK TITLE: *Psychology of gender through the lens of culture* (Springer)
DATE: 2015
PAGES: 375-394

AUTHOR: American Psychological Association Task Force
TITLE: Sexualization of Girls
DATE: 2010, Public Education Document Available for Download

AUTHOR: American Psychological Association Task Force
TITLE: Trafficking of Women and Girls
DATE: 2014, Public Education Document Available for Download

AUTHOR: Antonazzo, M.
ARTICLE TITLE: Problems with criminalizing female genital cutting.
JOURNAL TITLE: *Peace Review*
VOLUME: 15
DATE: 2003
PAGES: 471-477

AUTHOR: Badran, M
CHAPTER TITLE: Islamic feminism: What’s in a name?
BOOK TITLE: *Feminism in Islam* (Publisher: One World)
DATE: 2009

AUTHOR: Banerjee, P. R.
ARTICLE/CHAPTER TITLE: Dowry in 21st century India: The sociocultural face of exploitation.
JOURNAL/BOOK TITLE: *Trauma, Violence, and Abuse*
VOLUME: 15
DATE: 2014
PAGES: 34-40

AUTHOR: Bedman, V. L.
ARTICLE TITLE: The evolution and current state of arranged marriages in Casablanca: Social and educational aspects
JOURNAL/BOOK TITLE: *Humania del Sur*  
VOLUME: 5  
DATE: 2010  
PAGES: 131-152

AUTHOR: Bhat, M., & Ullman, S. E.  
ARTICLE/CHAPTER TITLE: Examining marital violence in India: Review and recommendations for future research and practice.  
JOURNAL/BOOK TITLE: *Trauma, Violence, and Abuse*  
VOLUME: 15  
DATE: 2014  
PAGES: 57-74

AUTHOR: Bem, S. L.  
JOURNAL/BOOK TITLE: *Signs: Journal of Women in Culture and Society*  
VOLUME: 8  
DATE: 1983  
PAGES: 598-616

AUTHOR: Bhattacharya, P.  
ARTICLE/CHAPTER TITLE: Fighting marital rape in India.  
JOURNAL/BOOK TITLE: *Herizons*  
DATE: 2017, Winter  
PAGES: 21-23

AUTHOR: Burgess, R., & Campbell, C.  
ARTICLE TITLE: Contextualising women’s mental distress and coping strategies in the time of AIDS: A rural South African case study  
JOURNAL TITLE: *Transcultural Psychiatry*  
VOLUME: 51  
DATE: 2014  
PAGES: 875-903

AUTHOR: Burn, S. M.  
CHAPTER TITLE: Women and religion  
BOOK TITLE: *Women Across Cultures* (McGraw-Hill)  

AUTHOR: Callaghan, J. E. M., Gambo, Y., & Fellin, L. C.  
ARTICLE TITLE: Hearing the silences: Adult Nigerian women’s accounts of ‘early marriages’  
JOURNAL: *Feminism and Psychology*  
VOLUME: 25  
DATE: 2015  
PAGES: 506-527
AUTHOR: Chaudhry, A. S.
CHAPTER TITLE: Introduction
BOOK TITLE: Domestic violence and the Islamic tradition. (Oxford Press)
DATE: 2013

AUTHOR: Chiweshe, M., Mavuso, J., & Macleod, C.
ARTICLE TITLE: Reproductive justice in context: South African and Zimbabwean women’s narratives of their abortion decision.
JOURNAL TITLE: Feminism and Psychology
VOLUME: 27
DATE: 2017
PAGES: 203-224

AUTHOR: Choma, B. L., & Prusaczyk, E.
ARTICLE/CHAPTER TITLE: The effects of system justifying beliefs on skin-tone surveillance, skin-color dissatisfaction, and skin-bleaching behavior.
JOURNAL/BOOK TITLE: Psychology of Women Quarterly
VOLUME: 42
DATE: 2018
PAGES: 162-177

AUTHOR: Clay, R. A.
ARTICLE TITLE: Helping victims of female genital cutting
JOURNAL TITLE: Monitor on Psychology.
VOLUME: 48 (#5)
DATE: 2017, May
PAGE: 22

AUTHOR: Das, A., & Singh, S. K.
ARTICLE/CHAPTER TITLE: Changing men: Challenging stereotypes. Reflections on working with men on gender issues in India.
JOURNAL/BOOK TITLE: IDS Bulletin
VOLUME: 45
DATE: 2014
PAGES: 69-79

AUTHOR: Deane, T.
ARTICLE TITLE: Sexual violence and the limits of laws’ powers to alter behaviour: The case of South Africa.
JOURNAL TITLE: Journal of International Women’s Studies
VOLUME: 19
DATE: 2018
PAGES: 84-103

AUTHOR: Eklund, L., & Purewal, N.
ARTICLE TITLE: The bio-politics of population control and sex-selective abortion in China and India
JOURNAL TITLE: *Feminism and Psychology*
VOLUME: 27
DATE: 2017
PAGES: 34-55

AUTHOR: Else-Quest, N. M., & Grabe, S.
ARTICLE TITLE: The political is personal: Measurement and application of nation-level indicators of gender equity in psychological research.
JOURNAL/BOOK TITLE: *Psychology of Women Quarterly*
VOLUME: 36
DATE: 2012
PAGES: 131-144

AUTHOR: Ennaji, M.
ARTICLE TITLE: Women, gender, and politics in Morocco
JOURNAL TITLE: *Social Sciences*
VOLUME: 5
DATE: 2016
PAGES: electronic journal

AUTHOR: Enns, C. Z.
CHAPTER TITLE: Global and Transnational Feminisms (Chapter 6)
BOOK TITLE: *Feminist Theories and Feminist psychotherapies* (2nd ed.).
DATE: 2004

AUTHOR: Enns, C.Z. N. Fouad, J. A. Carter, & L. M. Subich (Eds.)
ARTICLE/CHAPTER TITLE: Gender: Women—theories and research.
JOURNAL/BOOK TITLE: *Handbook of counseling psychology* (Published by American Psychological Association)
DATE: 2012

AUTHOR: Farrer, J., Tsuchiya, H., & Bagrowica, B.
ARTICLE TITLE: Emotional expression in tsukiau dating relationships in Japan
JOURNAL TITLE: *Journal of Social and Personal Relationships*
VOLUME: 25
DATE: 2008
PAGES: 169-188

AUTHOR: Fox, D. J. (Editors are M. Ndulo & M. Grieco)
CHAPTER TITLE: The anthropological collaborator: Feminist scholarship and activism in Africa
BOOK TITLE: *Power, gender and social change in Africa* (Cambridge Scholars Publishing)
DATE: 2009
PAGES: ebook

AUTHOR: Fredrickson, B., & Roberts, T.
ARTICLE/CHAPTER TITLE: Objectification theory: Toward understanding women’s lived experiences and mental health risks.
JOURNAL/BOOK TITLE: Psychology of Women Quarterly
VOLUME: 21
DATE: 1997
PAGES: 173-206

AUTHOR: Glick, P., & Fiske, S. T.
ARTICLE TITLE: An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality
JOURNAL TITLE: American Psychologist
VOLUME: 36
DATE: 2001, Volume 56
PAGES: 109-118.

AUTHOR: Glick, P. et al.
ARTICLE/CHAPTER TITLE: Bad but bold: Ambivalent attitudes toward men predict gender inequality in 16 nations
JOURNAL/BOOK TITLE: Journal of Personality and Social Psychology
VOLUME: 86
DATE: 2004
PAGES: 713-728
AUTHOR: Hodžić, S.
ARTICLE TITLE: The ends of cutting in Ghana: Blood loss, scarcity, and slow harm after NGOs.
JOURNAL/BOOK TITLE: American Ethnologist
VOLUME: 43
DATE: 2016
PAGES: 636-649

AUTHOR: Hofstede, Geert
ARTICLE TITLE: Dimensionalizing cultures: The Hofstede model in context
JOURNAL/BOOK TITLE: Online Readings in Psychology and Culture
VOLUME: 2 (issue 1)
DATE: 2011

AUTHOR: Howard-Payne, L., & Bowman, B.
ARTICLE TITLE: “I am a man”: Meanings of masculinity in perceptions of voluntary medical adult male circumcision for HIV prevention in South Africa
JOURNAL TITLE: Psychology of Men and Masculinity
VOLUME: 18
DATE: 2017
PAGES: 70-77

AUTHOR: Isaacs, D. H.
ARTICLE/CHAPTER TITLE: Social representations of intimate partner violence in the South African media.
JOURNAL/BOOK TITLE: South African Journal of Psychology
VOLUME: 46
DATE: 2016
AUTHOR: Kalra, G., & Bhugra, D.
ARTICLE TITLE: Sexual violence against women: Understanding cross-cultural intersections
JOURNAL TITLE: Indian Journal of Psychiatry
VOLUME: 55
DATE: 2013
PAGES: 244-249

AUTHOR: Khazan, O.
ARTICLE TITLE: Why some women choose to get circumcised
MAGAZINE TITLE: Atlantic Monthly Magazine
DATE: 2015, April 8
PAGES: online version

AUTHOR: Khosla, R., Banergee, J., Chou, D., Say, L., & Fried, S.
ARTICLE TITLE: Gender equality and human rights approaches to female genital mutilation: a review of international rights norms and standards
JOURNAL TITLE: Reproductive Health
VOLUME: 14
DATE: 2017
PAGES: electronic

AUTHOR: Koss, M. P., Heise, L., & Russo, N. F.
ARTICLE/CHAPTER TITLE: The global burden of rape
JOURNAL/BOOK TITLE: Psychology of Women Quarterly
VOLUME: 18
DATE: 1994
PAGES: 509-537

AUTHOR: Kumar-Simon, R.
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ADDITIONAL RESOURCES
None