

Určeno pouze pro studijní účely

Notes

Acknowledgments

“Practicing,” from *What the Living Do* by Marie Howe. Copyright © 1997 by Marie Howe. Used by permission of W. W. Norton & Company, Inc.

Introduction: Good Girls versus Real Girls

- 3 *we shouldn't even use the word "normal"*: For a good discussion of this, see Michael Warner, *The Trouble with Normal: Sex, Politics, & the Ethics of Queer Life*. NY: Free Press, 1999.
- 5 *the rebellious lost teens of Reviving Ophelia*: Pipher, M. *Reviving Ophelia: Saving the Selves of Adolescent Girls*. NY: Ballantine Books, 1995.
- 5 *the voices of caring, nurturing women who were ignored*: Gilligan, C. *In a Different Voice*. Cambridge, MA: Harvard University Press, 1982; see also Brown, L. M., and Gilligan, C. *Meeting at the Crossroads: Women's Psychology and Girls' Development*. Cambridge, MA: Harvard University Press, 1992.
- 8 *but Valerie Walkerdine, a British sociologist and feminist, points out that the image of the supergirl*: Walkerdine, V. Project 4-21; Transition to womanhood in 1990s Britain. Talk given at the 27th International Congress of Psychology in Stockholm, Sweden, July 25, 2000.
- 9 *as William Pollack asserts about "real boys"*: Pollack, W. *Real Boys: Rescuing Our Sons from the Myths of Boyhood*. NY: Random House, 1998.

Part I: The Sexual Lives of Girls

- 11 *the cultural theorist Ken Plummer tells us:* Plummer, K. *Telling Sexual Stories: Power, Change, and Social Worlds*. NY: Routledge, 1995.
- 12 *The African-American poet feminist Audré Lorde wrote, "[K]nowledge is power":* Lorde, A. *Sister Outsider: Essays and Speeches by Audre Lorde*. Freedom, CA: The Crossing Press, 1984.
- 12 *Marie Howe, in her poem "Practicing":* Howe, M. *What the Living Do: Poems*. NY: W. W. Norton, 1999.

Chapter 1: "I'll Show You Mine If You Show Me Yours"

- 16 *In a study of over three hundred professionals, Jeffrey Haugaard:* Haugaard, J. J. Sexual behaviors between children: Professionals' opinions and undergraduates' recollections, in *Families in Society: The Journal of Contemporary Human Services* (February 1996), 81–89.
- 20 *Freud thought that girls, when they looked down at their bodies:* Freud, S. *Three Essays on the Theory of Sexuality*. Vol. VII, in Freud, S. *The Standard Edition of the Complete Psychological Works of Sigmund Freud*, trans. and ed. J. Strachey. London: The Hogarth Press, 1961/24.
- 20 *Karen Horney, laughingly pointed out in her essay, "Womb Envy":* Horney, K. *Feminine Psychology*. NY: W. W. Norton, 1967.
- 20 *The French feminist writer Irigaray has since pointed out:* Irigaray, L. *This Sex Which Is Not One*. Ithaca, NY: Cornell University Press, 1985.

Zeroing In On: Play. What is Play? What is Sexual Play?

- 25 *D. W. Winnicott, the famous English psychoanalyst, describes certain special qualities about play:* Winnicott, D. W. *Playing and Reality*. NY: Basic Books, 1971.

Chapter 2: Just Practicing: It's in Her Kiss

- 28 *The sociologist Barrie Thorne sees a copy of the imbalanced gender relations of adulthood:* Thorne, B. *Gender Play: Girls and Boys in School*. New Brunswick, NJ: Rutgers University Press, 1994. See also Thorne, B., and Luria, Z. Sexuality and gender in children's daily worlds. *Social Problems* (1986) 33, 176–90.
- 30 *for kissing the girl next to him at lunch:* Sanchez, R. In *School, Early Lessons on Sexual Harassment*. *Washington Post*, October 4, 1996.
- 33 *Candace Feiring and Michael Lewis . . . call it the "birthday party effect":* Feiring, C., and Lewis, M. The child's social network: Sex differences from three to six years. *Sex Roles* (1987) 17, 621–36.

Chapter 3: Feminine Ideals: Make-up, Midriffs, and the Pleasures of Being Objectified

- 39 *"One is not born a woman—one becomes one":* Beauvoir, S. *The Second Sex*, 1953.
- 39 *Few have analyzed the appeal of these images for women:* Few authors who publish for the general reading public, that is, and none who write on girls. Many postmodern feminist theorists have analyzed this very issue. And I take my argument most generally from their work.
- 41 *Church fathers from medieval times onward have argued:* Tseelon, E. *The Masque of Femininity: The Presentation of Woman in Everyday Life*. London: Sage, 1995.
- 41 *One church father, Clement of Alexandria, wrote:* For the original, look to *The Writings of Clement of Alexandria*, Ante-Nicene Christian Library, 1867. *Translations of the fathers down to A.D. 3325*, ed. by A. Roberts and J. Donaldson. Vol. 4, London: Hamilton. Cited in Tseelon, 1995, p. 36.
- 42 *manipulate the items they truly do want to wear:* The idea that dress codes encumber girls more than boys is also found in Smith, L. Sexist assumptions and female delinquency: An empirical investigation. In Smart, C., and Smart, B. (eds.), *Women, Sexuality, and Social Control*. London: Routledge, 1978; pp. 74–86.
- 43 *has already begun with Christina Hoff Sommers's new book:* Hoff Sommers, C. *The War Against Boys: How Misguided Feminism is Harming Our Young Men*. NY: Simon & Schuster, 2000.
- 44 *Joan Riviere, one of the early American female psychoanalysts, used the word masquerade":* Riviere, J. Womanliness as masquerade. *The International Journal of Psychoanalysis* (1929) 10, 303–13.
- 44 *The psychoanalytic literary theorist Lacan also understands:* Lacan, J. The signification of the phallus. In *Ecrits: A Selection*, trans. A. Sheridan. NY: W. W. Norton, 1966, 1977.
- 44 *Their gaze can't be reduced to a male's gaze:* See Mary Ann Doane's influential 1982 piece called, "Film and Masquerade: Theorizing the Female Spectator," in *Screen*, 23, 74–87, for an understanding of how women "appropriate" the male gaze for their own pleasure. See also Sue-Ellen Case, "Toward a Butch-Femme Aesthetic" in Henry Abelove, Michele Barale, and David Halperin, *The Lesbian and Gay Studies Reader*, NY: Routledge, 1993, for a discussion of how women hold femininity at a distance through masquerade.
- 45 *a sharp differentiation in the way men and women dress:* Tseelon, pp. 22–23.

Chapter 4: Naked Barbies

- 48 *Ruth Handler, who masterminded the creation and marketing of its biggest seller: Barbie:* The information in this paragraph and the following comes from Stern, S. *Barbie Nation: An Unauthorized Tour*. New Day Films/El Rio Productions, 1998.

- 49 quoted in Mary Rogers's book, *Barbie Culture*, agrees: Rogers, M. F. *Barbie Culture*. Beverly Hills, CA: Sage, 1999.
- 49 In a 1964 issue of *The Nation* magazine one man wrote (and also the quote from *Ramparts*): Stern.
- 49 will be ruled by the superior judgment of her husband: Dijkstra, B. *Evil Sisters: The Threat of Female Sexuality and the Cult of Manhood*. NY: Knopf, 1996.
- 49 by exaggerating what is "actual, possible, or conceivable": Rogers, p. 3.
- 49 "Barbie was intentionally crafted to invoke a specific kind of imaginary role playing": Kline, S. *Out of the Garden: Toys, TV, and Children's Culture in the Age of Marketing*. London: Verso, 1993, p. 251.
- 52 Barbie is a female doll that excites girls: Rand, E. *Barbie's Queer Accessories*. Durham, NC: Duke University Press, 1995.
- 52 what she called the "lesbian continuum": Rich, A. "Compulsory Heterosexuality and Lesbian Experience." In Stimpson, C. R., and Person, E. S. (eds.), *Women: Sex and Sexuality*, Chicago: University of Chicago Press, 1980, pp. 62–91.
- 52 and turn it into fun, glamour, and excitement: Rogers, p. 36.

Zeroing In On: Childhood Innocence and the Shaming of Sexuality

- 54 "fundamentally conveys who we hope to be": Warner, M. *Six Myths of Our Time: Little Angels, Little Monsters, Beautiful Beasts, and More*. NY: Vintage, 1995.
- 55 "and revengeful as young as they are" as well as information in two paragraphs following: Cox, R. *Shaping Childhood: Themes of Uncertainty in the History of Adult-Child Relationships*. NY: Routledge, 1996.
- 56 The famous sex researcher Alfred Kinsey: Kinsey, A. *Sexual Behavior in the Human Female*. Philadelphia: Saunders, 1953.
- 56 In a study of Irish parents: Fitzpatrick, C., Deehan, A., and Jennings, S. Children's sexual behavior and knowledge: A community study. *Irish Journal of Psychological Medicine* (1995) 12, 87–91.
- 56 In another study, William Friedrich: Friedrich, W. N., Grambsch, P., Damon, L., Hewitt, S. K., et al. Child Sexual Behavior Inventory: Normative and clinical comparisons. *Psychological Assessment* (1992) 4, 303–11.
- 56 Gail Wyatt and her colleagues at UCLA: Wyatt, G., Newcomb, M. D., and Riedale, M. H. *Sexual Abuse and Consensual Sex: Women's Developmental Patterns and Outcomes*. Beverly Hills, CA: Sage, 1993.
- 56 Anthropologists have learned that children can have orgasms: This and the anthropological information that follows in this paragraph and the next are from Bagley, C. *Children, Sex, and Social Policy: Humanistic Solutions to the Problems of Child Sexual Abuse*. Brookfield, VT: Avebury, 1997.
- 57 Today, Sweden is the first country to require a comprehensive sex education program and following in that paragraph: Martinson, F. M. *The Sexual Life of Children*. Westport, CT: Bergin and Garvey, 1994.

- 58 Diana Gittins writes in *The Child in Question*: Gittins, D. *The Child in Question*. NY: St. Martin's Press, 1998.

Chapter 5: Bodies and Pleasure: If It Feels Good, Why Is It So Bad?

- 59 in the late 1970s when anthropologist Gilbert Herdt returned: Herdt, G. *Guardians of the Flute: Vol. 1, Idioms of Masculinity*. Chicago: University of Chicago Press, 1981. Note that the name of the tribe, the Sambia, is a name Herdt invented to protect the anonymity of the tribe.
- 60 For example, an anthropologist studying Hawaiian cultures was amazed: Diamond, M. Cross-generational sexual behavior in traditional Hawaii. In Feierman, J. (ed.), *Pedophilia: Biosocial Dimensions*, pp. 422–44. NY: Springer-Verlag, as cited in Bagley.
- 60 In Africa, among the Baganda, an anthropologist, to his embarrassment, observed: Bagley.
- 64 permission to lose control: Thorne and Luria.

Chapter 7: Wanting It and Not Wanting It

- 70 "We won't have sex unless we are seduced, driven, out of control": Cassell, C. *Swept Away: Why Women Confuse Love and Sex . . . and How They Can Have Both*. NY: Simon and Schuster, 1984, p. 6.
- 75 ambivalences about things called "date rape" or "sexual abuse": For an excellent discussion of this, see Phillips, L. *Flirting with Danger*, NY: New York University Press, 2000.

Chapter 8: Two Kinds of Guilty Pleasure

- 77 especially important to Puerto Rican girls: Most of the interviews I did with Latina women were with women whose parents had come or who themselves had come at an early age to the United States from Puerto Rico. I also interviewed a Chicana woman; however, I regret not finding a more diverse group of Latina women to include in the book.
- 77 live under the "cult of the virgin" and among "macho men": This kind of information about women, and especially Puerto Ricans, comes from several sources: Espin, O. *Women Crossing Boundaries: A Psychology of Immigration and Transformation*. NY: Routledge, 1999; Espin, O. Traumatic historical events and adolescent psychosocial development: Letters from V. In Franz, C., and Stewart, A. (eds.), *Women Creating Lives: Identities, Resilience, and Resistance*. Boulder, CO: Westview Press, 1984, pp. 187–98; and Fontes, L. Disclosures of sexual abuse by Puerto Rican children. *Journal of Child Sexual Abuse* (1993) 2, 21–35.

Chapter 9: African-American Girls and Their Secrets

- 85 *African-American women*: I sometimes use the terms African-American and Black interchangeably. The term "Black" seems appropriate because the girls themselves use that word to describe their race, and in certain phrases the word seems to capture the feel of the expressions used by the Black women and girls I interviewed. Also, the term African American seems not to apply to some girls, who consider themselves Black and Caribbean. The phrase "people of color" would not differentiate the Latina women I interviewed from the African-American women. Still, "African-American" seems to denote a kind of respect I want to show to the women and girls whom I interviewed, and so that is why I switch back and forth.
- 85 *Hortense Spillers, a scholar who writes about Black women and fiction*: Spillers, H. *Interstices: A small drama of words*. In Vance, C. S. (ed.), *Pleasure and Danger: Exploring Female Sexuality*, Boston: Routledge & Kegan Paul, 1984, 78–79.
- 85 *an African-American girl's ability to control her sexuality*: Wyatt, G. *Stolen Women: Reclaiming Our Sexuality, Taking Back Our Lives*. NY: Wiley, 1997, pp. 3–4.
- 85 *disproportionately profiling Black girls who are "out of control" and at high risk for early pregnancy*: The idea that the media and researchers only recognize deviance rather than development in their work on African-American adolescents and sexuality is found in Tolman, D. *Adolescent girls' sexuality: Debunking the myth of the urban girl*. In Leadbetter, B., and Way, N. (eds.), *Urban Girls: Resisting Stereotypes, Creating Identities*. NY: New York University Press, 1996. See also Vera, E. M., Reese, L. E., Paikoff, R. L., and Jarrett, R. L. *Contextual factors of sexual risk-taking in urban African-American preadolescent children*. In Leadbetter and Way.
- 92 *strictness and straightness in African-American families who have close ties with their church*: Ward, J. *The Skin We're In: Teaching Our Children to be Emotionally Strong, Socially Smart, and Spiritually Connected*. NY: Free Press, 2000. Here Janie Ward describes the emphasis in black baby-boomers' upbringing on appearances and respectability in order to instill a sense of personal dignity. "White people," Ward writes, "black children were warned, were often wild and crazy, undisciplined. But they could behave that way. The same behavior exhibited by black kids would be considered much worse. Whites think we are wild and undisciplined already." (p. 16) See also Fordham, S. *Blacked Out: Dilemmas of Race, Identity, and Success at Capital High*. Chicago: University of Chicago Press, 1997: "The central lesson the mothers of high-achieving females taught them was the value of behaving in socially appropriate ways (conformity)—most important, not bringing shame on the family by acting on their developing sexuality." (p. 146)
- 92 *the taboo against homosexuality*: This taboo has been discussed more frequently in literature on male homosexuality, beginning perhaps with Amiri Baraka's poetry and 1969 piece "Black Aesthetic," and more recently in

Stokes, J. P., and Peterson, J. L. *Homophobia, self-esteem, and risk for HIV among African-American men who have sex with men*. *AIDS Education and Prevention* (1998) 10, 278–92, and in Gayfield, D. R. *On the periphery of manhood: The African-American community's marginalization of black male homosexuality*. *The Berkeley McNair Research Journal* (2000) 8, www.mcnair-berkeley.edu. *On the taboo against black lesbians*, Evelyn Hammond writes of the ease with which heterosexual black women can cast them as "traitors to the race." Hammond, E. *Toward a genealogy of black female sexuality: The problematic of silence*. In Alexander, J., and Mohanty, C. T. (eds.), *Feminist Genealogies, Colonial Legacies, Democratic Futures*, NY: Routledge, 1997.

- 94 *The strictness in African-American families can be a source of pride*: Fordham.
- 94 *"We lose sight of the way in which the ability to experience and know pleasure is an essential ingredient of wellness"*: hooks, b. *Sisters of the Yam*, Boston: South End Press, 1993, p. 116.
- 95 *Janie Ward, educator and author of The Skin We're In, a book for African-American parents*: Ward.
- 95 *Elijah Anderson's street sociology of an African-American urban community*: Anderson, E. *Streetwise: Race, Class, and Change in an Urban Community*. Chicago: University of Chicago Press, 1990.

Chapter 10: Periods, Pubic Hair, Boobies, and Bodily Torture

- 96 *Most children around the world do not get their sex education from their parents*: Bagley.
- 96 *and research shows that African-American and Puerto Rican girls get even less than Caucasian girls*: Wyatt.
- 98 *Both feminist author Sharon Thompson, in Going All the Way, and feminist professor of education and author Michelle Fine, in "The Missing Discourse of Desire," suggest*: Fine, M. *Sexuality, schooling, and adolescent females: The missing discourse of desire*. In Fine, M. (ed.), *Disruptive Voices: The Possibilities of Feminist Research*. Ann Arbor: University of Michigan Press, 1992, pp. 31–60; Thompson, S. *Going All the Way: Teenage Girls' Tales of Sex, Romance, and Pregnancy*. NY: Hill and Wang, 1995.
- 99 *Author Karin Flaake wrote these wise words in her essay "A Body of One's Own"*: Flaake, K. *A body of one's own: Sexual development and the female body in the mother-daughter relationship*. In van Meus-Verhulst, J., Schreurs, K., and Woertman, L. (eds.), *Mothering and Daughtering*. London: Routledge, 1993, pp. 7–14.
- 101 *girls negotiate the forces of adult femininity*: Thorne.
- 101 *Researcher Janet Lee, in her study of forty women's narratives*: Lee, J. *Menarche and the (hetero)sexualization of the female body*. *Gender & Society* (1994) 8, 343–62.
- 102 *As psychiatrist Harry Stack Sullivan wrote, having a chum*: Sullivan, H. S. *The Interpersonal Theory of Psychiatry*. NY: Norton, 1953.

- 103 Anne Stirling Hastings, in *Body and Soul*, writes about how children learn to cut off awareness: Hastings, A. S. *Body and Soul: Sexuality on the Brink of Change*. NY: Plenum Press, 1996, p. 3.

Chapter 11: Guilty Minds and Sexual Obsessions

- 108 The psychiatrist Harry Stack Sullivan, in *The Interpersonal Theory of Psychiatry*, now a classic, wrote: Sullivan.

Chapter 12: Too Sexual Too Soon

- 117 Look at the new trends for oral sex in junior high school. When journalists have investigated this: Jarrell, A. The Face of Teenage Sex Grows Younger. *New York Times*, April 2, 2000, sec. 9, pp. 1, 8f.
- 117 was eight when she began developing breasts: Lemonick, M. Teens Before Their Time. *Time* (Oct. 30, 2000).
- 117 Until recently researchers believed that African-American girls are more likely to: Alan Guttmacher Institute. *Sex and America's Teenagers*. NY: Alan Guttmacher Institute, 1994. See also Brooks-Gunn, J., and Paikoff, R. L. Sex is a gamble, kissing is a game: Adolescent sexuality and health promotion. In Millstein, S. P., Petersen, A., and Nightengale, E. (eds.), *Promotion of Health Behavior in Adolescence*. NY: Oxford University Press, 1993; Udry, J. R. Biological predispositions and social control in adolescent sexual behavior. *American Sociological Review* (1988) 53, 709–22, and several CDC reports as cited by Phillips, L. *The Girls Report: What We Know and Need to Know About Growing Up female*. NY: National Council for Research on Women, 1998.
- 118 Tolman, . . . writes that when race and class are not confounded, differences between whites and Blacks almost disappear: Tolman, p. 257. Wyatt (1989) has also shown that blacks' experience of first intercourse at a younger age has more to do with family income and single-parent homes than race. Research on "The Impact of African American Fathers on Adolescent Sexual Behavior" by Dittus, P. J., Jaccard, and Gordon, V. V. *Journal of Youth and Adolescence* (1997) 26, 445–65, supports this.
- 118 In Streetwise, the sociologist Elijah Anderson writes about the game young African-American teen and preteen boys play: Anderson.
- 118 It has long been known that children (of any race) in homes with only one biological parent are: Dittus, Jaccard, and Gordon. See also Hogan, D. P., and Kitawaga, E. M. The impact of social status, family structure, and neighborhood on the fertility of black adolescents. *American Journal of Sociology* (1985) 90, 825–55.
- 118 "unprotected nest": Anderson.
- 120 As Sharon Thompson writes . . . , the association of sex with love may be girls' biggest vulnerability: Thompson.
- 120 The southern white girl was training to become a lady and discussion follow-

- ing from Caraway, N. *Segregated Sisterhood: Racism and the Politics of American Feminism*. Knoxville: University of Tennessee, 1991. See also Carby, H. *Reinventing Womanhood: The Emergence of the Afro-American Woman*. Oxford: Oxford University Press, 1987; Davis, A. Reflections on the black woman's role in the community of slaves. *Black Scholar* (1971) 3, 3–15; Fox-Genovese, E. *Within the Plantation Household*. Chapel Hill: University of North Carolina, 1988; Lerner, G. *Black Women in White America*. NY: Vintage, 1973.
- 121 A significant number of them have been sexually touched or exploited at young ages: Wyatt et al.
- 121 bell hooks warns that white feminists have ignored the impact of abuse: hooks.
- 121 "reticent about discussing sex and birth control with their children": Anderson, p. 135.
- 121 not hemmed in by prudery and constriction: Rainwater, L. *And the Poor Get Children*. Chicago: Quadrangle Books, 1960.
- 122 Luce Irigaray, wrote about a powerful form of women's sexuality that celebrates its womanliness: Irigaray.
- 122 into a positive view of herself?: hooks, cited in Tolman.

Chapter 13: Unwelcome Intrusions: Sexual Coercion in the Lives of Girls

- 124 Research documents boys taking over use of hands-on science equipment in coed classes: Jovanovic, J., and Steinbach, S. Boys and Girls in the Performance-Based Science Classroom: Who's Doing the Performing? *American Educational Research Journal* (1998) 35, 477–96.
- 124 It records mothers of preschoolers making their little girls: Ross, H., Tesla, C., Kenyon, B., and Lollis, S. Maternal intervention in peer conflict: The Socialization of principles of justice. *Developmental Psychology* (1990) 26, 994–1003.
- 126 to master what happened to them by modeling themselves after the aggressor: Freud.

Chapter 14: Raising Sexual Girls: A Few Words to Parents

- 134 *What Every Girl Should Know*: This information about Margaret Sanger's series of articles came from a *New York Times* article, "When nice girls didn't," November, 16, 1999, Health & Fitness section.

Part II: Aggression, Destruction, and Being Mean

Chapter 15: Aggression in Girls

- 141 an interview . . . on 20/20, a newsmagazine television show: Barbara Walters interviews Naomi Campbell, 20/20, aired June 17, 2000.

- 142 *punish girls . . . for aggression and decreasingly punish boys*: Mills, R. S., and Rubin, K. H. A longitudinal study of maternal beliefs about children's social behaviors. *Merrill-Palmer Quarterly* (1992) 38, 494–512.
- 144 *likely to be in a position subordinate to the person she is angry at*: Tavriss, C. *Anger: The Misunderstood Emotion*. NY: Simon and Schuster, 1982.
- 144 *"aggression can be a positive, enhancing act"*: Burbank, V. *Fighting Women: Anger and Aggression in Aboriginal Australia*. Berkeley: University of California Press, 1994.
- 145 *making a display of strength rather than hiding in supposed weakness*: Haaken, J. Battered Women's Refuge as Social Symbolic Space. Talk given at Saint Michael's College, Colchester, VT, November 12, 1999.
- 145 *are fundamentally about connection and loss of connection*: Jack, D. *Behind the Mask: Destruction and Creativity in Women's Aggression*. Cambridge, MA: Harvard U. P., 1999.
- 145 *women's aggression occurs in relationships, but she prefers to call it a form of communication*: Burbank.

Chapter 16: A Good Girl Doesn't Do That

- 147 *"tyranny of the nice and kind"*: Brown and Gilligan.
- 150 *African-American adolescents seem to succumb much less frequently to anorexia and bulimia*: For a review of this literature see Striegel-Moore, R. H., and Smolak, L. The role of race in eating disorders. In Smolak, L., Levine, M., and Striegel-Moore, R. J. (eds.), *The Developmental Psychopathology of Eating Disorders*. Mahway, NJ: Erlbaum, 1996, pp. 259–84. See also Kumanyika, S., Wilson, J. F., and Guilford-Davenport, M. Weight-related attitudes and behaviors of black women. *Journal of American Dietetic Association* (1993) 93, 416–17.
- 150 *so that they often "act nice and feel mean"*: Jack.

Zeroing In On: Tomboys

- 155 *half of all adult women remember themselves as tomboys*: Carr, C. L. (1998) Tomboy resistance and conformity: Agency in Social psychological gender theory, *Gender & Society*, 12, 528–553
- 156 *to conform to more stereotypical images of girlhood as they approached adolescence*: Carr.
- 157 *afforded some girls the opportunity to be closer to distant dads*: Ibid.
- 158 *Female executives of Fortune 500 companies*. www.womenssportsfoundation.org.

Chapter 17: Dear Diary, I Hate Her! Secret Anger in Girls

- 159 *"anger is a molten pond at the core of me, my most fiercely guarded secret"*: Lorde, A. *Sister Outsider: Essays and Speeches by Audre Lorde*, p. 145.
- 159 *girls are masters of indirection when it comes to anger*: Pearson, P. *When She Was Bad: Violent Women and the Myth of Innocence*. NY: Viking/Penguin, 1997.

- 159 *"go underground to reach others through hidden channels, while surface behaviors mask the intent"*: Jack, p. 188.
- 159 *at an early age girls more than boys learn to mask anger in their facial expressions*: Underwood, M., Coie, J., and Herbman, C. Display rules for anger and aggression in school-age children. *Child Development* (1992) 63, 366–80.
- 159 *contain themselves more in the presence of an adult*: Cole, P., Zahn-Waxler, C., and Smith, D. Expressive control during disappointment: Variations related to preschoolers' behavior problems. *Developmental Psychology* (1994) 30, 835–46.
- 160 *The reverse is true of mothers speaking to their sons*: Cross, S. E., and Madson, L. Models of the self: Self-construal and gender. *Psychological Bulletin* (1997) 122, 5–37.
- 160 *includes gossiping, excluding, and withdrawal*: Crick, N. R., and Grotpeter, J. K. Relational aggression, gender, and social-psychological adjustment. *Child Development* (1995) 66, 710–22.
- 160 *that the culture cannot accept female anger and following*: Jack.
- 160 *girls were treated badly by those around them when they were angry*: Cox, D., Stabb, S., and Bruckner, K. *Women's Anger: Clinical and Developmental Perspectives*. NY: Brunner/Mazel, 1999.
- 160 *boys more anger*: Birnbaum, D. W., and Croll, W. L. The etiology of children's stereotypes about sex differences in emotionality. *Sex Roles* (1984) 10, 677–91.
- 160 *marianisma require martyrdom and quiet suffering rather than anger*: Jack.
- 160 *seen by whites as "uppity" or dangerous when they get angry*: Cox, Stabb, and Bruckner. See also hooks; Lorde; Ward.
- 161 *demanding woman gone to extremes*: Becker, D. *Through the Looking Glass: Women and Borderline Personality Disorder*. Boulder, CO: Westview Press, 1998.
- 161 *"self-clarification to a weapon of self-destruction"*: Cox, Stabb, and Bruckner, p. 9.
- 162 *subordinate position that makes them mask their anger*: Tavriss.
- 162 *receive permission to feel, display, and act on anger than those with less authority*: Averill, J. The emotions: An integrative approach. In Hogan, R., Johnson, J., and Briggs, S. (eds.), *Handbook of Personality Psychology*. San Diego, CA: Academic Press, 1997, pp. 513–43.
- 162 *one of the major tasks of her life*: Lorde.
- 165 *rage is like a foreign language over which they have no control*: Valentis, M., and Devane, A. *Female Rage: Unlocking Its Secrets, Claiming Its Power*. NY: Carol Southern Books, 1994.
- 165 *threatens annihilation*: Lorde, p. 130.

Chapter 18: The Aggressive Acts of Good Girls

- 167 *calls this "unfamiliar territory"*: Jack.

Zeroing In On: Pranks, Mischief, and Little Meannesses

- 175 *working-class girls' anger is a form of resistance*: L. M., Brown *Raising Their Voices: The Politics of Girl's Anger*, Cambridge, MA: Harvard (1999).
- 177 *boys like to play in groups and girls like to play one-on-one*: Many researchers have pointed out the phenomenon of boys playing in groups and girls playing one-on-one, from more mainstream perspectives to more feminist perspectives. See Beutel and Marini. Although, see M. H. Goodwin's 1994 study, Social differentiation and alliance formation in an African-American children's peer group. In Stevenson, M. (ed.), *Gender roles through the lifespan*. Muncie, IN: Ball State University Press, showing African-American girls forming larger coalitions. See also Lever, J. Sex differences in the games children play. *Social Problems*, 23, 478-87, and Thorne.
- 177 *courage as a virtue we should promote in boys*: Courage has been considered a manly ideal for centuries. In the early 1900s, at the beginning of the Boy Scouts, it was promoted as a virtue. See Hantover, J. P., 1989. The boy scouts and the validation of masculinity. In Kimmel, M. S., and Messner, M. A. (eds.), *Men's Lives*, NY: Macmillan, 1976, pp. 158-66. Robert Bly complained that after the women's movement, men became afraid to develop courage. Bly, R. *Iron John*. NY: Addison-Wesley, 1990. Recent boys' authors like Pollack and Gabarino, J. *Lost Boys*, NY: Free Press, 1999, don't always include "courage" as a value we need to help boys develop.

Chapter 19: Feeling the Power

- 178 *I've been striving for it all my life: Madonna Live*, BBC 2, 1991, as cited in Lees, S. *Ruling Passions: Sex, Violence, Reputation, and the Law*. Buckingham, England: Open University Press, 1997.
- 178 *our victimization rather than on our strengths*: I have written about this in Lamb, S. *The Trouble with Blame: Victims, Perpetrators, and Responsibility*. Cambridge, MA: Harvard University Press, 1996, as well as in Lamb, S. Constructing the victim: Popular images and lasting labels. In Lamb, S. (ed.), *New Versions of Victims: Feminists Struggle with the Concept*. NY: New York University Press, 1999. See also Haaken, J. *Pillar of Salt: Gender, Memory, and the Perils of Looking Back*. New Brunswick, NJ: Rutgers University Press, 1998, and Wolf, N. *Fire with Fire*. NY: Random House, 1993.
- 179 *love to prove "Girls Rule"*: Dahl, R. *Matilda*. NY: Puffin Books, 1988.
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Chapter 20: Getting Physical: Girl Athletes

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