PSY 481/581
Fall 2008

Psychology of Women & Gender
Tuesday 4-6:20pm
Harris Hall 303

Instructor: Dr. Wendy Williams **Email:** williamw@marshall.edu
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Office Hours: Tuesday and Thursdays 9:15-10:45am, 12:15-1:45pm, or by appointment

Course Description: This course explores contemporary theories, findings, and social issues regarding the psychology of women and gender. Emphasis is placed on understanding how gender role socialization influences women's beliefs and behaviors across the lifespan including issues of work and motherhood, mental and physical health, and violence against women. The course is guided by a feminist analysis that recognizes the intersection of gender, ethnicity, social class, and sexual orientation. A major goal of the class is that students think critically about issues surrounding gender at the individual and societal levels (including media representations of women and public policy). Learning will take place using readings, lecture, discussion, media analysis, guest speakers, and service learning community placements.

Required Text: There is no required text for this course; however, you will be required to read ten articles. All readings are posted on the course website and due dates are listed on this syllabus.

Recommended Text: There is one recommended textbook for this course. The lectures will be based on this book. It will be helpful to read the text to understand the material better, but it will not be required. A copy of the book will also be on reserve in the library.

Crawford, M. & Unger, R. (2004). *Women and Gender: A Feminist Psychology* (4th ed.). New York: McGraw Hill.

Computer Requirements: In order to do well in this course, you need to regularly check your email and the course website on WebCT-VISTA. If you do not have your own computer, you will need to plan in advance to have access to one (through student computer labs if necessary) in order to access readings, engage in activities, and check your grades. If I need to clarify assignments or readings, I will email the class and post it on the site, so it is to your benefit to check the site regularly (once or twice a week).

Social Justice: This course is committed to social justice in all of its forms. No one will be discriminated against on the bases of race, gender, ethnicity, age, sexual orientation, social class, abilities, or differing viewpoints. Each student will be viewed as a valuable part of this class. I will work with students who have special needs, so please come see me if you need accommodations.

Contacting me: The best ways to reach me are to email me (williamw@marshall.edu) or to come to my office hours. I often cannot get to the phone even during office hours, so calling me is not a good way to reach me. Please use email and my office hours, but I am also available to make individual appointments.

Objectives/Outcomes: The following outcomes are expected of students enrolled in this course:

1) Formulate questions that critically examine gender and gender roles.
2) Detect situational constraints on women's (and your own) behavior.
3) Demonstrate increased social sensitivity by reflecting on how civic engagement, along with psychological research and theory, can foster social change on behalf of women and girls.
4) Encourage students to become proficient presenting their ideas in writing and to improve their ability to write effectively.

Evaluation: All objectives will be evaluated through a combination of class activities, writing assignments, presentations and exams.

***Assignments*:**

Class activities (20% of your grade): Over the semester, 10 activities will count as part of your grade (Each are 2% of your final grade). These activities will not be announced in advance and could range from an in-class individual response paper to participation in a group discussion or activity. Any activity that requires you to write something will need to be kept in a 1" 3-ring binder and turned in to the instructor at the end of the semester.

Exams (30%): This class will have two exams (a midterm and a final). Both exams are a combination of multiple choice and short answer (Each is 15% of your final grade).

Final Project/Presentation (15% of your grade): You will complete a final project for this course and present your project to the class. There will be three stages to creating your final project. You will need to turn in a draft idea, a revision of your idea, and to present your final project to the class. Due dates for each piece are listed on the course schedule.

Service Learning Hours (15% of your grade): You must complete 15 service hours at an approved service learning site. The 15 hours are **NOT** optional. If you do not complete all 15 hours, you will fail the course; however, you will earn 15% of your grade for completing your hours. Points are contingent on completing the hours by certain benchmark dates. Due date for your hours are listed on the course schedule.

Service Learning Papers (15% of your grade): You will turn in a series of three papers related to your placement (each is worth 5% of your grade). You will keep these papers in a 1" 3-ring binder and turn it in to the instructor at the end of the semester.

Completed Binder (5% of your grade): You will turn in a completed 1" binder that includes your three papers, all class activities, and your SL timesheet.

Some comments on the service learning component:

Because students in this course are required to complete 15 hours in an approved service learning site, I have adjusted the work requirement in this course so that students are given "class time" for their civic engagement. Twice over the course of the semester, the second half of class will be cancelled as a way to "give back" 3 of the 15 service learning hours. Similarly, students are given credit for orientations, travel time, etc. In terms of course work, I have reduced the reading load by eliminating the textbook I traditionally use by making those chapters optional and I have eliminated several smaller papers. Finally, I have given you 15% of your grade for doing your hours. The goal of community service learning is to enhance your learning through reflection on the connections between information covered in class and your actual experiences in the community. It is my hope that your experiences will highlight the relevance of your academic studies to practical issues encountered when working directly with community agencies.

***Grading is split (50/50) between in-class information and service learning experiences. It will be difficult for you to pass the course without coming to class and fulfilling your SL hours. You will need to understand class material and integrate your service learning in your assignments to do well in this class.

Grading: Scores will be calculated based on the follow distribution:
A=100%-90% B=89%-80% C=79%-70% D=69%-60% F=59%-0%
You may check on WebCT-VISTA under "My grades" for your current grade.

Missed activities, late papers/projects and make-up exams: Missed in-class activities can only be made up under exceptional circumstances with an university verifiable excuse. Similarly, late assignments will only

be allowed under exceptional circumstances with an university verifiable excuse. If you are unable to meet any deadline, contact me immediately and provide the verifiable written excuse. You must contact me with 24 hours of the due date in order to receive an extension or schedule a make-up. If you miss an activity that is not graded, it is your responsibility to contact another student in the class to learn what was missed. Keep in mind that anything done in class is potential material for an assignment.

University Policy regarding Absences

Students should assume that, unless otherwise notified, class will meet at its regularly scheduled time unless the university it cancelled. If class is being held, I will expect all assignments due to be handed in on the day they are due. Exceptions will be made only in the case of a **University Excused Absence**. The definition of these absences is as follows:

Excused absences fall into three categories: (1) university sponsored activities; (2) absences as a result of illness or death in the family; (3) absences resulting from major Religious holidays.

University-Sponsored Activities:

1. Academic activities including, but not limited to, performing arts, debate and individual events, honors classes, ROTC, and departmental functions. These absences are to be excused by the academic dean within whose unit the activity is sponsored. The academic dean must pre-approve any notice that is sent to faculty regarding absences of this type.
2. Athletics. These absences are to be excused by the Dean of Enrollment Management, who must pre-approve any notice sent to faculty.
3. Other university activities, including student government and student organizations.

These activities are to be approved by the Dean of Student Affairs and excused by the Office of Academic Affairs prior to any notice being sent to faculty.

Absences As a Result of Illness or Death in the Family

1. Illness: The student who seeks an excused absence for an illness must submit written confirmation of treatment by the attending physician or other health professional which includes: a description of the illness/accident; date of onset; and prognosis/ability to return to class. (A sentence on a prescription pad will not be sufficient for documentation.) This documentation should be presented on the day the student returns to class to the Assistant/ Associate Dean of the student's college for verification and notification of faculty. Notification will normally be in the form of a memo to all concerned faculty excusing the student for a specified date or dates.
2. Death in the Immediate Family: "Immediate Family" is defined as spouse, child, parent, legal guardian, sibling, and grandparent. Exceptions to this list can be made at the discretion of the dean of the student's college. The student who seeks an excused absence for this purpose must submit one of the following to verify the relationship to the deceased: an obituary with the student named as a relative; a funeral program with the student named as a relative; a verification of the death and the relationship by a clergy person or funeral home personnel (must be on letterhead stationery). The documentation should be submitted to the Assistant/Associate Dean of the student's college on the day the student returns to class. The Assistant/ Associate Dean will then send a memo to all concerned faculty excusing the student for a specified date or dates.

Absences As a Result of Religious Holidays

Absences resulting from major religious holidays will be excused when the student presents the request in advance of the absence to the Dean of Student Affairs. The dean will indicate his/her approval on the request and send it to the Office of Academic Affairs for final approval prior to any notice to faculty. It is the student's responsibility to present to all of his/her faculty the approved notice of an absence that would be excused under the terms of this policy.

Emergency Closing and Delay Policy: In case of severe weather or other emergency, please check with local television and radio stations in Huntington. You may also call Public Safety at 696-4357 or the University response number at 696-3170. Specifics of the closing and delay policy can be found in the Undergraduate Catalog.

Plagiarism Policy/Academic Honesty: Cheating (on an exam or on a paper) will result in an automatic failing grade for the assignment and may result in a failing grade for the course. I will report any and all cheating or academic dishonesty to Academic Affairs, and it will be made part of your University record.

In this course, students will submit papers to me in the usual way in class and also to Turnitin.com. This is a plagiarism-prevention service which is designed to protect everyone's original work. Students agree that by taking this course their required assignments must also be submitted to Turnitin.com for review. Plagiarism will not be tolerated under any circumstances. Guidelines for paraphrasing and quoting in papers will be outlined in class; however, it is your responsibility to make sure you understand how to cite correctly in APA style. In order to turn in your paper, go to www.turnitin.com

1) click on "create a user profile"
2) select "student user"
3) enter the class ID (2336151) and enrollment password (psywomen)
4) enter your email address
5) enter a password
6) enter your personal information
7) agree to the terms of the site

Once you have set up your profile, you will see that it is very easy to submit an assignment. Papers will not be graded until they are submitted to Turnitin.com. Any paper not turned in to Turnitin.com by the deadline set for the hard copy will receive a zero. If you have questions about turnitin.com or would like to see the report I receive for your paper, please let me know.

Getting the most out of this course:

1. Keep up with the course readings and attend class. I will not cover all of the material in my lectures or in our class discussions, however all readings are potential material for class activity points and exams. It will aid in your understanding of the material to do the reading when it is assigned. Attendance in class is strongly recommended. In the same way that you will need to do the readings in order to do well in this course, it will be difficult to excel in this course without attending class.
2. Think about how the course material relates to your own experiences. Try to draw connections between personal experience, theory, research and your civic engagement. Many activities and assignments in this course will ask you to apply your knowledge. This will be much easier if you are already engaged in thinking about the topics in this way.
3. Speak-up and share your ideas. Everyone's perspective is important. I'd like to hear from each of you in class. On several occasion we will break into smaller groups for activities or discussion. Your participation in discussions will contribute to all of our learning. The more you engage in the discussion, the more you will learn about yourself, your colleagues, and the material.
4. Bring outside materials related to social psychology to class. Feel free to bring newspaper articles, advertisements, or anecdotes to class. Psychology of Women is everywhere!

COURSE SCHEDULE

Week 1. 8/26	**INTRODUCTION & FEMINISM**
Week 2. 9/2	**SERVICE LEARNING & IMAGES OF WOMEN & MEN** *****Read article #1
Week 3 9/9	**BIOLOGICAL BASES OF SEX** *****Read article #2
Week 4. 9/16	**CHILDREN** ***** Read article #3
Week 5. 9/23	**YOUNG WOMEN** ***** Read article #4
Week 6. 9/30	**YOUNG WOMEN & REVIEW** ***** Service Learning Check-in—SL Paper #1 &SL time sheet due
Week 7. 10/7	**MIDTERM & SL DAY**
Week 8. 10/14	**VIOLENCE** ***** Read article #5
Week 9. 10/21	**PHYSICAL HEALTH** ***** Read article #6 ***** Service Learning Check-in—SL Paper #2 & SL time sheet due
Week 10. 10/28	**MENTAL HEALTH** ***** Read article #7 *****Draft of SL presentation idea due
Week 11. 11/4	**RELATIONSHIPS, MOTHERHOOD, COMBINING WORK & FAMILY** ***** Read article #8
Week 12. 11/11	**WORK & LEADERSHIP** ***** Read article #9 *****Revision of SL presentation idea due
Week 13. 11/18	**PUBLIC POLICY, COLLECTIVE ACTION, & REVIEW** ***** Read article #10 ***** Service Learning Check-in—SL Paper #3 & SL time sheet due
Week 14. 11/25	**NO CLASS—FALL BREAK**
Week 15. 12/2	**FINAL EXAM & SL DAY** ***** Service Learning time sheet & binder due
Weeks 16 & 17. 12/9 & 12/16	**FINAL PRESENTATIONS**

READING LIST

Reading #1

Clinchy, B.M. (2000). On critical thinking and connected knowing. In B.J., & K. Heffernan (Eds.), *The practice of change: Concepts and models for service learning in Women's Studies* (pp.9-18). Washington, D.C.: American Association for Higher Education.

Reading #2

Barnett, R. & Rivers, C. (2006, May/June). The Mars and Venus myth. *Psychotherapy Networker*.

Reading #3

Bem, S.L. (2002). Feminist child-rearing. In E.L. Paul (Ed.), *Taking sides: Clashing views on controversial issues in sex and gender* (pp. 308-315). Guilford, CT: McGraw Hill/Dushkin.

Reading #4

Pipher, M. (1994). *Reviving Ophelia: Saving the selves of adolescent girls*. (pp. 17-28) Ballatine Books: New York.

Reading #5

"Read My Face" UTNE Reader, September, 1997.

Reading #6

Patchias, E.M. & Waxman, J. (2007, April). *Women and health coverage: The affordability gap*. [Online] Available: http://www.nwlc.org/pdf/NWLCCommonwealthHealthInsuranceIssueBrief2007.pdf

Reading #7

Christler, J.C (2004). PMS as a culture bound syndrome. In J.C. Chrisler, C. Golden, & P.D. Rosee (Eds.), *Lectures on the psychology of women* (pp. 111-127). Boston: McGraw Hill.

Reading #8

Hall, D.M. (2008). Feminist perspectives on the personal and political aspects of mothering. In J.C. Chrisler, C. Golden, & P.D. Rosee (Eds.), *Lectures on the psychology of women* (pp. 58-79). Boston: McGraw Hill.

Reading #9

Crosby, F.J., Iyer, A., Clayton, S., & Downing, R.A. (2003). Affirmative action: Psychological data and the policy debates. *American Psychologist, 58*, 93-115.

Reading #10

Cogan, J.C., & Preston, C. (2002). Women, federal policy, and social change: Bringing a feminist presence to Capitol Hill. In L.H. Collins, M.R. Dunlap, & J.C. Chrisler (Eds.), *Charting a new course for feminist psychology* (pp. 348-366). Westport, CT: Praeger.

******All readings are available on the WebCT course website******