

## PS 345

### *Psychology of Women*

Spring, 2007

Instructor: Stacey B. Zaremba

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Office: Room 229 Hurd Academic Complex

Class time: Monday & Wednesday 5b (12:50 – 2:00)

Class room: TBA

Office Hours: Monday 10:00 – 11:30  
Wednesday 10:00 – 11:30  
Thursday 11:00 – 12:00  
Tuesday & Friday by appointment only.

If none of these times are convenient for you, other times may be arranged. Please feel free to call me to set up an appointment.

#### **Course Description**

This course has as its central focus an examination of the research on gender differences and female gender development from a variety of perspectives. Special emphasis will be placed on critical analysis of the assumptions about human nature and science that are embedded in our approaches to these issues. The approach will be interdisciplinary, with attention to biological, cognitive, behavioral, and social factors, which influence the emergence of an individual's gender. Topics include gender role development, achievement and motivation, women and their work, women of color, health issues, sexuality, adjustment, and victimization.

#### **Course Requirements**

##### Discussion Leader

Students will lead a class discussion (in small groups) on a pre-selected topic. You should present your topic in a way that is interactive with the class as

a whole. The discussion leader dates and topics are detailed below. Each discussion leader will be responsible for preparing a fact sheet (with a reference list) to be distributed on the day of your discussion and a on your topic. The fact sheet should contain all of the essential information about your topic.

Since you are presenting in a group-- it is important to be well coordinated and non-overlapping. Your topic should be well defined and you should read beyond the text material as you prepare for your role as discussion leader.

Each group member will receive an individual grade for their portion of the presentation, as well as written feedback from your classmates. Your grade will also reflect the quality of your fact sheet.

### Response Journal

Each student will keep a response journal during the semester. The journal should contain your responses to the weekly reading assignments as well as your thoughts and feelings about our class discussions and other aspects of the course. Your journals will be collected several times during the semester (Note: Collection dates below).

You should write three journal entries a week- two entries based upon the readings and one open entry. Date all of your entries!

When discussing the readings, consider the following: do you agree/disagree with the author's view and why, are you surprised and why, does the material contradict other material you have read, are you delighted or disgusted by what you've read and why? (Of course, these are not the only questions you might think about!) Occasionally I will provide you with a journal question to help focus your responses to the readings in a particular way.

### Group Projects:

*Race Against Racism:* On Saturday May 12<sup>th</sup> the YWCA of Bethlehem will be holding the 1st Annual Race Against Racism. The mission of the YWCA is to empower women and eliminate racism. This group will study women and race from a variety of perspectives. Each student will select an aspect of women and racism to concentrate on. Each student will write a 5-7 page paper on their topic. The Race Against Racism group will be responsible for: selecting two readings for the class to read about women and racism, presenting your findings on women and racism to the class, and creating a list of facts and inspirational quotes to be displayed along the race route.

*Sexually Transmitted Disease Education:* Information regarding sexually transmitted diseases has been inadequate and ineffective. This group will review the literature on STD's and examine the material that is typically distributed. Each

student will select an aspect of STD's to concentrate on. Each student will write a 5-7 page paper on their topic. The group will be responsible for: selecting two readings for the class to read on *sexually transmitted disease education*, presenting your findings to the class, and creating an alternative and effective method to convey the information.

### Class Participation

Your attentive presence and prepared participation in the classroom are important both for a successful course and for your successful completion of the course. It is assumed and expected that you will attend class, complete the readings in advance of class, and come prepared to participate actively and thoughtfully in class. You will receive a class participation grade for each and every class session (excluding the session you lead). Students will help to determine their class participation grade by completing a class assessment form each session.

### Evaluation

Your grade will be based on the following items;

Discussion Leader	10%
Fact Sheet	5%
Response Journal	40%
Group Project	25%
Class Participation	<u>15%</u>
	100%

### Policy on plagiarism:

Evidence of plagiarism will be dealt with in accordance with the College policy on academic honesty.

### Required Reading:

**(C & U)** Crawford, Mary, & Unger, Rhoda, (2004). Women and gender: A feminist psychology, 4th edition, McGraw Hill.

**(C,G,& R)** Chrisler, Joan, C, Golden, Carla, & Rozee, Patricia, D. (2004). Lectures on the psychology of women, 3<sup>rd</sup> edition. McGraw Hill, New York.

**(RR)** Additional Readings will be distributed in class or placed on reserve in Reeves Library.

## **Psychology of Women** **Course Outline**

### **Week 1 (1/15 & 1/17)**

*Organizational Meeting* 1/15

*Value Clarification Exercise and Introduction to Psychology of Women* 1/17

### **Week 2 (1/22 & 1/24)**

*What is Feminism? The Meaning of Differences, Sexist Bias in Research and Feminist Research Methods*

(C & U) Chapter 1 & 4

(C, G, & R) Readings 1,2,13,14,15, &16

Response Journal Due 1/24

### **Week 3 (1/29 & 1/31)**

*Group Projects: Getting Started*

Sharon Brown – Race Against Racism 1/29

Anne Dutlinger – Sexually Transmitted Diseases 1/31

Note: Open Meeting of Female Students February 1st @ 1:00 pm

**Week 4 (2/5 & 2/7)**

*Biology, Sex, and Gender*

(C & U) Chapter 5  
(C, G, & R) Reading 7

**Week 4 (continued)**

*Group Projects: Action Plan and Contracts Due (2/7)*

**Week 5 (2/12 & 2/14)**

*Images of Women and Men: Media, Stereotypes, and Language*

(C & U) Chapter 2

Becoming Gendered: Childhood

(C & U) Chapter 6

Discussion Topic: Society and Gender Typing (2/14)

Response Journal Due 2/14

**Week 6 (2/19 & 2/21)**

Becoming a Woman: Puberty and Adolescence

(C & U) Chapter 7

Discussion Topic: Menstruation (2/19)

Discussion Topic: Peers, School, and Social Power

**Week 7 (2/26 & 2/28)**

Discussion Topic: Homeless Women (2/26)

Film: It Was a Wonderful Life

(C, G, & R) Reading 3

**Week 7 (continued)**

(RR) Anderson, D.G. & Rayens, M.K. (2004). Factors Influencing Homelessness in Women. *Public Health Nursing*.

Baker, S.G. (1994). Gender, Ethnicity, and Homelessness, *American Behavioral Scientist*,476-504.

Response Journal Due 2/28

**Week 8 (3/5 & 3/7)**

Spring Break- No Classes

**Week 9 (3/12 & 3/14)**

Sex, Love, and Romance

(C & U) Chapter 8

Discussion Topic: Experiencing Sexuality (3/12)

Discussion Topic: Lesbianism (3/14)

**Week 10 (3/19 & 3/21)**

*Women and Health Issues: Physical and Mental*

(C & U) Chapter 14  
(C, G, & R) Reading 6, 22, 23, & 24

Discussion Topic: Women's Physical Health Issues (3/19)

**Week 10 (continued)**

NOTE: Take Back the Night March and Rally (3/20 @ 11:30)

*March and Rally Analysis & Group Project Updates (3/21)*

Readings Due for Group Projects

**Week 11 (3/26 & 3/28)**

*Women and Health Issues: Physical and Mental*

(C & U) Chapter 14  
(C, G, & R) Reading 6, 22, 23, & 24

Discussion Topic: Women's Physical Issues (3/26)

Discussion Topic: Women's Mental Issues (3/28)

Response Journal Due 3/38

**Week 12 (4/2 & 4/4)**

*Race Against Racism (4/2)*

*Sexually Transmitted Disease Education (4/4)*

Papers due  
Readings to be distributed by the groups.

**Week 13 (4/9 & 4/11)**

*Women as Victims and Survivors*

(U & C) Chapter 13  
(C,G,&R) Readings 18,19,20, & 21

**Week 13 (continued)**

Break – No classes until 6pm (4/9)

Discussion Topic: Domestic Violence (4/11)

**\*Week 13.5 (4/14 & 4/15)**

*The Yellow Dress – Must attend one performance.*  
*Arena Theatre (4/14: 7:30 – 4/15: 2:00)*

**Week 14 (4/16 & 4/18)**

*The Yellow Dress –Thoughts and Analysis (4/16)*  
Guest: Heidi Markow – Beginning Over Foundation

Women as Victims Film (4/18)

Final Response Journal Due 4/18

**Week 15 (4/23 & 4/25)**

*Community Journal Discussion (4/23)*

*An Attempt at Closure and Evaluations (4/25)*

(C & U) Chapter 15



