

**PS 345**

*Psychology of Women*

**Spring, 2011**

Instructor: Stacey B. Zaremba

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Office: Room 229 Hurd Academic Complex

Class time: M & W 8:55 – 10:05  
Class room: TBA

Office Hours: Monday 1:00 – 2:00  
Tuesday 10:00 – 11:00  
Wednesday 1:00 – 2:00  
Thursday 10:00 – 11:00  
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.

# Psychology of Women

## Course Goals

1. To gain knowledge of the Psychology of Women, the history of this field, and its contemporary state.
2. To understand the research processes and findings in this area.
3. To learn about the psychological experiences of women of diverse backgrounds.
4. To understand the feminist critiques of science in general, and psychology in particular.

## Course Requirements

### 1. Discussion Leaders:

Students will lead a class discussion (with another student or in a small group) 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 listed below on the syllabus. Each discussion leader will be responsible for preparing a fact sheet on their portion of the topic (with a reference list) to be distributed on the day of the discussion. The fact sheet should contain all of the essential information about your topic.

Since you are presenting with others-- it is important to be well coordinated and non-overlapping. Your topic should be well defined and you should read beyond the assigned readings 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.

### 2. 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. There are three journal entries required each week. Two of your entries must be based upon the required readings (R) and the other entry should be an open entry (O). An open entry can include anything related to the topic of the Psychology of Women—reactions to the class discussions, thoughts about a current event, a personal experience, etc. A *Psychology of Women Journal Assignment* sheet will be distributed on the first day of class that will describe the assignment in greater detail. Your journals must be brought to each class session. Journals will be collected on a random basis throughout the semester. Make sure to date and label each and every journal entry.

### 3. 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. Students will help to determine their class participation grade by completing a class participation assessment form at the end of each class session.

### 4. ACTivism Project:

Rationale. One of the values of feminism is social activism. Feminists value the empowerment of women by both individual and collective actions. (Recall the common feminist themes described in the Introduction to Chrisler, Golden, and Rozee's Lecture's on the Psychology of Women). Feminist ethics, like any ethical theory, "ought to move people from 'thinking the good' to 'doing the good' to enhance the human condition and create a more just and caring world" (Brabeck, 2002). Promoting volunteerism, community service learning, and ACTivism should be part of any liberal arts education.

1. Choose an issue related to the Psychology of Women that you feel strongly about and would like to study this semester. Inform me of your topic by February 2<sup>nd</sup>.
2. Read about the issue and identify previous activists.
3. Plan an "action".
4. In a 3-5 page paper summarize the issue and describe previous approaches that have been used to deal with the issue and include an ACTION plan. Plans need to include: time, place, people, the "act" and any possible problems. Due date February 22<sup>st</sup>.
5. Complete the "ACT" by April 11<sup>th</sup> at the latest.
6. Present your "ACTivism" experience to the class on one of the following two dates (4/13, 4/18, or 4/20). Design and create a resource page on your topic to give to other students on the day of your presentation. This page can include suggested books, films, web pages, articles, community organizations.
7. You must also submit a reaction paper - including your reaction and the reaction of others to your "ACT" on April 13<sup>th</sup>.

Possible projects to work on:

Take Back the Night March and Rally  
YWCA Race Against Racism

## Evaluation

Your grade will be based on the following items;

Discussion Leader	20%
ACTivism Project	30%
Response Journal	30%
Class Participation	<u>20%</u>
	100%

### **Policy on plagiarism:**

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

### **A Request Regarding General Classroom Etiquette:**

Now that we are in the age of cell phones, pagers, and laptops, I have found that the use of these pieces of technology can be both positive and negative. They certainly make life easier, but they are not necessarily helpful in the classroom. I would ask that all cell phones and pagers be turned off or placed in a silent mode prior to the start of class.

Having cell phones and pagers go off during class is disruptive both to me and my train of thought (which can be easily derailed at times!) as well as to your fellow students. If there is an emergency situation where you need to be reachable during class, place your cell phones or pagers in vibrate mode. If they go off, please leave the class to take the call. Please only respond to cell phones or pagers if there is a true emergency. If you use laptops for note-taking, this is fine as long as that is truly what you are doing with your laptop. Please do not check email, check facebook, write letters, or surf the web—just so you know, it is quite easy to tell when students are using laptops for purposes other than note-taking.

### **Required Course Reading:**

(C,G,& R) Chrisler, Joan, C, Golden, Carla, & Rozee, Patricia, D. (2010). Lectures on the psychology of women, 5th edition. McGraw Hill, New York.

(MWM) Matlin, Margaret,W. (2008). The Psychology of Women. 6<sup>th</sup> Edition. Thomson/Wadsworth.

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

## Psychology of Women Course Outline

### **Week 1 (1/17 & 1/19)**

*Organizational Meeting & Syllabus Review (1/17)*

*Value Clarification Exercise and Introduction to Psychology of Women (1/19)*

(MWM) Chapter 1

### **Week 2 (1/24 & 1/26)**

*Feminism, Privilege, and Oppression (1/24)*

(MWM) Chapter 1  
(C, G, & R) Readings Preface, Introduction, and 1 & 2

*White Privilege Film (1/26)*

(RR) MacIntosh P. White Privilege: Unpacking the invisible backpack.

### **Week 3 (1/31 & 2/2)**

*Diversity of Women - Inequalities (1/31)*

(C, G, & R) Readings 3, 13, & 17, 18

*A Case in Action: A Feminist Approach to Agoraphobia (2/2)*

(MWM) Chapter 12 (pages 406 – 417)  
(C, G, & R) Reading 24

**Last day to inform me of your ACTivism Topic (2/2)**

### **Week 4 (2/7 & 2/9)**

*Representations of Women (2/7)*

(Small group analysis: History, Religion, Language, and Media)

(MWM) Chapter 2 (pages 35 – 48)  
(C, G, & R) Reading 8

**Week 4 (2/7 & 2/9) continued**

*The Biology of Sex (2/9)*

(MWM) Chapter 3  
(C, G, & R) Reading 9

**Week 5 (2/14 & 2/16)**

*Gender Development and Gender Typing (2/14)*

Student Discussion Leaders

(MWM) Chapter 3  
(C, G, & R) Reading 6

*Puberty and Menstruation (2/16)*

Student Discussion Leaders

(MWM) Chapter 4 (pages 113 – 122)  
(C, G, & R) Reading 10

(RR) Houppert, K. The Curse – The Adolescent (Part II)

**Week 6 (2/21 & 2/23)**

*Women and Work (2/21)*

Student Discussion Leaders

(MWM) Chapter 7  
(RR) Sidel. R. The real world of women's work.

**ACTivism Project Plan Due (2/21)**

*Love Relationships: Dating, Living Together, Single or Marriage (2/23)*

Student Discussion Leaders

(MWM) Chapter 8  
(RR) Rivers. C. Can a women be liberated and married?

**Week 7 (2/28 & 3/2)**

*Women's Sexual Response & Sexual Attitudes (2/28)*

Student Discussion Leaders

(MWM) Chapter 9  
(C, G, & R) Reading 14

*Lesbians and Sexuality (3/2)*

Student Discussion Leaders

(MWM) Chapter 9 (and Lesbian section of Chapter 8)  
(C, G, & R) Reading 15

**Week 8 (3/7 & 3/9)**

**Recess – No classes - Enjoy**

**Week 9 (3/14 & 3/16)**

*Violence Against Women: The Abuse of Women (3/14)*

Heidi Markov – Beginning Over Foundation

(MWM) Chapter 13  
(C, G, & R) Reading 21& 22

*Violence Against Women: Sexual Assault and Rape (3/16)*

Student Discussion Leaders

(MWM) Chapter 13  
(C, G, & R) Reading 20

**Week 10 (3/21 & 3/23)**

*Violence Against Women Across the Globe Video (3/21)*

*Pregnancy and Childbirth (3/23)*

Student Discussion Leaders

(MWM) Chapter 10  
(C, G, & R) Reading 11

**Week 11 (3/28 & 3/30)**

*Motherhood (3/28)*

A Panel Discussion

(MWM) Chapter 10  
(C, G, & R) Reading 5

Snow Day Wiggle Room (3/30)

**Week 12 (4/4 & 4/6)**

Women and Older Adulthood (4/4)

Student Discussion Leaders

(MWM) Chapter 14  
(C, G, & R) Reading 23

**Saturday April 9<sup>th</sup> YWCA Race Against Racism**

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

*Last day to finalize ACTivism Work (4/11)*

*ACTivism Presentations begin (4/13)*

**ACTivism Response Papers Due (4/13)**

**Week 14 (4/18 & 4/20)**

*ACTivism Presentations (4/18 & 4/20)*

**Week 15 (4/25 & 4/27)**

*Community Journal Discussion (4/25)*

*An Attempt at Closure and Evaluations (4/27)*



