

PS 345

Psychology of Women

Fall, 2012

Instructor: Stacey B. Zaremba

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Office: Room 229 Hurd Academic Complex

Class time: T & TH 2:35 – 3:45

Office Hours: Monday 1:00 – 2:00
Tuesday 1:00 – 2:30
Thursday 1:00 – 2:30
Wed/Fri by appointment

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 on pre-selected topics (see syllabus below). You must present your topic in a way that is interactive with the class as a whole. The discussion leader dates are listed on the detailed outline below. (See the *Format and Tips for Leading a Discussion* document in your class folder for additional details regarding this assignment).

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 discussion questions.

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 generally 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.

Individual:

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 September 25th.
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 October 11th.
5. Complete the "ACT" by November 22 at the latest.
6. Present your "ACTivism" experience to the class on one of the following two dates (11/26 & 11/28). 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 November 28th.

Class:

The class will engage in a group ACTivism project as we educate the campus community about the issues that are critically important to women in this election year.

Evaluation

Your grade will be based on the following items;

Discussion Leader	20%
ACTivism Projects	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.

Disability Statements:

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

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:

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

(RR) Reserved readings will be distributed in class or placed on reserve in the library.

Psychology of Women Course Outline

Week I (8/28 & 8/30)

Organizational Meeting & Syllabus Review (8/28)

*Value Clarification Exercise and Introduction to
Psychology of Women (8/30)*

(MWM) Chapter 1

Week 2 (9/4 & 9/6)

Feminism, Privilege, and Oppression (9/4)

(MWM) Chapter 1

(RR) MacIntosh Peggy. White Privilege: Unpacking the
invisible backpack.
MacIntosh Peggy. White Privilege: An account to
spend.

Video: *White Privilege Film: The Way Home*

Diversity of Women - Inequalities (9/6)

Latina, Black, and Asian Women : Special Issues

(MWM) Chapter 1

Week 3 (9/11 & 9/13)

A Case in Action: A Feminist Approach to Agoraphobia (9/11)

(MWM) Chapter 12 (pages 406 – 417)

(RR) McHugh, Maureen. A feminist approach to agoraphobia.
Challenging traditional views of women at home.

Activism: What is it and how to get started? (9/13)

(RR) Baumgardner, Jennifer & Richards, Amy. *Grassroots: A Field Guide
for Feminist Activism.*

Week 4 (9/18 & 9/20)

Representations of Women in History (9/18)

Iron Jawed Angels (HBO film) – Prosser 7pm

(Defiant young activists take the women's suffrage movement by storm, putting their lives at risk to help American women win the right to vote.)

(MWM) Chapter 2 pgs. 36 – 48

Class ACTivism Project: Why Women Need to Vote: What is on the line for women? (9/20)

(RR) AAUW Report: Top ten Historic Advances for Women's Lives now at risk.

Baker, Beth. Fighting the war on Women.

Week 5 (9/25 & 9/27)

Stereotyped Representations of Women and their Effects (9/25)

(MWM) Chapter 2 pgs. 48 - 72

Miss Representation – Women and Media Representations (9/27)

***** Last day to submit your ACTivism Topic (9/25) *****

Week 6 (10/2 & 10/4)

Individual ACTivism Meetings (10/2)

Women and Voting – Class Project. (10/4)

Week 7 (10/9 & 10/11)

The Biology of Sex (10/9)

(MWM) Chapter 3

Variations on the Binary System of Sex (10/11)

(MWM) Chapter 3

(RR) Preves, Sharon. Medical Sex Assignment & Stigma, Secrecy and Shame.

***** ACTivism Project Plan Due (10/11) *****

Week 8 (10/16 & 10/18)

Puberty and Menstruation (10/16)

Student Discussion Leaders(10/18)

(MWM) Chapter 4 (pages 113 – 122)

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

NOW – National Love Your Body Day Celebration!!!! (10/17)

(A day when women of all sizes, colors, ages and abilities come together to celebrate self-acceptance and promote positive body image.)

Week 9 (10/23 & 10/25)

Women's Sexual Response & Sexual Attitudes – Assuming Heterosexuality (10/23)

Student Discussion Leaders

(MWM) Chapter 9

(RR) Hyde, Janet & Jaffe, Sara. Becoming a heterosexual Adult:
The experience of young women.

Lesbianism and Bisexuality (10/25)

Student Discussion Leaders

(MWM) Chapter 9 (and Lesbian section of Chapter 8)

(RR) Rust, Paula. Bisexuality: A contemporary paradox for women.

Week 10 (10/30 & 11/1)

Women and Work (10/30)

Student Discussion Leaders

(MWM) Chapter 7

(RR) Slaughter, Anne-Marie. Why women still can't have it all.

Violence Against Women: The Abuse of Women (11/1)

Student Discussion Leaders

(MWM) Chapter 13

(RR) Rozee, Patricia. Women's fear of rape.

Week 11 (11/6 & 11/8)

Vast – Sex Trafficking Presentation (11/6)

ACTivism Project time (11/8)

Week 12 (11/13 & 11/15)

Pregnancy and Childbirth (11/13)

Student Discussion Leaders

(MWM) Chapter 10

(RR) Markens, Susan. Surrogate motherhood and the politics of reproduction. Introduction: Unfamiliar Families.

Motherhood (11/15)

A Panel Discussion

(MWM) Chapter 10

Week 13 (11/20 & 11/22)

Women and Homelessness (11/20)

(RR) A Collection of Readings on Homelessness.

Thanksgiving Holiday – No class (11/22)

Week 14 (11/27 & 11/29)

ACTivism Presentations (11/27 & 11/29)

***** ACTivism Response Papers Due (11/29) *****

Week 15 (12/4 & 12/6)

Community Journal Discussion (12/4)

An Attempt at Closure and Evaluations (12/6)

