

PS 345

Psychology of Women

Spring, 2016

Instructor: Stacey B. Zaremba

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Office: Room 229 PPHAC

Class time: TH 6:30 – 9:30

Office Hours:

Monday 11:30 – 12:00

Tuesday 1:00 – 2:30

Thursday 5:30 – 6:30 and 1:30 – 2:30

Wednesday and Friday by appointment

If none of these times are convenient for you, other times may be arranged. Please feel free to call or email 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. To understand and appreciate the inequities that many women face based on life circumstances and social categories.
4. To understand the feminist critiques of science in general, and psychology in particular.
5. To increase critical thinking skills about topics related to women.

Course Requirements

1. Discussion Leaders:

Each student will lead a class discussion with a classmate or two. You **must** present your topic in a way that is interactive with the class as a whole. The discussion leader dates and topics are listed on the 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 journal during the semester. The journal will contain your responses to the weekly reading assignments, your thoughts and feelings about our class discussions, as well as other aspects of the course. There will generally be two - three journal entries required each week. See the Journal Assignment Sheet for specific journal requirements. Some of your entries are based upon the required readings while other entries will be open entries. 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 can be found in your folder and describes 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. Community Agency Visit/Paper

Community Agency Visit: Students will work in small groups of 2-3 students to participate in site visits of Community Agencies that provides some type of social services to women and or children. This shall consist of a visit/educational tour of a social service center of your choosing in the community. Students will write an individual reflection paper about their experience that includes program literature (3-5 page total). Students will present their findings on their agency at the end of the term.

Your Community Agency paper should include the following:

Context :

1. Describe the Agency Visit, the type of agency and the people the agency services.

Your personal thoughts:

2. Why did you select this experience?
3. What were your thoughts about this agency and/or the people they serve before the visit?

Integration of your observations with your readings:

4. How do your observations match up/or not match up with the readings on this specific group?
5. How do you make sense of your observations based on your readings (2-3 articles)?

Personal Reflection:

6. Reflect on how your biases/stereotypes have changed/shifted as a result of this visit.
7. What questions are you left with about the women the agency services?

5. Woman in Psychology: A Biographical Sketch

Students will pick a woman known in the field of Psychology, from a list provided to you, to research and learn more about her life. You may write about a woman who is still alive, or can be a person of historical significance. You may use online sources in addition to traditional empirical sources, but not Wikipedia. You should be able to gain access to a list of this person's publications through PsychInfo, and ideally, you should read/summarize some of this person's most important works.

There will be two sections of this paper. First part is to summarize pertinent, interesting, and relevant details of the woman's life. To summarize from your source: this may sound easy, but often it is more difficult to write a short, concise summary than it is to ramble on for paragraphs about what you read. Try to digest the main ideas and not just re-state them in the order in which they appeared. Write as if you are telling someone the information.

Cover: basic biographic info (when and where she was born, basic childhood and family). Where attended school and college—and what impact did school have on her life; what was adult life like for her—discuss relevant historical information; what were/are her contributions to the field of psychology—what is she known for.

The second part of this paper is a short summary of your observations and opinion relating to her life. Briefly compare/contrast to life today. Example: think about the choices she made in that historical time; could you have lived through those same obstacles? Are you at all surprised by what you learned? How would her life have been different today?

Your report must be typed, double-spaced with pages stapled together. Length of 1-2 pages for the biographical information, approximately one page for your own thoughts. In addition to the paper you will be responsible for creating an artistic expression of the women you studied that will be on display in the Psychology Department Lounge for Women's History month in March. More details to come!

6. Pay Equity Project

The goal of this project is to allow students to explore pay equity in more depth to provide a better understanding of national and international disparities that exist. Students will research a topic relative to pay equity. Students will work in small groups to create a one-page document summarizing their findings on a pre-selected topic. Resources must be cited as your document may be selected to be utilized by Moravian College's Association of University Women (AAUW) student chapter as hand-outs during National Pay Equity Day on campus in April 2015.

Evaluation

Your grade will be based on the following items;

Discussion Leader	15 %
Biographical Sketch	15 %
Community Agency	20 %
Response Journal	25 %
Pay Equity	10 %
Class Participation	<u>15 %</u>
	100 %

Reading Assignments:

There will be reading assignments for each class. You are expected to read the assigned reading in advance of the class. This will allow for rich and engaging discussions in class.

Policy on Plagiarism:

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

Academic Support Center

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located in the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

A Request Regarding General Classroom Etiquette:

Be respectful of others opinions.

Please do not share class-members comments outside of class.

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 be turned off or placed in a silent mode prior to the start of class. Having cell phones go off during class is disruptive to me and my train of thought. 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 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. **If you use your cell phone in class it will lower your class participation grade by ½ a letter grade.**

Required Course Reading:

(MWM) Matlin, Margaret, W. (2012). 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

(Schedule subject to
change due to
weather)

Week 1 (1/21)

*Organizational Meeting, Introductions,
Syllabus Review, & Value Clarification Exercise*

Week 2 (1/28)

*Introduction to Psychology of Women &
Feminism, Privilege, and Oppression*

(MWM) Chapter 1

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

*Video: I Was a Teenage Feminist: A Documentary About Redefining
The F-Word*

Week 3 (2/4)

Diversity of Women - Inequalities

Latina, Black, and Asian Women: Special Issues

(MWM) Chapter 1

A Case in Action: A Feminist Approach to Agoraphobia

(MWM) Chapter 12 (pages 406 – 417)

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

Week 4 (2/11)

*Community Agency Research Time &
Library Time*

Black Women in America – Lunch and Learn – noon
*Presentation and discussion on topics related to historical black women's issues in
America. HUB – UBC Room*

Week 5 (2/18)

Representations of Women in Religion, Language, and History

(MWM) Chapter 2

Miss Representation – Women and Media Representations
Video & Discussion

(MWM) Chapter 2 pgs. 48 – 72

Week 6 (2/25)

The Biology of Sex

(MWM) Chapter 3

Jonna - Workshop on Gender Variance!!

(MWM) Chapter 3

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

Week 7 (3/3)

Puberty and Menstruation DL

(MWM) Chapter 4 (pages 113 – 122)

(RR) Gloria Steinem If Men Could Menstruate

Video: Period

Week 8 (3/10)

Recess – No Class – Enjoy and Stay Safe

Week 9 (3/17)

Biographical Sketches – Presentations and Psychology Department Display

Community Agency Updates

Week 10 (3/24)

Women and Work DL

(MWM) Chapter 7

Pay Equity Group Work – Contributing to AAUW Equal Pay Day Events!

Week 11 (3/31)

Women's Sexual Response & Sexual Attitudes – Assuming Heterosexuality DL

(MWM) Chapter 9

(RR) Allison & Risman A Double standard for “Hooking Up”
How far have we come toward gender equality?

Lesbianism and Bisexuality DL

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

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

Week 12 (4/7)

Violence Against Women: The Abuse of Women DL

(MWM) Chapter 13

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

Movie: The Hunting Game

Week 13 (4/14)

Note: Attend the Take Back the Night March and Rally (4/12/2016)

Human Trafficking Guest Speaker:

Marika

Chair of Awareness and Volunteer Coordinator: VAST

Week 14 (4/21)

Pregnancy and Childbirth DL

(MWM) Chapter 10

Guest Speaker: Motherhood

(MWM) Chapter 10

Week 15 (4/28)

Presentations Community Agency Experiences
Papers Due

An Attempt at Closure and Evaluations

