REQUIRED TEXT


COURSE DESCRIPTION

Course Description: Using a multicultural perspective, students will study what being female means in our culture. The course addresses the biological, psychological and sociocultural factors influencing behavior, cognition and affect in the lives of women. Special focus is on addressing cultural factors, specifically how race, class, and sexual orientation intersect with gender in the lives of women. Student experiences are used to help support and/or refute theories presented.

PATHWAYS OBJECTIVES

1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically, or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
5. Examine how an individual’s place in society affects experiences, values, or choices.
6. Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

COURSE OBJECTIVES

Upon course completion, students will:

1. Describe psychological theories and research concerning gender-role development.
2. Explain gender similarities and differences, and give examples of the multiple causes of differences;
3. Explore the sociocultural context influencing attitudes toward women.
4. Explain how being gendered affects our lives.
5. Examine how the media influences gender stereotypes.
6. Understand key issues affecting women’s physical and mental health.

COURSE REQUIREMENTS

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<td>QUIZZES</td>
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<td>JOURNAL</td>
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<td>MEDIA ANALYSIS</td>
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<td>GROUP RESEARCH PROJECT/PRESENTATION</td>
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Exams/Quizzes

There will be three non-cumulative quizzes (including the final). The quizzes will be composed of multiple choice and short answer questions. Only the best two quizzes will be calculated for your final grade. The lowest quiz grade will be dropped. ALL STUDENTS MUST TAKE THE FINAL QUIZ OTHERWISE A 0 WILL BE CALCULATED INTO THE QUIZ GRADE.

Written Assignments

The following are summaries of the assignments over the course of the semester. Full descriptions of each assignment will provided and posted on Blackboard. ALL ASSIGNMENTS SHOULD BE TYPED.

Class Response/Journal Pages

Purpose: Much of the content of this class can be very stimulating and thought-provoking. The format of the class encourages personal expression and evaluation. It can also take some time for the material to “sink in.” This assignment allows for continued out-of-class reaction to the material presented. Journal entries should be submitted the week following the material discussed. Late entries WILL NOT be accepted.

Format: For at least 4 classes, you need to type a one-two page (minimum) reaction to what we discussed in class. It should include your thoughts and feelings about what was discussed, what you learned, and questions that still remain. Some journal assignments will include prompts or specific questions that should guide your writing. The 5th and final entry is an analysis of your previous writings. As you review your previous entries, what were the themes, what will you take with you as you consider the class as a whole, what more would you have liked to learn? What questions remain? Each journal entry will be worth up to 3 points and the final analytical entry will be worth up to 8 points. Additional journal options will be provided, if completed will serve as extra credit. This assignment is worth 20% of your final grade.

LATE JOURNAL ASSIGNMENTS WILL NOT BE ACCEPTED. Journal assignments are due by the start of class (10:40).

Media Analysis Project

Purpose: This exercise is designed to have you analyze messages about gender (specifically about women) from external sources (e.g., video games, greeting cards, and magazines) and consider its impact on the individual.

Format: This project has three parts. For the first part select either exercise A (greeting cards) or B (video games). The second part requires student to complete analysis of a men’s and women’s magazine (sample advertisements should be submitted). The third part requires integrating what you found in the first two parts with the content from the film Killing Us Softly shown in class. This assignment is worth 20% of your final grade. Complete instructions will be provided in class and on Blackboard.
Group Project

Purpose: You will be placed into groups of 4-5 students.

As a group you will need to identify an issue of interest related to women. Some examples are listed below although you are not limited to those listed.

- Homeless Women
- Single Mothers
- PLWA (People—Women—Living with HIV/AIDS)
- (Women) Victims of Violent Crime
- Women in Sports
- Educational Opportunities for Women

Using outside resources, prepare a statement as to why your group chose the particular population/issue and why this warrants special attention/assistance. This topic statement will be worth 5%.

Then using the web, yellow pages, or word of mouth find an organization that provides services or addresses the needs of the population you have identified. Gather as much information as possible about the organization and its work, history, services provided and volunteer opportunities. It is of particular importance that the audience is made aware of how they can become involved.

As a group, create a presentation to be shown in class using a power point format. Describe what you found and what your group gained from the project. Be creative with your presentations. Each presentation should consist of 6-8 slides and last approximately 10 minutes.

Slides should address:

- Key issues/Concerns
- Nature of organization
- Organizational work
- Opportunities for Individual Intervention
- Personal Reactions
- References/Sources for Information

You will be submitting your written statement and the slides you created. The presentation and slides will be worth 15%.

You will be given an opportunity to rate other members of your group (confidentially) in terms of participation and contribution. You may choose members of your group but group assignments will be confirmed by the end March. In total the group project will be worth 20% of your final grade.
## COURSE OUTLINE

NOTE: The professor reserves the right to change lecture/class topics, assignments, and due dates. Chapters are to be read PRIOR to the corresponding scheduled class dates below.

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<th>Week/Dates</th>
<th>Subject</th>
<th>Reading</th>
<th>Assignments Due</th>
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<td>(1)March 4</td>
<td>Why psychology of women? Definitions and introductions</td>
<td>Chapter One Introduction</td>
<td>Get access to Blackboard!!!</td>
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<tr>
<td>(2)March 11</td>
<td>Research Biases and Culture Our social contexts—Gender Stereotypes and other gender biases</td>
<td>Chapter One/Two American Values McIntosh Privilege</td>
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<tr>
<td>(3)March 18</td>
<td>Our social contexts—Gender Stereotypes and other gender biases</td>
<td>Chapter Two American Values</td>
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<td>(4) April 8</td>
<td>Infancy and Childhood</td>
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<td>(5) April 15</td>
<td>Quiz One Love Relationships</td>
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<td>(6) April 22</td>
<td>Love Relationships/Sexuality</td>
<td>Chapter Eight/Nine</td>
<td>Media Analysis Due</td>
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<td>(7) April 29</td>
<td>Work and Women</td>
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<td>(8) May 6</td>
<td>Quiz Two Women and Psychological Disorders</td>
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<td>(9) May 8</td>
<td>Women and Psychological Disorders</td>
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<td>(10) May 13</td>
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<td>(11) May 20</td>
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<td>(12) June 3</td>
<td>Violence Against Women</td>
<td>Chapter Thirteen</td>
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**Final Quiz/Exam—TBA—Chapters 11-13—Final Analytical Journal Due**
PSYCHOLOGY 37: Psychology of Women

Catalog Description:

Study of psychological factors specifically related to women, including the traditional models of femininity in social, occupational, and sex roles. The approach is analytical, beginning with denotative and connotative definitions of terms, analyzing traditional and new female models and identities and some problems these models present in personality integration. Recent psychological research on women is reviewed. Male and female student experiences are used to help support, or refute, theories presented.

Text and Readings:


Various current articles from newspaper and web addressing related issues as they emerge

Sample Films:


Sample Assignments:

(1) Exams/quizzes comprised of multiple choice and short answer questions.

(2) Sample Journal Reflection Papers

   A) Personal Cultural Analysis

   This assignment is designed to stimulate student thought processes about your own respective cultural identities. All people are products of the dynamics of their cultural background. Present attitudes, behaviors, and values are shaped by past learning and experiences. No one but the instructor will be
reading these papers and students are encouraged to be thoughtful and sincere but to share only to the degree they feel comfortable.

Conduct an analysis of your own cultural heritage within the context of the following questions:

Does your immediate family or extended family practice ethnic or cultural customs that you or they value or identify with? For example: foods, celebrations, traditions, social behaviors, manners, beliefs. What customs do you prize the most? Do you or your relatives speak your ethnic group language?

**Gender**

What does it mean to be a man in your opinion? A woman? What messages were you given about being a male or female from your family or caregivers? To what extent do you interact with members of the “opposite” sex? Same sex? Are your interactions with members of the “opposite sex different from those of your same sex? Please explain.

How do you feel when in a situation or group settings and you are the only member of your gender? Can you explain?

What was your parents’ main advice to you about members of your sex? “Opposite” sex?

**Racial/Ethnic Groups**

To what extent do you regularly interact with other members of other racial and/or ethnic groups? Professionally? Socially? If relevant, do you worship with members of another racial and/or ethnic group?

Recall your most recent experience with a person of another race. Be there. What’s happening? What are you feeling? What did you learn from this early experience? Do you act or speak differently when around people of different racial or ethnic groups? How and why?

What was your parents’ main advice to you about people of other races or ethnic groups?

How do you feel when in a situation or group settings and you are the only member of your racial group? Ethnic group?

**Socioeconomic Status**

To what extent do you regularly interact with other members of other socioeconomic groups? Professionally? Socially? If relevant, do you worship with members of another socioeconomic group?

What was your parents’ main advice to you about people of other socioeconomic groups?

**Integrative/Summary Question**

How has your personal beliefs and cultural context (as you have just described) shaped your ideas about what defines womanhood this society? How do your beliefs affect your behavior toward persons from other racial/gender/class/religious backgrounds?

B) **Gender Identification**
Read Lois Gould’s X: A Fabulous Child’s Story”
www.delta.edu/cmurbano/bio199/AIDS_Sexuality/BabyX.pdf

Considering both Gould’s work and our textbook and class discussions, answer the following questions. Be thoughtful and complete in your responses.

1. When the parents claimed their baby was “Baby X”, people’s responses toward the parents were not only confusion, but also included anger and hostility.
   o Why do you think people responded the way they did? What does this tell you about how and when we think about others in terms of gender?
   o Have you ever tried addressing a baby whose gender you were not sure of? How did it make you feel and why?
2. Thinking back to when you were growing up as a child, what were some of the things (toys, clothes, hobbies, etc.) which signified or were highly associated with your gender? How did people react if you ever stepped outside of the gender norms you were expected to follow (for example: playing with the opposite gender toys)?
3. Imagine you were “Baby X” and grew up to become a teenager.
   o What are some things that would make it difficult for you to go through a typical day as “Teen X”?
   o Do you think this list will get shorter or longer as you become “Adult X”? Why is this so?
   o List 3 things that you would include in the Official Instruction Manual for raising “Teen X”.


C) Women and Work

1. React to the discussion and readings on Work and Women.

2. Look up information on your occupation (either what you are currently doing or what you hope to be doing). Find the median or mean salary associated with your occupation of choice. Presuming a work span of 40 years calculate the difference in wages for women and for men over the course of a lifetime. Discuss and react to your findings. Please make sure you provide your reference information and in text citations for the information you look up.

D) Eating Disorders

React to the film—THIN and the discussion we had in class. What does it mean to be beautiful—not the politically correct answer but the REAL answer for you? What links do you think exist among the films we have seen in this class (Killing Us Softly, Generation M for Mysogyny and this film)? What are the individual consequences for women (primarily) for living in a society that specifies certain attributes as acceptable? How does culture possibly play a role?

E) Women and HIV/AIDS

Please react to the classroom discussion. What stands out for you? What is one thing you will take with you as a result of the classroom discussion. Read the attached article about Jane Fowler. What are your reactions to her story? Why do you think HIV/AIDS remains such a stigmatized disease today?

http://www.thebody.com/content/art45791.html?getPage=1
(3) Media Analysis Project

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(4) Group Oral Presentation—Making A Difference

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- Women in Sports
- Educational Opportunities for Women

Format: Using outside resources, prepare a statement as to why your group chose the particular population/issue and why this warrants special attention/assistance. Then using the web, yellow pages, or word of mouth find an organization that provides services or addresses the needs of the population you have identified. Gather as much information as possible about the organization and its work, history, services provided and volunteer opportunities. It is of particular importance that the audience is made aware of how they can become involved. As a group, create a presentation to be shown in class using a power point format. Describe what you found and what your group gained from the project. Be creative with your presentations. Each presentation should consist of 6-8 slides and last approximately 10 minutes.

In-Class Activities Taken (In Part) From:


http://www.avert.org

http://www.edchange.org/multicultural/quizzes.html