

3750-474-001 (11498) and 002 (17790)
Psychology of Women
Spring 2008

Prof. Jan Yoder
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Office: CAS 360, 330-972-8371
 Office hrs: Tues. & Thurs. 1-2 PM
 & by appointment

Class Information: Section 1: TR 9:55-11:35 AM, CAS 139
 Section 2: TR 2:15 - 3:55 PM, WHIT 210

Required Materials

Yoder, J.D. (2007). *Women and gender: Making a difference* (3rd ed.). Cornwall-on-Hudson, NY: Sloan Publishing. ISBN: 1-59738-004-0

Also available on hard-copy reserve in Bierce Library. All royalties earned from sales at the University of Akron Bookstore will be donated to Psi Chi.

Course Objectives

Psychology is divided into specialty areas (e.g., social, industrial/organizational, counseling, developmental/aging, cognitive, and physiological). The psychology of women cuts across these areas to take a women-centered approach to psychology, in contrast to the historical pattern in psychology of either ignoring women and women's issues or generalizing work done with men to women. This class will survey the psychological theory and research that focus on how we construct our genders, that is, how we "do" being women and men. This focus will take us into each of the specialty areas of psychology (as well as into related disciplines where appropriate).

My overriding goal is to encourage you to think critically about this area of psychology. According to former APA President Diane Halpern (1989), critical thinking includes three characteristics. First, critical thinking has a purpose; in our case, to survey this area of research and theory with an eye toward applying this information to our everyday lives and to probe beneath the surface of issues and events in order to better understand them. Second, critical thinking is reasoned; it encourages us to examine all the information relevant to a problem (even what's not directly presented) in order to form a cohesive conclusion. Third, critical thinking approaches a problem from more than one perspective. I'm not seeking to provide a variety of conceivable approaches to the issues and problems we'll tackle in this course, but rather I hope to provide a coherent, well-argued, feminist approach. In all likelihood, other sources have provided alternative views. I'm not suggesting that you absorb without question the positions we'll explore in this class, but rather *think critically* about them. I plan to learn with and from you as well.

The learning objectives I consider primary for this course include:

- Developing a clearer understanding of, and commitment to, personal values.
- Learning to analyze and critically evaluate ideas, arguments, and points of view.
- Learning to apply course materials to improve your thinking and problem solving.
- Acquiring an interest in learning more by asking questions and seeking answers.

Secondarily, I encourage you to:

- Acquire skills in working with others as a member of a team.
- Learn fundamental principles, generalizations, or theories.
- Develop specific skills, competencies, and points of view needed by psychologists.
- Learn to find and use resources for answering questions and solving problems.

University, Department, and Instructor Policies

Registration. University policy dictates that: "Students whose names do not appear on the university's official class list by January 20, 2008 will not be permitted to participate (attend class, take exams, or receive credit)."

Attendance. If you must miss a class, please let me know in advance and make arrangements to get work due on that day to me. University policy states: "A student is expected to attend all class meetings for which registered. A student may be dropped from a course by the Dean if absence is repeated and the instructor recommends this action; a student can gain readmission only with permission of both."

Withdrawal. University policy mandates: "A student may withdraw from a course without an adviser's or course instructor's signature through the 14th day of a semester [January 28, 2008]; and up to the midpoint of the semester, a student may withdraw from a course with the signature of the student's adviser [March 7, 2008]. After the midpoint of a semester, a student must have the signature of both the course instructor and the adviser. Such authorization must be dated and processed through the offices of the Registrar and the Cashier no later than the last day of the 12th week of classes [April 11, 2008] or comparable dates during the summer session, intersession, etc. Should the instructor or adviser refuse to sign the withdrawal form, the student may appeal to the Dean of the student's college, who shall make the final decision after consultation with the instructor and adviser who declined to approve the withdrawal. An approved withdrawal will be indicated on the University official academic record by a 'WD.' A student who leaves a course without going through the withdrawal procedure will be given an 'F' in the course."

Tape recording. The Department of Psychology notes: "It is the policy of the Department of Psychology that taping by students or others of lectures or classroom discussions of any kind shall be done only with the prior express permission of the instructor; tape recordings and other material distributed by the instructor shall be restricted to the personal use of the students enrolled in the course."

Students with disabilities or special needs. Please contact the instructor ASAP so we can arrange to accommodate those needs. You must be registered with the university's Disability Center to qualify for extra time on exams.

Anti-discrimination policy. It is the policy of this institution that there shall be no unlawful discrimination against any individual in employment or in its programs or activities at the University of Akron because of race, color, religion, sex, age, national or ethnic origin, disability or status as a veteran. The University of Akron prohibits sexual harassment of any form in all aspects of employment and in its programs and activities and prohibits discrimination on the basis of sexual and racial or ethnic orientation in employment and admissions.

Instructor policies. You are responsible for the materials covered in class and in the assigned readings. A schedule of assignments and readings appears as the last page of this syllabus. **UNEXCUSED LATE WORK WILL BE PENALIZED 10% PER DAY LATE.** Unless arrangements are made in advance, papers must be handed in in class or they will be considered late. There will be no make-up exams.

Plagiarism is the unacknowledged borrowing of information, wording, organization, or ideas. Whether the original source is public (e.g., a newspaper or critical article) or private (e.g., a classmate's paper), you need to indicate your indebtedness in any of the above areas. Where you repeat the exact language of your source, you must treat the borrowed material as a quotation and place it within quotation marks. However, by merely changing a few words or the word order or by paraphrasing, you do not avoid plagiarism. In all cases, you should cite your sources (using any recognized format, including APA). There is nothing wrong in acknowledging an intellectual debt to someone. Your reader is only concerned that you have something new to say about the material which you have used, that it contributed in some way to the development of your ideas in your writing. To assemble material without developing it in any way is a waste of your time and the reader's. The danger of plagiarism is not the pain of discovery, for which the penalty is sure, but the delusion of accomplishment where there has been none.

--From handout by Department of English, Trenton State College

It is important to clearly reference your work. Plagiarism or cheating will result in a lower grade depending on the extent of the transgression; extensive plagiarism or cheating will result in a grade of zero for that assignment or the course and the filing of charges of Academic Misconduct.

All assignments must be typed. You are responsible for complying with any changes announced in class or via e-mail. **You are responsible for checking your e-mail, either directly using your assigned UAnet account or by transferring messages from this account to another.** Incompletes will be given only in extenuating circumstances.

Occasionally, a discrepancy arises between a student's and an instructor's perceptions regarding grades. If you have some concerns about a grade on an exam or on a writing assignment, please feel free to come speak with me about it during office hours or by appointment. However, please be aware that if you believe your work warrants additional points and would like to discuss that, you must present a clear, compelling case in writing, within two class periods of receiving your grade on the exam or assignment. I will be happy to discuss exams, exam materials, and your responses with you, but I will not discuss point adjustments without your written case in my hand. (This does not mean that submitting a case guarantees point adjustments. Indeed, point adjustments may be higher or lower than the original grade.)

Assignments and Grading

There are three categories of assignments for the course (totaling 360 points):

- (1) 3 in-class exams (worth 60 points each; 180 points total);
- (2) 2 specialty assignments (40 and 60 points for 100 points total)
- (3) a final journal (worth 80 points).

Please note that I use grading rubrics for written assignments so that I have detailed directions about what is contained in specific sections and I require the use of specified headers to demarcate sections.

Computation of Grades

To calculate final grades, points will be summed, and averaged across 360 total points. Final letter grades will follow the standard pattern of 93% and above (334-360 points) = A; 90%-92.9% (324-333 points) = A-; 87%-89.9% (313-323) = B+; 83%-86.9% (298-312) = B; 80%-82.9% (288-297) = B-; 77%-79.9% (277-287) = C+; 73%-76.9% (262-276) = C; 70%-72.9% (252-261) = C-; 67%-69.9% (241-251) = D+; 63%-66.9% (226-240) = D; 60%-62.9% (216-225) = D-; below 60% (below 216) F.

Exams

The dates of the three exams are listed on the attached Schedule of Classes and Readings. All exams will comprise 50 multiple choice questions. Each exam will cover lecture materials, videos, discussions, presentations, and readings for the designated segment of the course.

Each of the exams will comprise two parts: (1) an individual portion taken first and alone worth 50 points and (2) a group portion taken second, working with present members, worth 10 points. Thus each exam is worth a total of 60 points. Any student not participating in the group portion of the exam will receive zero points for that portion, unless excused. Students excused from the group portion will receive group points proportionate to their individual score. To participate in the group portion of an exam, students must be in class on time for the individual portion (groups cannot be expected to wait for late members).

All exams will begin at the start of the assigned class period, and no one will be permitted to enter or leave the room after the exam begins. The group portion of the exam will start when the last student finishes the individual portion. Students requiring extra time or special facilities must be registered with the disability center on campus and must be available either before class or prior to the exam date to participate on time in the group portion of the exam. Each exam will focus on research and theory in the psychology of women in line with the didactic objectives of the course.

Specialty Assignments

Everyone will complete 2 specialty assignments, one from each of the two blocks of options: (1) History of Psychology (worth 40 points) and (2) Observation and Social Action (worth 50 points with a 10-point presentation). Each requires a 3-5 page paper. The grading rubrics for each block outline the sections to be covered in each paper (demarcated with headers) and their point values. **Note. You must draft and hand in your own UNIQUE individual paper.**

History of Psychology Specialty Assignment

The purpose of this assignment is to celebrate the work of feminist scholars who have contributed, or are contributing, to the psychology of women and gender. You will be assigned the name of **one** psychologist from those listed below. Prepare a 3-5 page (typed, double-spaced) brief biography about this figure. **This paper is due in class on Feb. 21.** Good places to *start* (you'll need to search beyond these) are:

Women in psychology: Read the general overview by clicking on "About this site."
<http://psychology.okstate.edu/museum/women/cover2.html>
 (Search by date; scroll down the page for pictures and links)

The home page for the Society for the History of Psychology (APA Division 26):
<http://shp.yorku.ca/> (also accessible at <http://www.apa.org/divisions>)

Grading for History Specialty assignment (40 points total):
 USE THE WORDS IN BOLD BELOW AS HEADERS FOR EACH SECTION

- Paper provides basic **biographical information** (e.g., year of birth, education, personal background, etc.)—5 pts.
- Paper highlights the **major contributions** your figure made to the field of psychology (citing specific publications and/or accomplishments and noting why these are important)—20 pts
- Paper discusses how this figure **fits with our class materials** (i.e., where they might appear in our textbook and why)—10 pts
- Paper cites **sources** for your materials (web sites are fine)—5 pts
- Failure to use headers in paper—minus 5 pts
- Poor grammar, spelling, inappropriate length—up to 5 pts. deducted

19th century: Margaret Floy Washburn
 Maria Montessori
 Christine Ladd-Franklin
 Karen Horney

20th century: Martha Bernal
 Carolyn Robertson Payton
 Mamie Phipps Clark
 Carolyn Wood Sherif

Observation and Social Action Specialty Assignment

The purpose of this assignment is compile "data" (i.e., everyday or special observations) relevant to our class materials. Each involves some type of information collection and a written report of 3-5 (typed, double-spaced) pages (no references required, but do refer to materials in the text and from classes). You will be assigned **one** of the six options that follow.

Additionally, you will present your Observation and Social Action paper informally to the class, worth 10 points. To receive the full 10 points for your presentation, you must be in class on the assigned day and actively contribute to the discussion. I do encourage students who present together to meet, talk, or email beforehand to plan your 15-20 minute presentation/class discussion.

Grading for OBSERVATION Specialty Assignment (50 points total):
USE THE WORDS IN BOLD BELOW AS HEADERS FOR EACH SECTION

- **Method:** how carefully you describe what you did—5 pts.
- **Findings and Answers to Questions:** how thoroughly you describe your findings and answer the questions posed for the specific assignment—30 pts.
- **Linkages:** linkages made between what you found and class materials—15 pts. (Be specific by referring to concepts and research in your text and/or lecture.)
- Failure to use headers in paper —minus 5 pts
- Poor grammar, spelling, inappropriate length—up to 5 pts. deducted

A toy story. Look at a local toy store through gendered lenses: Is there a girls' and boys' section? What's in each? What clues help you identify which is which? Does the age of the child matter? How might toymakers make nonsexist toys (cite specific examples)? Do salespeople suggest gender-appropriate gifts? (If you can take a child, what's her/his perspective?) Your linkages section likely will draw heavily on Chapter 4 of your text. Paper Due: Jan. 31; Presentation Date: Feb. 5

Life course interview. After reading Chapter 5 of the text, develop a list of relevant questions to ask then interview one older woman (e.g., your mother, grandmother, neighbor, etc – someone over 40). Give details about the questions you asked and why you asked them, how long the interview took, etc. in the Methods section of your paper. In your Findings and Answers section, briefly summarize her story, then concentrate on describing how her story (1) fits and (2) differs from the patterns described in the chapter? Did she live out the life course she had projected for herself as an adolescent or young adult? If she was swayed from her path, what caused these changes? In the final Linkages section, cite specific concepts and research that relate to her experiences. Paper Due: Jan. 31; Presentation Date: Feb. 5

Universities are gender-fair? Chapter 9 describes the wage gap and gendered occupational segregation in many current American occupations. Surely one would hope that universities are gender-integrated and pay fairly. Systematically record the sex of folks doing different jobs at Akron U. Who are the faculty in various departments; the cleaning staff; the secretaries; the deans/provost/president, etc? You may collect your data any way you like, but you'll likely find most, if not all, of what you'll need in the university's "Fact Books." These are woefully behind so you may have to resort to the 2003 book, but trust me, things haven't changed that much. You'll find these books online.(Go to the homepage at uakron.edu and pull down the menu in the upper left yellow bar under "About UA." Select "UA Quick Facts," then in the blue menu on the left select Fact Books. Within the Fact Book, look at Section 4: Faculty and Staff Information.) What do your data suggest about occupational segregation and employees' salaries? Paper Due: Feb. 28; Presentation Date: March 6

Grading for SOCIAL ACTION Specialty Assignment (50 points total):
USE THE WORDS IN BOLD BELOW AS HEADERS FOR EACH SECTION

- **What I learned:** what you did and what you learned—30 pts.
- **Linkages:** linkages made between what you learned and class materials—20 pts. (Be specific by referring to concepts and research in your text and/or lecture.)
- Failure to use headers in paper —minus 5 pts
- Poor grammar, spelling, inappropriate length—up to 5 pts. deducted

Professional Action: APA policy. The American Psychological Association (APA) is administratively divided into 4 major “directorates,” one of which focuses on the Public Interest. This part of APA works to promote social policy underscored by our discipline, engaging in national legislative action, disciplinary policy making, data collection in applied areas, and other activities related to the public interest. Go to APA’s web site at <http://www.apa.org>; pull down the menu for “Association Information” along the top bar and click on the Public Interest Directorate; click “Women” from the leftmost menu of “Program Areas”; and under the Women’s Program Office, order or download and read the “Report of the APA Task Force on the Sexualization of Girls.” In your paper and presentation, please give a brief overview of what the Public Interest Directorate and Women’s Program Office are and summarize the findings in this specific report. Paper Due: Feb. 28; Presentation Date: March 6

Personal Action: Local Programming. I will e-mail everyone in the class the list of programs hosted by Women’s Studies on our campus during the month of March (women’s history month nationwide) as well as other appropriate programming throughout the semester. Your assignment is to attend one of these events and take notes on what is presented. (If you want to attend something else, please get my approval first.) In your paper and presentation, describe the event and what you learned. Paper Due: April 3; Presentation Date: April 10

Political Action: National Council for Research on Women.

<http://www.ncrw.org/misinfo/>

The National Council for Research on Women (NCRW) is a consortium of elite research universities focused on research related to women. It has issued a report and maintains the web site cited above to track misinformation and disappearing information about issues important to women and girls. Please read this report. In your paper and presentation, please give a brief overview of what NCRW is and summarize their findings. Paper Due: April 3; Presentation Date: April 10

Your Journal

When I teach this course, I see the world differently. Everywhere I turn I seem to see things that are relevant. I want your “antenna” to become just as sensitive! The purpose of this assignment is to catalog and share with me what you “see.”

I generally come across these moments when I read the newspaper; look at photos; surf the web; turn on the TV, radio, YouTube, and movies; when I attend events;

and when I interact with others. In sum, almost anything is fair game (if you use events with people who are not public figures, then use fake names).

For this 80-point assignment, I want you to keep a systematic journal. By “systematic” I mean a journal with 8 entries that relate to different chapters of our text (no more than two entries may relate primarily to the same chapter) and that occur throughout the class (i.e., are not compiled at the last minute).

This is an INDIVIDUAL project; you cannot share entries with your classmates. Your journal is due at the time scheduled for our final exam, and as a comprehensive project, it is assigned in lieu of this exam. For Section 1 (the morning class), this due date is Thursday, May 8 at noon; for Section 2 (the afternoon class), this date is Monday, May 5 at 2 PM. Please leave your journal in the marked box in the mailroom of the Psychology Department by no later than the exam time listed for your class.

Each journal must begin with a completed cover page; print or type your information onto the yellow form I distributed. For each of your 8 entries, list a title, the textbook chapter of *primary* relevance, the source of your entry (e.g., reference information, when and where a TV show aired, when an event occurred and who/what was involved, etc.), and the date you added the entry to your journal. *I will not accept a journal without its cover page.*

Then add the 8 entries in the order listed on the cover page. Each entry must contain:

- (1) its **Title and Entry Number** (#1 - #8) as listed on the cover page;
- (2) the article, picture, or a description that describes the entry in full (2 pts.);
- (3) **Relevance**: 1-2 typed, single-spaced paragraphs detailing why this entry is relevant to our class, relating it to specific class materials we covered or discussed throughout the class (4 pts.);
- (4) **Critique**: 1-2 typed, single-spaced paragraphs describing your thoughts, reactions, comments, etc. about the entry. This should include your evaluation of the quality of any information presented. (4 pts.).

USE THE WORDS IN BOLD ABOVE AS HEADERS FOR EACH SECTION

- Failure to use headers in paper —minus 8 pts
- Poor grammar, spelling, inappropriate length—up to 10 pts. deducted

**Schedule of Topics, Readings, and Assignments
Psychology of Women, Spring 2008**

SEGMENT I

Jan. 15	Introduction
Jan. 17	Ch. 1: Power and Systems of Inequality
Jan. 22 & 24	Ch. 2: History, Methods, and Meta-Analysis
Jan. 29	Masculinity: Tough Guise

Toy Story & Life Course Interview: Paper due 1/31 ; Presentations on 2/5
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Jan. 31 & Feb. 5	Ch. 3: Social Constructions and Biology
Feb. 7	Ch. 4: Socialization Processes
Feb. 12	Ch. 5: Development across the Life Course

Feb. 14	EXAM 1 in class
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Feb. 19	President's Day—NO CLASS
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Feb. 21	History Paper due
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SEGMENT II

Feb. 21	Ch. 6: Individuals and Contexts
Feb. 26 & 28	Ch. 7: Prejudice, Stereotyping, and Discrimination

Fair University & Professional Action: Paper due 2/28 ; Presentations on 3/6
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Mar. 4 & 6	Ch. 8: Close Relationships
Mar. 11 & 13	Ch. 9: Women and Work
Mar. 18 & 20	NO CLASSES – SPRING BREAK
Mar. 25	Diversity: The Way Home

Mar. 27	EXAM 2 in class
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SEGMENT III

Apr. 1 & 3	Ch. 10: Body Image
Apr. 8	Ch. 11: Women's Physical Health

Personal Action and Political Action: Paper due 4/3 ; Presentations on 4/10

Apr. 10 & 15	Ch. 12: Women's Mental Health
Apr. 17 & 22	Ch. 13: Violence against Women
Apr. 24 & 29	Ch. 14: Personal and Social Change

May 1	EXAM 3 in class
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Thurs., May 8	Sect. 1 (morning) Journal due in Psychology Dept.'s mailroom (by noon)
Mon., May 5	Sect. 2 (afternoon) Journal due in Psychology Dept.'s mailroom (by 2 PM)

Tracking my assignments, grades, and group members

Feb. 14	Exam I -- individual	_____ / 50 points
Feb. 14	Exam I -- group	_____ / 10 points
Mar. 27	Exam II -- individual	_____ / 50 points
Mar. 27	Exam II -- group	_____ / 10 points
May 1	Exam III -- individual	_____ / 50 points
May 1	Exam III -- group	_____ / 10 points

Members of my exam group are (name, phone, email):

My **History** Specialty Assignment is: _____

Feb. 21	Paper	_____ / 40 points
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My **Journal** Assignment:

May 8 or May 5	Includes 8 entries	_____ / 80 points
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My **Observation and Social Action** Specialty Assignment is: _____

_____	Paper	_____ / 50 points
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_____	Presentation	_____ / 10 points
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TOTAL _____ / **360 points**

Classmates with whom I'll present my Observation and Social Action Specialty Assignment are (name, phone, email):