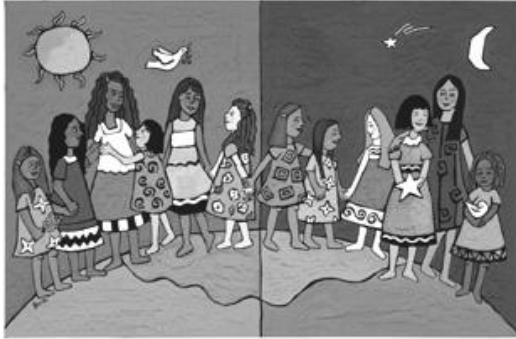


Psychology of Women (Psyc 334)

Syllabus for Fall Semester, 2011

Course Meetings: Class, Tuesdays & Thursdays, 8:00-9:15 a.m.; Lab, Tuesdays 9:25-10:15 a.m.



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Course page (Moodle): <http://learnonline.unca.edu>

Course Description

Psychology of Women will introduce you to a wide range of topics pertaining to women and their experiences. This discipline weaves together research and theory from several areas of psychology (developmental, social, and clinical/counseling) as well as from related academic fields. Critical emphases include gender similarities and differences, and topics specific to females (e.g., sexualization of girls, body image, violence against women, women's mental health, women and work) that are inadequately covered in traditional fields of psychology.

Psychology of Women is a diversity-intensive course, one aspect of UNC Asheville's Integrated Liberal Studies curriculum, because of its focus on the impact of gender on individual identity, perceptions, and experiences. However, gender is not the only type of diversity we'll discuss; we will also explore the implications and intersections of multiple identities as we consider the experiences of working class women, women of color, and sexual minority women. We will touch upon many types of social oppression, from the well-known (e.g., sexism) to the less-considered (e.g., "lookism"), examining their psychological consequences.

Although focused on women, this class is not for women only! Both men and women can benefit from examining psychological literature relevant to women. Prerequisites include Introductory Psychology (100) and Research Methods I (201) or an equivalent social science research methods course. Psychology of Women is now a 4-hour lab course (two lab classes are required of psychology majors declaring in Fall, 2011, or later), and serves as a social science elective in Women, Gender, and Sexuality Studies (WGSS).

Course Objectives and Learning Outcomes

For information about student learning outcomes (SLOs) at UNC Asheville, in the Psychology and WGSS departments, and in diversity-intensive courses, please see the "Relevant SLOs" handout posted in Moodle. In addition:

- A primary goal of this class is to encourage you to reflect deeply upon the impact of gender on one's life course, or more simply, how would your life be different if you were male (female)? Likewise, how do other differences or diversities affect your identity?
- I will introduce you to literature often neglected in other disciplines of psychology, from which I hope you will absorb central theory and research in the psychology of women.
- I would like you to leave this course with a healthy respect for the scientific approach to studying gender issues, and an ability to distinguish fact from fiction where gender is concerned. You will find that many popular assumptions about women and men are in fact incorrect; ideally this course will equip you to thoughtfully challenge such inaccuracies.
- Finally, I hope this course offers you insights applicable to your own life. In selecting content for the semester, I try to choose topics and readings I believe to be of special importance to college students, who are often in the process of exploring and developing personal identities.

A favorite professor of mine once said, "Facts without concepts are trivia; concepts without facts are bull----." The importance of considering both facts and concepts is critical in this course. It is difficult to analyze big-picture theories, issues, or problems of women if we don't have a clear grasp of the data (i.e., research findings). But merely memorizing data will not equip us to understand the complexities of the modern world.

Office Hours

I know that email is handy for quick questions (see below), but please don't hesitate to come see me *in person!* I enjoy getting to know my students. Note that my office is now in the Center for Teaching & Learning, on the second floor of Lipinsky Hall, just a short walk from Carmichael. It's lovely space – come visit!

- Drop-in hours (no appointment necessary - I will be in my office during this time unless I announce otherwise): Monday, 4:10-5 pm; Tuesday, 10:20-11 am; Wednesday, 1-2 pm; Thursday, 9:20-10 am.
- Appointments (schedule in advance so I'll be sure to be in my office): Best times this semester will likely be Monday and Friday mornings, but other times can be arranged as well.

Other Means of Communication

Both email and voice mail work well for getting in touch with me quickly during weekday work hours. (Note that I don't answer my office phone if I have someone in my office, so if you get my voice mail, please leave a message.) I typically check email once per night as well.

I use Moodle when relaying messages to the entire class, which directs email to your official email address. If you do not use your UNC Asheville email, please be sure that you forward email from that account to your preferred email address.

Readings

Readings for this course come from a variety of sources, including primary-source books, empirical journals, and agency reports. I work hard to find readings that are interesting, current, and thought-provoking, and I hope you'll find them more engaging than a traditional textbook - not to mention cheaper, as you can access all through Moodle. (Note that some of the pdf files include pages you are not assigned, as well as extensive reference sections; to save paper and expense, *be sure to print just the pages you need.*) For complete bibliographic information, see the "Readings List" handout posted in Moodle.

Course Requirements

1. Reading Reflections. To encourage deeper contemplation about our readings, I will assign six reading "reflections," or essays, over the course of the semester. These essays should be approximately one single-spaced page (400-500) words. I will provide prompts in class to guide your reflections and also post them on the Moodle course calendar. Grades will be based on how conscientiously and fully you respond to the question(s). Essays will be submitted on Moodle in advance of the class at which they are due. Note that I am considering experimenting with Moodle discussion forums in lieu of one or more essay. In that case, you would be assigned to respond to a prompt on Moodle and to respond to the prompts of 1-2 other students. Reflections or discussion posts submitted past the deadline will be penalized 1 point per day, i.e., 1 point if submitted within 24 hours, 2 points if within 2 days, and so on.

2. Exams. There will be three non-cumulative exams, including the third exam, which will take place during the final exam period. Exams will be based on all course materials (readings, lectures, discussion, class activities, and films) and will include a combination of objective and essay questions. If you miss an exam, you will need to schedule a makeup exam with me on Reading Day (12/6).

3. Research Project. This assignment is your chance to delve deeply into a topic in which you have particular interest. It is also an opportunity to apply empirical research principles as they relate to this discipline. Please do not be intimidated by the term "research." Keep an open mind! My hope is that this assignment will

demonstrate how interesting and meaningful research can be. A detailed handout describing project options and formats will be provided in lab. You will have the option to work with a partner on this project, an option I encourage (more on this in lab).

4. Poster Presentation. All class members will present posters describing your research projects at UNC Asheville's Fall Research Symposium during the afternoon of November 30th. *Note that this is not a scheduled class date!* As this is a required assignment, please make arrangements now to ensure that you will be available that day. (This will serve as our lab meeting during that week.) We will discuss poster preparation and design in lab.

5. Class Attendance and Participation. Regular attendance is strongly encouraged! I hope to use a variety of teaching techniques in this class (lectures, discussion, small group activities, films), most of which cannot be duplicated by borrowing a classmate's notes. I also view classes as a type of community, and communities coalesce most effectively when all members are present.

Attendance will be noted, with exceptionally good (0-1 absences) or poor (4 or more) attendance, as well as participation, figuring into a nominal portion of your final grade. In addition, I will consider attendance in the calculation of borderline final grades, and I reserve the right to make a 10% grade deduction in final grades for 6 or more absences (i.e., missing 20% or more of the class). Absences due to official university-sanctioned events or religious holidays will be excused, but you must inform me of such conflicts *in advance*.

Evaluation

Assignment (Points distributed as follows)*	Points
Reading reflections (6 total x 8 pts.)	48
Exams (3 total x 50 pts.)	150
Research project preliminaries (initial searches = 6 pts., proposal = 10 pts., measure = 6 pts., abstract = 10 pts.)	32
Research project final report	80
Poster presentation	25
Attendance & participation	15
Total points possible	350

Final grades are determined by your cumulative point total over the semester:

Grade	% of Possible	Pts.
A	93+	325-350
A-	90-92	315-324
B+	87-89	305-314
B	83-86	291-304
B-	80-82	280-290
C+	77-79	270-279
C	73-76	256-269
C-	70-72	245-255
D	60-69	210-244
F	<60	<210

Lateness deduction for **any assignment: 1 point off per day late*

Academic Dishonesty

Any instance of academic dishonesty (cheating, conspiring, or plagiarizing) will result in a failing grade on the relevant assignment. A second instance of academic dishonesty will result in failure of the course. We will discuss plagiarism in lab, but please ask me if any aspect of academic dishonesty is confusing to you.

Class Cancellations

Should class not meet for any reason, I will send you an email via Moodle regarding schedule changes. Note that assignments submitted on Moodle will not be affected by class cancellations. All updates to the class schedule will be posted on the Moodle course calendar.

Course Schedule: Psychology of Women, Fall, 2011

Date	Class (T & Th, 8-9:15) Topic & Assignments	Class Reading (read before class)	Lab (T, 9:25-10:15) Topic & Assignments
T 8/23	<i>Introduction to the Psychology of Women Discipline</i>		Research proposal (RP) introduction
Th 8/25	Research in the Psychology of Women	Caplan & Caplan, Research	
T 8/30	Gender critiques of research	Santrock, Father absence	3 RP Ideas Due: Bring to lab Lit searches; project partnerships
Th 9/1	Reading Refl. #1: Due 8/31 4 pm on Moodle What makes research gender-fair?	Gervais et al., Objectifying gaze	
T 9/6	Gender stereotypes, roles, and comparisons	Hyde, Gender similarities Caplan & Caplan, Math	Top 2 Prelim Lit Searches Due: Bring to lab Using previous research
Th 9/8	<i>Gender in Infancy & Childhood: Biology & Socialization</i> Biological perspectives	Matlin, Infancy & childhood (pp. 76-84) Diamond & Sigmundson, Sex reassignment	
T 9/13	Biological perspectives, cont.		Proposal preparation
Th 9/15	Socialization	Matlin, Infancy & childhood (pp. 84-103)	RP Proposal Due: Bring to class
T 9/20	Reading Refl. #2: Due 9/19 4 pm on Moodle Can we raise gender-neutral children? (Biology vs. socialization)	Bem, Feminist child-rearing	RP feedback & conferences
Th 9/22	Exam #1		
T 9/27	<i>Girls in Adolescence</i> Physical issues	Chrisler, Leaks, lumps, and lines	RP measures
Th 9/29	Reading Refl. #3: Due 9/28 4 pm on Moodle Psychological issues	Pipher, Saplings in the storm Barnett & Rivers, The self-esteem swan dive	
T 10/4	Media and culture	APA, Sexualization of girls	RP Measure Due: Bring to lab Measures; abstract prep
Th 10/6	Thin ideal, body objectification & body image		
T 10/11	Fall Break – no class		

Th 10/13	Sexuality and sex education	Walsh et al., Awkward or amazing Boonstra, Sex education	
T 10/18	<i>Diversity among Women: Multiple Identities</i> Poverty & social class	Scarborough, Welfare mothers	RP Abstract Draft #1 Due: Bring to lab Abstract peer review
Th 10/20	Poverty & social class, continued Women of color		RP Final Abstract Due 10/20 on Moodle
T 10/25	Reading Refl. #4: Due 10/24 4 pm on Moodle Women of color, continued	Collins, Get your freak on	Data analysis
Th 10/27	Sexual prejudice & lesbian women	Diamond, What we got wrong Fassinger & Israel, Sanctioning sexuality	
T 11/1	Exam #2		Data presentation: Tables and graphs
Th 11/3	<i>Women and Work</i> Wage issues, occupational segregation	Boushey, Breadwinners	
T 11/8	Combining work and family	Coontz, Simons, & Martin	Writing final reports essays
Th 11/10	<i>Violence against Women</i> Battered women	Goodman & Epstein, Battered women	
T 11/15	Sexual victimization & prevention	Koss, Hidden, unacknowledged Norris, "Fresh" thoughts	References and plagiarism
Th 11/17	Reading Refl. #5: Due 11/16 4 pm on Moodle <i>Mental Health Issues</i> Psychological disorders	Russo, Diversity & women's mental health	
T 11/22	Women and depression	Manning, The legacy	RP Due: Bring to lab Poster preparation
Th 11/24	Thanksgiving – no class		
T 11/29	Feminist therapy	Forrest, Counseling women	No lab (but I will be available for questions)
W 11/30	UNC Asheville Fall Symposium (specific time of our class poster session to be determined, but hopefully will be in the 3-5 pm range)		RP Poster Due
Th 12/1	Reading Refl. #6: Due 12/1 8 am on Moodle Feminist therapy applications	Yalom, Fat lady	
Th 12/8	8:00-10:30, Final Exam period* Exam #3	<i>*Graduating seniors may need to take the final exam on Reading Day (12/6), as senior grades are due 12/9.</i>	