

PSYCHOLOGY OF WOMEN
PSY 345 - FALL, 2002
DR. CAROL LAWTON

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OFFICE HOURS: M, Tu, Th 9:00 - 10:00 am

TEXTBOOK: Crawford, M., & Unger, R. (2000). *Women and gender: A feminist psychology*, 3rd Ed. Boston: McGraw-Hill.

READINGS: Articles for discussions are available through *Reserves EXpress* (Helmke Library web page).

CLASS WEB PAGE: <http://courses.ipfw.edu:8900> (Use your IPFW computing ID and password.)

Course Goals:

- To gain knowledge of the discipline of the Psychology of Women, including its history, contemporary theories, and research methods.
 - To understand the diversity of women's experiences.
 - To learn about research findings relevant to the psychological experiences of women, including psychosocial development; biologically-based experiences (e.g., menstruation, sexuality, pregnancy); mental health issues; gender differences/similarities in cognitive abilities, personality, and social behavior; issues related to ethnicity and sexual orientation; social issues (e.g., violence against women, women and work).
 - To understand the feminist critique of psychology and to learn how to critically evaluate popular information related to the psychology of women.
 - To provide a learning environment which values students' ideas and encourages an open exchange of information and opinion.
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Requirements:

- Four exams (50 points each; 200 points total)
- Discussions (4 points each; 24 points total)
- Film assignments (8 points)
- Term project (50 points)

Extra Credit:

- Bulletin board messages (1 point per test unit; 4 points total)
- 7th discussion (4 points)

Final Grades:

Your final grade will be based on total points. Final grades will be assigned as follows:

A	254+ points (90% or better)	D	169-196 points (60-69%)
B	226-253 points (80-89%)	F	168 and below (less than 60%)
C	197-225 points (70-79%)		

Exams (200 points):

There will be four exams, each worth 50 points, based on material from the text, lectures, and films. Each exam will consist of multiple choice, fill-in-the-blank, and short essay items. Each exam will test material covered since the last exam. A make-up exam will be allowed only if you inform me of your serious illness or other emergency in advance of the exam.

Article Reactions and Discussions (24 points):

Discussion sessions based on supplemental readings (available through Reserves EXpress) will be held during the last 40 minutes of class on the date assigned. Up to 4 points may be earned by attending a discussion and handing in a **typed** article reaction. The article reaction should be about one page in length and should consist of your reaction to an important point or issue from the article (not simply a summary of the article). Discuss why you found this particular issue to be interesting or important; perhaps it was something you didn't know before reading the article, something you have a strong opinion about, or something relevant to a personal experience. *Note:* If there are two readings assigned for a discussion session, be sure to comment on both articles in your reaction.

The full 4 points can only be earned by **both** attending the discussion and handing in an article reaction that meets the criteria above. If you had intended to attend the discussion and already prepared the article reaction, but were unable to attend, you may send me the reaction via e-mail on the day of the discussion, for 2 points. Attending a discussion session without handing in a reaction will not earn any points, although you are welcome to attend and listen.

Note that there are 7 discussion sessions available, but the maximum required number of points can be earned by attending and handing in reaction papers for 6 sessions. You may attend and hand in the reaction for the 7th session for extra credit.

Discussion Reading List:

9/3 Parker, S., Nichter, M., Nichter, M., Vuckovic, N., Sims, C., & Ritenbaugh, C. (1995). Body image and weight concerns among African American and white adolescent females: Differences that make a difference. *Human Organization*, 54, 103-114.

AND

Emerson, R. A. (2002). "Where my girls at?" Negotiating Black womanhood in music

videos. *Gender & Society*, 16, 115-135.

- 9/12 Aronson, J., Quinn, D. M., & Spencer, S. J. (1998). Stereotype threat and the academic underperformance of women and minorities. In J. K. Swim & C. Stangor (Eds.), *Prejudice: The target's perspective* (pp. 83-103). San Diego: Academic Press.
- 10/8 Peplau, L. A., & Garnets, L. D. (2000). A new paradigm for understanding women's sexuality and sexual orientation. *Journal of Social Issues*, 56, 329-350.
- 10/31 Barnett, R. C., & Hyde, J. S. (2001). Women, men, work, and family. *American Psychologist*, 56, 781-796.
- 11/12 Rozee, P. D. (2000). Freedom from fear of rape: The missing fear in women's freedom. In J. Chrisler, C. Golden, & P. Rozee (Eds.), *Lectures on the psychology of women*. (pp. 255-269). New York: McGraw-Hill.
- 11/19 Stahly, G. B. (2000). Battered women: Why don't they just leave? In J. Chrisler, C. Golden, & P. Rozee (Eds.), *Lectures on the psychology of women*. (pp. 255-269). New York: McGraw-Hill.
- 12/3 Nolen-Hoeksema, S. (2002). Gender differences in depression. In I. H. Gotlib & C. L. Hammen (Eds.), *Handbook of depression* (pp. 492-501). New York: Guilford Press.

Film Assignments (8 points):

Up to 2 points can be earned for group work based on each of 4 films shown in class. Each group assignment will consist of : 1) a brief description of the two most important points or issues from the film, as agreed upon by the group, and 2) two multiple-choice or fill-in-the blank questions based on these issues. One or two of these questions from the class will be selected for use on exams.

- 8/29 *Killing Us Softly 3*
 9/24 *Is it a Boy or a Girl?*
 10/1 *Rights of Passage*
 10/24 *Gender and Communication*

Electronic Bulletin Board Postings (Extra Credit 4 points)

One extra credit point can be earned during each of the four exam units by posting a message to the electronic bulletin board on the class WebCT page. The message should discuss an issue relevant to

class content, and should refer to a concrete example of your own or an additional source (e.g., a web site including the URL). Length of the message should be at least one long paragraph.

Term Project (50 points): Service Learning Project OR Research Review Paper

Option A: Service Learning Project

Students choosing this option will gain “hands-on” experience with psychological issues facing women, who are often in circumstances very different than the student’s own, by volunteering at a social agency serving women who are homeless, victims of abuse, recovering addicts, etc. You will be required to volunteer 2 hours per week for 10 weeks, write a 5-page paper on your experience (details below), and participate in a panel discussion about your experience. You may choose one of the following 3 sites for your service (or you may select a similar site in your home area, with my approval):

Fort Wayne Women’s Bureau

Contact: Carol Koenig, Director of Marketing & Fund Development, 424-7977

Opportunities in marketing (8am - 5pm): newsletter, statistics, website, brochures, phone referrals, clerical tasks, or providing care for children of recovering addicts (morning - 8pm).

Contact: Carol Preston, Director of Counseling, 424-7977

Opportunities in Assault Awareness for Teens, and Rape Crisis Hotline (hotline requires 20-hour training workshop and a longer-term commitment; carry a pager for at least 4 hours/month)

Charis House

Contact: Sandy Johnson, Volunteer Coordinator, 426-8123

Opportunities in shelter for homeless women and their children; faith-based program: phone coverage, child care, sorting donations, providing transportation, tutoring, mentoring. Volunteer orientation session will be arranged to fit schedule of a group of students. Confidentiality form and criminal history form should be completed before orientation session.

YWCA Women’s Shelter

Contact: David Martinez, Director of Marketing, 424-4908, ext. 277 (will arrange interview with Director of Domestic Violence Services).

Opportunities in shelter for women with a history of violence and their children.

Note: Students choosing the service learning option will need to purchase professional liability insurance, available through the Bursar’s office for \$8.81, if not covered by your own professional liability insurance (e.g., if you are a nurse, you may already have liability insurance). Specify that you are purchasing the insurance for a Psychology course.

Service Learning Project Final Paper

The paper will integrate your service experience with at least one scholarly source (which I will

provide). Length should be about 5 pages, double-spaced, 12-point font, and 1-inch margins. APA style should be used to reference your scholarly source. The paper should consist of the following sections:

Goals of Project

In this section, explain why you chose your particular service learning project, and what you hoped to gain from the experience before you actually started it. Also, specify the area of scholarly research to which you will tie your experiences (e.g., research on battered women, women and poverty, women and addictions).

Experiences Related to Scholarly Research

Begin with a brief description of the type of work that you did in your project. Then choose at least two experiences from your service work that illustrate concepts from your scholarly source. Describe your experiences/observations in detail and relate them to specific findings reported in your scholarly source. Be sure to cite the scholarly source in your writing as follows:

- Cite the source in the very first sentence in which you begin to describe information from that source. Give both the author(s)' last name(s) and the year the work was published (the year is always given in parentheses; the author(s)' last name(s) may also be in parentheses or may be part of the sentence proper. Here are some examples:
- Clark and Green (1995) have studied effects of poverty on women's lives.
- It has been shown that poverty has different effects on the lives of women compared to men (Johnson, Adams, & Taylor, 1998).
- If a study has three or more authors, list all names the first time you mention their work and use only the first author's name followed by et al. thereafter. If you have already given the citation in a particular paragraph, you do not need to keep repeating the citation if you refer to that source again in the same paragraph.

Conclusions

Discuss whether your service learning project met the goals you had when starting it. Describe how the project contributed (either positively or negatively) to your educational or personal growth and development. What recommendations can you make for improving upon the service learning opportunity that you experienced?

Reference Page

Use the following format for listing each of the sources on the Reference page:

Smith, D. J., & Jones, A. N. (1997). Psychological reactions to abortion. *Journal of Women's Issues, 21*, 130-141.

Documentation of Service

You must have the person supervising your service initial the hours that you have worked on a weekly

basis, and fill out a brief progress report midway and at the end of your service (form will be provided).

Grading of Service Learning Project

Successful completion of 20 hours	25
Service learning paper	20
Panel discussion	5

Paper is due on **November 26th**. For each day late, 2 points will be subtracted.

Option B: Research Review Paper

Students choosing this option will write a focused review of recent research on a specific topic related to the psychology of women. The purpose is to help you learn to read, evaluate, and integrate scholarly research on a topic of particular interest to you. See topic suggestions at the end of this section.

Sources

You will review six scholarly journal articles that are first-hand reports of actual research studies conducted by the author(s); look for sections labeled Method, Results, and Discussion. NO magazines and NO popular press books may be used. Note: *Psychology Today* is not a scholarly source and is not acceptable; Dissertation Abstracts are also not acceptable. Some acceptable psychology journals include *Sex Roles*, *Psychology of Women Quarterly*, *Women and Therapy*, and *the Journal of Personality and Social Psychology*. Many other scholarly journals may also be appropriate; just ask me if they are ok. Copies of your sources must be handed in with your paper.

To assist you in locating scholarly sources you may use computerized databases and indexes such as PsycARTICLES (full-text articles from respected journals of the American Psychological Association), PsycINFO (abstracts only; may not have full-text available, but journal may be in library; be sure to limit your search to journal articles by typing limit PT = journal article), or Ebscohost: Academic Elite (full-text articles, but some from little-known journals; make sure you search only for articles that have been peer-reviewed). These databases are found on the IPFW Helmke Library “databases and indexes” web page.

I recommend that you clear your references with me, since a portion of the grade depends on the adequacy of your sources. All sources used must be cited in the text and also listed on a reference page using APA style.

Format of Paper

The paper will consist of a title page, abstract, body of paper (opening paragraph, review of literature, concluding paragraph), and reference list. The body of the paper (excluding title page, abstract, and references) should be about 8-10 pages in length. The paper will be written in APA style (typed, double-spaced, 12-point font, 1-inch margins).

Title Page

Title of your paper centered near the top. Your name centered below the title. Name of university

centered below your name. First two or three words of title followed by page number in upper right-hand corner of this page and all succeeding pages.

Abstract

The abstract is one paragraph on the second page of the paper. This page should have the heading “Abstract” centered at the top of this page. Only the abstract should be on this page. Do not indent the abstract (however; all other paragraphs in the body of the paper should be indented). The first sentence or two should give the purpose and topic of the paper. The remainder of the abstract should describe general conclusions drawn from your paper. Maximum length of abstract is 100 words.

Opening Paragraph and Review of Sources

- The body of the paper should begin on page 3. The full title of the paper should be centered at the top of this page.
- Begin the body of the paper with an opening paragraph introducing the topic of the paper. Clearly state the purpose or thesis of your paper. You may find it helpful to phrase your thesis in the form of a question that you are seeking to address.
- Following the opening paragraph, proceed with the review of the three sources. Read over the sources that you intend to use and pick out the information that is relevant to your thesis. It may be helpful to use subtopics as headings to help organize your review. For each finding that you review, be sure to describe the evidence on which it is based.
- Always cite the source in the very first sentence in which you begin to describe information from that source. In a citation, you must give both the author(s)’ last name(s) and the year the work was published (the year is always given in parentheses; the author(s)’ last name(s) may also be in parentheses or may be part of the sentence proper. Here are some examples:
 - Clark and Green (1995) have studied long-term psychological effects of abortion in adolescent girls.
 - It has been shown that most women do not show long-term negative effects of abortion (Johnson, Adams, & Taylor, 1998).
 - If a study has three or more authors, list all names the first time you mention their work and use only the first author’s name followed by et al. thereafter. If you have already given the citation in a particular paragraph, you do not need to keep repeating the citation if you refer to that source again in the same paragraph.

Discussion and Conclusions

Following the literature review, begin a new section with the heading, Discussion and Conclusions. This section follows immediately after body of paper containing review of sources. Do not begin a new page, unless you have run out of space on the page before.

Integrate the findings together to show what they contribute to the research topic; be sure to give the citations for specific findings that you discuss (you should discuss all of your sources). Present your overall conclusions based on the evidence you have reviewed. Also, indicate what questions remain unanswered in this area and make suggestions about future research that needs to be done.

Reference Page

A separate reference page at the end should list the sources that you cited in the paper. The sources should be listed in alphabetical order by the last name of the first author of each source. Use the following format for listing each of the sources on the Reference page.

Smith, D. J., & Jones, A. N. (1997). Psychological reactions to abortion. *Journal of Women's Issues, 21*, 130-141.

Plagiarism

Plagiarism is using ideas from a reference without giving credit to the author(s), or using the exact wording of phrases or sentences from a source without using quotation marks followed by a page number for the quote. Plagiarism will result in a zero for that section of the paper. It is best to avoid quoting from a source altogether; instead rephrase the author(s)' ideas in your own words and give credit to the author for the ideas.

Topic Suggestions

Gender-role stereotypes in the media

Women and housework

Ethnic comparisons in girls' gender-role concepts or body image

Feminist therapy

Psychological factors in eating disorders (anorexia or bulimia)

Mental health issues for minority women

Equality in marriage or power in dating relationships

Women in male-dominated occupations

Sexual harassment in the workplace or education

Lesbian relationships

Gender stereotyping of children's toys

Attitudes toward women victims of sexual violence

Media portrayal of sexual violence against women

Programs for educating men about sexual violence against women

Factors contributing to depression in women

Attitudes toward menopause

Recovered and false memories of sexual abuse

**For additional ideas, look through recent issues of Sex Roles and Psychology of Women Quarterly.

Grading of Research Literature Review Paper

Quality of sources	3
Abstract	2
Opening paragraph; Statement of purpose	2
Review of sources	16
Discussion and conclusions	12
Clarity, organization, grammar, spelling, 10 references (APA style & properly cited)	

Panel discussion

5

Paper is due on **November 26th**. For each day late, 2 points will be subtracted.

NOTE: The dates given below for exams, readings, films, and discussions are tentative and subject to change. Any changes will be announced in class.

<u>DATE</u>	<u>TOPIC</u>	<u>READING</u>
8/27, 8/29	Introduction	Ch 1 Film: <i>Killing Us Softly 3</i> (8/29)
9/3, 9/5	Gender Stereotypes	Ch 2 Discussion: <i>Body image and weight concerns... AND "Where my girls at"...</i> (9/3) Term project commitment sheets (9/5)
9/12	Gender Differences/ Similarities	Ch 3, pp. 86-90, 93-98, only Ch 4 Discussion: <i>Stereotype threat and academic underperformance...</i> (9/12)
9/17	EXAM 1	
9/19, 9/24	Biological Bases	Ch 5 Film: <i>Is It a Boy or a Girl?</i> (9/24)
9/26	Childhood	Ch 6
10/1	Adolescence	Ch 7 Film: <i>Rights of Passage</i> (10/1)
10/8, 10/10	Sex, Love, Romance	Ch 8 Discussion: <i>A new paradigm for understanding women's sexuality</i> (10/8)
10/17	EXAM 2	

10/22, 10/24	Long-term Relationships	Ch 9 Film: <i>Gender & Communication</i> (10/24)
10/29	Mothering	Ch 10 Film: <i>He Said, She Said</i>
10/31	Work	Ch 11 Discussion: <i>Women, men, work, and family</i> (10/31)
11/7, 11/12	Midlife and Older Adulthood	Ch 12 Discussion: <i>Freedom from fear of rape</i> (11/12)
11/14	EXAM 3	
11/19, 11/21, 11/26	Violence Against Women	Ch 13 Discussion: <i>Battered women: Why don't they just leave?</i> (11/19)
	TERM PAPER due 11/26	
12/3, 12/5, 12/10	Physical and Mental Health	Ch 12, pp. 445-457 Ch 14 Discussion: <i>Gender differences in depression</i> (12/3) Term project panel discussions (12/5, 12/10)
12/12	Conclusion	Ch 15
12/17	EXAM 4	