

PSYCHOLOGY OF WOMEN - Psyc 208/WS 385, Spring 1997  
Dr. P. Owen-Smith  
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Office hours - By appointment

Texts: Matlin, M.W. (1996). The Psychology of Women (3rd ed.). New York: Holt, Rinehart, and Winston.  
Pipher, M. (1994). Reviving Ophelia. New York: Ballantine Books.

During the past two decades courses on women have appeared on campuses all over the country. Nurtured by feminism and its scholarship, these courses are bringing the experience of women out of the oblivion of neglect into the various disciplines. They are changing old biases and informing students with new insights and perspectives as well as generating further research.

Most of the research on the psychology of women has been done by women, an observation reminiscent of John Stuart Mill's prophetic comment that no understanding of women would ever be possible until women themselves began to tell what they know. Why did women wait so long? One reason, of course, was that the definitions of what was important to study were made by men, and historically they did not include the psychology of women. The authenticity of women's knowledge about themselves and of the kinds of questions that science can ask about them is now beginning to be recognized. Women are assuming more instrumental and authoritative roles in seeking out answers.

#### OBJECTIVES OF THE COURSE:

1. exposure to current thought and research on issues concerning the psychology of women
2. development of a critical attitude toward the relationship between culture and knowledge, particularly where it concerns women
3. the understanding that "facts" change and develop from the context of cultural attitudes and values
4. an appreciation of the diversity, as well as the commonality, in women's lives

#### REQUIREMENTS OF THE COURSE:

1. Attendance and class participation: Students should attend every class and actively participate in discussion. It is expected, therefore, that the student will have read ALL assigned materials PRIOR to class. As part of class participation, each student is required to make AT LEAST 10

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Learn Link entries during the course of the semester. Each entry should be a 5-6 sentence response or personal reaction to a concept presented in the lecture, the readings, or to comments made by other students. Detailed information regarding Learn Link entries will be given in class. It is hoped that these entries will serve as another way to converse with students in the class. Think of this Learn Link assignment as a type of journal!

2. Exams: There will be a Midterm and Final Examination. Each exam will consist of both multiple choice and essay questions. The final exam will NOT be cumulative and will cover material since the midterm.

3. Literature Review: A review of a selected topic in the area of the psychology of women will be constructed by the student. Each student must make an appointment to discuss her/his literature review prior to submitting the review. There should be a minimum of 7 primary references and the review itself should be approximately 8-10 pages in length. (Detailed information about the construction of the final paper will be given in class). You may write this paper collaboratively with other student(s) of your choice (but not more than three students) or you may write individually; however, please be aware that should you write with other students, each member of the group will receive the same grade. **ALL PAPERS ARE DUE AT THE BEGINNING OF CLASS ON THE DESIGNATED DATE. LATE PAPERS WILL NOT BE ACCEPTED!!**

4. Assigned Readings and Discussion: Seven scholarly papers critical to the course will be on reserve in the library. All students will read the paper(s) assigned for a given day and will be prepared to discuss the respective paper in class. Three or four students, designated by the professor, will be responsible for leading the discussion on a given date so all students at some point during the semester will have the opportunity to facilitate a class discussion. Quizzes will be given on the library articles prior to their discussion. A list of the names and authors of the articles will be disseminated in class.

5. Response paper to Reviving Ophelia: Students will read Pipher's Reviving Ophelia and will construct a 4-5 page response to this important book. Detailed guidelines regarding this response paper will be given in class. You may write this paper collaboratively with other students (but not more than three students) or you may write individually. However, please be aware that should you write with other students, each member of the group will receive the same grade. **ALL PAPERS ARE DUE AT THE BEGINNING OF CLASS ON THE DESIGNATED DATE. LATE PAPERS WILL NOT BE ACCEPTED!!**

6. Biographical Sketch of a female psychologist: Students will be given a list of noted female psychologists from which they are to choose one. Students will research the psychologist and then construct a 3-4 page typed biographical profile. Each student will also present to the class a **very brief summary** of her biography. Detailed guidelines will be given in class.

GRADING WILL BE AS FOLLOWS:

MIDTERM	15%
FINAL	15%
RESPONSE PAPER	15%
( <u>Reviving Ophelia</u> )	
Biographical Sketch	15%
QUIZ AVERAGE	15%
LITERATURE REVIEW	15%
CLASS PARTICIPATION &	10%
LEARN LINK ENTRIES	

The plus-minus system will be utilized in the calculation of final grades.

The student Honor Code of Oxford College applies to every member of the class. Please review this code carefully giving special attention to plagiarism. Remember that plagiarism occurs when one uses the words of another person without quotations and without adequate referencing. **PLEASE NOTE ALSO THAT THE USE OF FORMER STUDENTS' PAPERS MAY NOT BE USED IN ANY FORM; TO DO SO IS TO VIOLATE THE HONOR CODE!!!** This professor will not tolerate violations of this code under any circumstances!

COURSE SCHEDULE:

1/14	Introduction (Ch. 1)
1/16, 1/21, 1/23	Theoretical Perspectives
1/28	Biographical sketch due! (student presentations)
1/30	Student presentations (continued)
2/4	Prenatal development and infancy (Ch. 3)
2/6, 2/11, 2/13	Childhood and Adolescence (Chs. 3-4)
2/18	Response paper to <u>Reviving Ophelia</u>
2/20	READING I

2/25,2/27,3/4	Love Relationships & Sexuality (Chs.8&9)
3/6	Midterm Exam
3/10-3/15	Spring Break!!!!
3/18,3/20	Pregnancy, Childbirth & Motherhood (Ch. 10)
3/25	READING 2
3/27	Older Adulthood (Ch. 14)
4/1	READING 3
4/3	Achievement Motivation & Achievement attitudes; women and work (Ch.5)
4/8	READING 4
4/10	LITERATURE REVIEW DUE! (student presentations)
4/15	Sex differences/similarities & gender stereotypes (Chs.2&6) READING 5
4/17	Women and Health (Chs.11&12) READING 6
4/22	Violence against women (Ch.13)
4/24	READING 7
4/29	Retrospect and Prospect: Feminism Revisited (Ch. 15)