

Psychology of Women - Psyc 208/WS 385, Spring 2003

Instructor: Dr. Patti Owen-Smith

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Office Hours: MWF – 2-3 pm and by appointment

Texts: Selected readings (on e-reserve)

Pipher, M. (1994). Reviving Ophelia. New York: Ballantine Books.

About this class: The Psychology of Women explores women's experiences and issues in the context of psychological theory and research. Emphasis is placed on the critical examination, reanalysis, and reinterpretation of numerous concepts in psychology as they inform our knowledge of women.

There are two distinctive features to this class:

1. In-class dialogue and discussion will be a significant component. While I will lecture on a regular basis, I will also expect you to take some leadership and ownership of the class. This will ***not*** be a class where you can sit quietly, take notes, and then leave.
2. The most distinctive feature of the class is the Theory Practice/Service Learning (TPSL) format. What is "Theory/Practice?" A Theory/Practice component can deepen your understanding of the subject you are studying and develop your ability to reflect on, "practice," and apply to a real life situation what you are learning in the classroom. I believe that knowing facts, reciting theories and concepts, and regurgitating back on an exam what you have memorized is not necessarily reflective of a "deep" understanding of the material nor does it prepare you for real life experiences. Therefore, you will be expected to *reflect on what you are learning* by working in a social service agency in the greater surrounding community *at least* two hours a week. I will provide you with a list of possible placements and times, and you then may select the placement based on your personal preferences and schedules. Detailed information will be given in class about this component of the class.

Objectives of the Course: Each of us in this class should expect the following:

1. To participate actively in class discussions and in Learn Link conversations on a regular basis and in a thoughtful manner. This means that each of us should be able to frame our conversations around the readings and the theory concerning the psychology of women.

2. To connect the psychological theory to the daily lives of girls and women. Our community placements will be one important venue for doing this.
3. To see the specific ways in which class, ethnicity, gender, sexual orientation, and age intersect to influence female growth and development.
4. To grow in heart and mind. This means that we will make a conscious attempt to develop a tolerance and appreciation of others' ideas and convictions, particularly those views that are different from our own.
5. To enjoy this moment in time in our own journey of learning!

Requirements of the Course:

1. **Attendance, class participation (including group facilitation), and Learn Link entries (15%)**: Since your individual voice is considered very significant to the integrity of the course, you should attend every class and actively participate in discussion. It is expected, therefore, that you will come to class well prepared for discussion. Designated groups of students will have the opportunity to lead one class discussion during the course of the semester. It is expected that each group will be prepared for this group facilitation. (Further information will be given in class regarding this component of the class.

Each student will also contribute *at least* 10 Learn Link entries during the course of the semester. Each entry should be a 3-4 sentence response or personal reaction to a concept presented in the lecture, the readings, a film, or to comments made by other students. It is hoped that these entries will serve as another way for you to converse with students in the class. Think of this Learn Link assignment as a type of journal! I expect you to respond thoughtfully to one another on this conference and to evidence careful reflection as opposed to an "off the cuff" reaction. I am interested in whether you are able to incorporate ideas from the class and then articulate them.

2. **Community Placement and TPSL Reflection Paper (25%)**: Each of you will work in a community social service agency at least two hours a week and have an on-site supervisor to whom you will report. This supervisor will evaluate your work at both mid-semester and at the end of the semester and communicate those results to me. However, this supervisor will *not* assign a grade. Periodically during the course of the semester we will have in-class discussions regarding experiences with these placements. You will be expected to talk about your placement in terms of concepts learned in class.

At the end of the semester you will construct an 8-10 page paper that demonstrates how your community experience is related to, clarifies, or reflects what you have learned in this class. For example, if you are working with an adolescent girl at Elks Aidmore, you might want to consider how your interaction with her validates or raises questions about what you have learned regarding adolescent female development. (Detailed information about the construction of the final paper will be discussed in class). You are also asked to

construct an abstract of your TPSL paper which you will post to our Learn Link conference for all of the members of the class to enjoy and learn from.

3. **Quizzes (60%):** Four short answer quizzes (*each* worth 15%) will be given in the course of the semester and will be drawn from selected readings on e-reserves, lectures, films, and class discussions. Therefore, to do well in this course a student must be present for every class.

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 and/or ideas 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!!!

Course Schedule:

1/16	Introduction
1/21	Theoretical Perspectives
*1/23	Discussion of TPSL Community Placements
1/28	Theoretical Perspectives (cont.)
1/30, 2/4	Prenatal development, infancy, & childhood
*2/6, 2/11	Quiz I (includes Selected Readings and lectures) Group Discussion
2/13, 2/18	Adolescence
*2/19	Last day for dropping courses without academic penalty!
*2/20	TPSL Discussion
*2/25	No Class!
*2/27, 3/4	Quiz II (includes <u>Reviving Ophelia</u> and lectures) Group Discussion
*3/6	No Class!

***3/10 - 3/14**

Spring Break

3/18, 3/20

Love Relationships & Sexuality

3/25

Pregnancy & Childbirth

3/27

Motherhood

***4/1, 4/3**

**Quiz III – (includes Selected Readings and lectures)
Group Discussion**

***4/8**

TPSL Discussion

4/10

Women and Work

4/15

Women and Health

4/17

Violence Against Women

***4/22, 4/24**

**Quiz IV (includes Selected Readings and lectures)
Group Discussion**

***4/29**

**TPSL Reflection Papers Due and Abstract Posted to
Conference
TPSL Discussion**