Psychology 374, Psychology of Women and Gender

Fall 2018, Block 2

**Class Meeting Times:** M- F: 8:15 am – 11:00 am **Place:** College Hall 301 **Instructor:** Dr. Melinda Green **Office:** Law 106E **Phone:** 895-4313 **E-mail:** [mgreen@cornellcollege.edu](mailto:mgreen@cornellcollege.edu) **Office Hours:** M, W, F: 11 a.m.- 12 p.m. or By Appointment

**Required Text:** Shibley Hyde, J. & Else-Quest, N. (2012). *Half the human experience: The psychology of women* (8th ed.). Cengage Learning: Boston.

**Recommended Resource:** American Psychological Association (2010). *Publication manual of the American Psychology Association* (6th ed). Washington, DC: Author.

**Course Objectives:** This course will consist of lecture, classroom discussions, experiential class activities, and feminist activism exercises. The main course objective is to provide an overview of the psychological literature as it relates to women and gender in order to encourage students to think deeply about gender-related expectations and inequalities from a feminist perspective.

Specifically, students will examine 1) biological, psychological, and sociocultural causes of gender differences, 2) neuropsychological, emotional, cognitive, and behavioral differences in women versus men, 3) psychoanalytic, evolutionary, social cognitive, gender schema, and feminist theories of gender development, 4) discriminatory practices against women including violence against women, 5) women’s past and present sociopolitical status in the United States and other nations, 6) the unique experiences of women of color and women of sexual minority groups, 7) the essence of feminism, and 8) the consequences of socially-reinforced gender roles among both men and women.

***These objectives correspond to the Cornell College learning objectives of developing knowledge and intercultural literacy.***

**Knowledge Assessment:** Conceptual understanding of course material and the ability to think critically about issues of power and oppression related to gender will be assessed via 2 exams. The ability to comprehend and synthesize primary research findings into a written APA-style format will be assessed via a final activism paper and project. The ability to communicate research findings and their relevance to gender-related activism will be articulated in a final oral presentation of the scientific literature related to the activism project. The ability to think critically about sociocultural portrayals of gender will be assessed via a final media literacy presentation.

***These objectives correspond to the Cornell College learning objectives of developing strong communication skills.***

**Attendance:** Attendance is imperative in order to perform well in this course. Therefore, students are allowed only ***2 absences*** without penalty over the course of the block. Students should notify the instructor prior to the absence and will be responsible for contacting the instructor via phone, e-mail, or in-person during office hours (i.e., outside of classroom time) for any information missed due to an absence.

***If more than 2 absences are accrued over the duration of the course, the student’s grade will be lowered by one-third a letter grade for each additional absence (ex: A to A-).*** Students are responsible for signing the daily attendance sheet; if a student fails to sign his or her name on this sheet it will be assumed he or she was absent that day.

***Students may not miss more than 4 classes for any reason***. If this occurs, students will need to pursue an appropriate method for dropping the class (15th day drop or withdrawal health if eligible). If a student misses more than 4 classes and does not meet the criteria for a drop or withdrawal, a failing grade in the course will result. This provision also applies to students who have academic accommodations which include accommodations for absenteeism. Accommodations beyond 4 missed classes are considered beyond a reasonable accommodation for this course since essential components of the course will be missed with an absenteeism rate beyond this level.

**Tardiness:** Tardiness is disruptive to both the instructor and other students. It detracts from the learning environment. Tardiness of 15 minutes or more will be counted as an unexcused absence for that class session.

**Good Classroom Behavior:** Students are expected to be attentive and non-disruptive during class time. Students are also expected to be courteous toward the professor and other classmates. Students are expected to be actively attentive during class and to avoid distractions (cell phones, newspapers, textbook reading, etc.). If a student violates this policy, the professor will first provide a verbal and a written warning and advice for changing the disruptive or disrespectful behavior. After a second occurrence, the professor may ask the student to leave the class and a failing grade will result.

Good classroom behavior includes being attentive and participatory in class. This class will include a dynamic learning environment where students are frequently asked to provide an informed opinion related to the material. Students’ comments should reflect a critical analysis of the issues under consideration; this analysis should be informed by the relevant reading.

**Reading Assignments:** The reading assignments are provided on the attached page. Students are expected to have read the material **prior to** the class period during which it will be discussed.

**Exams:** There will be a total of 2 exams in this course, one midterm exam and one comprehensive final exam. Each exam will be composed of 40 multiple-choice questions (2 points each, 80 points total), 2 short-answer essay questions (5 points each, 10 points total), and 1 long-answer essay question (10 points total). Each exam will be worth 100 points (200 points total).  ***No make-up exams are allowed without a documented excuse.***

**Research-Based Activism Project:** Feminists are activists. A key component of this course is to empower students to promote social change pertaining to gender-related inequities. In order to accomplish this aim, as well as to foster students’ abilities to read and understand the primary empirical literature pertaining to the ***Psychology of Women and Gender***, students will complete a research-based activism project. The purpose of this activity is to use the primary psychological literature to persuade an outside entity to think deeply about a gender-related inequity with the aim of promoting social change.

The research-based activism project may be completed either in a small group (3-4 members). The project may take a variety of forms. Below are some examples:

Sample Project 1: Write a letter to a media outlet encouraging them to stop the practice of retouching images of women in their media source. Cite primary scientific evidence (in APA format) on the damaging psychological effects of photo retouching on women exposed to altered images.

Sample Project 2: Write a letter to your senator or congressional representative with proposed legislation on standardizing practices surrounding the reporting of sexual assault on college campuses. Cite primary scientific data on the frequency of sexual assault against women on college campuses, the nature of underreporting, and psychological consequences impacting victims of sexual assault.

Sample Project 3: Create a video presentation documenting examples of the media-portrayed thin-ideal. Present and cite research in the video which documents the negative effects of the thin-ideal on exposed women in an accompanying paper pamphlet.

For all projects, provide an APA style references page for all citations. All references should be from peer-reviewed journals. A minimum of 15 citations should be included in the project; at least 10 of these citations should be primary references. ***The research-based activism project is due at the beginning of class on the specified date. No late projects will be accepted without a documented excuse which is approved by the professor.***

This project will increase students’ understanding of their moral commitments to their respective communities with regard to oppression and gender. This project will also help students learn to read, synthesize, and write about primary scientific literature in the field of Psychology of Women. This project is worth 100 points.

***This project corresponds to the Cornell College learning objectives which encourage the promotion of knowledge, inquiry, intercultural literacy, and reasoning.***

A rough draft of the project will be due on Monday of the third week of the block at the beginning of class. A final draft is due on the final Monday of the block. The rough draft is not graded but is an opportunity to receive feedback on the project before the final submission. Students will receive 10 participation points for completing a rough draft. The final draft is worth 100 points.

**Activism Project Presentation:** Each group will deliver a 10-minute formal presentation (via Microsoft PowerPoint) based on their research-based activism project. The purpose of this presentation is to explain the activism project to the other students in the course. During the presentation, the students should present the research relevant to the activism project. Students should also discuss the intent of the activism project, citing what sociocultural impact they intend for the project to exert. The final research presentation will be worth 50 points. A presentation schedule will be developed during the block; students will be assigned a specific presentation time and day approximately one week before the presentation. ***Research presentations cannot be made-up or rescheduled without a documented excuse which is approved by the instructor.***

This project will increase students’ oral presentation skills, as well as their use of technology to convey scientific findings. Students are encouraged to incorporate interesting visual representations of concepts into their slides (graphs, figures, images, etc.).

***This presentation requirement corresponds to the Cornell College learning objective designed to increased students’ proficiency with communication, specifically oral communication.***

**Media Literacy Project Presentation:** The mass media is a powerful communicator of gender messages in Westernized culture. Many of these messages shape people’s expectations regarding gender. Student will work in a group of 3-4 members (different members than you activism group) to collect 10-15 examples of print/video media that clearly send distinct messages regarding gender norms. Each group will be assigned a theme. Be sure media examples highlight this theme. Examples of themes include: 1) appearance-related messages directed toward women (thinness, plastic surgery, etc)., 2) messages regarding the social roles of men versus women, 3) messages regarding personal characteristics of men versus women, 4) messages regarding women of color, 5) messages regarding competence of men versus women, etc.

Groups should bring their examples to class and be prepared to discuss the messages via a formal presentation. All groups will integrate concepts discussed in class (and text) into the presentations. Also, group members should demonstrate a high level of critical thinking skills regarding the societal impact of the media messages explored during the presentation. The presentation will be worth 50 points and should be approximately 30-50 minutes in duration, leaving time for questions and discussion. A grading sheet for the media literacy project is attached. ***Media literacy presentations cannot be made-up or rescheduled unless medical documentation is provided for the absence.***

This project will increase students’ level of critical thinking regarding gender-related messages communicated by the mass media.

***This project corresponds to the Cornell College learning objectives which encourage the promotion of knowledge, inquiry, intercultural literacy, and reasoning in our liberally educated students.***

**Participation:** Student engagement and a student’s ability to think deeply about material are vital components to effective learning in this course. Therefore, students are expected to participate regularly during class in an insightful and informed manner (which reflects student understanding of the material). Also, students should respect the viewpoints of other students and the instructor. Students are also expected to be attentive and nondisruptive during class. This includes turning off all cell phones, remaining awake and alert, and avoiding distractions such as newspaper reading, knitting, web surfing, etc. Students choosing to engage in such behaviors will be warned one time about the behavior. If the behavior is recurrent, students may be asked to leave the class and a failing grade will result.

There are a total of 30 participation points available. 10 points will be assigned by your group members for your contribution to the media literacy project. Each of your group members will rank your participation out of 10 points. 10 points will be assigned by your group members for your contribution to the activism project. Each of your group members will rank your participation out of 10 points. Professor Green will average your score across group members. Professor Green will allocate the remaining 10 participation points to in-class participation activities.

**Statement on Diversity:** A commitment to diversity has been widely recognized as a critical component shaping the future of psychology. Diversity considerations will be incorporated throughout in-class discussions, lectures, and activities.

**Academic Accommodations:** Cornell College makes reasonable accommodations for persons with disabilities.  Students should notify the Coordinator of Academic Support and Advising and their course instructor or of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format.  For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

**Plagiarism/Cheating:** Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty."

**Extra Credit Opportunities:** Students may earn extra credit via participation in experiments over the duration of the course. Students can receive up to10 extra credit points for experimental participation. Students receive 2 points per experiment and can complete up to 5 experiments (total of 10 points).

An option to experiment participation is to complete five 2-page reviews of research articles (2 points possible for each review for a total of 10 points). ***These articles must not have been cited in your research-based activism project***. Reviews should be typed, in double-spaced 12 point Times New Roman font. The purpose of the review is to provide a thorough overview of the research article. The following components should be discussed: 1) Purpose of the research. 2) Specified hypothesis. 3) Methodology of the study (how the sample was recruited, what type of research design, operational definition of constructs). 4) Findings or conclusions.

**Grading:** The top score in the course will determine 100%. Grades will be figured according to the following scale: 100-93% A; 92.9-90% A-; 89.9-87% B+; 86.9-83% B; 82.9-80% B-; 79.9-77% C+; 76.9-73% C; 72.9-70% C-; 69.9-67% D+; 69.9-63% D; 62.9-60% D-; 59% and below F.

Tests 200 points (100 points each)

Activism Project –Final Draft 100 points

Activism Presentation 50 points

Participation 30 points

Media Literacy Project 50 points

Total 430 points

**Psychology 374, Term 2, Course Schedule**

Date Topic Reading/Assignments

Sept 24 Introduction to Psych of Women Chapter 1

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Sept 25 Theories of Gender Chapter 2

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Sept 26 Gender Stereotypes Chapter 3

Gender Similarities & Differences

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Sept 27 Women of Color Chapter 4

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Sept 28 Gender & Language Chapter 5

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Oct 1 Gender & Emotion Chapter 6 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Oct 2 Gender Issues Across the Lifespan Chapter 7

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Oct 3 Abilities, Achievement & Motivation Chapter 8

**\*Media Literacy Presentations Afternoon**

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Oct 4 Women & Work Chapter 9

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Oct 5 **\*Exam I** Chapters 1-9 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Oct 8 Biological Influences on Gendered

Behavior Chapter 10

**\*Rough Draft – Activism Project**

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Oct 9 Women’s Health Chapter 11

**\*Media Literacy Presentations**

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Oct 10 Female Sexuality Chapter 12

**\*Media Literacy Presentations**

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Oct 11 Lesbian & Bisexual Women Chapter 13

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Oct 12 The Victimization of Women Chapter 14

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Oct 15 Women & Mental Health Issues Chapter 15

**\*Research-Based Activism Project**

**\*Activism Presentations**

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Oct 16 Psychology of Men Chapters 16, 17

Past & Future Issues

**\*Activism Presentations**

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Oct 17 **\*Exam II** Comprehensive

**Media Literacy Project**

Presentation Grading Sheet

(50 Points Possible)

Please bring this sheet the day of your presentation.

Names of Group Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 10-15 Relevant Examples of Media Content (Displayed Clearly) (5 Points)
2. Integration of Relevant Class Concepts & Material into Presentation (10 Points)
3. Promotion of a Critical Discussion Regarding the Media Theme (10 Points)
4. Compelling, Thought Provoking Presentation Style (10 Points)
5. Equal Involvement of All Group Members (5 Points)
6. Knowledge of Relevant Issues/Concepts (5 Points)
7. 30-50 Minutes in Duration (5 Points)

Total Score: \_\_\_\_\_\_\_\_\_\_\_\_

Comments:

**Gender Activism Project**

Grading Sheet

(100 Points Possible)

Please turn in this sheet on the day your activism project is due.

Names of Group Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The authors cite a minimum of 15 scientific articles (at least 10 of which are primary) which provide support for the ideas presented in the project.
2. The relevant research concepts are cited in the project and on a formal APA Style references page which is attached to the project
3. Scientific facts are well-integrated into the project in a concise, well-written, well-organized manner where ideas flow logically from one another
4. The project incorporates a compelling, persuasive approach to the topic which highlights the importance of the key issues (as presented in the relevant literature)
5. The authors successfully use research facts to encourage the readers or viewers to think critically about issues related to gender and oppression
6. The project demonstrates students’ understanding of the central issues
7. The authors’ provides innovative ideas for addressing the social issue via ideas for change
8. The authors’ discuss potential barriers related to each idea for change and overview possible solutions to these identified barriers

Total Score: \_\_\_\_\_\_\_\_\_\_\_\_ (100 Points Possible)

Comments:

**Activism Project Presentation**

Grading Sheet

(50 Points Possible)

Please bring this sheet on the day of your presentation.

Names of Group Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

An effective presentation should:

1. Provide a succinct overview of the purpose of the project
2. Review the relevant literature to make a compelling case for the importance of the project
3. Identify the intended audience of the project and the intended outcomes for this audience.
4. Be delivered in a professional manner where speakers know the information well and communicate effectively (good eye contact, optimal volume and tone, appropriate pace, optimal amount of information per slide).
5. Cite all scientific information.
6. Provoke thoughtful consideration of the social issue.
7. Provide ideas for social change and ideas for overcoming potential barriers to social change.

Total Score: \_\_\_\_\_\_\_\_ (50 Points Possible)