

**PSYCHOLOGY OF WOMEN**  
PSYC 4620 (CRN 80806), Fall 2014  
T/R 1:00-2:15pm, 529 LANGDL (GCB)  
3 Credit Hours

<b>Instructor</b>	Stephanie Dietz
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<b>Office</b>	786 Urban Life Building (on the 7 <sup>th</sup> floor; check in with receptionist)
<b>Office Phone</b>	404-413-6336
<b>Office Hours</b>	T/Th 2:30-3:30pm or by appointment
<b>Mailbox</b>	See receptionist on 11 <sup>th</sup> floor of the Urban Life Building
<b>Course Description</b>	This course introduces students to the study of women and gender in the field of psychology. We will explore historical, biological, social, cultural and developmental themes regarding the psychology of women. In addition, the implications of gender research for social action and change as well as the intersections of sex, gender, sexuality, race, ethnicity, social class, and age are emphasized. These topics are explored from a feminist psychology perspective.
<b>Course Objectives</b>	Through lecture, class discussion, and assignments students will develop an understanding of the breadth of psychological research and literature on women and gender, with an emphasis on feminist critiques of traditional psychology. Course components will encourage students to think critically about psychological research on gender, women in social and cultural context(s), inequalities women experience, and the diversity of women and their experiences. Students will also develop their scientific writing skills using APA writing style.
<b>Class Discussion</b>	Some may feel that topics discussed in this course are controversial. It is expected that students will have varying perspectives. Through our readings, dialogue, sharing ideas, and listening to others, we will be challenged to learn and grow. However, this process may not always feel easy or comfortable. To facilitate meaningful discussion and respect for one another, we will follow the classroom contract, as created in class.
<b>Prerequisites</b>	PSYC 1101 (or equivalent) with a grade of C or higher. NOTE: The GoSOLAR registration system will not allow students to register without having completed the prerequisites. Waivers for prerequisites will not be considered for regular students. Only post-baccalaureate and transient (visiting) students may request a prerequisite waiver through Tenagne Mulugeta in the main office of the Department of Psychology. No other requests for waiver of prerequisites will be considered.
<b>Course</b>	The format of this course is primarily lecture although classes will include

**Format** discussion, in-class exercises, films/documentaries, and writing assignments. Most classes will begin with lecture to stimulate discussion and/or participation. This course emphasizes writing as a vehicle to learn content as well as critical thinking skills.

**Required Text** Crawford, M. (2012). *Transformations: Women, gender & psychology*. (2<sup>nd</sup> ed.). New York, NY: McGraw-Hill.

**Required Technology** Desire2Learn is the primary means by which we will communicate outside of class. **All members of the class are expected to check the D2L site associated with this class on a regular basis.** Students should check the site before class meetings and print out PowerPoints, handouts, or other materials that are necessary for class. To access D2L, go to the Georgia State homepage, click on the Desire2Learn button located at the top of the screen, and follow the login instructions.

**Learning Assessments** Exams: You will take three exams in this course. Each exam will focus on lecture material, course readings, class activities, and discussion covered since the last exam. Exams are intended to assess active understanding (i.e., application, evaluation, and interpretation) of the material and may consist of short essays, fill-in-the-blank, multiple-choice, true/false and matching questions. Each exam is worth 100 points.

Final Project: You will complete one final project for this class. This project will be a five minute video over a chosen, approved topic. Further details will be given later in the semester. This project will be worth 100 points.

Class Participation: In-class writing assignments and participation activities will count toward your class participation grade. These assignments or activities (e.g. brief reflective essays, peer review) are intended to demonstrate your engagement with the material. These activities will not be pre-announced. I will not take attendance for this course, therefore your participation points are integral to your class attendance. Each activity will be worth five points, for a total of 50 points.

Online Discussion: Each week, a discussion prompt will be posted on D2L. These prompts will be located under self-assessment. You are expected to respond to a minimum of ten prompts. Each prompt is worth five points, for a total of 50 points.

**Making Up Missed Assignments** Exams: In the case of an inevitable emergency (i.e. a serious medical problem or dire circumstance) where you provide written documentation within a reasonable timeframe, your missed exam grade will be substituted with your following exam grade. That is, the following exam will be counted twice. For example, if you miss exam 1, exam 2 will serve as both your first and second

exam grade. Unexcused absences from exams will result in a zero for your exam grade. Please see me as soon as possible if you have any questions or concerns about this policy.

Class Participation Points: Cannot be made-up.

Grading	Assignment	Points Possible	Points Earned	Letter Grade
	3 Exams	300	500-483	A+
	Final Project	100	482-463	A
	Participation	50	462-450	A-
	Diary	50	449-433	B+
	<b>Total</b>	<b>500</b>	432-413	B
			412-400	B-
			399-383	C+
			382-363	C
			362-350	C-
			349-300	D
			299-0	F

**Return of Materials** When students receive graded materials from the instructor, they assume responsibility for the materials and their possible loss. Students are responsible for maintaining all returned materials until they have been assigned a final grade for the course.

**Attendance** Student involvement is essential. Attendance will not be taken, but students are expected to attend class, arrive on time, and leave when dismissed by the instructor. Students who demonstrate a pattern of late arrival or early departure from class will be considered in violation of the Board of Regents Policy on Disruptive Behavior (see Code of Conduct below).

If you are unable to attend a lecture, it is your responsibility to get notes from another student. **Do not contact your instructor and ask what you missed.** If you discover that you have questions concerning the missed class that you are unable to answer yourself after reviewing a classmate's notes, please see your instructor during office hours to get clarification.

Veterans' Attendance: The Department of Veterans Affairs (DVA) requires that institutions of higher learning immediately report to them when a student discontinues attendance. Veterans who are receiving benefits to fund their education will be reported to the DVA if they do not attend class for a period of two weeks or more.

**Code of Conduct** All students in this class are bound by the *Student Code of Conduct and Policies* as published by the Office of the Dean of Students. This code

includes a detailed description of the University system policies on academic honesty and appropriate classroom behavior. You are expected to know the University's standards of conduct and are responsible for abiding by these standards. Lack of knowledge of these standards is not a defense for academic or personal misconduct.

Disruptive Behavior: All members of the class are expected to treat each other in a respectful, civil manner. Students who exhibit behaviors that I consider obstructive or disruptive to the class or its learning activities will be treated according to the Board of Regents Policy on Disruptive Behavior. Disruptive students will first receive a verbal warning. Continued violations will result in a written warning, a meeting with the Chair of the Department of Psychology, and finally formal disciplinary action at the University level. In addition, any student who engages in disruptive behavior may be dismissed from the class, assessed point deductions from their final grade, and – for repeat offenders – administratively withdrawn from the course. Please make sure phones are silenced during class. If circumstances beyond your control dictate that you must be available to receive a phone call or page during class (e.g., your child is ill), please see me before class. When the call or page comes in, please leave the room discretely to answer it.

For a full explanation of the departmental Disruptive Behavior Policy, review <http://www2.gsu.edu/~wwwsen/minutes/2002-2003/disrupt2.html>.

Academic Honesty: For a full explanation of academic dishonesty, see the GSU student code of conduct at: <http://www2.gsu.edu/~wwwdos/codeofconduct.html>

The most common types of academic dishonesty are plagiarism, cheating on assessments, and unauthorized collaboration.

GSU Department of Psychology Definition of Plagiarism:

If a student uses or relies on others' work in preparing any academic materials (e.g. written assignments, posters, presentations) the student must cite the source correctly according to the directions provided by the instructor. Failure to do so is plagiarism. Copying and pasting even part of a sentence or phrase is plagiarism, even when the source is cited correctly. Paraphrasing a source in a way that copies the phrase or sentence structure of a source is also plagiarism. To avoid plagiarism, students are expected to properly paraphrase others' ideas.

For example, the following illustrates the original source, a plagiarized example and a non-plagiarized example. This is drawn from;

Martin, A. J., Colmar, S. H., Davey, L. A., & Marsh, H. W. (2010). Longitudinal modeling of academic buoyancy and motivation: Do the '5Cs' hold up over time? *British Journal of Educational Psychology*, 80, 473-496.

**Original Source:**

Schools are sites in which academic challenge, setback, and pressure are an ever-present feature of young people's lives. Despite the presence of 'everyday' academic adversity, there are substantial numbers of students who effectively manage and resolve these challenges. Academic buoyancy (Martin & Marsh, 2006) is one factor proposed to be an important part of this, defined as a specific self-perceived (and self-reported) adaptive response to a challenge or setback. The present study examined the motivational predictors of academic buoyancy. It did so by extending previous preliminary work that tentatively identified five motivational predictors of academic buoyancy in the high school context - referred to as the 5Cs of academic buoyancy: confidence (self-efficacy), coordination (planning), commitment (persistence), composure (low anxiety), and control (low uncertain control). After controlling for prior variance in academic buoyancy, the 5Cs were significant predictors of subsequent academic buoyancy.

**Plagiarized:**

Schools are places in which setbacks and challenges are an ever-present part of young adult's lives. Despite academic adversity, many students effectively manage and resolve these challenges. Academic buoyancy (Martin & Marsh, 2006) is one thing proposed to be an important part of this, which they define as a "specific self-perceived (and self-reported) adaptive response to a challenge or setback." This study evaluated the predictors of academic buoyancy by extending previous work that identified five "motivational predictors" of academic buoyancy in high school, referred to as the 5Cs. The 5Cs are confidence (self-efficacy), coordination (planning), commitment (persistence), composure (low anxiety), and control (low uncertain control). After controlling for prior variance in academic buoyancy, the 5Cs significantly predicted subsequent academic buoyancy.

**Non-Plagiarized:**

Martin and Marsh (2006, as cited in Martin, Colmar, Davey, & Marsh, 2010) proposed that the ability to effectively handle academic challenges, which they call academic buoyancy, differentiates students who succeed from students who don't. Academic buoyancy is composed of five factors, called the 5Cs: confidence, coordination, commitment, composure, and control. Martin, Colmar, Davey, and Marsh (2010) tested the 5Cs, and found that they significantly predict academic buoyancy.

Quotes in scientific writing should only be used when the wording of the original source is critical to the student's argument. Whether quoting is appropriate in a given instance is at the discretion of the instructor, not the student.

**Cheating and Unauthorized Collaboration** Cheating includes the use or sharing of any unauthorized materials and/or assistance before, during, or after an assessment (e.g. exams, tests, quizzes). Unless otherwise specified by your instructor, you may not discuss an assessment or share materials or information with any other student at any time.

Unauthorized collaboration occurs under the same circumstances as cheating,

but involves assignments outside of the classroom (e.g. papers, projects, presentations) rather than assessments.

**Students with Disabilities** Georgia State University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. A copy of the handbook for students with disabilities is available at the Office of Disability Services.

**Withdrawals** According to the Office of the Registrar, “Students may withdraw from classes using GoSOLAR. Withdrawals appear on a student’s permanent record and may be initiated by the student either before or after the midpoint.” Students who withdraw on or before the semester midpoint may be eligible for the grade of W, if they are passing the course. Students who withdraw after the semester midpoint will automatically be assigned the grade of F or WF, depending on the relative date of withdrawal to the end of the term. It is the student’s responsibility to withdraw from this course. For complete details concerning the university’s withdrawal policy, including information on *hardship withdrawals*, go to:

<http://www.gsu.edu/es/withdrawals.html>

**Course Feedback** Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State University. Upon completing this course, please take the time to fill out the online course evaluation. You are also encouraged to provide me with feedback throughout the course.

*This course syllabus provides a general plan for the course; deviations may be necessary.*

Date	Topic
Tuesday, August 27	Introduction to Class
Thursday, August 29	Paving the Way
Tuesday, September 03	Core Themes & Gender in Social Context
Thursday, September 05	Film – <i>Killing Us Softly 4</i>
Tuesday, September 10	Images of Women
Thursday, September 12	Meanings of Difference
Tuesday, September 17	Meanings of Difference
Thursday, September 19	Sex, Gender and Bodies
Tuesday, September 24	Sex, Gender and Bodies
Thursday, September 26	<b>Exam 1</b>
Tuesday, October 01	Video Camera Workshop; Gender and Development
Thursday, October 03	Gender and Development
Tuesday, October 08	Gender and Development
Thursday, October 10	Sex, Love and Romance
Tuesday, October 15	Sex, Love and Romance
Thursday, October 17	Commitments: Women and Close Relationships
Tuesday, October 22	<b>Exam 2</b>
Thursday, October 24	Guest Speaker: Women and Mythology
Tuesday, October 29	Mothering
Thursday, October 31	Work and Achievement
Tuesday, November 05	Work and Achievement
Thursday, November 07	Violence Against Women
Tuesday, November 12	Violence Against Women
Thursday, November 14	Psychological Disorders
Tuesday, November 19	Making a Difference; Class Review
Thursday, November 21	<b>Exam 3; Videos Due</b>
Tuesday, November 26	<b>No Class -- Thanksgiving</b>
Thursday, November 28	<b>No Class -- Thanksgiving</b>
Tuesday, December 03	Student Videos
Thursday, December 05	Student Videos

### Final Project

For this final project, you will create one 3-4 minute video on one of the listed topics. Video cameras have been reserved for you through the Digital Aquarium (390 Student Center). You will need to pick up your video camera on one of the following days:

- **Wednesday, September 27<sup>th</sup>; 10:00-6:00**
- **Friday, September 30<sup>th</sup>; 10:00-6:00**

You will need your Panther ID to pick up the video camera. Please make sure you also review the policies regarding multimedia checkout.

The Digital Aquarium also has video editing software and offers video instructions on using the cameras and the software. The open-access lab is open from:

MONDAY – THURSDAY

10 a.m. – 7:30 p.m.

FRIDAY

10 a.m. – 6 p.m.

SATURDAY & SUNDAY

12:30 p.m. – 4:30 p.m.

More information can be found at: [technology.gsu.edu/aquarium](http://technology.gsu.edu/aquarium)

### Topics:

1. Using the research reviewed in class, and keeping the person in historical context, interview someone born in 1970 or earlier about what life was like growing up in their gender role.
2. Create a mini documentary in which you plan, execute, and reflect upon an act that is typically considered to be outside of your gender role.
3. Design an informational video on a female psychologist not covered in class. This video does not need to be a lecture style, but can follow any format of your choice.