

**PSYC/WMST 354**  
**Psychology of Women & Gender**  
Class Syllabus and Calendar

Meredyth Goldberg Edelson

Fall 2006

M W F 10:20-11:20am

Office Hours: 9:00am-10:00am M W F and by appointment

Office: 253 Smullin

Phone: x6133

email: medelson@willamette.edu

**Required Text:**

Crawford, M. (2006). *Transformations: Women, gender, and psychology*. NY: McGraw Hill.

This course will explore the psychology of women and gender within three main units. In the first unit, we will explore the development of the discipline of psychology of women and gender, gendered and feminist research, gender similarities and differences, and gender development. In unit two, we will focus on gender and power, gendered images and language, the objectification of females, and gender and relationships. The final unit will include an exploration of sexuality and sexual orientation, images of motherhood, gender and work, and gendered psychological disorders.

Points:

You can earn a total of **500 points** in the course which are distributed as follows:

1. Exams (300 points): There will be three, 100 point exams given during the semester. Each test will consist of three 25-point essay questions and 25 1-point multiple-choice and/or fill-in-the-blank questions. You will be given 6-8 possible essay questions to prepare at home one week prior to each test. Students need to work on essay question preparation individually. Students who have questions should see me, not other students while preparing their responses. Three of these questions will be presented on the essay part of the exam. You cannot use your preparations during the exams (i.e., these are closed book essays), although if you do a sufficient job in your preparations, you should be able to do well on the exams. The essay questions will require students to integrate information across chapters and readings. The exams will cover material from the required text, the reserve readings, and lectures/discussions. Points will be deducted for illegibility on the essay questions so plan to write (or print) neatly! Each of the three tests will assess information from the previous unit; there are no cumulative exams in this class. The first two exams will take place during the semester, and the third exam will take place during our regularly scheduled exam period.

2. Activity assignment/presentation (100 points): Students will be required to participate in a group activity assignment related to topics about which we are studying. There will be six group activities, and students will be asked to rank their interest in these six possible topics. The six activities are: "An observational study of gender and social behavior," "Children's Toys: A content analysis of toy store merchandise," "Cultural images of men and women in the media," "Body image: How satisfied are men and women with their bodies?," "A content analysis of personal advertisements: The effects of gender and sexual orientation," and "Sexual harassment on the college campus."

Students will be assigned to a group based on their rankings. All activities require students to participate in a project outside of class as a group and then report the results of the project to the class. In addition to reporting the outcome of their project, each group will be required to provide the class with a brief, but interesting and informative, presentation related to their group activity. This presentation needs to incorporate at least 3 scholarly sources of information about the topic (no nonscholarly web sources, although full text journal articles obtained from the web are fine), and each group will need to submit an outline of their presentation along with their references (only one outline per group is needed). All articles used for the presentation should be recent—nor more than 5 years old (unless the group is including a classic study). To be fair to everyone, I will take into account feedback from group members regarding the amount of work each individual contributed to the group activity and presentation when assigning points. All individuals must actively participate in both the group activity and the presentation. Group presentations will be scheduled at the end of the appropriate unit and should be 30 minutes long including time for discussion and questions.

3. Literature Review Paper (100 points): All students will also need to write an individual paper related to their presentation topic. Each student will need at least 6 references (the three group references are fine, plus three additional references—again recent references only and no web sources) and must summarize the literature related to their topic. The paper should be approximately 1250-1500 words not including the reference section and needs to be written in APA format. Papers are due the final day of the term.

#### Grades:

Based on the assignments noted above, the grade distribution is as follows:

- ✓ Exams (60% of grade)
- ✓ Group Project (20% of grade)
- ✓ Literature Review Paper (20%)

Final grades will be determined using the following system:

- (a) Total points earned are computed and a frequency distribution will be calculated
- (b) The upper 10% of the class distribution is determined and the mean of this upper 10% is computed. Grades are then assigned according to the scale below.

95% of mean (of upper 10%)=Lower limit of A  
85% of mean (of upper 10%)=Lower limit of B  
75% of mean (of upper 10%)=Lower limit of C  
65% of mean (of upper 10%)=Lower limit of D

- (c) This is a modified form of an absolute grading system rather than "grading on a curve." The percentage of A's, B's, C's, D's, and F's are not determined in advance. It is possible for all students to be within 95% of the mean of the upper 10% of the distribution of points and thus, earn an A. Your grade depends on what you achieve, not on a predetermined distribution.

(d) If you fall on the border between two grades, you will be given the lower end of the upper grade (for example an A- instead of a B+) as a function of the following:

Participating in class frequently  
Attending class regularly  
Appearing attentive and motivated to learn  
Showing consistent improvement during the semester

(e) Because your actual grade cannot be determined until all 500 points are earned, I cannot tell you what your grade is at any given time. I will provide "estimates" of your grades throughout the semester.

To be fair to all students, all unexcused late assignments or exams will be graded down according to how many days they are late. For each day an assignment is late, 15 points will be deducted from the total. After an assignment is 5 days late, you will receive a "0" on the assignment. However, all assignments and papers must be completed to avoid getting an F in the course. This means that you need to complete all assignments and papers even if they are more than 5 days late and will not earn any points. If there are extenuating circumstances which interfere with your ability to turn in your assignment when it is due or to take an exam when it is scheduled, please see me before the due date. Otherwise, it will be considered late. Computer problems are not acceptable excuses for why something is late; plan to print your assignment out well in advance of the due date to avoid any last minute printing problems. Medical excuses for late papers, assignments, or exams require a medical provider's note or they will not be accepted. Also, it is your responsibility to keep a hard copy (not just a disk copy) of all written assignments turned in. In that way, any misplaced assignments can be reproduced with ease.

#### A NOTE ABOUT PAPER GRADING:

I strongly believe that paper grades should reflect both how well students address the content of the paper assignments and the quality of their writing. Thus, both content and style will be graded. With regard to content, I will grade on the following aspects of your writing: (a) Organization--is the paper well-organized given the nature of the assignment? Is there a thesis statement with adequate support throughout the paper?; (b) Logic/coherence--does the paper make sense logically? Does the writer address all relevant aspects of the assignment in a coherent manner? With regard to style, I will grade on the following aspects of your writing: (a) Spelling/punctuation--is the paper free from misspellings, typos, and punctuation errors?; (b) Fluency--does the writing flow well without awkward and incomplete sentences? Are verb tenses consistent throughout and do you keep parallel forms in your writing?; (c) Is your paper appropriately referenced (where applicable) using proper APA format? Both content and style will be given **equal weighting** in paper grading.

#### A NOTE ABOUT PLAGIARISM:

Plagiarism is a serious offense and will not be tolerated by the Psychology Department. Students are sometimes unsure of what constitutes plagiarism. Therefore, to avoid any confusion, we'd like to explicitly state what plagiarism entails. Please refer to this section as you write your paper assignments. The following are considered instances of plagiarism.

1. Any time one **reproduces another's words or ideas without giving proper credit**, this is plagiarism. Thus, even if one paraphrases the ideas of another author without using the author's own words, that author must still be cited.

\*\*Citations are needed any time one makes a statement of fact which was discovered or reported by someone else and isn't common knowledge, even if this statement of fact is paraphrased from the author you read

\*\*If another author's words are used verbatim, these must be in quotation marks and be properly cited.

2. Any time one **presents an idea as an original idea which is not**, this is plagiarism. Thus, "borrowing" an idea from a classmate, representing an already existing theory or conceptualization as one's own, or reproducing someone else's paper or assignment, copying someone's exam and presenting the information as one's own are all examples of plagiarism.

The above examples are not exhaustive of the types of plagiarism which could occur. It is expected that students will display academic integrity when completing assignments. Thus, if students are unsure of whether something is or is not plagiarism, it is their responsibility to check an appropriate resource to determine this. It is a good bet that if you are questioning whether something you have completed does or does not involve plagiarism, it probably does or you would not likely question this yourself. If you would like more detailed examples of what is and is not plagiarism, please see any of the Psychology Department faculty.

Students who are found to have engaged in plagiarism will receive a "0" for the assignment in question and may receive an "F" for the course. Additionally, they may be subject to University sanctions.

#### MY TEACHING PHILOSOPHY:

I feel it is important for you to know my philosophy of teaching so that you have a better idea of what to expect both in the course itself and in the evaluation of your work. Many people throughout history have weighed in on what teaching and learning are all about, and I rather like Galileo's perspective. To paraphrase and modernize him a bit, Galileo said: You cannot teach people anything; you can only help them to find things out for themselves. I believe that this is true. I will do my best to serve as a guide as you learn about psychology of women and gender this semester, but ultimately, I cannot control how well you learn; this decision is yours. The more you are dedicated to the process of learning, to coming to class and participating in our discussions, the more you commit to reading and engaging in the material, the more you will learn; this I promise. Should you, in the process of learning, have questions or need help, I'm willing to help you in whatever way I can. See me inside or outside of class, ask questions, ask more questions, challenge my answers. Be an active participant in your own learning. This teaching philosophy results in my belief that whatever grade you receive in the course is the grade you have earned; it is not the grade I have bestowed upon you. Be both proud of what you accomplish throughout this semester, but also be able to accept responsibility for those times where you have not fully engaged in the process of learning. Both of these situations are learning processes as well.

## A REQUEST REGARDING GENERAL CLASSROOM ETIQUETTE:

Now that we are in the age of cell phones, pagers, and laptops, I have found that the use of these pieces of technology can be both positive and negative. They certainly make life easier, but they are not necessarily helpful in the classroom. I would ask that all cell phones and pagers be turned off or placed in a silent mode prior to the start of class. Having cell phones and pagers go off during class is disruptive both to me and my train of thought (which can be easily derailed at times!) as well as to your fellow students. If there is an emergency situation where you need to be reachable during class, place your cell phones or pagers in vibrate mode. If they go off, please leave the class to take the call. Please only respond to cell phones or pagers if there is a true emergency. If you use laptops for note-taking, this is fine as long as that is truly what you are doing with your laptop. Please do not check email, write letters, or surf the web—just so you know, it is quite easy to tell when students are using laptops for purposes other than note-taking. Class attendance is optional, not mandatory, so if there are other things you would rather do than attend class, that is your call. The same applies to reading newspapers, mail from home, or engaging in other tasks that are not class-related. You should note, however, that there is a strong correlation between classroom attendance and grades! I would ask that if you make the decision to attend class, you engage in the class. Thanks!

The course calendar begins on the next page. Chapters from the text by Crawford (2006) are listed by the chapter number; reserved readings can be found through “Ereserve” on the Hatfield Library website listed under my last name and this course. The reserve readings are noted by author and year of publication on the course calendar. There is an alphabetical list of the reserve readings following the course calendar.

\*\*I hope that you will enjoy this class studying the psychology of women and gender. My goals for the class are to help you appreciate how the psychological literature has evolved to include the study of females as well as males, to understand how issues of sexism in psychological research have impacted our knowledge, to acknowledge how biological influences and socialization affect females’ and males’ sex and gender development, and to recognize the effect of societally-constructed gender roles on a variety of human behaviors. Hopefully, by the end of the course, you will come to appreciate the ways in which issues of gender not only shape human behavior but shape the science that studies human behavior as well.

## COURSE CALENDAR

### UNIT I: Gendered Psychology, Presumed Gendered Behaviors, and Gender Development

<u>Date</u>	<u>Readings</u>	<u>Topic(s)</u>
Aug. 30	—	Introduction to course
Sept. 1	Ch. 1	Psych of Women as a discipline; Feminist theory
Sept. 4	—	<b>NO CLASS: Labor Day</b>
Sept. 6	Ch. 1	Psychological research methods and gendered research
Sept. 8	Ch. 4	Differences and similarities between males and females Hyde (2005)
Sept. 11	Ch. 4	Differences and similarities between males and females
Sept. 13	Ch. 4	Differences and similarities between males and females
Sept. 15	Ch. 5	Sex. vs. Gender <i>Video: Sex Assignment</i>
Sept. 18	Ch. 5	Sex vs. gender
Sept. 20	Ch. 5	Gender typing and sexual orientation;
Sept. 22	Ch. 6	Theories of gender development
Sept. 25	Ch. 6	Theories of gender development
Sept. 27	Ch. 6	Influences on gender Lockwood (2006)
Sept. 29	—	<b>PRESENTATIONS:</b> “An observational study of gender and social behavior;” “Children’s toys: A content analysis of toy store merchandise”
Oct. 2	—	<b>EXAM 1 (Chapters 1, 4, 5, 6 plus reserve readings)</b>

## UNIT II: Gender and Power, Gendered Images, Gender and Relationships

<u>Date</u>	<u>Readings</u>	<u>Topic(s)</u>
Oct. 4	Ch. 2	What is gender?
Oct. 6	Ch. 2	What is gender?
Oct. 9	Ch. 2	Gender and power
Oct. 11	Ch. 3	Gendered images and language Lindner (2004)
Oct. 13	Ch. 3	Gendered images and language
Oct. 16	Ch. 3	Gender stereotypes; pornographic Images
Oct. 18	Ch. 7	Objectification of women and their bodies
Oct. 20	—	<b>NO CLASS: MIDSEMESTER DAY</b>
Oct. 23	Ch. 7	Objectification of women and their bodies
Oct. 25	Ch. 7	Objectification of women and their bodies
Oct. 27	Ch. 9	Relationships
Oct. 30	Ch. 9	Relationships
Nov. 1	Ch. 9	Relationship Violence Worthen & Vernado-Sullivan (2005)
Nov. 3	—	<b>PRESENTATIONS:</b> “Cultural images of men and women in the media;” “Body image: How satisfied are men and women with their bodies?”
Nov. 6	—	<b>EXAM 2 (Chapters 2, 3, 7, 9 plus reserve readings)</b>

**UNIT III: The many roles of Women and their Consequences: Sexuality, Motherhood, Work, and Psychiatric Disorders**

<u>Date</u>	<u>Readings</u>	<u>Topic(s)</u>
Nov. 8	Ch. 8	Sexuality and sexual orientation
Nov. 10	Ch. 8	Sexuality and sexual orientation
Nov. 13	Ch. 8	Sexuality and sexual orientation
Nov. 15	Ch. 10	Images of motherhood
Nov. 17	Ch. 10	Experiences of motherhood
Nov. 20	Ch. 11	Gendered work Heilman et al. (2004)
Nov. 22	Ch. 11	Gendered work
Nov. 24-27	—	<b>NO CLASS: THANKSGIVING BREAK</b>
Nov. 29	Ch. 11	Gendered work; sexual harassment
Dec. 1	Ch. 13	Psychological Disorders Fergusson et al. (2002)
Dec. 4	Ch. 13	Psychological Disorders
Dec. 6	Ch. 13	Psychological Disorders
Dec. 8	—	<b>PRESENTATIONS:</b> “A content analysis of personal advertisements: The effects of gender and sexual orientation”; “Sexual harassment on the college campus” <b>LITERATURE REVIEW PAPER DUE</b>
Final Exam Date	—	<b>Exam 3 (Chapters 8, 10, 11, 13 plus reserve readings)</b>

## Reserve Readings

- Fergusson, D.M., Swain-Campbell, N.R., & Horwood, L.J. (2002). Does sexual violence contribute to elevated rates of anxiety and depression in females? *Psychological Medicine*, 32, 991-996.
- Heilman, M.E., Wallen, A.S., Fuchs, D., & Tamkins, M.M. (2004). Penalties for success: Reactions to women who succeed at male gender-typed tasks. *Journal of Applied Psychology*, 89, 416-427.
- Hyde, J.S. (2005). The gender similarities hypothesis. *American Psychologist*, 60, 581-592.
- Lindner, K. (2004). Images of women in general interest and fashion magazine advertisements from 1955 to 2002. *Sex Roles*, 51, 409-421.
- Lockwood, P. (2006). "Someone like me can be successful": Do college students need same-gender role models? *Psychology of Women Quarterly*, 30, 36-46.
- Worthen, J.B., & Varnado-Sullivan, P. (2005). Gender bias in attributions of responsibility for abuse. *Journal of Family Violence*, 20, 305-311.