

13-208a

LSC: App-4/10/14
UWUCC: App-4/15/14
Senate: App-4/29/14

REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE I PROFESSOR COMMITMENT

Professor Maureen C McHugh

Department Psychology

Email mcmchugh@IUP.edu

Please provide answers to these questions on the next page:

1. List up to three of the W courses that you have taught since your appointment as a Type I professor.
2. Using your most recent W course, discuss what the writing activities are intended to accomplish. You do not need to describe the amount of writing, frequency of assignments or fill out the summary chart for writing assignments.

Approvals:	Signature	Date
Professor (s)	<i>Maureen C McHugh</i>	4/3/14
Department Chair	<i>Paul Park</i>	4/8/14
College Dean	<i>Deane S. J.</i>	4/8/14
Director of Liberal Studies	<i>Deane S. J.</i>	4/10/14
UWUCC Co-chair(s)	<i>Gail Sechrist</i>	4/15/14

Received
APR 8 2014
Liberal Studies

TYPE I PROFESSOR COMMITMENT

PROFESSOR Maureen McHugh _____ DEPARTMENT Psychology _____

List up to three of the W courses that you have taught since your appointment as a Type I professor.

Psyc 411 Psychology of Women
Psyc 379 Psychology of Human Sexuality (no longer W)
Psyc 418 Gender and Violence

Using your most recent W course, discuss what the writing activities are intended to accomplish. You do not need to describe the amount of writing, frequency of assignments or fill out the summary chart for writing assignments.

The writing assignments for the Psychology of Women class are based on feminist pedagogy. Students are expected to write journals in WS classes. The journal (writing assignments) reflects the daily process of the class, and creates a link between the various components of the course. Journals, for example, integrate the didactic and experiential aspects of the course. Students are expected to examine the theory and research offered within the discipline and examine its relevance to their own experience. Thus the journals encourage observation and reflection on the lived experience, and critical thinking and application of the theory and research of psychology.

Each entry relates the students' reaction to and analysis of a situation, an experience, an idea, a written article, a media presentation, or a theory. Students are instructed not to merely report or summarize, but to include a discussion of their reactions, opinions, affective response, and/or examples. Students are encouraged to explore the implications of the incident, behavior or the situation. The journals must be focused, and the general topic/focus is assigned. The entries must connect to the themes of the class we are addressing at that point in the semester.

The journal assignments are also consistent with the approach of psychology. Psychology begins with observations of behavior and often involves the application of theory and research to people and situations. In some cases the assignment requires close observation of behavior in particular contexts, or analysis of media.

In Psychology of Women writing is viewed as a way to communicate our experiences and our ideas. Writing is seen as a process. We often have short writing exercises in class. When students write down their ideas, they are more likely to present them in class discussions. The writing assignments in class can be the starting point for a journal assignment. Students are encouraged to revise and resubmit their written work. In some semesters I have students combine material from several entries to create a longer biographical reflection on the operation of gender in their lives.

PC 411 The Psychology of Women
Indiana University of Pennsylvania
Fall 2014

Instructor: Dr. Maureen C. McHugh (x72448)

Office: 204 Uhler Hall,

Hours: M 10:00-11:00 M W 2:30-3:30 ; T-R 3:30-4:15

Course Description

The course examines the psychological theory and empirical research on the experience of girls and women, recognizing the impact of social context, and appreciating the diversity of that experience. Psychological perspectives on gender, sex, and gender differences are critically examined. The course examines gender constructs and issues including gender inequalities, and gender antagonism. Women's experiences are examined from developmental, social constructionist, and gender role perspectives. A variety of classroom techniques including lecture, group work, discussion, and videos are used.

Course Goals The course uses multiple pedagogical techniques to assist the student to:

- *recognize the historical and contemporary contributions of women to the field of psychology
- *examine the operation of sexist bias in the discipline of psychology, and
- * evaluate progress toward the transformation of psychology

- *appreciate the diversity of women
- *critically evaluate the representation of women in popular culture
- *explore the consequences of representation and objectification of women's bodies
- *understand women's embodied experiences (of menstruation, pregnancy, menopause, etc)

- *be familiar with current perspectives on gender and gender differences
- *deconstruct the concepts of sex, gender, femininity, etc.
- *critique the design, conduct and interpretation of research on gender, and gender differences
- *analyze social situations and contexts for the impact of gender and gender roles
- *recognize gender inequalities and the consequences of inequality
- *identify the developmental aspects of girls and women's lives
- *appreciate the experience of growing up female
- *examine the relations among women, and between men and women
- *value women's ways of being, knowing , thinking, etc
- *evaluate the adult roles of women

Course Texts:

Hyde, J & Quest.(2012) *Half the Human Experience*. Cengage

Chrisler, J, Golden, C. & Rozee, P.(Eds.) (2007). *Lectures on the Psychology of Women (4th)*.
New York: McGraw Hill.

Roberts, T.A. (2004). *The Lanahan Readings in the Psychology of Women (2nd)* Baltimore:
Lanahan Publishers.

The use of these texts and how to approach the readings for the course is explained in class.

Student Evaluation Methods

This is an upper level, writing- intensive course. Students complete a variety of writing assignments including pre-writes and revisions. Student grades are assigned based on the total accumulation of points. Points are earned in the following ways:

1. There will two in-class **essay exams**. Each exam is worth **50 points**.
2. Students will submit **five journal entries**. Journal entries are structured reactions to the class material and readings. Directions for the journal and entries will be given in written form. Each entry is worth **25 points**.
3. *Students may submit one-two of their journals in a revised form. A new grade will be substituted for the original grade. A student may submit a revision, even for a journal entry that was never submitted. A revision is optional*
4. Students will complete class **project worth 30 points**. Instructions for the project will be given in written format.
5. **Participation** in the classroom, in class discussions and in small group-work is an important element of the course. Students will be awarded up to **45 points** for participation.
6. A total of **20 extra points** may be earned by attending community or campus events related to course content. Events will be announced in class.

Total points = 300 270-300= A 240-269=B 210-239= C 180-209 = D

Additional Instructions/Expectations

The written journal is a thoughtful reflection and reaction to the class and the class readings. It is not acceptable without references to the class readings. Students are expected to examine their own experiences in relation to the theories and research findings presented in class.

Papers must be submitted in class; do not place papers under my door or in my mailbox. Assignments will NOT be accepted online. Papers will be accepted one week after published due date.

All written journals and assignments must be original and use APA referencing style. IUP has an Academic Integrity Policy and university procedures for violations of the Academic Integrity Policy will be followed. Writing assignments may be submitted to Turnitin if plagiarism is suspected.

Participating includes attentiveness to the instructor and other members of the class. Participation involves interacting and participating in discussions, demonstrating a familiarity with the readings. Civil and collegial interactions are expected. Inattentiveness, side conversations, disruptions, sleeping, texting, and other disrespectful behaviors can result in loss of points.

Grading is based on points. However when a student is on the border between grades, instructor discretion may be exercised.

PC 411 The Psychology of Women
Indiana University of Pennsylvania
Spring, 2009

Instructor: Dr. Maureen C. McHugh (x72448)

Office: 204 Uhler Hall,

Hours: M-W 9:45-10:45 and 2:15-3:15; T-R 10:45-11:15 and 3:30-4:00

Course Description

The course examines the psychological theory and empirical research on the experience of girls and women, recognizing the impact of social context, and appreciating the diversity of that experience. Psychological perspectives on gender, sex, and gender differences are critically examined. The course examines gender constructs and issues including gender inequalities, and gender antagonism. Women's experiences are examined from developmental, social constructionist, and gender role perspectives. A variety of classroom techniques including lecture, group work, discussion, and videos are used.

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- *understand women's embodied experiences (of menstruation, pregnancy, menopause, etc)

- *be familiar with current perspectives on gender and gender differences
- *deconstruct the concepts of sex, gender, femininity, etc.
- *critique the design, conduct and interpretation of research on gender, and gender differences
- *analyze social situations and contexts for the impact of gender and gender roles
- *recognize gender inequalities and the consequences of inequality

- *identify the developmental aspects of girls and women's lives
- *appreciate the experience of growing up female
- *examine the relations among women, and between men and women
- *value women's ways of being, knowing, thinking, etc
- *evaluate the adult roles of women

Course Texts:

Hyde, J. S. (2007). *Half the Human Experience*. New York: Houghton Mifflin

Chrisler, J, Golden, C. & Rozee, P.(Eds.) (2004). *Lectures on the Psychology of Women (Second)*. New York: Mcgraw Hill.

Roberts, T.A. (2004). *The Lanahan Readings in the Psychology of Women*. Baltimore: Lanahan Publishers.

The use of these texts and how to approach the readings for the course is explained in class.

Student Evaluation Methods

This is an upper level, writing- intensive course. Students complete a variety of writing assignments including pre-writes and revisions. Student grades are assigned based on the total accumulation of points. Points are earned in the following ways:

1. There will two in-class **essay exams**. Each exam is worth 50 points.
2. Students will submit **eight journal entries**. Journal entries are structured reactions to the class material and readings. Directions for the journal and entries will be given in written form. The journal entries are ungraded; if completed according to instructions each entry is worth 15 points.
3. Students will complete **two essays which are revised journal entries**. Revised journal entries will be graded; each is worth a possible 25 points.
4. Students will complete **a gender project**. The completed gender project is worth 30 points.
5. **Participation** in the classroom, in class discussions and in small group-work is an important element of the course. Students will be awarded up to 50 points for participation.
6. A total of **15 extra points** may be earned by attending community or campus events related to course content. Events will be announced in class.

Additional Instructions/Expectations

The written journal is a thoughtful reflection and reaction to the class and the class readings. It is not acceptable without references to the class readings. Students are expected to examine their own experiences in relation to the theories and research findings presented in class.

Papers must be submitted in class; do not place papers under my door or in my mailbox. Assignments will not be accepted online. Papers will only be accepted one week after published due date.

All written journals and assignments must be original and use APA referencing style. IUP has an Academic Integrity Policy and university procedures for violations of the Academic Integrity Policy will be followed. Writing assignments may be submitted to Turnitin if plagiarism is suspected.

Participating includes attentiveness to the instructor and other members of the class. Participation involves interacting and participating in discussions, demonstrating a familiarity with the readings. Civil and collegial interactions are expected. Inattentiveness, side conversations, disruptions, sleeping, texting, and other disrespectful behaviors can result in loss of points.

Grading is based on points. However when a student is borderline, instructor discretion may be exercised.

Tentative Course schedule of Topics

Why Psychology of Women?

What are the Real Sex Differences?

How do we know? Gender and Education

Gender and Language

Gender and Sex

What is Gender?

Growing Up Girls and Boys: Gender Stereotypes

What is Femininity?

Body Image

Menstruation

Sexuality

Relationships

Women's Adult Roles

Women and the Family

Violence Against Women

Women and Work

Women and Mental Health

PC 411 The Psychology of Women
Indiana University of Pennsylvania
Fall 2012

Instructor: Dr. Maureen C. McHugh (x7-2448)

Office: 204 Uhler Hall,

Hours: M-W 9:45-10:45 and 2:30-3:30; T-R 3:30-4:15

Course Description

The course examines the psychological theory and empirical research on the experience of girls and women, recognizing the impact of social context, and appreciating the diversity of that experience. Psychological perspectives on gender, sex, and gender differences are critically examined. The course examines gender constructs and issues including gender inequalities, and gender antagonism. Women's experiences are examined from developmental, social constructionist, and gender role perspectives. A variety of classroom techniques including lecture, group work, discussion, and videos are used.

Course Goals The course uses multiple pedagogical techniques to assist the student to:

- *recognize the historical and contemporary contributions of women to the field of psychology
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- *be familiar with current perspectives on gender and gender differences
- *deconstruct the concepts of sex, gender, femininity, etc.
- *critique the design, conduct and interpretation of research on gender, and gender differences
- *analyze social situations and contexts for the impact of gender and gender roles
- *recognize gender inequalities and the consequences of inequality

- *identify the developmental aspects of girls and women's lives
- *appreciate the experience of growing up female
- *examine the relations among women, and between men and women
- *value women's ways of being, knowing , thinking, etc
- *evaluate the adult roles of women
- *be aware of the prevalence and consequences of violence against women

Course Texts: (Readings explained during first class)

Chrisler, J, Golden, C. & Rozee, P.(Eds.) (2008). *Lectures on the Psychology of Women (Fourth Edition)*. New York: McGraw Hill.

Roberts, T.A. (2004) . *The Lanahan Readings in the Psychology of Women (2nd)*. Baltimore: Lanahan Publishers.

Optional

Janet Hyde & NicoleElse-Quest (2013). *Half the human experience: The psychology of women.* Wadsworth

Student Evaluation Methods

This is an upper level, writing- intensive course, and interactive course. Students complete a variety of writing assignments including pre-writes and revisions. Student grades are assigned based on the total accumulation of points (total possible = 350) with standard cutoffs (90% (315) and above = A; 80% (280) and above=B; 70% (245) and above=C; 60% and above=D; below 60% = F). The instructor reserves some discretion, based on positive attitude and participation, in terms of assigning grades for students whose point totals are near the cut-offs.

Points are earned in the following ways:

1. There will **three in class essay exams**. Each exam is worth 50 points. These are open book exams. The final exam will be during Finals week. Study questions will be distributed.
2. Students will submit **6 written journal assignments**. Directions for the entries/projects will be given in written form. Each of these entries projects is worth 30 points. Assignments will not be accepted online. Papers must be submitted in class; do not place papers under my door or in my mailbox. Papers will only be accepted one week after published due date.

The written journal is a thoughtful reflection and reaction to the class and the class readings. It is not possible to achieve a high score without references to the class readings. Students are expected to examine their own experiences in relation to the theories and research findings presented in class.

3. **Participation** in the classroom, in class discussions and in small group-work is an important element of the course. Students will be awarded up to 50 points for participation. Some of these points are awarded for specific in class and homework activities.

Participating includes attentiveness to the instructor and other members of the class. Participation involves interacting and participating in discussions, demonstrating a familiarity with the readings. Civil and collegial interactions are expected.

4. **Action/Applied or Community Service Project**. The class emphasizes the application of the course material to advance the status of women or to improve the quality of women's lives. Students are required to apply the class material through-out the semester. To earn the 40 points students will need to document their contributions and write a description of the project. There are several options for completing this requirement which will be discussed in class. One option is participating on the class website, We Can Prevent Violence. Other options will be described in a class handout.
5. **Extra Credit**. A few extra credit points will be awarded for: attending specified campus and community events; completing specified "homework" assignments; making brief in class presentations. Students may not be awarded more than 20 extra credit points.

Journal Instructions

The journal reflects the daily process of the class, and is a link between the various components of the course. Use the journal to integrate the didactic and experiential aspects of the course.

The journal/notebook must be 6 entries; each entry should be 2-3 pages of typed double-spaced material. The entries will include reactions, personal reflection on the class materials, your personal opinions, experiences, insights or observations of others' behavior. Each entry need not be in the same style. Some entries may be disclosing or personal while others are not. **All entries should include personal reflections and opinions, and should reference class materials and discussions.** Outside references or materials are also appropriate, but are not expected or required.

You will be asked to submit journal entries throughout the semester so I can make sure you are completing them as instructed. Your grade is based on your ability to complete a thorough analysis and present and defend your opinions and reactions. Some points are connected to your writing ability including clarity, organization, transitions, development of a thesis, sentence structure and word choice.

Additional Instructions

Each entry should be your reaction to and analysis of a situation, an experience, an idea, a written article, a media presentation, or a theory. Do not merely report or summarize. Include a discussion of your reactions, opinions, affective response, and explore the implications of the behavior or the idea. Each entry must have a focus. The focus of the entries must ***connect to the themes of the class we are addressing at that point in the semester. Instruction sheets will be distributed for each of the six entries.***

You are not evaluated for your experiences, but for your ability to analyze them. Any experience is potentially interesting. Do not include experiences that are too painful or too personal, unless you wish. However, the entries that you submit are confidential. If you are uncomfortable with personal disclosure, then submit entries that are analyses of ideas, or articles.

Be sure to connect the experience or the idea to class material. ***Cite and compare the lecture material and the readings that are relevant. Material from the text should be cited in each entry.*** Use APA style to reference any ideas, data, conclusions, or theory from the texts of the course. Use of ideas from the texts without such reference is plagiarism. Cite outside sources or references related to the topic when you have read them.

Do not (merely) repeat or summarize material covered in class or in the text. Use this material to analyze other ideas, experiences, or materials. ***A write up of class notes is not acceptable as an entry.*** A description of an experience without any analysis is not acceptable. Any opinion or perspective is acceptable as long as your present logic or experience or observations to explain/defend it.

Journal Assignment I: Gender Analysis

Due Date: September 19, 2013

General Instructions: Using techniques and strategies discussed in class, conduct a gender analysis of a behavioral setting. Systematic observations should be conducted, and reported for a particular context, situation, or aspect of cultural media. Your analysis should be reported in essay form, using references. Essays or entries should be typed, double spaced, proofed, organized and coherent.

Grading:

The assignment will be graded on: Focus and/or thesis; Depth, systematic nature and validity of gender analysis; originality, insight; inclusion of examples, observations, or other forms of “evidence”; inclusion of class material and reference to class texts; and effectiveness (clarity, coherence, organization) of writing.

Option 1: Gender Analysis of a Behavioral Setting

Conduct systematic observations and analysis on the operation of gender in a behavioral setting. “Collect” data on the **representation/inclusion of women (and men) in a particular setting. You may also address inclusion of other groups, i.e. people of color or sexual orientation).** Draw a conclusion about the degree or level of inclusion. Consider how and why women (and men) are included or excluded. How does the number/representation of women impact on the mission, function and experience of the behavioral setting? Explore the meaning, significance, and implications of your data. Present a rationale for your observations building upon the research and theory discussed in the text. You might consider whether men and women within the setting are behaving the same and/or are being treated the same.

Here are a few suggestions/ideas, but you may want to find a situation and devise your own set of original observations:

Are men or women equally likely to be eating alone in the cafeteria?

Observing from a certain intersection, are men and women equally likely to be driving alone? When there are both a man and a woman in the car, who is likely to be driving?

For example, at a park or playground are there equal numbers of boys and girls? Why or why not?

Do boys and girls play differently? Do caretakers interact with boys and girls differently?

In the library, are men and women equally likely to be studying in groups versus alone?

Are there equal amounts of young men and women in a dorm lounge? Who controls the TV remote?

What is the gender composition of majors in a particular department? How does that relate to the gender composition of the faculty?

OPTION 2: Content Analysis

Conduct systematic analysis of data already collected or available. Provide a rationale or explanation for a gender analysis. Describe the setting in which the “data” was analyzed. Quantitative (counts) and qualitative (themes) analyses may be submitted.

Examples, suggestions:

Examine the gender aspect of the marketing of the toys at a local toystore.

Examine the gender aspects of costumes on display for Halloween.

Examine the photos in a text for a Psychology class.

Examine the images displayed on a particular website (e.g. a university, a department, an agency).

OPTION 3: Media Representations

Collect "data" on how women are represented in a particular medium (i.e. movies; magazines; TV; children's books; cartoons, etc.). Your analysis might include WHICH women are represented (re age, size, race, ethnicity, appearance). Focus on ONE particular form of popular culture (e.g. teenage magazines; TV; cartoons). Other forms of culture that may be examined: music, magazines, newspapers. Various levels of analyses are acceptable from a narrative and qualitative analysis to a systematic content analysis in which you present your data in a table or other organized format. Interpret the effect/significance/consequences of your findings/analysis.

Examples/ Suggestions

- * Examine the portrayal of women in popular magazines. Compare the portrayal of women in women's magazines to their portrayal in men's magazines. Examine the portrayal of women in a particular magazine today compared to 10, 20 or 30 years ago.
- * Watch TV and collect data about how many and how women of color (or large or older or lesbian) are portrayed.
- * Analyze the best-selling fiction or non fiction books for gender of characters or for gender themes.
- * Analyze the lyrics of the top forty. (You can use any genre, but you need a strategy for selection of sample.)
- * Examine some part of the newspaper or the TV news for men and women as reporting the news, and as subjects of the news.
- * Analyze the messages about gender that are portrayed in children's or young adult literature. For example examine the themes and characters from several fairy tales, or write about the portrayal of gender in superhero comic books, or analyze the messages given in romance novels.

Journal Suggestions 2

Due Date: Sept 16, 2010

General Instructions: Write an integrated and original essay in which you perform a gender/diversity analysis of A) the ways that men and women use language, or how language refers to them, or B) the operation of gender dynamics in the classroom. Papers should be clearly worded and organized. Essays should be original, i.e. your own work, and should refer to class themes and materials, including references to class materials.

I. Gender and Language

Option 1

Examine how women are referred to in American English. You can focus on a particular discourse or population. For example, how women are referred to in pop hip-hop or country western songs; how women's lives are described in obituaries as opposed to men; how women politicians are referred to in newspapers in comparison to male politicians; how women athletes are referred to in relation to men athletes.

Option 2

Write a reaction or analysis of your reaction to one of the articles dealing with language in our texts, or in other texts such as Tannen's *You Just Don't Understand*, or in a pop article. What arguments do the authors make with regard to men and women's use of language? What evidence do they provide? How do your observations or experiences relate?

Option 3

Conduct some systematic analysis of men and women talking. This can be speech in the classroom, in private conversations, on TV shows or commercials, etc. Do a systematic analysis and present your data in an organized format. Interpret the effect/significance/consequences of your findings. In a variation of this examine the speech patterns of individuals well known to you—For example, the speech patterns of your mom and dad, or of your brother and sister.

Option 4

Examine the use of language in a specific medium such as cartoons, editorials, magazines, textbooks, music, etc.

II. Gender and Education

Option I Sexism in Education

Using Sadkers' or Basow's (in Chrisler) article as a starting point, discuss your experience or observation of sexism in education. You may want to focus on a particular experience, class or subject area, or you may want to provide a broad overview/review of your education with examples.

Option 2 Classroom Observations

Using Sadkers' or Basow's review, conduct classroom observation(s) of gender dynamics in the classroom. Report your results and draw conclusions.

Journal Assignment III: Gender

Due Date: October 11, 2012 (Oct 11-18, 2012)

General

Discuss/analyze the construct(s) of gender. Critically examine the dualistic/binary nature of sex and/or gender. Examine the meaning/construction of femininity and masculinity. Consider how individuals are taught the roles/rules and roles of gender including masculinity and femininity. Examine the operation of these constructs in your life, or make observations about how cultural constructions have been communicated or imposed on others.

The assignment will be graded on: Focus and/or thesis; Depth, systematic nature and validity of gender analysis; originality, insight; inclusion of examples, observations, or other forms of "evidence"; inclusion of class material and reference to class texts; and effectiveness (clarity, coherence, organization) of writing.

Suggestions/Options

1. Describe and analyze the gender socialization/training you received in childhood. Consider the role of any of the following: your parents, other family members, peers, teachers, media, etc
2. Discuss the extent to which we (as a society) are committed to the gender binary and consider the possible explanations of why we are.
3. Examine your personal assumptions, beliefs and values attached to gender norms and constructs.
4. Reflect on the relationship between gender constructions and heterosexism, hetero-normativity, and/or homophobia.
5. What beliefs have you held about the ways that boys and girls or men and women are different? Form where did you learn these?
6. Do you know one or more individuals that treat men and women, or boys and girls very differently?
7. Discuss the relation of the difference model to inequities or interactions.

8. Do you know individuals who have been teased, bullied or punished for not enacting the appropriate gender role, i.e. not being feminine or masculine enough? Why do individuals try to "police" other peoples' gender enactment?
9. Describe an individual who does not "fit" into the social constructions of femininity and masculinity? Describe this individual and how they challenge our gender constructions. How do people react to them?
10. Discuss the extent to which you do or do not act feminine (or masculine). How do you think about yourself in terms of femininity or gender? Examine your own femininity training.
11. Describe/discuss your own gender identity in a complex and multifaceted way.
12. Consider the role of psychology in the construction regulation or policing of gender.
13. Examine the way that you or (other) women experience gender binds or sexual double standards.

Written Assignment II: Images and Representation of Women

Due Date: June 19, 2007

General Instructions: Write an integrated and original essay in which you perform a gender/diversity analysis of an aspect of US popular culture. Using a content analysis approach, document the existence/content of contemporary gender roles. Focus on a very specific medium for a given age/population. Conduct a systematic content analysis. Use references. Papers should be clearly worded and organized. Essays should be original, i.e. your own work, and should refer to class themes and materials. When possible integrate references to class materials. Write papers in a lab report style with Introduction, Methods, Results and Discussion sections.

Grading: The assignment will be graded on the following criteria: Used APA style and correct format; Developed an original and valid focus and/or hypothesis; Depth and validity of gender analysis; originality, insight; inclusion of examples, observations, or other forms of "evidence"; provides a rationale and introduction with inclusion of class material and reference to class texts; effectively reports results using a table or graphs; discusses the findings and the problems with the study; and effectiveness (clarity, coherence, organization) of writing.

Instructions

Collect "data" on how women are represented in a particular medium (i.e. textbooks; magazine; children's books; cartoons, etc.). Your analysis should include WHICH women are represented (re age, race, ethnicity, appearance). You may use educational materials (e.g. texts; stories) or you may want to focus on a particular form of popular culture (e.g. teenage magazines; TV; cartoons). Other forms of culture that may be examined: music, magazines, newspapers. Do a systematic content analysis and present your data in a table or other organized format. Interpret the effect/significance/consequences of your findings. You may also address inclusion of other groups, i.e. people of color or sexual orientation). Draw a conclusion about the degree or level of inclusion.

Examples/ Suggestions

- *Watch TV and collect data about how many and how women of color (or large or older or lesbian) are portrayed.
- *Analyze the best-selling fiction or non fiction books for gender of characters or for gender themes.
- *Analyze the lyrics of the top forty. (You can use any genre, but you need a strategy for selection of sample.)
- *Examine some part of the newspaper or the TV news for men and women as reporting the news, and as subjects of the news.
- *Using a Psychology text as indicative of the current state of psychology, analyze the text for inclusion of women and gender. (Option:
- *Analyze the messages about gender that are portrayed in children's or young adult literature. For example examine the themes and characters from several fairy tales, or write about the portrayal of gender in superhero comic books, or analyze the messages given in romance novels.

PC 411: Psychology of Women
Journal Assignment 4: Our Bodies, Ourselves

Due Date: November 12, 2009

General Instructions: Write a 3-5 page essay reflecting on gender identity and/or your physical self. You may write about your own feelings and experiences related to your gender identity of developing physical self. Alternatively you may interview one or more other women about their experiences of their bodies. Use APA style.

Your essay should include references to class readings/materials.

Your essay must include appropriate references to class material, and meet the requirements for written assignments: a. original (your own work) b. thematic and/or focused c. organized and well written d. typed(double-spaced) e. 3-5 pages in length f. proofed and edited

Option I: Our bodies, Ourselves

1. Focus on your developing sense of your physical self, your body image, or your use (non-use) of cosmetics, desire for plastic surgery, etc
2. Write an essay about some aspect of women's reproductive health or choices including your own experiences and/or the feelings, attitudes or experiences of one or more women you know.
3. If you usually wear make-up, do not wear it for 24 hours or more. Record how you feel, and how others reacted to you. Alternatively, if you do not wear make-up, try wearing it for a day or two. OR change your appearance (with regard to gender) in some other ways.
4. Discuss your own or another woman's experience with an eating disorder or disordered eating. Analyze this experience in terms of gender roles and cultural context.
5. Did you experience gender intensification or femininity training as a child? Adolescent? Young Women? Describe who delivered gender messages or training, and how you reacted.
6. Discuss your own and others people's attitudes towards menstruation. How were cultural attitudes towards menstruation conveyed to you.
7. Discuss the operation and impact of the beauty myth in your life.
8. Discuss your experience of objectification or the male gaze.

PC 411: Psychology of Women
ASSIGNMENT 4: Sexuality

Due: Nov 14, 2013

General Instructions. Your assignment should be 3-5 pages in length. Papers should be typed double spaced; carefully proofed and edited; organized and carefully worded; and original (your own work). To receive full points there must be some reference to one of our texts or to other resources. To cite references from our texts, or other sources, use APA style.

OPTION 1. Personal Narrative. Write a sexual biography or an essay describing and analyzing some aspect of your sexual history.

- A. Describe the operation of the double standard in your life or experience. Discuss the origins of these attitudes, and analyze the possible consequences.
- C. Describe a sexual episode/experience that you (or someone you know well) experienced and that you would judge as problematic. How was this experience related to gender roles or gender.
- D. Describe and discuss ways in which you have been taught (a sexual script). Examine the script for heterosexuality, androcentrism, and other cultural values.
- E. At what age did you become aware of your own and others sexual orientation? What made you aware of what your orientation was/is?
- F. Describe your own and others experiences with compulsory heterosexuality. Analyze why individuals are pressured to express and enact a heterosexual script.
- G. Discuss your understanding of your own sexual desires in relation to the sexual script, or the points made by Tolman.

OPTION 2. Sexual labels. Analyze the meaning and application of the words cunt and/or slut and/or sexually liberated woman. Suggestions.

- A. Discuss your reactions and experiences in connection with the reading by Muscio.
- B. Describe someone you knew (or yourself) who was called a slut. Why did this happen? What impact did it have on you and other young women?
- C. How are the terms slut and cunt similar or different in meaning and application? Relate the terms to patriarchy or androcentrism. Can we reclaim them?
- D. Examine how these or other labels and messages inhibit or repress the sexuality of girls and young women.
- E. Describe a sexually liberated woman. What would she be like in terms of appearance, attitudes, values, activities, relationships? What are the barriers to sexual liberation for women in contemporary US culture.

OPTION 3. Analysis of sexual assault/violence against women

- A. Write about your own experiences or those of someone close to you. Focus on telling your/her story, and/or on the reactions of other individuals or agencies, but include analysis related to class materials.
- B. You may do a more academic essay reflecting on the reasons for the prevalence of gendered violence, or on the impact of gender violence on the lives of girls and women. Cite class materials.
- C. Focus on a single form of gendered violence (e.g. sexual assault, street harassment, intimate partner abuse).
- D. Discuss your experiences with coercive sexuality. Describe your recovery process including helpful and not-helpful responses of others.

**PC 411: Psychology of Women
Journal Assignment 7**

Due Date: November 18, 2010

Option 1 Violence

General Instructions: Write a 3-5 journal entry reflecting on gender violence. You may write about your own experiences or those of someone close to you. Alternatively you may do a more academic essay reflecting on the reasons for the prevalence of gendered violence, or on the impact of gender violence on the lives of girls and women. You may focus on a single form of gendered violence (e.g. sexual assault, street harassment, sexual harassment, dating violence, battered women, or sexual coercion) or on a broader conceptualization. You may focus on the reactions/responses women (you) receive. You may focus on telling your story, or on the issues surrounding reporting gendered violence. To receive full points there must be some reference to one of our texts or to other resources. To cite references from our texts, or other sources, use APA style.

Grading

Your essay must meet the requirements for written assignments:

- a. original (your own work)
- b. thematic and/or focused
- c. organized and well written
- d. typed(double-spaced)
- e. 3-5 pages in length
- f. proofed and edited
- g. include a gender analysis
- h. Cites references/readings

**PC 411: Psychology of Women
Journal Assignment 8**

Due Date: April 29, 2010

Option 1 Violence

General Instructions: Write a 3-5 journal entry reflecting on gender violence. You may write about your own experiences or those of someone close to you. Alternatively you may do a more academic essay reflecting on the reasons for the prevalence of gendered violence, or on the impact of gender violence on the lives of girls and women. You may focus on a single form of gendered violence (e.g. sexual assault, street harassment, sexual harassment, dating violence, battered women, or sexual coercion) or on a broader conceptualization. You may focus on the reactions/responses women (you) receive. You may focus on telling your story, or on the issues surrounding reporting gendered violence. To receive full points there must be some reference to one of our texts or to other resources. To cite references from our texts, or other sources, use APA style.

Option 2: Mental Health

Write a 3-4 page essay on women and mental health. You may explore the experiences you or someone you know has had in terms of emotional distress, therapy, and or institutionalization. Alternatively you may construct an academic essay exploring the reasons for emotional/psychological problems in women. You may choose to explore how various explanations for and treatments of women's mental health issues relate to androcentric bias in psychology. Your essay may be about your personal story, or may be a critical analysis of societal values concerning the women's mental health. The essay should refer to one or more of the assigned readings and may also refer to other resources.

Grading

Your essay must meet the requirements for written assignments:

- a. original (your own work)
- b. thematic and/or focused
- c. organized and well written
- d. typed(double-spaced)
- e. 3-5 pages in length
- f. proofed and edited
- g. include a gender analysis
- h. Cites references/readings

**PC 411: Psychology of Women
Written Assignment I : Personal Zine**

Due Date: May 1, 2007

General Instructions:

Construct a zine or other form of personal expression that addresses your experiences with gender, sexism, relationships, etc. Your composition/project must be focused on one or more incident(s), topic(s), issue(s), or situation(s), that relate(s) to class themes. Your zine/project may include self reflections. Consider including a bio-poem or self portrait. Your zine or project should include the equivalent of five typed pages of text.

Grading:

The assignment will be graded on: Focus; Class themes addressed; Authenticity and/or insight; Depth and validity of gender analysis; inclusion of examples, observations, and experiences; and effectiveness (clarity, coherence, organization) of writing; Originality and creativity; use of multiple forms of expression (e.g. poetry, prose, illustrations, graphics, comics, etc)

Resources

Some girl zines and other resources have been placed on reserve in the library for your use. Review these materials in order to get an idea of what a zine is and looks like. Read the zines or other essays by young women to get an idea for your own composition.

Lia Block & H. Carlip. (1998). *Zine Scene*. Girl Press.

This book is on how to construct a zine. It explains the multiple purposes and formats of zines and gives step by step instructions. A must read for those who never heard of a zine.

S. Shandler. (1999). *Ophelia Speaks: Adolescent Girls Write About Their Search for Self*. Harper Collins.

This book provides poignant and realistic examples of young women's writings that will give you ideas for your own compositions.

O. Edut (Ed.). (1998). *Adios Barbie: Young Women Write About Body Image and Identity*. Seal Press.

Another excellent example of essays on body image in young women's own words that will inspire you in your own compositions.

M. Karp & D. Stoller (Eds.). (1999). *The BUST Guide to the New Girl Order*. Penguin.

A collection of humorous essays from the zine BUST that will inspire laughter and thought. The essays in this book range in styles and formats that will be a useful guide for your own zine.

PC 411:Psychology of Women
IUP, 2004 , Dr. Maureen McHugh
Written Assignment III: Biography

Write an essay examining a significant experience, event or role transition in a woman's life. **Your essay should include references to class readings/materials.** Use class materials to provide a framework for understanding the women's experiences. Use APA style to reference class material.

Your essay should meet the general requirements for written assignments:

- a. original (your own work)
- b. thematic and/or focused
- c. organized and well written
- d. typewritten (double-spaced)
- e. 4-5 pages in length
- f. carefully proofed and edited

General Instructions for Interviews

Write up a series of interview questions beforehand. During the interview take detailed notes **in the person's own words** on what each person has to say. ***Do not write your essay as a series of questions and answers.*** Develop a focus either before the interview, or before you complete your essay based on the interview. Develop an integrated essay that conveys the themes of the woman's life and/or the experiences which she described. Use the themes and readings of the course to guide your interview and to frame your essay.

Option I: Interview with an Older Woman

Interview one or more women (midlife or beyond) about their experiences.

The questions might for example, examine her experiences of developmental transitions (pregnancy, marriage, career) or the changing roles of women in terms of jobs, domestic responsibilities, the impact of technology, the role of education, child-rearing, etc Or the woman you are interviewing might have a unique or special set of experiences on which you would like to focus.

Option 2. Diversity Interview

Interview a woman different from yourself (in terms of age, race, sexual orientation, marital status, etc.). Focus the interview on some developmental transition, lifestyle choice, or gendered experience. Use the articles on diversity to guide you. Be sure to be respectful.

Option 3: Write a biography of your mother or aunt or a significant woman in your life.

You may need to interview them to get the details or information you need. E.g. Interview your mom or grandmother. Develop a focus or theme. Do not merely present a chronology of her life. Explore the social context of her life. View her as a woman (not just your mom). What was unique or special about her life. How did gender roles affect her life?

PC 411: PSYCHOLOGY OF WOMEN

Drs. Goodwin and McHugh

IUP, Fall, 1998

Written Assignment: Interview with an Older Woman

Interview one or more women (midlife or beyond) about their experiences.

Write up a series of interview questions beforehand.

Ask questions that about their experiences as a woman and/or about the changing roles of women (and men) over time. Use the themes and readings of the course to guide your interview. Develop a focus either before the interview, or before you complete your essay based on the interview.

The questions might for example, examine the changing roles of women in terms of jobs, domestic responsibilities, the impact of technology, the role of education, childrearing, etc Or the woman you are interviewing might have a unique or special set of experiences on which you would like to focus.

Try to ask clear, straightforward questions that will help you understand concretely the experiences and/or views of the woman you are interviewing. What has their life been like? How has it changed over time? What insights does the interview give you into the psychology of women and the changes which have taken place in the roles of women and men? What implications do you think her life has for you as a woman?

Alternatives: Interview your mom or grandmother. Explore the social context of her life. View her as a woman (not just your mom). How did gender roles affect her life?

An alternative approach: Interview separately a friend, her mom, and her grandma (three generations of the same sex in one family) about their views on the appropriate roles for women and men. Beforehand, write up a series of interview questions that you think will show most adequately and comprehensively the specific views of each generation on this issue. Also include questions on the background of each person (e.g., education, occupation, place of residence, specific experiences) which you think may help to explain similarities and differences between the generations.

During the interview take detailed notes in the person's own words on what each person has to say about the appropriate roles for women and men

PSYC 411: PSYCHOLOGY OF WOMEN

McHugh IUP

Spring 2008

Written Assignment I: Women in Psychology

Due Date: Thursday, January 31, 2005

GENERAL: Papers should be double-spaced, typed, and edited. Papers should be *original*, clearly written and use APA style. Papers should be 3-4 pages in length. Some references should be used, cited and listed in the reference section.

GRADING: The assignment will be graded on: Focus and/or thesis; Depth and validity of gender analysis; originality, insight; inclusion of examples, observations, or other forms of “evidence”; inclusion of class material and reference to class texts; and effectiveness (clarity, coherence, organization) of writing.

OPTION I:

Select a woman (from the list provided) who has made an important contribution to psychology; this psychologist should be a foremother of psychology. The individual may have made important contributions to the psychology of women, or to some other field within psychology. **You may research the psychologist online, or in texts, but do not plagiarize!! All sources must be paraphrased and cited.**

Research the life story of the woman you selected. Include the following types of material: Date and place of birth; family of origin; educational experience and credentials; barriers to meeting career goals; lifestyle choice; mentors, collaborators, and students. Be sure to emphasize the work/contributions the woman psychologist. Why was she interested in this area? What was the importance of her contribution?

OPTION II

Consider the inclusion and recognition of the contributions of women psychologists to a particular areas of psychology, and/or the operation of androcentrism within a particular area, text or theory of psychology. Analyze a particular text, theory or research approach.