

13-208d

LSC: AP-4/10/14
UWUCC: App-4/22/14
Senate: App-4/29/14

REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE II DEPARTMENT COMMITMENT

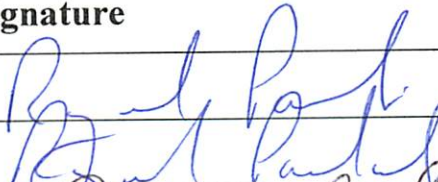
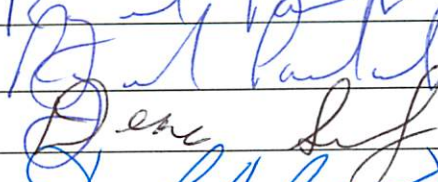
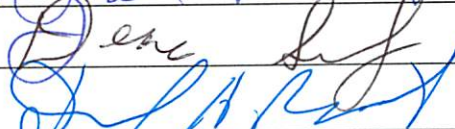
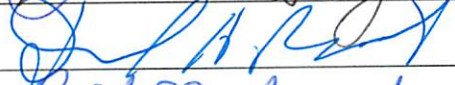
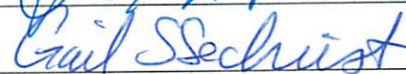
Professor Dr. Raymond Pavloski, Chair Psychology Department (PSYC 411)

Department Psychology Department

Email Pavloski@iup.edu

Please provide answers to these questions on the next page:

1. Include the most recent syllabus for the Type II course.
2. Include a new "Statement Concerning Departmental Responsibility". The statement of departmental responsibility" explains how the department will ensure that the writing component is present regardless of who is teaching the course. It needs to identify the specific department group or individual who is responsible for ensuring this.

Approvals:	Signature	Date
Professor (s)		4/8/14
Department Chair		4/8/14
College Dean		4/15/14
Director of Liberal Studies		4/22/14
UWUCC Co-chair(s)		4/22/14

Received
APR 21 2014
Liberal Studies

Received
APR 8 2014
Liberal Studies

TYPE II DEPARTMENT COMMITMENT

Professor Dr. Raymond Pavloski _____ Department Psychology _____

1. Include the most recent syllabus for the Type II course.

Enclosed syllabus for PSYC 411

2. Include a new “Statement Concerning Departmental Responsibility”. The statement of departmental responsibility” explains how the department will ensure that the writing component is present regardless of who is teaching the course. It needs to identify the specific department group or individual who is responsible for ensuring this.

Multiple instructors within our department teach these courses; therefore, we seek approval as a Type II Department Course. As Department Chair, I hold the responsibility to assure that all writing intensive courses will continuously meet or exceed all requirements. All faculty have followed and will continue to follow the course syllabi and use writing assignments that meet writing intensive criteria. Because writing assignments will be used in assessing student outcomes, syllabi and assignments will be available for review. Therefore, we will know that writing requirements are being met.

Every semester, writing intensive assignments will be assessed by our faculty, with samples of student work collected and documentation included as part of our student outcomes assessment.

INTRODUCTION TO SYLLABUS

READ CAREFULLY

Before sharing the syllabus I would like to share my expectations with you. This is based on numerous years of teaching this and other courses. After reading this, including the syllabus, I ask that you send me an e-mail letting me know that you have read all of this and that you know what is expected of you in this course.

Having had experience teaching this course, here are a few suggestions I have in order that you are successful in completing this course and not falling behind.

- It is expected that you have access to a computer in good working condition and can access Desire2Learn (D2L) via Microsoft Internet Explorer. If you are using dial-up it will take longer to complete assignments than those who have Wi-Fi.
- It is expected that you will test your computer to make certain that any difficulties are corrected before exams and assignments are submitted. If you are experiencing computer problems contact the Student Computing Help Desk at 724-357-2198 or student-helpdesk@iup.edu.
- It is expected that all assignments will be submitted using Microsoft Office Word. IUP's D2L system is not set-up to open any other word processing file.
- It is expected that you have access to the 3rd edition of the Claire A. Etangh and Judith S. Bridges' (2013) textbook: *Women's lives: A psychological exploration* and Jasmin Darznik's (2011) family memoir— *The good daughter: A memoir of my mother's hidden life* and have begun to familiarize yourself with the organization of the chapters by reviewing both books.
- It is expected that you will read this syllabus and follow its organization and deadlines.
- It is expected that you will put yourself on a schedule so that you will complete the assignments by the deadlines provided.
- It is expected that if you are not able to attend class for several days and have fallen behind in completing assignments that you contact me via e-mail to appraise me of your status.
- All work will be submitted via D2L. It is expected that you will not wait until the last minute to start an assignment or an exam. It is important to monitor the weather in your area so that you are not caught trying to use your computer during inclement weather. We all know how unreliable computers can be when the weather is bad.
- It is expected that the work submitted is not produced with the input of another or others unless permission is given by me.
- It is expected that you will work independently unless instructed otherwise.
- Writing assignments may be submitted to "Turnitin" if plagiarism is suspected.

All assignments and exams will be available via D2L. Keep in mind that the syllabus is tentative and adjustments may be made.

Professor:	Dr. Beverly J. Goodwin
Office:	Uhler Hall, Room 217
Phone Number:	(724) 357-6259 (leave a message if I'm not available)
Course Time:	MWF from 9:05 a.m.—9:55 a.m. Section W01 MWF from 10:10 a.m.—11:00 a.m. Section W02
Room Number:	Uhler Hall, Room 113
Office Hours:	Monday from 11:15 a.m.—12:15 p.m. Wednesday from 7:50 a.m.—8:50 a.m. Wednesday from 1:25 p.m.—3:30 p.m. Friday from 1:25 p.m.—2:25 p.m. Or By Appointment
e-mail address:	goodwin@iup.edu

Required Books:

Etangh, C.A. , & Bridges, J.S. (2013). *Women's lives: a psychological exploration*, 3rd ed. Boston: Pearson. (Make certain you have the 3rd edition since it is a major revision from previous editions.) (E&B)

Darznik, J. (2011). *The good daughter: A memoir of my mother's hidden life*. New York: Grand Central Publishing. (D)

Articles: On D2L. (TBA-to be assigned)

Course Description and Orientation:

"Psychology has nothing to say about what women are really like, what they need and what they want, essentially, because psychology does not know." Naomi Weisstein (1968/1993)

"Feminism is for everybody." bell Hooks (2000)

This course presents a critical examination of the assumptions about girls, adolescents, and women which are held by the discipline of psychology, considering both current research and individual experience. The psychological effects of socialization on sex role development, identity, achievement, interpersonal power, mental health, and critical incidents in female development are discussed in the context of relevant concepts from biological, developmental, clinical, and social psychology. A bio-psycho-social-cultural perspective will be explored with psychological theory and research being examined from a multicultural lens that considers how gender relates to different multicultural factors.

This course is based on a distributed learning model. Over the course of the semester there are a series of activities and assignments designed to introduce students to literature related to gender, to develop critical thinking skills, and to provide students with a framework of self-exploration

and self-understanding. Activities and assignments will involve listening, discussing, reading, and writing.

In summary, this course will explore the psychology of women and gender within two main units.

In the first unit, we will explore the past, the development of the discipline of psychology of women and gender, gendered and feminist research, gender similarities and differences, gender development, gender and power, gendered images and language, the objectification of females, and gender and relationships. The second unit will include an exploration of sexuality and sexual orientation, images of motherhood, education and achievement, gender and work, gender and physical health, gendered psychological disorders, and the future.

References:

- Hooks, b. (2000). *Feminism is for everybody: Passionate politics.* Cambridge: South End Press.
- Weisstein, N. (1968/1993). Psychology constructs the female; or the fantasy life of the male psychologist. *Feminism and Psychology*, 3, 195-210.

Objectives of the Course:

- ❖ **Part I: Myths, Theories, and Research**
 - Recognize the historical and contemporary contributions of women to the field of psychology
 - Examine the operation of sexist bias in the discipline of psychology vis-à-vis theory, research, and practice, and
 - Evaluate progress toward the transformation of psychology

- ❖ **Part II: Behavior & Experience: Female-Male Similarities and Differences**
 - Appreciation of the diversity of women
 - Critically evaluate the representation of women in popular culture
 - Explore the consequences of representation and objectification of women's bodies, and
 - Understand women's embodied experiences (of menstruation, childlessness, pregnancy, abortion, menopause, aging, etc.)

- ❖ **Part III: Sex and Gender in Social Relationships**
 - Become 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, and
 - Recognize the impact of gender on mental health and diagnoses

- ❖ **Part IV: The Stresses of a Gender World**
 - Identify the developmental aspects of girls, teens, and women's lives

- Appreciate the experience of growing up female
- Examine the relations amongst women, and between women and men
- Value women's ways of being, knowing, thinking, etc.
- Evaluate the adult roles of women, and
- Be aware of the prevalence and consequences of violence against women

Objectives of the Reading Assignments:

- ❖ Exposure to different perspectives on the Psychology of Women
- ❖ Exposure to different topics on the Psychology of Women
- ❖ Exposure to the specific life of a woman and her relationship with her mother and learning about her mother's hidden life.

Objectives of the Writing Assignments

- ❖ To acquaint students to key terms, concepts, themes and research methods in the psychology of women.
- ❖ To present students with in-class and online activities that are designed to test their ability to apply and use the language and terminology associated with psychology of women.
- ❖ To present students with material and structural activities that will aid them in the development of evaluative, critical thinking, and writing skills.
- ❖ To present students with several opportunities for the improvement of their writing to occur.

Evaluation and Grading Policy:

This is an upper-level, writing-intensive, and interactive course. Student will complete a variety of writing assignments including pre-writes and revisions. Points are earned in the following ways:

1. **Essay exams.** Two take-home essay exams (midterm and final) will be administered. Exams will be available the beginning of Week 6 and Week 13. A feedback sheet will be distributed so that you will know how your answers will be evaluated. Each exam is worth a maximum of 100 points
2. **Written journal assignments.** A journal is to be kept allowing you to share your personal responses to the topics covered. Your journal entries are to be fueled and supported by the readings and course discussions and activities. Four journals will be assigned: Weeks 4, 7, 11, and 14. Each journal is worth a maximum of 25 points.
3. **Written assignments.** Periodically, assignments will be assigned to highlight particular aspects of the Psychology of Women. Some of the assignments will be completed in-class while others will be homework assignments. In-class assignments are only available to students who are in class on the day the assignment is distributed. These assignments will not be posted on D2L; while out-of-class assignments will be posted on D2L. No exceptions will be made. Variable number of points will be assigned.
4. **Book Assignment.** Jasmin Darznik's (2011) novel on her mother will be discussed in class and there will be assignments and essay questions on exams related to this book. Variable number of points will be assigned.

5. **Who Do You Think You Are?/Everybody Has A Story.** Select a woman in your family and undertake a study of her life. Select someone over the age of 40 to interview. The handout will be distributed with details. The paper will be completed in stages: selection of woman (maximum 5 points), outline of paper (maximum 15 points), draft of paper (maximum 50 points), and the final draft of paper (maximum 50 points).
6. **Participation in the classroom.** Participation involves interacting and participating in discussions and demonstrating a familiarity with readings and lectures. Civil and collegial interactions are expected. The expectation is that every student is respected and given the opportunity to share his/her ideas. Disrespect, whether overt or covert, is never condoned and will be reflected in the grade assigned. A maximum total of 5 points can be accumulated each week for a total of 70 points.
7. **Community Events.** During the course of the semester there will be opportunities to attend community, department, and university-sponsored events related to this course. Approved events will be shared in class. If you attend such an event you are to turn in the attendance voucher and at least a one-page double-spaced reaction paper based on the details of the event. Each submission is worth a maximum of 10 points.
8. **Extra Credit: Take Action!** Earn extra credit points by taking action on some issue related to this course. A handout will be distributed detailing this assignment.

Assignments and tests will be corrected in a timely fashion. Students should realize that the instructor takes care in grading assignments and tests and providing constructive feedback to students on all assignments. Grading is not viewed as a speed task to be completed as quickly as possible.

Unless otherwise stated, any graded assignment is based on individual effort. IUP has an Academic Integrity Policy and the Procedures for violations of academic integrity, which are located in the Undergraduate Catalog. University procedures regarding academic violations will be followed. If you are in doubt as to the types of academic violations recognized by the University, it is suggested that you review the Undergraduate Catalog.

Classroom Etiquette:

The IUP Civility Statement is included on the inside front cover of the Undergraduate Catalog. Collegial interactions are encouraged and expected. In that this is a discussion-based seminar, communication between students and with the instructor is expected to be civil. Disrespectful or hostile communications, whether overt or covert, are never condoned. If you violate this rule, classroom participation points may be deducted.

On the Internet I came across this discussion of classroom etiquette that came from Meredyth Goldberg Edelson's (2006) *Psychology of Women & Gender* syllabus. I have decided to include it verbatim in order to express the essence of the matter.

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!

Course Grade:

The total number of points available for a given assignment is variable. Grades are assigned based on the percentage of the total number of points received. Points accumulated on all required activities, assignments or exams are assigned according to the following distribution:

- 90% or \geq A
- 80% - 89% = B
- 70% - 79% = C
- 60% - 69% = D
- 59% or \leq F

Topics Covered

- ❖ **Why Study the Psychology of Women?**
- ❖ **What is Sex, Gender, Sexism, and Feminism?**
- ❖ **Who is the Woman in the Psychology of Women?**
- ❖ **Diversity Among Women**
- ❖ **How Do We Know? The Relationship Between Gender and Knowledge**
- ❖ **What are the Real Sex Differences?**
- ❖ **Gender and Language**
- ❖ **How Much Does Biology Matter?**
- ❖ **Growing Up as a Girl and Boy**
- ❖ **Gender Socialization**
- ❖ **Gender Stereotypes**
- ❖ **What is Femininity/Masculinity?**
- ❖ **Adolescence**
- ❖ **Body Image**
- ❖ **Menstruation**
- ❖ **Sexuality**
- ❖ **Reproductive Rights**
- ❖ **Relationships**
- ❖ **Women's Adult Roles**
- ❖ **Developmental Issues in Women's Lives**
- ❖ **Women and the Family**
- ❖ **Violence Against Women**

- ❖ **Women and Work**
- ❖ **Women and Health Issues**
- ❖ **Disability Issues for Women**
- ❖ **Women and Mental Health**
- ❖ **Aging and Death for Women**
- ❖ **Women and the Future**

All dates included on this syllabus are tentative and are subject to change. Any change in the syllabus will be shared in class and posted on-line. It is each student's responsibility to remain current with his/her work and the completion of all assignments.

- | | |
|----------------|---|
| Week 1 | *Orientation to Course
*Introduction to the Psychology of Women Course
<i>Preface and Chapter 1 in E&B</i>
<i>Prologue to D</i>
<i>Claiming an Education by Adrienne Rich (D2L)</i> |
| Week 2 | *Cultural Representation of Gender
Chapter 2 in E&B
<i>The Chilly Climate by Bernice Sadler (D2L)</i> |
| Week 3 | *Gender Self-Concept and Gender Attitudes
Chapter 3 in E&B
Chapters 1 and 2 in D |
| Week 4 | Infancy, Childhood, and Adolescence
Chapter 4 in E&B |
| Week 5 | Gender Comparisons
Chapter 5 in E&B
Chapters 3 and 4 in D |
| Week 6 | Sexuality
Chapter 6 in E&B |
| Week 7 | Reproductive System and Childbearing
Chapter 7 in E&B |
| Week 8 | Spring Break – Midterm Grades
March 18 – 24, 2013 |
| Week 9 | Relationships
Chapter 8 in E&B
Chapters 5-7 in D |
| Week 10 | Education and Achievement and Employment |

Chapters 9 and 10 in E&B

Week 11 **Balancing Family and Work**
Chapter 11 in E&B
Chapter 8 in D

Week 12 **Physical Health**
Chapter 12 in E&B

Week 13 **Mental Health**
Chapter 13 in E&B
Chapters 9 and 10 in D

Week 14 **Violence Against Girls and Women**
Chapter 14 in E&B

Week 15 **The Future of the Psychology of Women**
Chapter 15 in E&B

Final Exam Section W01: Wednesday, May 15, 2013 in Room 113 at 8:00 a.m.—10:00 a.m.

Final Exam Section W02: Monday, May 13, 2013 in Room 113 at 10:15a.m.—12:15 p.m.

Spring Commencement: Saturday May 18, 2013