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LSC # 31
 Action Approved
 1-24-91

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- () Professor Maureen C. McHugh Phone 4753
- () Writing Workshop? (If not at IUP, where? when? yes)
- () Proposal for one W-course (see instructions below)
- () Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENTAL COURSE

- () Department Contact Person _____ Phone _____
- () Course Number/Title _____
- () Statement concerning departmental responsibility _____
- () Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- () Professor(s) _____ Phone _____
- () Course Number/Title _____
- () Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Maureen C. McHugh

Department Chairperson Ed Schneider

College Dean Kathy

Director of Liberal Studies Chad Olson

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.

II. Copy of the course syllabus.

III. Samples of assignment sheets, instructions, or criteria concerning writing that are given to students.

Provide 12 copies to the Liberal Studies Committee.
 Please number all pages.

Maureen C. McHugh
IUP, December, 1990

Proposal for a Writing Intensive Course:
Psychology of Women

Background. Psychology of Women is an upper level psychology course that is cross-listed as a Women's Studies course. Within the Psychology Department, the course is one of two options majors may complete to fulfill a meta-theoretical requirement. Each of these options will be designated as writing-intensive. Many of the students are junior and senior psychology majors. As a Women's Studies course, Psychology of Women incorporates feminist pedagogical approaches such as student journals and classroom exercises and discussions.

Writing Assignments. Students in the course experience writing in a variety of ways. Approximately 45-50 pages of writing is collected from each student.

Formal Papers. One course requirement is the completion of three writing assignments. Students are required to submit three assignments, but may submit four. On each assignment the student can earn a maximum of 35 points on a 350 point scale. Students select three papers from four assignments described on written instruction sheets. Instructions for four different writing assignments are distributed in class. The instructional sheets contain a description of the assignment, instructions on how to complete the assignment, and evaluation standards. Each writing assignment is 4-5 pages in length resulting in 15-20 pages of professional and formal essay writing. Students may revise and re-submit an essay. The essay is regraded; the second grade replaces the first grade.

The writing assignments are designed to incorporate a variety of writing styles and approaches. One of the assignments, observations of male and female behavior, is written in accordance with the American Psychological Association Publication Manual for research reports. This style requires the author to describe the procedures and the results of the research/observations in exact and concrete terms with minimal references to oneself or one's opinions. A second assignment, either images of women or gender bias in psychology, involves a content analysis. The content analysis is described in professional language but allows for more flexibility in organization, and for more references to personal opinion. A third assignment involves an interview with a mature women; a variety of styles would be appropriate for reporting the results of the interview. The fourth optional assignment is a critical book review of Woman on the Edge of Time.

Journals. Students are required to keep class journals. Ten (2 page) entries are required. The journals are collected and read, but ungraded. Students are awarded 50 points for completion of the journal. Journal entries may be in class writing samples or out of class reflections on the material.

Students are required to select one journal entry, and revise it, and submit it for grading. The revised entry may be awarded a maximum of 35 points. The piece submitted may be 2-5 pages and is expected to be a personal reflection. Poetry and alternative modes of expression are acceptable.

In-class writing. Students complete a variety of in-class writing assignments that form the basis for class discussions. Sometimes these writing samples are collected and analyzed, but not graded by the instructor. The in-class writing may be included in the ungraded student journal. In other cases these in-class writing samples can be used as the starting point for a submitted (and graded) writing assignment. For example, prior to a discussion/lecture on mother-daughter relations, class members are asked to complete a series of incomplete sentences such as "I wish my mother..." and "My mother and I..." Students share some of their reactions in a class discussion. Students may use this writing exercise as the basis for the class assignment on the adult roles of women.

Exams. Exams for the course involve integrative essays. Ten or more questions are given in advance; students are encouraged to study cooperatively to prepare responses. The in class exam is comprised of 3-4 questions which require approximately a one page response. Exams are graded for content not writing style; each exam is worth 50 points.

No new or additional resources are required.

The four projects include:

- I. Images of Women
- II. Observation of Male and Female Behaviors
- III. Gender Bias in Psychology
- IV. Book Review

- III. **Class Participation.** Participation in class discussions is an important aspect of the course, and will be considered in the assignment of final grades. Contributions to class discussion may result in up to 35 points.
- IV. **Journals:** Students are required to complete a class journal. Journal entries will be written in class and out of class. A total of ten entries are required. The journals are essentially ungraded. Fifty points will be awarded for completion.
- V. **Essay:** Students will select a single journal entry and will revise it to a polished essay. The essay will be graded and may receive up to 35 points.

Tentative Lecture and Assignment Schedule - Psychology of Women

| Date | Topic | |
|-------------|--|-----------------------------|
| Assignment | | |
| Jan.19 | Why a Psychology of Women | Chapter 1 |
| Jan. 21 | Gender, sex and sexism | |
| Jan. 26 | Gender stereotypes and schemas | Chapter 8 |
| Jan. 28 | Gender bias in psychology | |
| Feb. 2 | Theories of masculinity/femininity | |
| Feb. 4 | The nature vs. nurture controversy | |
| Feb. 9 | Sex-related differences and similarities | |
| Feb. 11 | Male dominance | Project 1 due Chapter 7 |
| Feb.16-18 | Sex-typing in infancy and childhood | Chapters 2&3 |
| Feb. 23 | EXAM I | |
| Feb. 26 | Adolescence and menarche | Chapter 3 (pp 79-88) |
| Mar. 1-3 | Achievement in girls and women | Chapter 5 |
| Mar. 5-12 | SPRING BREAK | |
| Mar. 15 | Women and Work | Chapter 6 |
| Mar. 18 | Marriage | Chapter 9 |
| Mar. 22-24 | Lifestyle choices | Chapter 9 (pp. 304-324) |
| Mar. 29 | Women and aging | Chapter 14 Project 2 due |
| Mar. 31 | EXAM 2 | |
| April 7 | Reproductive issues | Chapter 11 |
| April 12 | Sexuality | Chapter 10 Project 3 due |
| April 14 | Love and attraction | |
| April 19-21 | Violence against women | Chapter 13 |
| April 26-28 | Women and mental health | Chapter 12 |
| May 3 | Women and the future | Essay due Project 4 due |
| May 5-12 | FINAL EXAM WEEK | |

Dr. Maureen C. McHugh
IUP Spring 1990

Psychology of Women

Project 1: Images of Women

Option 1: Television

- 1. Watch five hours of television. Use a strategy to select which hours and shows (ie. random selection or most popular)
- 2. Keep a log of your television viewing. Record the number of female characters; the roles of female characters; and the attributes/ behaviors of female characters.
- 3. Describe your results, and draw conclusions regarding the degree of stereotyping and sexism you observed.
- 4. Discuss the implications of your results.

Option 2: News

- 1. For five consecutive days read the same newspaper (not the Penn) or watch the same TV news broadcast.
- 2. Keep a record of the following:
 - a. the number of women mentioned
 - b. in what context were women mentioned
 - c. did the reference or discussion of women differ from that of men.
- 3. Draw conclusions regarding the degree of stereotyping/sexism in the reporting of the news using examples to document your conclusion.
- 4. Discuss the implications of the images of women presented.

GENERAL:

- 1. Due date: _____ Late papers penalized.
- 2. Papers must be typed, double spaced and carefully edited.
- 3. Papers will be graded on the following criteria:

- Focus
- Originality
- Systematic observations
- Insightful conclusions and implications
- References and use of class materials
- Clarity and organization

Psychology 379
 Spring, 1990
 IUP

Psychology of Women

Assignment III: Gender Bias in Psychology

Option 1: Gender bias in textbooks

Select a textbook used in a psychology course. Examine the text for gender bias. Document presence or absence of gender bias. Discuss implications of bias or lack of bias.

Option 2: Gender bias in psychology courses

Analyze a class you are taking or have taken for gender bias.

Option 3: Gender bias in psychological theory

Select a specific theory. Present it briefly. Critique the theory for gender bias.

Some aspects of bias might include:

- *use of male generic; sexist examples
- *discussion of theories based on males as theories of human behavior
- *failure to include material on gender issues or sex differences
- *failure to include relevant topics of interest or importance to females (e.g. menstruation not covered in developmental or psychobiology)

Basis for Grading

| | |
|--|----|
| Introduction: Purpose | 5 |
| Method of examination: Appropriate strategy | 5 |
| Results: Clearly reported; systematic | 15 |
| Discussion | 5 |
| General (organization, clarity, typed, etc.) | 5 |

Study Questions

- 1) What are the six variables of sex according to Money and his colleagues? What did Money conclude was the most important variable determining the gender identity and gender-role behaviors of an individual? Explain
- 2) What is meant by the premenstrual syndrome (PMS)? Discuss 3 non-biological explanations for the sensations/symptoms reported by premenstrual women.
- 3) Women have traditionally underachieved in our society. Explain why using each of the following theories:
 - Fear of Success
 - Expecting theory
 - Attribution theory
- 4) Discuss three ways in which nonverbal behavior may be different as a function of gender. What are the implications of these differences?
- 5) Describe and give an example of 3 common role problems a woman might experience during her adult years.
- 6) Discuss two advantages and two disadvantages of each of the following lifestyles:
 - a) single
 - b) lesbian
 - c) living together
- 7) What explain the relatively low life satisfaction and poor psychology health of nonworking married women? Discuss three variables that affect life satisfaction for this group.
- 8) Discuss the impact that menarche has on a young woman in the U.S.. How might the impact of menarche be different if we marked it with a ritual or celebration?
- 9) People often argue that women are uncommon in prestigious jobs because they differ from men in their motivations and in their attitude towards achievement. Point out why this argument cannot explain the tremendous sex differences in employment patterns.
- 10) Adolescent women seem to be more concerned than adolescent men about how others view them. Summarize the implications of this interpersonal relations.
- 11) Discuss the consequences of sexual harassment for:
 - a) the woman experiencing it
 - b) the employer
 - c) society
- 12) Discuss two similarities and two differences in men's and women's approach to and experience of love relationships.