

PSYCHOLOGY 385-I/HON 250: PSYCHOLOGY OF WOMEN (3 Credit Hours)

Fall, 2010

Days/Times of Meeting: MWF 11-11:50

Office: Cook 337

Place of Meeting: Cook 110

Office Phone: 236.5494

Professor: Dr. Susan Logsdon Conradsen

Email: sconradsen@berry.edu

Office hours: MWF 8:30-9; 10:50-12; M 12:50-4:10; F 12:50-2:30.

Course Description: Interdisciplinary investigation of the psychological, social, emotional, and cognitive aspects of women in society. Investigation of research, theory, and real-world application of a variety of issues related to women. (3-0-3).

Textbooks:

- 1) Etahugh, C. A., & Bridges, J. S. (2010). *Women's Lives A Psychological Exploration, 2nd Edition*. Boston: Pearson.
- 2) Misconceptions: Truth, Lies, and the Unexpected on the Journey to Motherhood by Naomi Wolf (2001)
- 3) Operating Instructions: A Journal of My Son's First Year by Anne Lamott
- 4) Supplemental Readings at Memorial Library (can access by e-reserve or in library; denoted with RR)

Purpose of the Course: The primary purpose of this course is to provide a comprehensive background on issues related to the development of girls and women in our society. In particular, the unique issues and challenges to women's psychological well-being created by the impact of society, the social construction of gender, and gender roles and expectations will be addressed.

Student Learning Outcomes:

By the end of the semester, students will be able to:

- (1) Describe common stereotypes of males and females and how gender is represented in the media.
- (2) Discuss how myths and stereotypes have helped to shape society's expectations of males and females and consequently the roles and behaviors assumed by girls/women.
- (3) Describe how gender self-concept develops and the factors that influence gender development including family, peers, media, and school.
- (4) Explain what gender-related traits are and how they form.
- (5) Understand how education, achievement, and employment are influenced by gender norms.
- (6) Describe current issues in girl's/women's lives that influence well being including work/family balance, body image, reproductive issues, and violence.

Assessment Measures: Achievement of these outcomes will be established by achieving at least a 60% on all class requirements including class participation, quizzes, writing assignments, group presentations, and attendance at an out of class film series on gender and the media. Specific descriptions for the written journals and group presentations are below.

Evaluation components and grading scale:

The final grades will be based on:

| | |
|------------------------|------------|
| 1) quizzes | 120 points |
| 2) class participation | 30 points |
| 3) journals | 90 points |
| 4) book analysis | 70 points |
| 5) group presentation | 70 points |
| 6) film series | 30 points |

Grades will be assigned based on the following point scale

| | | |
|----|---------------|--------------|
| A | = 377.2-410 | (92-100%) |
| A- | = 366.5-377.1 | (89.4-91.9%) |
| B+ | = 358.7-366.4 | (87.5-89.4%) |
| B | = 334.1-358.6 | (81.5-87.4%) |
| B- | = 325.5-334 | (79.4-81.4%) |
| C+ | = 317.7-325.4 | (77.5-79.3%) |
| C | = 293.1-317.6 | (71.5-77.4%) |
| C- | = 284.5-293 | (69.4-71.4%) |
| D+ | = 276.3-284.4 | (67.4-69.3%) |

D = 246-276.2 (60-67.3%)
 F = <246 (<60%)

Methods of Instruction: Lecture, class activities, videos, assignments, and discussion will be the primary means of instruction. Students are also required to attend women studies events outside of the scheduled class period. Students are expected to type *single spaced* all assignments.

Attendance Policy: Class attendance will be taken and regular, punctual attendance is expected of everyone. Any student missing more than two class meetings without a written medical, athletic, or academic excuse will have points deducted from their participation grade; each absence will result in 1 point being deducted. If you miss a class, you are responsible for making up the material. No make-up work for unexcused absences, including quizzes, is permitted.

Academic Integrity: Students are expected to be familiar with and follow the policies in the *College Catalog*. Students are expected to collaborate on their group presentation projects; all other assignments are to be completed individually. Documentation of all sources is required, including within the critical thinking journals. Students who violate this policy will at a minimum receive a grade of zero on the assignment; however, depending on the severity of the infraction the student may receive a failing grade in the class.

Late Assignments: All assignments turned in after the due date will be penalized 10% per day late. Assignments are due at the beginning of class and points will be deducted after that time.

Special Requirements:

(1) Quizzes: Throughout the semester 13 quizzes will be given at the beginning of the class. *If you arrive late to class you will not be able to make up the quiz.* Quizzes will be unannounced. The material covered will include all assigned readings for that chapter (including the day of the quiz) as well as class material from the previous week. The quizzes will assess your understanding of terms, research, and topics covered and may include multiple choice and short answer items. Occasionally quizzes will be take-home and may require outside research. Your quiz grade will be the sum of your 12 highest quiz grades (your lowest quiz will be dropped). Each quiz is worth 10 points, for a total of 120 points.

(2) Class Participation: Given the discussion nature of this course, your preparation, attendance, promptness, and involvement in each class meeting will be vital to both your own learning and the success of the course as a whole. *You are expected to come to class having read all assigned material ready for discussion. This means you should have some questions and/or comments on the reading ready and be ready to be called upon.* Attendance, class contributions, and completion of outside class assignments will contribute to your participation grade; unexcused absences will factor into the participation grade. At the end of the semester you will complete a self-assessment of your class participation that I will consider when assigning your final grade.

(3) Critical Thinking Journal: Three times during the semester you will complete a journal. These assignments are designed to integrate the material from our course and to encourage you to think deeply and critically about course material. In evaluating your journal, I will look for evidence of thinking critically, creatively, and originally, as well as integration of material from the readings and class meetings. Specific requirements for each guideline are listed on page 7 of the syllabus. Each journal is worth 30 points. A journals will demonstrate excellent critical thought and analysis; B journals will demonstrate good critical thought and will have addressed all the aspects thoroughly (this is the grade I expect most journals to receive); C journals will address all the aspects of the assignment but demonstrate minimal analysis or critical thought; D journals will address most of the aspects with minimal exploration; F journals will be incomplete or journals that did not complete the assignment.

(4) Book Analysis: You will read the two assigned books on mothering. For *each* book you will turn in a 2 page, single spaced, reflection on the book including things you learned, reactions you had, and your feelings about what you read. Afterwards you will provide a 1-2 page single spaced analysis comparing the two books followed by at two quality discussion questions based on these readings. Pick one of these questions to ask during the class discussion. Due: 10/13/10.

(5) Group Presentation: Each group will choose a book to read and take a class period to present the main findings to the class. Each member in the group must read the entire book but the group can decide how to divide who is responsible for presenting which section. A sign up sheet will be passed around in class. You will need to order the book online or get it at a bookstore. Choices include

- a) *Girls on the Edge: The Four Factors Driving the New Crisis for Girls* by L. Sax (2010)
- b) *Pornland: How Pornography has Hijacked our Sexuality* by G. Dines (2010)
- c) *Still Failing at Fairness*. By Sadker & Sadker (2009)
- d) *Opting Out?* By P. Stone (2007)
- e) *Same Difference*. By R. Barnett & C. Rivers (2004)

The grade for this assignment will be composed of two components.

1) Individual Contribution:

- a) Each person will independently write a 2-3 page single spaced book review and critique to hand in on the day of the presentation; this critique should cover the whole book not just the section you presented in class. This review should include additional research to back up or dispute the claims of the author with sources as well as their personal opinion/reflections *for your particular section*.
- b) Documentation of what the student did for their specific section of the presentation, and a percentage grade and rationale for grading the contributions of each member in their group.
- c) Quality of their 1 page handout for the class on the major points of their section and additional resources (websites, books, films, etc.) with descriptions of how they are relevant. **Bring 25 copies to the class.**

2) Group Section: quality of the group presentation (including timing, dispersal of information, format, thoughtful critique of the issues raised, adequacy of covering main points in the book, utilization of outside resources to bolster or challenge points in book). Please note that your grade on this section will be reduced if you do not keep to your individual time limit; in general, groups of 4 each member has about 10-11 minutes, leaving 5 minutes for questions.

(6) Film Series: Gender & Media

Throughout this semester you are required to attend the film series on Gender & Media; there are three films on Monday evenings at 6:00 in Evans Auditorium on the following dates:

- 1) *September 27, Killing Us Softly IV*
- 2) *October 18, Cover Girl Culture: Awakening the Media Generation*
- 3) *November 15, The Mean World Syndrome: Media Violence and the Cultivation of Fear*

You will write up a 1-2 page single spaced reflection on the event including how it relates to course material and a discussion question for class; these are due the WEDNESDAY after the event. Please note that attendance at these events is required, so plan your schedule accordingly.

(7) Extra Credit

There are two options for extra credit. 1) You may attend extra women's studies events. A schedule and description of events is located through the Women's Studies webpage at http://www.berry.edu/academics/humanities/womens_studies/ for each event attended (other than three films above) write up a page about the event for a maximum of 5 points. 2) Students who volunteer at an agency that works with women/girls (e.g., Sexual Assault Center, Open Door) can receive 2.5 points for every hour they volunteer up to 10 points total. The volunteer work must be done during this semester and you will need to turn in a written paragraph about what you did, how many hours total, how it relates to women's issues, and a contact person. My approval for the agency *in advance* is required. **The maximum extra credit for any student is 15 points.** Extra credit points are added to the total points before calculating final grades.

Accommodation Statement: Students with disabilities who believe that they may need accommodation in this course are encouraged to contact the Academic Support Center in Krannert Room 329 (ext. 4080) as soon as possible to ensure that such accommodations are implemented in a timely fashion.

Tutorial Availability: Students who believe they may need tutoring in this class should contact me as soon as possible so that arrangements may be made with the Academic Support Center to provide a tutor.

Schedule of Class Sessions – Please note readings not in the text or with a website address are available through e-reserves via Memorial library.

- 8/23, 8/25 Chp 1: Introduction to the Psychology of Women: History & Research
- 8/27, 8/30, 9/1 Chp2: Cultural Representation of Gender
***Note: Journal # 1 is due on 9/1**
- 9/3, 9/8 Chp. 3: Gender Self-Concept: Developmental Processes and Individual Differences
- 9/10, 9/13, 9/15 Chp. 4: Infancy, Childhood, & Adolescence
 1) RR: Gould, X: A Fabulous Child's Story
 2) RR: Troxell, J. (2008). Real Boys Play with Dolls, Mothering, 151, at <http://mothering.com/print/2509>
 3) RR: Hinshaw, S. & Kranz, R. (2009). Impossible Expectations (1-26) in The Triple Bind: Saving Our Teenage Girls from Today's Pressures. New York: Ballantine Books.
 Film: Girls Moving Beyond Myth
***Note: Journal # 2 is due on 9/13**
- 9/17 GROUP PRESENTATION: GIRLS ON THE EDGE
- 9/20, 9/22 Chp. 5: Gender Comparisons: Social Behavior, Personality, Communication, & Cognition
 1) RR: Begley, S. (2008, October 27). Math is Hard, Barbie Said, Newsweek, 57.
- 9/24, 9/27, 9/29 Chp. 6: Sexuality
 1) RR: Read pages 1-45 of the APA Task Force on the Sexualization of Girls. Available at <http://www.apa.org/pi/wpo/sexualizationrep.pdf>
***Note: September 27th at 6:00 is Film, 9/29 write up on Killing Us Softly IV is due**
- 10/1 GROUP PRESENTATION: PORNLAND
- 10/4, 10/6 Chp. 7: Reproductive System & Childbearing
 10/8 Films: Red Moon, Latching On, or Birthright
- 10/13 BOOK ANALYSIS DUE; ENTIRE CLASS DISCUSSION OF MOTHERHOOD
- 10/15, 10/18 Chp. 8: Relationships
***Note: October 18th at 6:00 is film Cover Girl Culture, write up due 10/20**
- 10/20, 10/22 Chp. 9: Education & Achievement
- 10/25 GROUP PRESENTATION: STILL FAILING AT FAIRNESS
- 10/27, 10/29 Chp. 10: Employment
 11/1 1) RR: Babcock, L., & Laschever, S. (2007). Nice Girls Don't Ask (pp. 68-92) in Women Don't Ask: The High Cost of Avoiding Negotiation and Positive Strategies for Change. New York: Bantam Books.
 Film: 100 Years of Women
- 11/3 GROUP PRESENTATION: OPTING OUT?
- 11/5, 11/8 Chp. 11: Balancing Family & Work
 1) RR: When Mom & Dad Share it All at <http://www.nytimes.com/2008/06/15/magazine/15parenting-t.html>
- 11/10 GROUP PRESENTATION: SAME DIFFERENCE

- 11/12, 11/15 Chp. 13: Mental Health
 1) Votava, A. (2004). Every Body is Beautiful, Mothering (March-April), 41-43.
 2) Burgard, D. (Fall, 2002). Creating a body-positive culture to treat a culture-bound syndrome. Professional Journal of the Renfrew Foundation, 3-4.
 3) Novotney, A. (2009). New Solutions, APA Monitor, retrievable at <http://www.apa.org/monitor/2009/04/treatments.html>
 Film: Body Image: The Quest for Perfection
**Note: November 15th at 6:00 is film The Mean World Syndrome, write up due 11/17*
- 11/17, 11/19 Chp. 14: Violence Against Girls & Women
 11/22, 11/29 1) Go to <http://sacnwg.org> and explore the site, esp. Myth vs. Fact; Statistics; What Can I Do?; and Services
 2) Gillespie, M.A. (2002, Spring). Delusions of Safety. Ms, 81-83.
 3) Katz, J. (2006). The Macho Paradox, pp. 1-4 and pp. 19-33.
 4) Gandy, K. (2009). No Woman, No Culture Immune to Violence Against Women. Retrievable at <http://www.now.org/news/note/022009.html?printable>
 Movie: Talk to Me
**Note: Journal # 3 is due on 11/19*
- 12/1, 12/3 Chp. 15: A Feminist Future: Goals, Actions, & Attitudes
Extra Credit is due 12/1
Class Participation due 12/3

Selected Bibliography/Recommended Reading List

- 101 Ways to Help Your Daughter Love Her Body; Richardson; Brenda Lane and Rehr, Elane - 2001
 A Deeper Shade of Blue: A Woman's Guide to Recognizing & Treating Depression in Childbearing Years; Nonacs, Ruta - 2006
 Backlash: The Undeclared War Against American Women; Faludi, Susan - 1991
 Becoming Myself: Reflections on growing up female; Shalit, Willa - 2006
 Birthing From Within; England, Pam and Horowitz, Rob - 1998
 Body Outlaws; Edut, Ophira - 1998
 Choice: True Stories of Birth, Contraception, Infertility, Adoption, Single Parenthood, & Abortion - 2007
 Eating By the Light of the Moon; Johnston, Anita A. - 2000
 Enlightened Sexism: The Seductive Message That Feminism's Work is Done; Douglas, S - 2010
 Equally Shared Parenting: Rewriting the Rules for a New Generation of Parents; Vachon & Vachon, 2010
 Faith & Feminism: A Holy Alliance; Hunt, Helen LaKelly - 2004
 Female Chauvinist Pigs, Women and the Rise of Raunch Culture. Levy, A - 2005
 Feminism is for Everybody; Hooks, Bell - 2000
 Getting to 50/50: How working couples can have it all by Sharing it all; Meers, S. & Strober, J. - 2009
 Her Story: A timeline of women who changed America; Waisman, C.S., & Tietjen, J.S. - 2008
 I Do, but I Don't; Wicoff, Kamy - 2006
 Imagining Ourselves: Global Voices from a New Generation of Women. Goldman, P. - 2006
 Ina May's Guide to Childbirth; Gaskin, Ina May - 2003
 Inventing the Rest of Our Lives: Women in Second Adulthood; Levine, Suzanne Braun - 2005
 Latina: Women's Voices from the Borderlands; Castillo-Speed, Lillian. - 1995
 Life After Birth; Figes, Kate - 1998
 Maybe Baby: 28 writers tell the truth about skepticism, infertility, baby lust, childlessness, ambivalence, and how they made the biggest decision of their lives. Leibovich, L. - 2006.
 Moon Mother, Moon Daughter - 2003
 Nickel and Dimed; Ehrenreich, Barbara - 2001
 Packaging Boyhood: Saving Our Sons From Superheroes, Slackers, & Other Media Stereotypes - 2009
 Packaging Girlhood: Rescuing Our Daughters from Marketers Schemes - 2006
 Perfect Madness: Motherhood in the Age of Anxiety, 2005, Judith Warner
 Pornified; Paul, Pamela - 2005
 Pushed: The Painful Truth about Childbirth and Modern Maternity Care; Block, Jennifer - 2007
 Sacred Cycles: The Spiral of Women's Well Being; Wickham, Sara - 2004

Same Difference; Barnett, Rosalind & Rivers, Caryl - 2004
So Sexy So Soon: The New Sexualized Childhood; Levin, Diane E., & Kilbourne, J. - 2008
Stick Figure: A Diary of my Former Self; Gottlieb, Lori - 2000
Still Failing at Fairness: How Gender Bias Cheats Girls and Boys in School; Sadker & Sadker - 2009
The Birth Book; Sears, William and Martha - 1994
The Bitch in the House; Hanauer, Cathi and Gilchrest, Ellen - 2002
The Breastfeeding Book; Sears, Martha and William - 2000
The Feminine Mistake; Bennetts - 2007
The Lolita Effect; Durham - 2008
The Maternal is Political; Strong, Shari MacDonald & Rowe-Finkbeiner, Kristin - 2008
The Mommy Brain: How Motherhood Makes us Smarter; Ellison, Katherine - 2006
The Motherhood Manifesto, Joan Blades, 2006
The Mother Dance: How Children Change Your Life; Lerner, Harriet - 1998
The Price of Honor: Muslim Women Lift the Veil of Silence on the Islamic World. Goodwin, J. - 2003
The Price of Motherhood; Crittenden, Anne - 2001
The Thinking Woman's Guide to a Better Birth; Goer, Henci - 1999
The Triple Bind; Hinshaw, S. 2009
The Truth Behind the Mommy Wars; Peskowitz, Miriam - 2005
The Vagina Monologues; Enslin, Eve - 1998
This is How We Do It; Evans, Carol - 2006
This is Not How I Thought it Would Be: Remodeling Motherhood; Mischka, Kristen - 2009
Unbowed: A Memoir - Maathai, W. - 2007
Women Don't Ask; Babcock, Linda & Laschever, Sara - 2007
Women Who Run With the Wolves; Estes, Clarissa Pinkola - 1995
Women's Bodies, Women's Wisdom; Northrup, Christine - 1998
You'd be So Pretty if... Teaching our Daughters to love their bodies; Chadwick, Dara - 2009

Critical Thinking Journal/Experiential Exercises

These journals are in depth explorations of course material and you may write in first person. Spelling and grammar errors should be minimal; points will be deducted for frequent errors. They must be single-spaced and should be approximately 3 pages. Be sure to answer ALL the questions for each journal thoroughly, and incorporate AND DOCUMENT information from ALL the pertinent assigned readings and classes. This includes pertinent readings in addition to the textbook

- 1) **DUE 9/1/2010** : In Chapter 2 of your text, five patterns of representation of gender in the media are presented (p. 41-52). Find examples that illustrate pattern 3 (portrayal of gender-based social roles), pattern 4 (depiction of female communion and male agency), and pattern 5 (emphasis on female attractiveness and sexuality). You will need to turn in the example (e.g., bring in a printed image, lyrics, synopsis of book/story, etc.) and for each one describe how it illustrates that pattern. Next, choose a magazine to further investigate (e.g., Cosmo, Maxim, Teen Vogue, Esquire) either online or in print. Tell me what magazine you choose, who it is geared for, and describe some of the possible socializing effects of this magazine. I.e., what stereotypes are presented? What does it tell its target audience about males/females?
- 2) **DUE 9/13/2010**: Reflect upon how your gender has influenced your life until this point. Using the information from class and in the book discuss the ways in which your experiences/opportunities/interactions have been affected by your gender throughout your childhood and adolescence up to and including now. Choose 3 of the following areas (picking those in which you feel your gender played the biggest role) to focus on:
 - a. Involvement in sports and extra-curricular activities. What sorts of opportunities, encouragement, and support did you have? Did you receive any negative messages about participation as you got older? How did your experience compare with those of other friends or siblings of the other gender? What theory of gender typing best applies to your experiences?
 - b. Emotional development. What sorts of direct and indirect messages did you receive about emotions? Whom did you share your feelings and innermost thoughts with? What feelings did you feel you needed to keep to yourself? What feelings were encouraged/discouraged, and how were you taught to express them? Specifically how were you encouraged to handle anger or bullying behavior from others? How did the role models in your life express emotion? How has this influenced the type/quality of relationships you have currently? What theory of gender typing best applies to your experiences?
 - c. Appearance. How were you dressed when you were growing up? What degree of emphasis was placed on how you looked? What grooming behaviors were routinely engaged in, and did they change as you grew older? What do you do now (on a daily and weekly basis) to maintain/improve your appearance? Do you think your routine differs from individuals of the other gender? If so, how? What messages did/do you receive about appearance? Did you receive any negative messages? How did/do others reinforce societal gender norms about your appearance? How do you believe your experience compares to someone of the other gender?
 - d. Education/achievement expectations. What sorts of messages were given to you about what your future would hold? What sort of messages did you receive, both direct and indirect, about what were good possibilities for you in the career world from your family? Teachers? Peers? What did/do your same gender peers aspire to do after college? Other gender? What sorts of opportunities, encouragement, and support were provided? What are your educational and career goals now? How do you think your gender and societal messages may have influenced you in this area?
- 3) **DUE 11/19/10**: Taking what we have covered so far in class, what do you think can be done to improve girls and women's well being in our society? Pick **two** specific areas that resonate with you, explain why you chose these two, then delve into them and discuss what you personally can do, as well as others (e.g., parents, teachers, employers, peers). Areas can include media, language, parenthood, employment, education, childhood, reproduction/health, and violence against girls and women.

Psychology of Women: Class Participation Self-Assessment

Due on the Last Day of Class

Name: _____

As you know, class participation is an important component in this class. I would like you to reflect upon your participation over the ENTIRE course and come up with a grade and rationale for why you think you deserve this grade. I will consider this information in assigning your grade. It is very important that you are honest in your self assessment. I have kept track of your contributions but am interested in your own perceptions. Remember, honesty is important!!

When assigning yourself a grade rate yourself on the following components using the guidelines:

Attendance: "A" students should have attended all classes or missed only once, students who missed several (more than 3) earn a "C", "D/F" students would have missed 4 or more.

GRADE = _____

Promptness: "A" students would be on time for almost all classes, "C" students would have been late for several (more than 4), "D" or "F" students would be consistently late.

GRADE = _____

Readings: "A" students would have read all assigned readings by the due date (whether a quiz or not), "B" students would have read almost all, "C" students would have read most, "D" students would have read about half. GRADE = _____

Oral Participation (e.g., relevant comments and questions): "A" students made comments approximately 1-2 times a week (total of 15-30 times over semester), "B" students made comments roughly once a week (total of 15), "C" students made comments once every couple of weeks (total of 7), "D" students made 1-2 comments whole semester, "F" students did not make any comments. GRADE = _____

Group Participation: "A" students were active in group participation, often the leaders/presenters, "B" students were active and displayed interest, "C" students displayed interest but were less verbally active, "D/F" students were off topic (e.g., talking about other plans), or did not participate. GRADE = _____

Other: Did you bring in items/current events/songs/poems/etc. for class discussion?

When assigning yourself an overall grade, also consider students who engage in other activities (e.g., reading paper/completing homework/talking to other students) during class or who slept in class generally earn Cs or below.

What is the average of your participation grades above? _____

What participation grade do you think you earned? Percentage = _____

Rationale: