

**Psychology 2370
Fall 2009**

Professor Parrilla de Kokal	Phone 801-626-8049 Fax 801-626-6275	Email mdekokal@weber.edu
Office SS 301 Fax: 6275	Office Hours MF 11:30 a.m.; M 5:00 p.m.; By appointment	
Course Website http://online.weber.edu Wildcat username and password needed		
Text <u>The Psychology of Women</u> 6th Ed. Matlin		

This course can be hybrid.

This course is designed to familiarize students with traditional, androcentric psychology and modern research. This research includes the notion that women and their experiences are important and deserving study in their own right; that women are diverse in terms of ethnicity, class, and sexual preferences, and that consideration of social context is necessary for an understanding of gender-related behaviors. In addition, social change is recognized as fundamental to women's psychological and material well-being. Nonsexist research values and practices will be explored.

This course is designed to help students do the following:

1. Critically think about the theoretical approaches
 - a. Gain an insight and appreciation for the influences of development, and socio-cultural theoretical frameworks of psychology in gender behavior
2. Understand psychology as a science
 - a. Learn about how psychologists conduct research
 - b. Learn about ethics in psychology
3. Learn how to collaborate and communicate with others
4. Apply concepts in everyday life
5. Know the main social, economic political, and psychological issues in contemporary women's lives, globally and locally;
6. Know women's class, sexual orientation and cultural (historically "racial") diversity;
7. Know in depth one aspect of women's experience learned through (for example) a literary genre, a time period, a geographic region, or focus on a very **narrow** topic (this could be accomplished through electives, research paper, an internship, etc.);
8. Possess the ability to connect ideas and concepts about oppression and patriarchy about women within various fields to common themes or topics;
9. Possess the ability to write a focused and coherent analytical essay based upon and sustained by evidence;

Course Structure

Through lecture, text, activities, film, a paper, poster, and discussions students will have an opportunity to learn theory and apply it to everyday life. Reading the text, attending/participating in class lectures/discussions, taking notes, completing assignments, and taking quizzes/exams on time are critical to student success. As such, it is the student's responsibility to make sure s/he is familiar with the syllabus, to be aware of changes announced in class or through email, and to get copies of note/lecture material through classmates on missed days.

Legitimate excuses, such as illness, with documentation substantiating the excuse (a doctor's note) may justify alternative accommodations, but students are responsible for work they miss.

Website <http://online.weber.edu>

This course is web-enhanced and is a hybrid. At the wsuonline website, you will find: a copy of the syllabus, powerpoints for lecture material, information about assignments, assessments, and study guides (available 1 week before the test date). Check for assignments that are to be done online.

Powerpoints (Found on the course website)

Click on the chapter links to connect to the powerpoints within the powerpoint folder.

Appropriate Classroom Behavior

As learning in this course is a community endeavor, respect for one another is required. This includes freedom from harassment and dishonesty, respect for others' personal space, and respect for others' appropriate questions and comments in the quest for learning.

This course recognizes the value of collaboration and communication in fostering a productive learning community. To this end, appropriate dialogue with your colleagues is expected. Additionally, beepers, cell phones, texting, social chats, and inappropriate noise may result in student dismissal.

Entradas/Salidas

At least once a week students will be asked to list 2–3 important points from lecture and something they may want to discuss further. Entradas occur at the beginning of class. Salidas occur at the end of a class. Students can earn 1 point for these per week. These exercises afford students the opportunity to process material from that week's lectures.

Assessments/Quizzes

Assessments are taken from *any site* including your home. They are taken through wsuonline and are open book/open note. Each assessment consists of about 20 questions that you will have *10 minutes* to complete.

There are 14 assessments over the chapters. They are there solely to help you learn about material to be used for the exams. Since they are designed to help you study, you must take them at least once, but may take them twice. Please note that there is a possible score of **1 point per chapter assessment which is figured into your grade.** They must be taken by their **due dates. They cannot be replaced.**

Exams

There are a total of 5 *non-comprehensive exams*. All exams cover material from the text and class. Each exam is worth 100 points and consists of essay/short essay questions. All exams are taken in class.

If you know of a conflict with the exam schedule, you may take ANY exam early; however, **no exam may be taken late. There are no make-up exams.** Study guides

are available 1 week before the test due date and can be viewed through wsuonline i.e., the website for this course.

All exams are taken in class or can be set up through <https://chitester.weber.edu/> on designated dates at WSU Testing Centers. If you cannot go to the WSU Testing Centers, you will need to set up a **proctor** at the beginning of this class. Students need to go to <https://wsuonline.weber.edu/students/testing/onlinetest.htm> to set up a proctor for distant testing if you live too far from the Testing Centers.

You will need photo identification in order to be admitted into the Testing Centers and you need to arrive on time. Testing Centers give the last test 1 hour before closing. If you are late, you will not be admitted. Testing Center hours:

Mon 7:30am - 8:00pm Tue 7:30am - 8:00pm Wed 7:30am - 8:00pm
Thurs 7:30am - 8:00pm Fri 7:30am - 4:30pm Sat 9:00am - 4:30pm

It is your responsibility to know if the Testing Center hours change.

As all of your tests run on Mondays.

Test questions are not chosen randomly, but are based on material covered in class with support from the text and/or additional research. If you think a test response is incorrect, you can email me the *question with the response* you think is correct and the *text citations* that support your response.

Assignments

Assignments, papers, etc. completed well on assigned dates have the potential to receive 100%.

If assignments, papers, etc. are completed **1 day after** the assigned date, the score earned will be 20% less than if completed on time. If they are completed **2 days late**, the score earned will be 30% less than if completed on time. If they are **more than 2 days late**, the score earned will be 0% less than if completed on time. *e.g., a score of "100" on the assigned date would actually be a score of "80" if 1 day late and a score of "70" of 2 days late. If completed more than 2 days past the due date, then a score of 100 is now "0".*

Paper

You will have one Annotated Bibliography **paper** due on *a topic relevant to the psychology of women* (100 points).

Your papers must be done in APA format. **Free APA format template address:** <http://www.apastyle.info/free-templates/template-for-word.html> You can also find the APA format in Wordperfect and Microsoft Word programs.

Individual AB Paper Process Evaluation

Action	Points
Selected Topic email	10
5-10 Refereed Journal Articles	25
Outline w/ citations	15
Final APA Style Paper (7 pages long) including Title & Reference Pages	50
TOTAL POINTS POSSIBLE	100

The purpose of this assignment is to allow students to further study childhood themes of interest to them. Successful students will do the following:

Choose a **topic** that is submitted to professor on time. Topics must pertain to psychology of women research and or theoretical processes about gender. Check your text for ideas or think about questions you may have about children that you wish answered in greater detail.

Turn in (5-10) refereed journal articles relevant to the topic approved.

There needs to be a cover page, introductory section, sections reflecting integration of the journal articles and a final section summarizing the findings and suggesting recommendations and/or further discussions.

Student will submit their **refereed journals** information to the professor on time.

Student will submit an **outline** to the professor on time.

Students will submit an APA style **paper** to the professor on time. This paper must be done in APA format. **Free APA format template address:**

<http://www.apastyle.info/free-templates/template-for-word.html>

Poster

You will have one poster due worth 100 points with one annotated biography and outline. (*Total poster process points = 100*) Follow the rubric on the home page. Check your syllabus for due dates.

GRADING TABLE			ACTIVITY	POSSIBLE POINTS	
A	93-100%	C+	77-79%	11 In-class Activities	55
A-	90-92%	C	73-76%	2 online Discussions	10
B+	87-89%	C-	70-72%	4 Homework Assignments	110
B	83-86%	D+	67-69%	5 Exams	500
B-	80-82%	D-	60-62%	15 Chapter Assessments	15
	0-59%			1 Major Poster	100
				Participation	20
				Total Points Possible	810

Course Schedule

DATE	CHAPTER	MATERIAL	ACTIVITY
8-24	1	Introduction	
8-31	2	Gender Stereotypes and Biases	A1 & A2 Due Feminisms Assignment Due
9-7	3	Infancy and Childhood	
9-14	4	Adolescence	A3 & A4 Due AB Topic Due EXAM 1
9-21	5	Cognitive Abilities & Achievement	Gender Typing Assignment Due
9-28	6	Gender Comparisons in Social & Personality	A5 & A6 Due Annotated Bibliography Due
10-5	7	Women & Work	EXAM 2
10-12	8	Love Relationships	A7 & A8 Due
10-19	9	Sexuality	Letter Assignment Due
10-26	10	Pregnancy, Childbirth, & Motherhood	A9 & A10 Due EXAM 3 AB Outline Due
11-2	11	Women & Physical Health	
11-9	12	Psychological Disorders	A11 & A12 Due
11-16	13	Women & Violence	Assignment Interview Due EXAM 4
11-23	14	Women & Older Adults	A13, A14, & A15 Due
11-30	15	Moving Onward	AB Poster Due
12-7		Final Exam 5:30 – 7:20 PM	EXAM 5

Important Dates

Monday, November 7	Labor Day Holiday
Friday, October 16	Fall Break - No School
Thursday, November 26	Thanksgiving Day Holiday
Friday, November 27	Thanksgiving Day Holiday

"Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary."

This syllabus serves as a guide. On the rare occasion a change is made, announcements will be made in class. It is your responsibility to attend class and to know about the changes.

Feminism Definitions Assignment

Task	Possible Points
List, define and explain the "feminism" that fits you most	5
List, define, and explain the "feminism" that fits you least	5
Explanation of why you do or why you don't define yourself as a feminist	8
1 - 2 page double-spaced, stapled paper w/ spell/grammar check	2
Total Points Earned	20

Gender-Typing Activity

Adapted from Rhonda Unger & Mary Crawford.

Choose one of the activities and write in accordance with the rubric.

- 1- Watch the Saturday morning cartoons for at least two hours. Count the number of female and male story characters. Analyze the roles the major characters play and the behaviors they show. How are female and male characters differentiated by dress, voice, size, and appearance?
- 2- Take any three "children's classics" – fairy tales from your own childhood—and analyze what children learn from them about masculinity and femininity. (If you didn't Cinderella, Rapunzel, etc., choose books that were read to you).
- 3- Visit your local Toys "R" Us or other major department store with children's toys. Is there a clear division of boys' and girls' aisles? How are toys packaged to appeal to only one sex? Also look for non-sex-typed toys.
- 4- Visit a local bookstore and look at the books for preschoolers. Do they show adults in stereotyped or non-stereotyped ways?
- 5- Watch a popular children's film e.g., Beauty and the Beast, etc. Focus on the emphasis on beauty and appearance, dependence on males, etc. What are children learning?

Task	Possible Points
Select and <i>briefly</i> describe the chosen activity	5
Delineate how gender is being represented & if this is or is not stereotypical	10
Explain what children may learn through this activity, utilizing research on the process of becoming gendered	10
2-3 page double-spaced, stapled paper w/ spell/grammar check and utilizing text research to support your findings and <i>cite sources</i>	10
Total Points Earned	35

Coming Out Letters

Submitted by Rhonda Unger & Mary Crawford.

Write three coming-out letters from yourself to a parent or sibling as:

(1) lesbian/gay, (2) heterosexual, and (3) bisexual

In each letter, try to explain your identity in terms of the events that have shaped it and your feelings about it. You may also write the letter you think you would receive in return.

Task	Points Possible
Letter as lesbian/gay	5
Letter as heterosexual	5
Letter as bisexual	5
Response letter	5
1 - 2 page double-spaced, stapled, typed paper w/ spell/ grammar check & this form attached to end. Describe your feelings in doing this and what the experience might suggest about sexual orientation in our society.	10
Total Points	30

Senior Interview

Task	Points Possible
Interview a woman/man 60+ years	3
What did s/he think his/her life would be like at the age of 25?	2
How does her/his life compare to what s/he thought it would be like?	2
How is her/his health?	2
What kinds of things concern them now versus what concerned them in their youth?	2
What are the things they think are most important now?	2
How does these compare to what s/he thought was most important at age 25?	2
If s/he had an opportunity to pass on some words of wisdom to the next generation, what would it be?	2
How does this relate to what Matlin cited in the text? Use <u>The Psychology of Women</u> to support your statements w/ citations	2
Spell check, grammar, APA style, stapled w/ this attached to the end of the paper.	10
TOTAL	30