

PSYC 3126/WMST 3226: Psychology of Women
MWF 12:00-12:50
Spring Semester, 2004

Instructor: Dr. Susan Johnson.....**Office:** Colvard 4007.....**Phone:** 704-687-2025
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Required texts: Matlin, M. W., *The Psychology of Women* (5th edition, 2004)

Reserve readings to be copied at library reserve desk or access through electronic course reserve on library web site.

Description: We will examine a variety of psychological issues that specifically concern women. Topics will include sexism, biases in research, status differences, gender-typing, our culture's emphasis on gender differences, gender differences and similarities in cognitive abilities, self concept, achievement, and social domains, motherhood, work and family, sexuality, women's physical and psychological health.

Goals: The discipline of psychology has historically focused on an androcentric view of human behavior, assuming that normal behavior can be identified through the study of male behavior and that female behavior is studied to determine how it differs from "the norm." This course will provide you with an alternative perspective, in which the study of human behavior is just that – inclusive of all humans, and one in which women's distinctive experiences are not dismissed as unimportant or considered distorted because they do not fit the male norm. Thus, my goals for you in this course are :

- To learn about psychological theories and research concerning women and gender
- To take the knowledge gained through this course and apply it to other courses you take in the psychology curriculum
- To recognize gender similarities as well as gender differences, and to appreciate multiple potential causes for those differences (e.g., biology, socialization).
- To develop a critical eye for the role of political and other belief systems as they operate in psychology (e.g. sexist biases in the research process).
- To develop a critical eye for sexist biases in American culture.
- To appreciate the diversity among women along the lines of ethnicity, sexual orientation, social class, sub cultures within the US.
- To connect the theories and ideas in this course to your own experiences
- To learn about the psychology of women's experiences not only from the textbook, readings and lecture, but also through interaction with colleagues and reading of autobiography and memoir.

Syllabus		
<u>WEEK OF</u>	<u>Topic</u>	<u>Reading</u>
Jan. 12	Introduction to the course	
Jan. 15, 17	Some history of the psychology of women Research issues	Matlin 1
Jan. 21, 23, 26	Gender stereotypes Media Survey paper	Matlin 2
Jan 28, 30	Gender in infancy Gender socialization paper	Matlin 3
Feb. 2, 4, 6	Gender development in childhood Adolescent females	Matlin 4
Feb. 9	EXAM 1	
Feb. 12, 14	Cognition and gender Reserve “That swimsuit becomes you: Sex differences in self-objectification..”	Matlin 5
Feb. 16, 18, 20 Feb 23, 25, 27 *	Social comparisons	Matlin 6
March 1, 3 *	Women and work Work and family conflicts	Matlin 7
Mar 8-12	Sexual Harassment <i>NO CLASSES - SPRING BREAK!</i>	Matlin p 468-476
March 15,17,19	Love Relationships	Matlin 8
March 22, 24, 26 *	Women and sex	Matlin 9
March 29 March 31 * April 2, 5	EXAM 2 Motherhood: stereotypes & realities	Matlin 10
April 7 *	BOOK PROJECT Presentations	
April 12,14 *	BOOK PROJECT Presentations	
April 16, 19,21 *	Women’s physical health What do hormones really do? Reserve “Women’s beliefs about the prevalence of premenstrual syndrome...”	Matlin 11
April 23, 26,28,30 *	Women and depression Eating disorders and related problems	Matlin 12
May 3	Wrap-up and review session	
May 10	EXAM 3 3:30	

Academic Integrity. Students have the responsibility to know and observe the requirements of The UNCC Code of Student Academic Integrity. This code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to an F. Copies of the code can be obtained from the Dean of Students Office. Students are expected to report cases of academic dishonesty to the course instructor.

Disability Services. Students with documented disabilities requiring accommodation in this course should contact Disability Services in Fretwell 230.

Reserve Readings for PSYC 3126, Psychology of Women, available at Atkins 2nd floor reserve desk

Frederickson BL. (1998). The swimsuit becomes you: Sex differences..” Journal of Personality and Social Psychology, p.269-284.

Marvan ML, Cortes-Inistra S. (2001). Women’s beliefs about the prevalence of premenstrual syndrome and biases in recall of premenstrual changes. Health Psychology, 276-280.

Dimensions of the Female Experience Book Project

You will choose one from a group of autobiographies or memoirs of an individual women’s experience.

You will write a short individual paper (4-6 pages) relating concepts you have learned in class to the experience of the woman you read about.

6-7 people will present each book to the class in a 10-15 minute presentation.

GRADING: 100 points EXAM #1 (all exams fill-in, multiple-choice format)

100 points EXAM #2

100 points EXAM #3

Media paper; Gender socialization paper; Reaction comments to Reserve readings 100 points

Dimensions Book Project (paper=75, presentation=25) 100 points

Participation/In class activities 50 points

Late Assignments: 5 points off for each day late

A 495 – 550 points

B 440 – 494

C 385 – 439

D 330 – 384

F below 329 total points

Class Etiquette:

Learning is inhibited when there is a lack of respect for one another's individuality as well as for the class environment as a whole. Therefore, I am setting several ground rules:

- **Privacy and confidentiality.** There may be times when class members share personal experiences and beliefs. Since we all benefit from hearing each other's perspectives, we must be respectful of those who feel comfortable in sharing this personal information. In general, avoid divulging information that is "too personal."
- **Be on time.** People coming in late disrupts the flow of the class and places them behind in the material covered in class. Our class time is limited, and no one wants to spend that time repeating information for late-comers. Occasionally, being late cannot be helped, but routine tardiness shows a lack of respect for the entire class and will not be tolerated..
- **Regular attendance.** It is to your obvious benefit to attend classes regularly. If you do miss a class, you are still responsible for learning the material presented. You should arrange with someone in the class to share his/her notes with you if you will not be in class. It is not the professor's job to take notes for you.
- **Raise your hand when you wish to speak.** There are times when several people want to speak, and some just blurt out their comments. This behavior takes away people's equal access to the classroom forum.
- **No talking.** Making comments to your neighbors while I or one of your classmates is speaking is disrespectful. If you missed something, let us know and the speaker will repeat it.
- **Any beepers or phones must be turned off or otherwise silenced during class time.**
- **You may have food/drink in class, so long as it does not cause disruptions or distractions.**

These rules may seem obvious, but I am laying them out to let you know how serious I am about establishing a learning environment based on mutual respect.