

Psychology of Women

50:830:303

FALL TERM, 2010

T, TH 4:30-5:50 PM

401 PEN

Instructor: Dr. Courtenay Cavanaugh
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Course Goals:

The objectives of this course are to 1) examine the psychological impact of being female and 2) review research and theory on the development of sex differences in identity and other aspects of personality.

Required Reading:

There is no required textbook for this course. Required reading will consist of articles and chapters. The assigned articles and chapters will be made available to you on Sakai. Readings are to be completed before the class on the same horizontal line in which they are listed. For example, you are expected to have read reference article 1 for the class on September 7, 2010.

Grading:

Activity	Points	Percent Total Grade
Midterm Exam	50	25
Final Exam	50	25
Paper	40	20
Participation	60	30
TOTAL	200	--

Final grades will be based upon a grading system not more stringent than the one below. Note for pass/no credit you must earn a C to pass the course.

A 179-200 points, 90-100%
B+ 171-178 points, 86%-89%
B 159-170 points, 80%-85%
C+ 151-158 points, 76%-79%
C 139-150 points, 70%-75%
D 119-138 points, 60-69%
F 0-118 points, 0-59%

Exams (100 points):

The midterm and final exams will be based upon the assigned readings, class lectures, and class activities. The midterm and final exams will take place during class. Each exam

will consist of 50 multiple choice questions. Make-up exams will only be given for what I think are truly exceptional circumstances. In these cases, you need to contact me within 24 hours of the exam and explain the situation. You will also need to provide evidence of this exceptional circumstance.

Paper (40 points):

You will be required to write a scientific paper proposal aimed to further our understanding of the psychology of women. The paper should have one inch margins, Times New Roman font, and be six pages double spaced. In this paper, you will need to have at least five scientific references that do not include those assigned in your required reading. Use the reference style of the American Psychological Association. A brief paragraph describing your paper topic and hypotheses is due on October 14, 2010. The paper is due at the beginning of the class period on November 23, 2010.

The paper will be graded based upon how well you do on the following:

1. Describe the relevant background literature that sets the stage for your proposed study and the gaps in that literature.
2. Describe the purpose of the proposed project. The purpose of your project should be linked to the gaps in the literature outlined. What is the goal of your study and what hypotheses do you have about what you expect to find?
3. Describe how the study would be carried out including how you would try to protect participants from experiencing any harm from being in your study.
4. Discuss the potential significance of the study in terms of its implications. For example, could this study lead to a breakthrough in understanding a specific phenomenon?
5. The quality of your writing including proper use of grammar and clarity.

Class Participation (60 points):

Student grades will also be based upon participation in class. This will include writing briefly about something, discussing something with your classmates in small groups and large discussions, or other classroom activities. You will receive points for your participation in classroom discussions and activities.

Classroom Conduct:

In order to promote a positive environment for learning, I expect students to adhere to the following classroom rules:

No electronic devices (cell phones, computers, etc.) will be allowed in this class unless you provide evidence of a disability that warrants the use of such technology. In this case, you need to provide me with a note from the disability coordinator. So make sure you turn off cell phones before class and keep all electronic devices put away.

You are expected to communicate with me and other students in a respectful manner. Some of the material presented in class as well as opinions of other students may not be the same as yours and it is fine to have a different opinion, but it is essential that you express it in a respectful manner.

No cheating, plagiarizing, or other academic misconduct will be tolerated. It is your responsibility to know these rules and their consequences <http://cat.rutgers.edu/integrity/policy.html>. If you have questions about this matter, either check <http://cat.rutgers.edu/integrity/policy.html> or ask me.

You are expected to arrive to class on time and not leave early.

Finally, I expect you to pay attention and not engage in side conversations with your neighbor. Doing so is distracting to me and other students.

I reserve the right to lower your participation points and possibly your overall grade further if you violate these rules.

Also, please use the restroom before class in order to avoid distractions.

Other course information:

I will use Sakai to communicate with you about this class and communicate with you through your Rutgers email addresses so you need to check that email account and use Sakai in order to stay informed.

This syllabus is a working document and may be revised throughout the course.

WEEK	DATE	TOPIC	READING
WEEK 1:	Th, 9/2	Introduction & Course Overview	
WEEK2:	T, 9/7	History of the Psychology of Women	Reference 1
	Th, 9/9	Continued Discussion	
WEEK3:	T, 9/14	Gender Comparisons Research	References 2-3
	Th, 9/16	Continued Discussion	
WEEK 4:	T, 9/21	Biology Vs. Socialization	Reference 4
	Th, 9/23	Continued Discussion	
WEEK5:	T, 9/28	Girls in Infancy and Childhood	Reference 5-6
	Th, 9/30	Continued Discussion	
WEEK6:	T, 10/5	Adolescent Girls	Reference 7
	Th, 10/7	Continued Discussion	
WEEK 7:	T, 10/12	Women's Bodies	References 8-9
	Th, 10/14	Continued Discussion/ Hypothesis Topic Due	
WEEK 8:	T, 10/19	Sexuality	Reference 10
	Th, 10/21	Continued Discussion	
WEEK 9:	T, 10/26	Women & Work	Reference 11
	Th, 10/28	Continued Discussion	
WEEK 10:	T, 11/2	Midterm	
	Th, 11/4	Violence Against Women	Reference 12
WEEK 11:	T, 11/9	Continued Discussion	
	Th, 11/11	Women and Physical Health	Reference 13
WEEK 12:	T, 11/16	Women's Psychological Well-Being	Reference 14
	Th, 11/18	Motherhood	Reference 15
WEEK 13:	T, 11/23	Continued Discussion/ Paper Due	
	Th, 11/25	Thanksgiving Recess-NO Class	
WEEK 14:	T, 11/30	Multicultural Issues Among Women	Reference 16
	Th, 12/2	Continued Discussion	
WEEK 15:	T, 12/7	Women in Middle to Late Years	Reference 17
	Th, 12/9	Final Exam (6 Readings/Lectures)	

References

- ¹ Denmark, F.L., Klara, M., Baron, E., & Cambareri-Fernandez, L. (2008). Historical development of the psychology of women. In F.L. Denmark & M.A. Paludi (Eds.), *Psychology of women: A handbook of issues and theories* (pp. 3-39). Westport, CT: Greenwood Publishing Group, Inc.
- ² Caplan, P.J. & Caplan, J.B. (2009). Using scientific method to study sex and gender. In *Thinking critically about research on sex and gender* (pp. 23-35). Boston, MA: Pearson Allen and Bacon.
- ³ Hyde, J.S. (2005). The gender similarities hypothesis. *American Psychologist*, *60*, 581-592. DOI: 10.1037/0003-066X.60.6.581
- ⁴ Rosin, H. (2008). A boy's life. *The Atlantic*. Retrieved from <http://www.theatlantic.com/magazine/archive/2008/11/a-boy-apos-s-life/7059/>
- ⁵ Pollitt, K. (1991). Hers; The smurfette principle. *New York Times*. Retrieved from <http://www.nytimes.com/1991/04/07/magazine/hers-the-smurfette-principle.html?pagewanted=1>
- ⁶ Bem, S.L. (1998). Feminist child-rearing. In *An unconventional family* (pp. 102-136). New Haven, CT: Yale University Press.
- ⁷ Pipher, M. (1994). Saplings in the storm & Theoretical issues for your own good. In *Reviving Ophelia: Saving the selves of adolescent girls* (pp.17-44). New York, NY: Ballantine Books.
- ⁸ Caplan, P.J. (2008, Summer). Pathologizing your period: Despite a lack of evidence, the psychiatric establishment has made extreme premenstrual distress a recognized disorder—and a boon to Big Pharma. *Ms* 63-64.
- ⁹ Kissling, E.A. (2006). Manipulating menstruation for fun and profit. In *Capitalizing on the curse: The business of menstruation* (pp.59-76). Covent Garden, London: Lynne Rienner Publishers.
- ¹⁰ Matlin, M.W. (2008). Sexuality. In *The Psychology of Women* (pp. 289-321). Belmont, CA: Thomson Wadsworth.
- ¹¹ Steinberg, J.R., True, M., & Russo, N.P. (2008). Work and Family Roles: Selected Issues. In F.L. Denmark & M.A. Paludi (Eds.), *Psychology of women: A handbook of issues and theories* (pp 652-700). Westport, CT: Greenwood Publishing Group, Inc.
- ¹² Stahly, G.B. (2008). Battered women: Why don't they just leave? In J.C. Chrisler, C. Golden & P.D. Rozee (Eds), *Lectures on the psychology of women* (pp. 356-

- 376). New York, NY: McGraw Hill.
- ¹³ Matlin, M.W. (2008). Women and physical health. In *The psychology of women* (pp. 354-388). Belmont, CA: Thomson Wadsworth.
- ¹⁴ American Psychological Association (2007). Guidelines for psychological practice with girls and women. *American Psychologist*, 62 (9) 949-979.
- ¹⁵ Matlin, M.W. (2008). Pregnancy, childbirth, and motherhood. In *The psychology of women* (pp. 322-353). Belmont, CA: Thomson Wadsworth.
- ¹⁶ Yalom, I.D. (1989). Fat lady. In *Love's executioner & other tales of psychotherapy* (pp. 93-125). New York, NY: HarperCollins Publisher Inc.
- ¹⁷ Etaugh, C. (2008). Women in the middle and later years. In F.L. Denmark & M.A. Paludi (Eds.), *Psychology of women: A handbook of issues and theories* (pp 271-302). Westport, CT: Greenwood Publishing Group, Inc.

Other References Available on Sakai

Patriarchy

Johnson, A.G. (1997). Where are we? In *The gender knot: Unraveling our patriarchal legacy* (pp. 3-52). Philadelphia, PA: Temple University Press.

History of the Psychology of Women

Milar, K.S. (2000). The first generation of women psychologists and the psychology of women. *American Psychologist*, 55, 616-619.

Gender Comparisons

Yoder, J.D. & Kahn, A.S. (2003). Making gender comparisons more meaningful: A call for more attention to social context. *Psychology of Women Quarterly*, 27, 281-290.

Biology versus. Socialization

Diamond, M. & Sigmundon, K. (1997). Sex reassignment at birth: Long-term review and clinical implications. *Archives of Pediatric and Adolescent Medicine*, 151, 298-304.

Menstruation

Chrisler, J.C. (2008). PMS as a culture-bound syndrome. In J.C. Chrisler, C. Golden & P.D. Rozee (Eds), *Lectures of the psychology of women* (pp. 155-171). New York, NY: McGraw-Hill Companies, Inc.

Kissling, E.A. (2006). Pills, Profits, PMS, and PMDD. In *Capitlizing on the curse: The*

business of menstruation (pp.37-57). Covent Garden, London: Lynne Rienner Publishers.

Adolescence

Brown, J.D. & Stern, S.R. (2002). Mass media and adolescent female sexuality. In G.M. Wingood & R. J. DiClemente (Eds), *Handbook of women's sexual and reproductive health* (pp.93-112). New York, NY: Kluver Academic /Plenum Publishers

Body Issues

Hesse-Biber, S., Leavy, P., Quinn, C.E., & Zoino, J. (2006). The mass marketing of disordered eating and Eating Disorders: the social psychology of women, thinness and culture. *Women's Studies International Forum*, 29, 208-224.

Smith, C.A. (2008). Women, weight, and body image. In J.C. Chrisler, C. Golden & P.D. Rozee (Eds), *Lectures on the psychology of women* (pp. 116-135). New York, NY: McGraw Hill.

Women & Work

Ayman, R. & Korabik, K. (2010). Leadership: Why gender and culture matter. *American Psychologist*, 65, 157-170.

Cheung, F.M. & Halpern, D.F. (2010). Women at the top: Powerful leaders define success as work + family in a culture of gender. *American Psychologist*, 65, 182-193.

The chronicles of higher education faculty salary website:

<http://chronicle.com/stats/aaup/index.php?action=result&search=rutgers+university&state=&year=2010&category=&withRanks=1>

Disabilities

Olkin, R. (2008). Women with disabilities. In J.C. Chrisler, C. Golden & P.D. Rozee (Eds), *Lectures on the psychology of women* (pp.190-219). New York, NY: McGraw Hill.

Women of Color

Greene, B. (1994). African American Women. In L. Comas-Diaz & B. Greene, *Women of color: Integrating ethnic and gender identities in psychotherapy* (pp. 10-29). New York, NY: The Guilford Press.