

PSY 217-01: PSYCHOLOGY of WOMEN
Fall Semester 2012 **[Revised 9-22-12]**
TUES/THUR 1:00-2:15pm; La Maison Francaise 307

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Office Hours: Tues 12-1 & 2:30-3; Wed 12:00-1:30; Thur 12-1 & 5:30-7:30; by appointment

REQUIRED TEXT

Hyde, J. S., & Else-Quest, N. (2013). *Half the human experience: The psychology of women* (8th ed.). Belmont, CA: Cengage.

COURSE DESCRIPTION

This course will acquaint students with the unique experiences and challenges faced by women and girls as they move through the complex process of psychological development. Questions of gender identity, socialization, sex-role stereotyping, and self-image will be among the topics discussed. In addition, many of the important roles filled by women throughout the life-span will be addressed, along with circumstances, such as poverty and domestic violence, that undermine the well-being of women in American society. Primary source material will be the required textbook, but additional outside sources (e.g., journal articles) may also be assigned.

COURSE OBJECTIVES

One of the major objectives of this course is to help students understand the cultural and historical factors that have shaped the development of identity in women and girls, while another is to foster an appreciation for both the joys and sorrows associated with becoming a woman within our American culture. In addition, students will be given an opportunity to study many of the psychological disorders that are more frequently diagnosed in women and girls than in men and boys, and to reflect on the impact gender socialization may have upon this process. Questions about the marginalized status of many women and the degree to which psychological theories formulated by men, and based primarily upon male experience, actually reflect the processes relevant to the development of women will also be addressed.

COURSE EXPECTATIONS

Blackboard and e-mail: Course announcements, assignments, and updates to the syllabus will be provided on Blackboard. This information will also be provided on my personal website: <http://dradamvolungis.com/>. Additional required readings and handouts will also be available on Blackboard and my personal website. Although I will also inform you of any such information in class, it is expected that you utilize Blackboard and check your e-mail to ensure that you are up to date with all class material and information (especially if you are absent). Lastly, you are strongly encouraged to e-mail me with any questions or concerns. I check my e-mail daily and will often get back to you promptly (i.e., less than 24 hours). However, I ask for at least 24-48 hours to provide a timely reply. I also do my best to reply to emails over the weekend, but please note that some weekends I may not be immediately available to reply until Sunday night or

Monday morning (e.g., an e-mail at 6pm Friday may not get a reply until 10am Monday on some weekends). Finally, please e-mail me directly at am.volungis@assumption.edu; do not e-mail me ‘through Blackboard,’ as I do not check Blackboard for e-mail.

Course Readings: Please refer to the “Projected Course Outline” for the due date and topic of each reading. You are expected to have completed the required readings by the indicated class date. In addition to the readings provided in the course outline, you may be required to read supplemental materials to enhance existing readings.

Attendance: Due to the topic of this course being primarily in-class lecture and class discussion, it is crucial that you attend class. Much of the value of this course lies in your presence and participation in the classroom. Therefore, your presence is important for the “community within the class.” If you are absent from class, you are still responsible for all information and material covered that day. Also, class will always start and end on time, thus, the expectation is for students to be present for the full duration of class. If you must come late or leave early, please notify me before class. Specific attendance and punctuality policies are as follows (according to the Dean of Studies):

- **3 absences** (not excused by the Dean of Studies) will result in a grade reduction of, at least, one half of a letter grade.
- **4 -5 absences** (not excused by the Dean of Studies) will result in a full letter grade reduction for the course.
- **6 or more absences** (regardless of whether they are excused by the Dean of Studies or not) will necessitate that you either withdraw from the course or accept a failing grade for the course.
- **Chronic lateness** will be addressed and, if not eliminated, will negatively impact your attendance and participation grade and subsequently result in an overall grade reduction.

Submission Policy & Late Assignments: All assignments should be e-mailed to me (am.volungis@assumption.edu) no later than the due date. Late work (i.e., work that is submitted after the due date) will only be accepted within a 24-hour grace period and will be reduced by one full letter grade. After the 24-hour grace period, late work will not be accepted and a ‘0’ will be given for the assignment.

IMPORTANT NOTES

Academic Honesty: Representing the work of another as your own is a violation of fundamental principles of truthfulness and an offense against the academic community. Academic dishonesty may result in the student failing the course, at the discretion of the instructor. Academic dishonesty includes cheating on examinations, as well as plagiarism (i.e., failure to credit properly the ideas, organization of material or phrasing of another, including the use of term paper or reference paper services). Submitting one’s own work, in part or in whole, to more than one instructor without proper notification is also academically dishonest and subject to appropriate disciplinary action. For more information, please consult Assumption College’s Academic Honesty Policy: <http://www1.assumption.edu/stulife/StudentHandbook/StudentHandbook20112012.pdf>. This instructor reserves the right to utilize turnitin.com if there are concerns of academic dishonesty.

Students with Disabilities: Assumption College is committed to ensuring the full participation of all students in its programs. If you have a disability (or think you have a disability) and, as a result, need a reasonable accommodation participate in this class, complete course requirements, or benefit from the College's programs or services, then you should speak with me and contact the Director of Disability Services, Sharon deKlerk, at x7500. All information regarding disabilities will be treated with confidentiality. Documentation guidelines are available at: <http://www.assumption.edu/academics/resources/disabilityservices>. *Students with disabilities are encouraged to contact me with any questions.*

Academic Support Center: The Academic Support Center, located on the second floor of the d'Alzon Library, offers free peer and professional tutoring in all subject areas of the curriculum and writing. The Center also offers workshops in time management, study skills, and test taking strategies. E-tutoring, tutoring accessible from your residence hall, is also available to you. You can contact them at x5232 to make an appointment. More information regarding the Academic Support Center is available at: <http://www1.assumption.edu/acad/ASC/default.html>.

Smart Phones/Cell Phones/Pagers/MP3 Players and the like: All of these electronic devices should be powered off while class is in session. You are expected to devote your attention to each class for its full duration. A ringing/vibrating phone, texting, listening to music, etc. is not only a distraction to me, but more importantly, to your peers. Use of such devices may result in being asked to leave for the remainder of class. If you are expecting an emergency phone call, please notify me before class, sit near the door, and leave the room quietly and quickly if you receive a call.

Laptops in Class: *Students are allowed to use laptops in class only if they consult with the class instructor and sign an honesty statement for appropriate class usage.* Thereafter, you are welcome to bring and use your laptop in class to follow along with the presentation material and take notes. However, it should only be used to facilitate your learning of the class material. Engaging in other activities that are not related to your learning of course material (e.g., Facebook, e-mail, games) is not only a distraction to me, but more importantly, to your peers. Inappropriate laptop use may result in no longer being able to use your laptop in class.

METHODS of EVALUATION

1. *Attendance, Class Participation, & Blog Posts (25%):* This course depends greatly on student preparation and participation. To facilitate preparation, students are urged to read all of the material assigned for a given class prior to the day it is to be discussed, and to come to class with notes about the readings. Additionally, throughout the semester, each student will be expected to complete blog posts in response to questions provided by the instructor by the beginning of the indicated class. At least two replies to your peers' posted responses is also required, no later than two days after the original post due date. The discussion board will be available on my personal website: <http://dradamvolungis.com/>. These reflections are required in the spirit of assuring each student keeps up with the assigned readings and is prepared to engage in class discussion. Taking good notes and participating in the blog discussions prior to class will facilitate ready access to the thoughts you want to share with your classmates. See 'Attendance' above, under "Important Notes," for policy on missing classes.

2. Field Projects (50%): Students will be asked to write three project reports. The first will involve looking at examples of gender socialization of young children in our current American culture. The second will look at some of the processes that undermine the development of girls in adolescence. These first two assignments will actually be completed and turned in together. **Students should be prepared to discuss their findings in class on 10/2 & 10/4 and turn in their written report by 10/4** (25% of grade). The third project will involve an interview exploring the life of a woman of significance. **All students will discuss a portion of their interview during our last class (12/4).** A final paper of the interview will also be due during final exam period. **Class will meet and discuss their findings during the final exam period – date TBD** (25% of grade). The written portion of these projects will only be accepted through e-mail at am.volungis@assumption.edu. A more detailed description of the expectations for each of these projects will be provided as the semester progresses towards each due date.

3. Creative Woman Presentation (25%): Students will work in groups of 3-4 to present to the class an interesting and important woman with a history of psychological disturbance. Women may be chosen from a list provided to the class or may be one of your own choosing. If you select a woman not on the provided list, please check with me in advance. These presentations will focus on the important contributions of the woman you select, but will also involve an analysis of the meaning of the woman's psychological symptoms, interpreted in light of the material covered in this course. Students are encouraged to use audio and visual materials to augment their presentations. **These presentations will take place on 11/8, 11/13, 11/20, 11/27, & 11/29.**

GRADE DISTRIBUTION SUMMARY

Attendance, Class Participation, Blog Posts	25%
Projects 1 & 2	25%
Project 3	25%
Creative Woman Presentation	25%
TOTAL = 100%	

GRADING SCALE

A	93.0-100	B	82.5-87.4	C	72.5-77.4	D	62.5-67.4
A-	90.0-92.9	B-	80.0-82.4	C-	70.0-72.4	D-	60.0-62.4
B+	87.5-89.9	C+	77.5-79.9	D+	67.5-69.9	F	<60

PROJECTED COURSE OUTLINE

<u>Date</u>	<u>*Topic/Assignment*</u>
<u>8/28/12</u>	Introduction & Review of Syllabus
<u>8/30</u>	Chapter 1 – Why Study Women?
<u>9/4 & 9/6</u>	Chapter 2 – Theoretical Perspectives
<u>9/11, 9/13, & 9/18</u>	Chapter 3 – Gender Stereotypes & Gender Differences
<u>9/20</u>	Chapter 4 – Women of Color
<u>9/25</u>	Chapter 5 – Gender and Language
<u>9/27</u>	Chapter 6 – Gender and Emotion
<u>10/2</u>	<i>Discussion of Project 1 – Gender stereotyping in childhood</i>
<u>10/4</u>	<i>Discussion of Project 2 – Gender stereotyping in adolescence Written Portion of Projects 1 & 2 Due (10/4)</i>
<u>10/9</u>	***FALL BREAK***
<u>10/11</u>	Chapter 7 – Development Across the Lifespan
<u>10/16</u>	Chapter 8 – Abilities, Achievement, and Motivation
<u>10/18</u>	Chapter 9 – Women and Work
<u>10/23</u>	Chapter 13 – Lesbian and Bisexual Women
<u>10/25 & 10/30</u>	Chapter 14 – The Victimization of Women
<u>11/1 & 11/6</u>	Chapter 15 – Women and Mental Health Issues
<u>11/8</u>	<i>Creative Women Presentation 1</i> Creative Women Struggling with Depression (Reading to be Assigned)
<u>11/13</u>	<i>Creative Women Presentation 2</i> Creative Women Struggling with Eating Disorders (Reading to be Assigned)
<u>11/15</u>	Chapter 17 – Retrospect and Prospect

- 11/20 ***Creative Women Presentation 3***
Creative Women Struggling with PTSD & DID
(Reading to be Assigned)
- 11/22 *****TURKEY BREAK*****
- 11/27 ***Creative Women Presentation 4***
Creative Women Struggling with Borderline Personality Disorder
(Reading to be Assigned)
- 11/29 ***Creative Women Presentation 5***
Topic – TBD
- 12/4 ***Reflections of Interview Projects***
- TBA *****FINAL – Project 3 Final Paper &
Class Discussion of Interview Findings*****

Right of Revision Statement: As instructor of this course, I reserve the right to make changes to the syllabus as needed. It may be deemed pertinent to modify the syllabus as the class progresses through the semester. You will be informed of any changes as soon as possible, during class or via e-mail and Blackboard.

Latest Revision: 9-22-12