

**Faculty of Health**  
**Department of Psychology**  
**PSYC 3480 Section B: PSYCHOLOGY OF WOMEN**  
**Tuesday 2:30-5:30pm - Online via Zoom and eClass**  
**Fall 2021**

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Welcome to PSY3480 – Psychology of Women! I'll be honest with you right from the start – this is my favourite course to teach. The issues discussed in this course are professional and personal passions of mine, and that translates into enthusiasm, passion, my sharing tons of supplementary videos and podcasts, and sometimes rambling tangents. I hope that you signed up for this course because you're also passionate about these issues. If you signed up because you want to learn why women love shopping and the colour pink, you probably want to rethink your choice. I'm joking (mostly), but in all seriousness, this course is only as good as you make it by sharing your lived experiences, perspectives, and questions, so please bring your energy and I promise to match it.

Due to the ongoing pandemic, we're doing things differently again this year. The course will be entirely online (e.g., via eClass and Zoom), but unlike last year, I'll be holding live lectures during our regularly scheduled class time. The lectures will run between 60-90 minutes, and you will have the opportunity to ask questions in the chat, or by raising your hand on Zoom and asking them directly. While I will record these lectures and post them to eClass later, I strongly encourage you to attend the live lectures. Most of you have been in university for a few years now, so you know that being present in live sessions makes you more engaged with the course. It also gives you important opportunities to ask questions about the material as I go through it, and to interact respectfully with your classmates.

In terms of assessments, I won't bore you with a whole spiel on my pedagogical perspectives, but I will say the following: I'm a big believer in frequent, lower-stakes assessments (as opposed to two big tests worth 50% each). Sometimes you just have a bad week, and if a test or assignment worth 50% happens to fall during that bad week, you're in trouble. I don't want one bad week, or even one weaker assessment, to stand in the way of your success. I also recognize that each of you bring different skills and challenges to the course, so I offer multiple forms of assessment in an attempt to balance that out. Thus, assessments in this course include two term tests during our regular class time, two written assignments, and bi-weekly discussion forums. Each assessment is described in more detail below.

**Instructor and T.A. Information**

Instructor: Dr. Kathleen Fortune  
Office Hours: By appointment, on Zoom  
Email: kfortune@yorku.ca

<b>T.A.</b>	<b>Natasha</b>	<b>Cassy</b>
<b>Email</b>	baptistn@yorku.ca	cwyers@yorku.ca
<b>Office Hours</b>	By appt on Zoom	By appt on Zoom

**Course Prerequisite(s): Course prerequisites are strictly enforced**

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- Completed at least 54 earned credits

## Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

## Course website: [eClass](#)

All course materials will be available on the course eClass site. The site will be your central access point for all course materials, including: video lecture recording, PowerPoint slides, and additional supplementary readings, website links, or podcasts.

## Course Description

This course involves a critical examination of issues related to the psychology of women, including — but not limited to — gender stereotypes, the development of gender identity, the role of major social institutions in creating, maintaining, rewarding and punishing gender and sexuality-related behaviours, women's physical and mental health, women and mothering, women in the workplace, women's relationships, women and aging, and violence against women. Throughout the course, an emphasis will be placed on exploring the unique (and often ignored) experiences of women at the intersections of race, sex, gender, sexuality, class, ability, and socioeconomic status.

## Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge on psychology of women.
2. Articulate trends in the psychology of women.
3. Express knowledge of the psychology of women in written form.
4. Describe and explain limits to generalizability of research findings on the psychology of women.
5. Demonstrate ability to relate information on the psychology of women to own and others' life experiences.

## Specific Learning Objectives

1. You will be able to articulate the differences between sex, gender, sexual orientation, gender identity, and gender expression, and understand that all exist on a continuum.
2. You will develop a deeper appreciation of — and ability to criticize — the roles women have, in society and the influence of societal attitudes and institutions on these roles.
3. You will acquire a deeper understanding about the social inequalities experienced by all women -- but in particular by women-of-colour, women living with disabilities, and women living with limited financial means.
4. You will come to appreciate the experiences of sexism, sexual objectification, and sexual violence that are experienced by many women, and the impact such experiences have on their life trajectories.
5. You will become more critical connoisseurs of the media that you are bombarded with 3 each day, so that you can quickly recognize the ways in which ideology shapes the ways in which gender is presented, reinforced, and punished.
6. You will take the knowledge you acquire and leave this course more committed to working toward gender equality and broader social change in your community, and on the global stage.

## Required Text

Liss, Richmond, and Erchull (2019). Psychology of Women and Gender. First Edition. W.W. Norton and Company. New York, NY.

**NOTE:** This is a mandatory textbook. I strongly encourage all of you to purchase a hard copy or e-copy of this book, as I will test on it and build my lectures around it. Also, it's absolutely fantastic. I don't say that about every textbook that I use, but I love this one.

## Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Assignment 1	October 5	20%
Test 1	October 19	25%
Assignment 2	November 16	25%
Test 2	December 7	20%
Discussion Forum Posts	Throughout term (bi-weekly)	10%
<b>Total</b>		<b>100%</b>

## Description of Assignments

**Term Tests:** There will be two tests in this course, each covering roughly 7 textbook chapters and the accompanying lecture PowerPoint slides. Test 1 is worth 25% of your grade in the course, Test 2 is worth 20% of your grade in the course. The tests will be comprised of mostly multiple-choice questions and a few short answer application-based questions. You will have 2 hours to complete these tests on eClass. These are not open book tests and any evidence of cheating will be pursued to the fullest.

**Assignment 1:** I'm calling this one a '**Choose Your Own Adventure**' because I'm going to give you options. I haven't finalized what all of those options are just yet, but I'm thinking of the following: You can choose between doing a media analysis, a field observation report on the gendered nature of children's toys or clothing, or a critical analysis of the gender breakdown of various levels of a major corporation, government agency, or university. I'll settle on those options before the start of class, but I'm sure at least one of those speaks to you. This assignment is all about application. I don't care if you leave this course having memorize a bunch of facts. I care that you leave the course more critical consumers of the world around you. This assignment seeks to increase your awareness of how gender continues to have a pervasive influence in the world, and to cultivate a critical lens on the reasons for (and consequences of) this pervasive influence. More to say about this assignment in a couple of weeks.

**Research Paper:** I know, I know, the dreaded research paper! The thing is folks, this is a 3rd-year course, so I think it's important that we develop your research and writing skills. As such, you will complete a 4-5 double-spaced page research paper on one of two broad topics (note: I'm still working on these as well, but will force myself to decide before the start of class). Topic #1: the Covid-19 "she-cession" or the impact of the covid-19 pandemic on women's careers/economic stability. Topic #2: the intersection of race and gender in terms of cultural beauty standards and/or the policing of women's bodies. I know these are broad topics, but they're also incredibly timely and relevant. This paper will require you to seek out recent peer-reviewed literature, develop a thesis statement, and navigate the oh so fun world of APA format. We will talk a lot more about all of this once class gets going.

**Discussion Forum Posts:** One of the key aspects of this kind of course that is challenging in an online context, is the discussion and debate between students. I'm incredibly sad to lose most of that, but my hope is that weekly discussion forum posts will keep you thinking critically about the course concepts, and engaged in respectful discussion and debate with one another. Every other week, I will post a short article, video, or podcast and ask you to answer a couple of questions about it. This is your opportunity to share your reactions, emotions, and perspectives. There are no right or wrong answers. Rather, you will be graded for posting a thoughtful response, as well as at least 1 thoughtful response to one of your classmates' posts. The TA's and I will demonstrate our expectations for forum responses, not to make them formulaic, but to give you a clearer picture of the level of discourse we expect. Responses must be posted within the 2-week timeframe, as once the discussion forum closes for the week and another one opens, you will not be able to submit responses to previous forums. Please see the section below on discussion board etiquette, as this must be a safe space for respectful dialogue, and it will be monitored by the TA's and myself. Any disrespect, bullying, harassment, hate speech, etc. will not be tolerated.

### **Class Format and Attendance Policy**

You are all adults and I know you likely have numerous competing responsibilities, so I will not take attendance for live lectures. That being said, it is in your best interest to attend our weekly lectures, just as you would if we were meeting in person. The only dates that you absolutely **MUST** be on Zoom during our class time are the two term tests dates outlined previously. These are non-negotiable, so do not schedule overlapping courses or book shifts at work during these times, and then tell me that you are not available to write the tests. I'm flexible about many things, but the two test dates are fixed.

### **Grading as per Senate Policy**

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2021-22](#)

### **Missed Tests/Midterm Exams/Late Assignment**

For any missed quiz or late assignment, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician's Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided.

[HH PSYC: Missed Tests/Exams Form](#). **Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed quiz or late assignment.**

If you miss one of the online tests, please note that the only alternative test given will be in **all short-answer format, rather than multiple-choice and short answer**. We only have two term tests held during our regularly scheduled class time, so it's incredibly important that you do not miss these tests.

If you submit a written assignment after the deadline, without formal academic accommodation or a legitimate reason which has been approved before the deadline by Dr. Fortune, you will **be assigned a late penalty of 10% per day**. This is not about a lack of empathy or flexibility, it's about learning time management skills, a sense of personal accountability, and balancing the hours of the TA's as well.

## Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2021-22 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 23
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 5	Oct. 26	Feb. 7
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 12	Feb. 11	18-Mar
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 13 - Dec. 7	Feb. 12 - April 10	March 19 - April 10

### Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

### Information on Plagiarism Detection

Turnitin software in eClass will be used to detect plagiarism in your written assignment submissions and short answer question responses. Please take the time to familiarize yourself with what constitutes plagiarism and utilize Turnitin's functionality to review your drafts before submitting your final products. Please also note that Turnitin does not make decisions about plagiarism, it merely generate a similarity score that flags submissions from students that show significant textual similarity with other published or submitted works. The TA's and I then review the Turnitin report and decide whether further investigation is required.

### Electronic Device Policy

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that you complete tests/exams in a manner that does not involve consulting an unauthorised source during an examination unless the tests/exams are open-book.

## **Academic Integrity for Students**

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

## **Test Banks**

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

## **Academic Accommodation for Students with Disabilities**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

<https://accessibility.students.yorku.ca/>

## **Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities**

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

## **Course Materials Copyright Information**

These course materials are designed for use as part of the PSYC3480 course at York University and are the property of the instructor unless otherwise stated. This means that my video lectures and PowerPoint slides are not to be share on any websites (e.g. Course Hero). This is a violation of my intellectual property rights. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

## Email Policy

When composing an email to me or to a teaching assistant, you should think carefully about the kind of impression you want to create. Most of you are likely eager to make a lasting, positive impression and to receive a favourable response. However, sending such an email may be new to you, so below are some helpful tips to review before sending an email.

1. Any emails sent to the professor or teaching assistant **MUST** indicate the course number and section in the subject line of the email. Our course and section are **PSYC3480, SEC B**.
2. Make sure to include your full name and student number in the body of the email. **If your preferred name differs from the name listed on the course roster, please let Dr. Fortune and your TA know, so that they can address you properly.**
3. Before sending an email, make sure you've done a thorough job of trying to find the answer to your question in the course materials posted to eClass. That means carefully reading through the course syllabus and other pieces of information posted on eClass to see if the answer is already provided. **The professor and TA's receive a high volume of email and will not respond to emails asking questions that are clearly addressed in the posted course materials.**
4. A proper email to your professor or TA begins by properly addressing them by their full name and/or title. In this case, you should refer to me as either **Dr. Fortune or Professor Fortune**. You can address your emails to your TA's by their full names. The body of your email message should be proofread for spelling, grammatical, and punctuation errors, and should be written in a polite tone. Respect goes both ways. You should treat your professor and TA with the respect with which you would like to be treated.
5. Send your emails well in advance of when a response is required. While the volume of emails received will vary throughout the year, you should expect to receive a response **within 3 days** of sending an email. If you have not received a response within that time period, you can follow-up politely.

## Discussion Board Etiquette

One of the aspects of this course that I'm most excited about are the discussion board posts, which will allow you to share your thoughts, feelings, and questions about interesting aspects of the course with one another. However, this only works when everyone understands some general rules around appropriate behaviour on these boards. They must be a safe space for everyone, and the TA's and myself will ensure that they remain so. Read through the guidelines below, to familiarize yourself with our expectations around discussion board behaviour.

- **Respect others.** It is important to remember that you, your peers, and the teaching team are real people who are affected by what you write. It is important to be mindful of the feelings and opinions of others, even if they differ from your own. As a general rule of thumb: If you wouldn't say it to someone's face, don't say it online either.
- **Proofread.** Before sending an email, sending a message to a chat or responding to a discussion, review your response to ensure that it is clear, concise and respectful.
- **Avoid strong language, all caps, and excessive exclamation points.** It is very easy for written text to be misread and misunderstood. Have you ever sent a text or email message with good intent, but

your peer or other recipient thought you were being rude or condescending? If so, then you have experienced this firsthand. By being aware of strong language, you can identify and avoid potential confusions before sending messages.

- **Avoid slang, use proper English.** Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
- **Be careful with emoticons.** Limit and possibly avoid the use of emoticons.
- **Pick the right tone, be careful with humour or sarcasm.** Since your communication will be in a written format then it is very important to choose the right words when you are trying to get your meaning across. Be cautious when using humour or sarcasm as tone is often lost in an email or discussion post and your message might be taken seriously or sound offensive. Do not assume everyone understands where you are coming from or knows Internet slang for sarcasm (e.g., /s).
- **Personal information and confidentiality.** Do not post confidential information about yourself or others in the discussion boards. You are, of course, free to share some personal anecdotes about your life if they are relevant to the question being posed, but keep in mind that the board is viewed by your classmates and potentially others.
- **Don’t post or share, publicly or privately, inappropriate material.** Posting or sharing this type of information will go against the code of conduct expected of students at this university.
- **Be forgiving.** Be mindful that for many students this will be a new way of interacting and that some may struggle with written communication. Be kind, patient, and understanding with your peers as they become familiar and comfortable with the new format and the guidelines.

### Course Schedule

DATE	TOPIC	REQUIRED READING
SEPT 14	Introduction to the course, the F-word, sex/gender bias in research.	Chapter 1: A Feminist Psychology of Women
SEPT 21	Power, privilege, language as a tool of sexism, the similarities and differences traditions.	Chapter 2: Power and Privilege & Chapter 3: Similarities and Differences
SEPT 28	Gender development & socialization, challenging the sex-gender binary	Chapter 4: Beyond the Sex/Gender Binary & Chapter 5: Gender Socialization
OCT 5	Objectification of women’s’ bodies, internalization, sexuality and sexualisation: challenging scripts and the code of silence.  <b>Assignment 1 Due!</b>	Chapter 6: Women’s Bodies & Chapter 7: Sexuality and Sexualisation.



OCT 12	READING WEEK BREAK	No required reading
OCT 19	Test 1 (25%)	Test 1 on Zoom (2:30-4:30pm)
OCT 26	Women's relationships: friends, lovers, and spouses.	Chapter 8: Relationships
NOV 2	A critical analysis of the motherhood mandate and the ideology of a 'good mother'	Chapter 9: Reproduction and the Motherhood mandate
NOV 9	Women and work: how far we've come, and what's still holding up back	Chapter 10: Work
NOV 16	Aging as a "movable doom" – exploring the gendered nature of aging. <b>Research Paper Due!</b>	Chapter 11: Older Women
NOV 23	Gender-based violence: an exploration of Intimate Partner violence, rape culture, and the continued commodification of women's bodies.	Chapter 12: Gender-Based Violence
Nov 30	Women's Mental health & The Future of Feminism – Next Steps	Chapter 13: Mental Health & Chapter 14: Tensions, Actions, and Hope for the future
DEC 7	Test 2 (worth 20%)	You're done!