Our course lectures will be delivered asynchronously on eClass. Recorded PowerPoint lecture slides will be posted weekly. The tests, assignment and exam will be posted and completed on eClass.

Instructor and T.A. Information
Instructor: Dr. Noreen Stuckless
Office Hours: By appointment
Email: stuckles@yorku.ca

<table>
<thead>
<tr>
<th>T.A.</th>
<th>Katie Andrinopoulos</th>
<th>Emma Ritchie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:kandrin@yorku.ca">kandrin@yorku.ca</a></td>
<td><a href="mailto:evritchi@yorku.ca">evritchi@yorku.ca</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>By appointment</td>
<td>By appointment</td>
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(A-K) (L-Z)

Our course lectures will be delivered asynchronously on eClass. Recorded PowerPoint lecture slides will be posted weekly. The tests, assignment and exam will be posted and completed on eClass.

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, unless otherwise indicated by the instructor. The site will be your central access point for course materials in addition to the class textbook.

Course Description
This course explores factors associated with the psychology of women, including gender-role stereotypes, socialization practices, male-female differences, women and health, work and violence. At all times, the interpretation offered is made with reference to the broader social context. The course involves formal lectures including PowerPoint presentations by the instructor and possibly invited guests. The required readings from the text are central to the course. Course credit
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. To appreciate and critically evaluate women’s roles in society.
2. To have a theoretical understanding of how gender identification develops.
3. To examine society’s perceptions and attitudes towards women and men and the consequences of these perceptions and attitudes.
4. To acknowledge the advances that women have made over the years.
5. To understand the challenges facing women and girls in various societies.

Required Text


Course Requirements and Assessment:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Date of Evaluation</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Assignment</td>
<td>January 23-25, 2023</td>
<td>25%</td>
</tr>
<tr>
<td>Test 1. Multiple Choice</td>
<td>February 13, 2023</td>
<td>25%</td>
</tr>
<tr>
<td>Written Answer Test</td>
<td>March 27 to March 28</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>TBA</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
The Reading Assignment will be posted online on eClass on January 23 to be completed on eClass by January 25. It will be worth 25% of the final grade. Students must do the Reading Assignment independently.

Test One will be 100 multiple choice questions to be completed on eClass on February 13 12:00 to 13:40. It will be worth 25% of the final grade.

The Written Answer Test will be posted on eClass on March 27. It must be completed on eClass in 2½ hours within the March 27-March 28 window. It will be based on Chapters 6-8,10-13, lectures and posted articles, and will be worth 20% of your final grade.

The Final Exam will be 120 multiple choice questions to be given online for two hours. It will be based on chapters 7-15, recorded lectures and posted articles. It will be worth 30% of the final grade.

Please note that you are responsible for all the material in the text, lectures, and posted articles(s) for the chapters above for your exams. The exams will include multiple choice and/or written format questions.

Class Format and Attendance Policy

Class lectures will be given online by recorded lectures. The tests and assignment will be posted and completed online.

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 90, B+ = 75 to 79, etc.). Rounding will be done by York University standards.

(For a full description of York grading system see the York University Undergraduate Calendar - Grading Scheme for 2022-2023)

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.

Students missing the midterm must notify the course director within 48 hours.

Add/Drop Deadlines

For a list of all important dates please refer to: Fall/Winter 2022-2023 - Important Dates
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

Not applicable

Electronic Device Policy

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted for course-related purposes. It is expected that you would complete tests/exams in a manner that does not require 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.
A series of 5 Academic Honesty animation videos and supplementary information/resources for HH students have been created and are posted on the Faculty of Health Academic Honesty website https://www.yorku.ca/health/academic-honesty-3/

Senate Policy on Academic Honesty (https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/) and the Academic Integrity Website (https://www.yorku.ca/unit/vpacad/academic-integrity/).

Ethics Review Process for research involving human participants (https://www.yorku.ca/research/human-participants/)

Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities (https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-with-disabilities-policy/; and https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-with-disabilities-guidelines-procedures-and-definitions/)


Religious Observance Accommodation (https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-religious-observances-policy-guidelines-and-procedures/)

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.

Electronic Devices During a Test/Examination

It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are open-book.

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 PSYC 3480 M course at York University and are the property of the instructor unless otherwise stated. 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.

Calumet and Stong Colleges’ Student Success Programming:

Calumet and Stong Colleges aim to support the success of Faculty of Health students through a variety of free programs throughout their university career:

• **Orientation** helps new students transition into university, discover campus resources, and establish social and academic networks.
• **Peer Mentoring** connects well-trained upper-year students with first year and transfer students to help them transition into university.
• **Course Representative Program** supports the academic success and resourcefulness of students in core program courses through in-class announcements.
• **Peer-Assisted Study Sessions (PASS)** involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are historically challenging.
• **Peer Tutoring** offers one-on-one academic support by well-trained Peer Tutors.

• Please connect with your Course Director about any specific academic resources for this class.

• Calumet and Stong Colleges also support students’ [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [Career Exploration](#), [Indigenous Circle](#), [awards and recognition](#), and provide opportunities to students to work or volunteer.

• For additional resources/information about Calumet and Stong Colleges’ Student Success Programs, please consult our websites ([Calumet College](#); [Stong College](#)), email scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#).

• Are you receiving our weekly email (Subject: “Calumet and Stong Colleges - Upcoming events”)? If not, please check your Inbox and Junk folders, and if it’s not there then please contact ccscadmn@yorku.ca, and request to be added to the listserv. Also, make sure to add your ‘preferred email’ to your [Passport York personal profile](#) to make sure you receive important news and information.

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### Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter(s)</th>
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<tbody>
<tr>
<td>January 9</td>
<td>1. Introduction</td>
</tr>
<tr>
<td>January 16</td>
<td>2. Gender Stereotypes and Other Gender Biases</td>
</tr>
<tr>
<td>January 23-25</td>
<td>Reading Assignment</td>
</tr>
<tr>
<td>January 23</td>
<td>5. Gender Comparisons in Cognitive Abilities and Attitudes about Achievement, Theoretical Perspectives of Gender Identification Part 1</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<td>February 6</td>
<td>4. Adolescence</td>
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<tr>
<td>February 13</td>
<td>Test MC Chapters 1-6</td>
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<td>February 20</td>
<td><strong>Winter Reading Week</strong></td>
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<tr>
<td>February 27</td>
<td>8. Love relationships: Lifestyles: single, divorce, widowhood</td>
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<td>10. Pregnancy, childbirth and Motherhood</td>
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<tr>
<td>February 27</td>
<td>Posted article for next week’s class</td>
</tr>
<tr>
<td>March 6</td>
<td>7. Gender and Work</td>
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<td></td>
<td>9. Human Sexuality, textbook only</td>
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<tr>
<td>March 13</td>
<td>11. Gender and Physical Health</td>
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<tr>
<td></td>
<td>12. Gender and Psychological Health</td>
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<tr>
<td>March 20</td>
<td>13. Gender and victimization: Violence and interpartner violence</td>
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<tr>
<td>March 27</td>
<td><em>(2½ hrs in a 24 hr window)</em> Written Answer Test: Ch 6-8,10-13.</td>
</tr>
<tr>
<td>April 3</td>
<td>14. Women and Older Adulthood</td>
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<td></td>
<td>15. Moving Onward. Class wrapup</td>
</tr>
<tr>
<td>Final exam</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td>Chapters 7 – 15, lectures and posted articles. Multiple Choice questions</td>
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</table>