Faculty of Health
Department of Psychology
PSYC 3480 3.0 Section B: PSYCHOLOGY OF WOMEN
Tuesday 2:30-5:30pm/ Online via Zoom and eClass
Fall Term 2020

Welcome to PSY3480 – The Psychology of Women! We're doing things a bit differently this year, but I promise you that we're going to do our best to provide you with a great learning experience! I'm excited to offer this course to you in a largely asynchronous format, offering you some flexibility in terms of lectures and readings. However, there are some fixed deadlines and live or synchronous components. There will be two term tests that require you to be available online during our regular class time (Tuesday 2:30-5:30pm). Additionally, I will hold question and answer (Q & A) sessions live on Zoom during the first hour of our regularly scheduled class time, but only when sufficient questions arise in the question forum. These are optional, but they are also really beneficial for engaging with the material, clarifying concepts that you're struggling with, etc. Finally, the weekly discussion forum posts will have a 1-week time limit, meaning that you must post your responses within that week in order to receive the marks. Once the forum closes and the next one opens, you cannot submit responses to the previous week.

I will be pre-recording short video lectures, in addition to posting the PowerPoint slides, all of which will be available on eClass. You should watch the videos, use the PowerPoint slides as guided notes, and make notes on the accompanying textbook chapters.

Instructor and T.A. Information
Instructor: Dr. Kathleen Fortune
Office Hours: Online via Zoom, by appointment
Email: kfortune@yorku.ca

T.A.	Raha Sheivari	Lindsay Samson
Email	rsheiv@yorku.ca	lesamson@yorku.ca
Online Office Hours	By Appointment	By Appointment

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

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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 appreciate 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.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Test 1	October 20	25%
Literature Review Draft	October 6	10%
Test 2	December 8	20%
Discussion Forum Posts	Throughout the term	15%
Literature Review	November 17	30%
Total		**100%**

Description of Assignments

Tests: There will be two tests in this course, each covering roughly 7 textbook chapters and the accompanying lecture video and PowerPoint slides. Each test is worth 20% of your grade in the course. The tests will be comprised of multiple-choice questions and short essay 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 extent possible. I will post review slides ahead of each test, and will host live Q & A sessions to answer any questions you have about the tests.

Literature Review: This is a third year course, so it's important that we cultivate your research and writing skills. As such, you will be asked to do a 5-page literature review on a global gender issue (list of approved topics will be posted on eClass). In order to keep you on track with this online format, I've assigned an early deadline for a draft submission. The TA's and I will review the drafts and offer you some feedback, so that you have many weeks to continue writing the literature review before the final submission is due. This draft MUST be submitted, and it is worth 10% of your grade in the course. The paper will be submitted through Turnitin on eClass and any plagiarism will be pursued as academic misconduct. Please keep this is mind as you prepare. If you are unclear on how to cite sources, or what constitutes a legitimate source, ask for our help! The details about the

literature review will be posted to eClass, as well as details on how to write in APA format, and a rubric that explains the grading scheme the TA's and I will be using.

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. Each week I will post a short article, video, or podcast and ask you to consider a couple of questions related to it. This is your opportunity to share your reactions, emotions, questions about the material. There is no right or wrong answer here, but you will be graded for posting a thoughtful response to my post, as well as at least 2 thoughtful responses to your classmates' posts. These responses must be posted within the 1-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.

Class Format and Attendance Policy

You are all adults and undoubtedly have numerous competing responsibilities, so most of this course will be delivered asynchronously. The video lectures will be posted ahead of time to eClass, along with the related PowerPoint slides, and any additional readings. The only things that will take place during our scheduled class times are the two term tests (listed in the evaluation schedule) and my optional live Q & A sessions on Zoom. You must be available to write the two term tests, and it would certainly be in your best interests to take part in Q & A sessions on Zoom, so keep this is mind as you plan your schedules.

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 2020-21](#)

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.** Given that we

will only have two term tests held during our regularly scheduled class time, it's incredibly important that you not miss these tests. There will not be any other test time offered.

If you submit a written assignment after the deadline, you will **be assigned a late penalty of 10% per day**. The TA's and myself need these fixed deadlines in order to plan our own work schedules, and to ensure that you received timely feedback.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2020-21 Important Dates](#)

	Fall (F)	**Year (Y)**	**Winter (W)**
Last date to add a course **without permission** of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course **with permission** of instructor (also see Financial Deadlines)	Oct. 6	Oct. 27	Feb. 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6	Feb. 5	March 12
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 7-Dec. 8	Feb. 6 – April 12	March 13-April 12

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 enroll 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. Please familiarize yourself with what constitutes plagiarism and utilize Turnitin's functionality to review your drafts before submitting your final products.

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 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

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 your professor and TA know that early in the term.

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, and you should treat your professor and TA's with the same 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 with 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 15	Introduction to the course, the F-word, sex/gender bias in research.	Chapter 1: A Feminist Psychology of Women
SEPT 22	Power, privilege, language as a tool of sexism, the similarities and differences traditions.	Chapter 2: Power and Privilege & Chapter 3: Similarities and Differences
SEPT 29	Gender development & socialization, challenging the sex-gender binary	Chapter 4: Beyond the Sex/Gender Binary & Chapter 5: Gender Socialization
OCT 6	Objectification of women's' bodies, internalization, sexuality and sexualisation: challenging scripts and the code of silence. **LITERATURE REVIEW DRAFT DUE TODAY!**	Chapter 6: Women's Bodies & Chapter 7: Sexuality and Sexualisation.
OCT 13	Reading week break	No required reading
OCT 20	Test 1 (20%)	Test 1

OCT 27	Women's relationships: friends, lovers, and spouses.	Chapter 8: Relationships
NOV 3	A critical analysis of the motherhood mandate and the ideology of a 'good mother'	Chapter 9: Reproduction and the Motherhood mandate
NOV 10	Women and work: how far we've come, and what's still holding up back	Chapter 10: Work
NOV 17	Aging as a "movable doom" – exploring the gendered nature of aging **LITERATURE REVIEW DUE TODAY!**	Chapter 11: Older Women
NOV 24	Gender-based violence: an exploration of Intimate Partner violence, rape culture, and the continued commodification of women's bodies.	Chapter 12: Gender-Based Violence
DEC 1	Women's Mental health & The Future of Feminism – Next Steps	Chapter 13: Mental Health & Chapter 14: Tensions, Actions, and Hope for the future
DEC 8	Test 2 (worth 20%)	You're done!!