

**DEPARTMENT OF PSYCHOLOGY, FACULTY OF HEALTH, YORK
UNIVERSITY**

**PSYCHOLOGY OF WOMEN
PSYC 3480 3.0 A – 2011 (Term S2)**

Lecture Time: Mondays and Wednesdays: 2:00PM – 5:00PM
Location: ACE 001
Course Duration: June 20, 2011 – July 27, 2011

Course Director: Dr. Vasanthi Valoo
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Office Hours: By Appointment
Secretary: Ms. Agnes Levstik, 416-736-5125 (Ext 55125)

Teaching Assistant: Stephanie Hornyak
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Office Hours: By Appointment

COURSE DESCRIPTION

This course explores factors associated with the psychology of women, including gender-role stereotypes, socialization practices, male-female differences, and the family. At all times, the interpretation offered is made with reference to the broader social context.

PREREQUISITES

AK/AS/SC/PSYC 1010 6.00 or AK/PSYC 2410 6.00, with a minimum grade of C.

REQUIRED TEXTS

Matlin, M. W. (2008). *The Psychology of Women*. (7th Edition). Belmont, CA: Wadsworth, Cengage Learning.

LEARNING OBJECTIVES

- To develop an understanding of issues relevant to the psychology of women.
- To investigate historical bases for gender inequalities.
- To critically examine research related to the psychology of women.
- To reflect on your role in facilitating change for women.

TENTATIVE EVALUATION

Reflection Papers	20%
Assignment	20%
Test 1	30%
Test 2	30%

*Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

ORGANIZATION OF THE COURSE**REFLECTION PAPERS – 20%****2 Reflection Papers each worth 5%:**

You will write 2 reflection papers (maximum 2 pages). These papers will be based on an integration of key themes from the lectures and your personal experiences.

Final Reflection Paper worth 10%:

You will write final reflection paper (maximum 5 pages). This paper will consist of your reflections and responses to the following questions:

- a) What did I learn in this class that surprised me?
- b) What, if anything, has changed for me about my understanding of the psychology of women?
- c) Has anything that I learned inspired me to change anything in my life? My thinking? My interactions?
- d) How, if at all, did writing these journals affect me? Did I learn anything about myself through this process? If so, what?

- e) Do I consider myself a feminist? Has this changed since the first class?
- f) Any concluding comments related to the course.

ASSIGNMENT - 20%

You will write a paper (maximum 5 pages) based on an interview with a wise or older woman in your life. You may write it up in an essay format or in question and answer format. You must answer BOTH sets of questions.

Questions to ask the woman you are interviewing:

1. When and where were you born
2. What were your parents like? (e.g. ethnic, religious, and economic background).
3. What were important influences on you as a child?
4. What was your relationship like with your mother?
5. Did you work outside the home?
6. What are your main interests?
7. Are there some things that you have always wanted to do but never had the opportunity?
8. Additional questions that arise.

Questions to reflect upon:

1. What are your earliest memories of your mentor?
2. What is your relationship like with her—in the past and now?
3. What messages or advice did she give you about being a woman or man?
4. In what ways are you like or unlike your mentor?
5. What have you learned from doing this interview? Are there areas of your mentor's life/experience that you have learned about for the first time?
6. Do you have any new understandings about your mentor now?
7. What was your mentor's reaction to being interviewed?
8. Additional reflections that arise.

Source: Howe, K. G. (1989). Telling our mother's story: Changing daughter's perceptions of their mothers in a women's studies course. In R. K. Unger (Ed.). *Representations: Social constructions of gender* (pp 45-60). Amityville, NY: Baywood Publishing Company, Inc.

TESTS 1 & 2 – 30% Each

Multiple Choice

GRADING, ASSIGNMENT SUBMISSION, LATENESS PENALTIES AND MISSED TESTS

For a full description of York grading system see the York University Undergraduate Calendar - http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf

Missed Tests: Students with a documented reason for missing a test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the Course Instructor. Accommodations may be permission to write a make-up test, reweighting of course evaluations. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Students who miss a test must notify the course director prior to the test and will only be able to write a make-up test if they have valid documentation to support their absence. Serious illnesses and family tragedies are the only acceptable justifications for missing a test. **Please note** that there is no guarantee that the make-up test will follow the same format as the original and the date of the make-up test will be assigned by the course director.

Students will not be able to defer their presentation. If a student is absent on the day of their presentation, he or she will receive a zero. For the presentation, the remaining group members will still be expected to complete the presentation and will be graded accordingly. Students are also expected to be aware of York's policies regarding academic dishonesty and any other policies of relevance.

Assignments received late than the due date will be penalized (1 grade point per day that the assignment is late). Students with a documented reason for missing the due date, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the Course Instructor.

ADDITIONAL TEST INFORMATION

- For tests you must bring York sessional and photo ID

IMPORTANT COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents) -

http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm

- York's Academic Honesty Policy and Procedures/Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

TENTATIVE COURSE OUTLINE

Week	Date	Topic	Reading/s
1	June 20 Mon	Introduction Gender Stereotypes and Gender Biases	Chapter 1 Chapter 2
2	June 22 Wed	Gender Comparisons in Cognitive Abilities and Attitudes about Achievements	Chapter 5
3	June 27 Mon	Gender Comparisons in Social and Personality Characteristics Reflection Paper 1 Due (5%)	Chapter 6
4	June 29 Wed	Women and Work Love Relationships	Chapter 7 Chapter 8
5	July 4 Mon	Test 1: Ch 1,2,5,6,7 (30%)	
6	July 6 Wed	Sexuality	Chapter 9
7	July 11 Mon	Pregnancy, Childbirth, and Motherhood	Chapter 10
8	July 13 Wed	Women and Psychological Disorders Reflection Paper 2 Due (5%)	Chapter 12
9	July 18 Mon	Assignment: Interview with a Woman	
10	July 20 Wed	Test 2: Ch 8,9,10,12 (30%)	
11	July 25 Mon	Violence Against Women Final Reflection Paper Due (10%)	Chapter 13
12	July 27 Wed	Women and Older Adulthood Moving Onward Assignment Due (20%)	Chapter 14 Chapter 15