

Winthrop University
Course Syllabus: PSYC 308/WMST 308: Psychology of Women
Section 001: 8:00-9:15 am Tues/Thurs: 3 Credit hours
Spring, 2016

Classroom: Kinard 102

Instructor: Dr. Lois Veronen

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Office Hours: Tuesday and Thursday 9:15-9:45 am & by appt. If these times are not convenient, please check with me and we can schedule an alternate time. I can be readily reached through my private practice phone. If you are leaving a message for me, please identify yourself as a student.

Instructor e-mail: veronenl@winthrop.edu. Please include “Psych of Women” on the subject line of your e-mail.

Course Goals:

1. Explore the knowledge base of the field known as the psychology of gender particularly as it relates to women.
2. Examine the feminist perspective of science as it relates to knowledge of self, relationship with others and the community.
3. Learn behavioral skills related to self-soothing, communication, relationship development, and community empowerment

Student Learning Outcomes:

1. Identify three women activists, researchers, or theorists and the contribution of each to the field of psychology of women.
2. Describe the social learning perspective as it relates to the psychology of women.
3. Examine the media portrayal perspective of women and the influence of media on the expectations, self-concept, and relationships of women.
4. Survey the feminist perspective and pedagogy as it relates to the field of psychology and the psychology of women.
5. Describe the self/individual perspective as it relates to the psychology of women.
6. Discuss how the four major perspectives influence and affect the psychological development of women in our culture. Contrast this to the development of women in another country.

These course goals and learning outcomes will be accomplished by reading assigned materials, viewing films and videotapes, listening to guest lecturers,

creating a famous woman project, maintaining a personal reflection journal, participating in class discussions, completing quizzes and exams and conducting a study from one of the four perspectives.

CONDUCTING A STUDY FROM ONE OF THE FOUR PERSPECTIVES

This Study may be a research paper or it may be an independent study involving: 1) observation of self (Self /Individual Perspective) 2) observation of self and others (Social /psychological Perspective) 3) research on media (Media Perspective) or 4) research on a program serving women around the world or locally (Feminist Perspective). All studies will be presented to the class.

Self/Individual Perspective may be accomplished by an observational study of self. Studies may involve behavior or habit change. Common self improvement goals may be related to increasing or decreasing behaviors that may be related to health or fitness. For example: increasing consumption of more nutritious foods, decreasing sugary and starchy foods, exercising more frequently or more vigorously (higher heart rate), increasing water consumption while decreasing consumption of caffeinated drinks or sugar drinks. This self-study must involve data collection or self-observation utilizing some observable behavior unit or measurement system. Two systems for categorizing food according to nutritional value are:

- 1) ANDI score (www.eatrightamerica.com/andi-superfoods). This system rates foods on a scale of 1 to 1,000 according to micronutrient value.
- 2) NuVal (www.nuval.com/scores). This system takes U.S. government nutrition data from food labels and calculates a single score for foods on a scale from 1 to 100.

The self-study must involve a baseline observation of at least 5 days and then a behavior change phase.

Ideas for getting healthy may also be spawned by reading the article “Being Healthy is a Revolutionary Act”. The manifesto of 101 revolutionary ways to be healthy can be found at RevolutionaryAct.com

Social/Psychological Perspective may involve examining research related to the socialization or psychological development of girls and women in various roles, occupations, or relationships settings. This is an opportunity to examine an area of socialization that may be related to a problem area in your life or for a future role. For example: women’s linguistic style in conflict situations, women’s changing views of marriage and family, the role of women as caregivers, or women in military careers, engineering, or other non-traditional careers.

Media Perspective: In Chapter 4 of your text, the author suggests that men are central and women are peripheral; that men are the important people around whom the world revolves. She suggests that this perspective pervades in the popular media in many countries. Why? She suggests that it may be that men dominate world news organizations; it may be that women are not taken seriously, etc. A study in the area of media may be a critique of how a particular media either portrays or fails to portray a particular issue for women and offers recommendations for how changes could be made.

The Feminist Perspective is researching a program serving women around the world or locally.

Students who select this perspective are expected to make a presentation on a program, agency, school, or foundation that serves women and/or children either here in the United States or elsewhere across the globe. The program, agency, school, or foundation must address a problem, condition, or obstacle, faced by the children or women of that country. Some of the problems, conditions, or obstacles may be: victimization as a result of intimate partner violence, discrimination because of cultural or religious practices, prejudicial laws or beliefs which limit a female's opportunity to develop, serve, or contribute (female genital mutilation, caregiver mandate, belief of male superiority or privilege in strength, aptitude, etc.). We will attempt to learn about programs for women across the globe on every continent and into space. Such topics as mothers without custody, girls and women who are victims of female genital mutilation, women caregivers of Alzheimer patients, females adopted from foreign countries, women with AIDS, monastic women, and/or female astronauts.

Required texts:

Lips, Hilary (2003) *A New Psychology of Women: Gender, Culture, and Ethnicity*, 3rd edition, New York, NY: McGraw Hill. ISBN 0-7674-2984-2.

Sandberg, Sheryl (2013) *Lean In: Women, Work, and the Will to Lead*. New York, NY: Alfred A. Knopf, ISBN 978-0-385-34995-6.

Personal Reflection Journals

You will keep an electronic personal reflection journal ("Assigned Journal Entries") for this class and periodically print out entries for my review and feedback according to the dates listed in the class schedule. Your journal is due during class on the day due. Keep a running journal and use the copy and paste functions to submit your work. It is not necessary to submit your entire journal each time, only the new entries.

Videos

We will view several videos/U tube videos during the semester. You are expected to view these videos either in or out of class as assigned and respond to them through class discussion as well as journal entries.

Guest lecturers

We will have several guest lecturers to share their knowledge and experiences.

Students with Disabilities

Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact the Office of Disabilities Service (ODS) at 803-323-3290. Once you have your official notice of accommodations from the ODS please inform me as early as possible in the semester.

Academic Success Center Services

Winthrop's Academic Success Center (ASC) is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students achieve academic excellence, such as tutoring, academic skill development (test taking strategies, time management counseling and study techniques), group and individual study spaces, and academic coaching. Please contact the ASC at 803-323-3929 or success@winthrop.edu. For more information on ASC services, please visit www.winthrop.edu/success.

Class attendance /class discussions

The University Policy specified in the 2014-2015 catalog will be followed in this class. Additionally, many assignments are shared and discussed. Your thoughts, experiences, and impressions are welcome; this course is participatory in nature. It is only through sharing experiences, acting collectively, and organizing politically that women have been able to make the progress we have made. Participation should be mature, respectful, and considerate of differing opinions. There are several times during the semester that you will be asked to reflect upon your own life experiences and prepare responses to questions to be shared with the entire class. This will be considered part of the points to be earned in the class participation category. If you are absent on these class discussion days you will not earn points for that day.

If you miss a class on other days it is your responsibility to:

- Follow-up on missed information, including arranging a time to retrieve any information distributed during the missed class session.
- Prepare for the next class meeting and to hand in assignments on the assigned dates,
- Obtain the class notes and assignments from someone in class if you know you will be absent. You may arrange to have a friend pick up any material handed out in class.

Syllabus Changes

Any changes to the syllabus dates will be made at least one week in advance. Students will receive notification in class and/or through e-mail.

Student Code of Conduct

As noted in the Student Conduct Code: “Responsibility for good conduct rests with students as adult individuals.” The policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” online <http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>

Quizzes and Exams: Tests will be composed of a combination of multiple-choice questions, short answer, and essay

Evaluation criteria

There will be 700 points possible for this course:

Study Project	100
Famous Woman	100
Class Participation	100
Personal Reflection Journals	100
Exams/Final Exam	<u>300</u>
	700

Students will be evaluated according to this 700-point criterion with a

A = 90% or greater	C = 70-76%
B+ = 87-89%	D+ = 67-69%
B = 80-86%	D = 60-66%
C+ = 77-79%	F = less than 60%

Projects, Journals, Quiz and Exams Policy

To receive the maximum points for course work, each project, journal entry and exam must be completed on its scheduled due date as detailed in the Spring 2016 Class Schedule.

PERSONAL REFLECTION JOURNALS

You are to write your reflections on each of the dated assignments below. The reflections are based upon the class activity for the day.

Jan 12: Journal 1: Review the assigned material and the video on International Women's Day and answer the following questions. When is International Women's Day? What are the different ways it is celebrated across the world? In your opinion what are the greatest threats/challenges women face in developed countries such as the United States and in undeveloped countries such as the Congo?

Jan 14: Journal 2: Why are you taking a Psychology of Women course? What roles, options, or possibilities for women would you like to see addressed what limitations or challenges have you faced in pursuing your goals, dreams, etc. What have others said to you about taking a Psychology of Women course?

Jan 19: Journal 2: Listen to the news or review the news on-line or through newspapers and identify a story which is of interest to you as you gain perspective on the psychology of women. Write a brief summary (3-4 sentences at most) of the news story and three questions that have arisen related to the psychology of women and/or based upon the four perspectives. Be prepared to discuss your news story and your questions when called upon at some point during the semester.

Jan 21: Journal 3: What does the term "feminist" mean to you currently? Cite at least two examples of behavior or beliefs that you recognize in yourself as "feminist". Identify how you came to acquire them and when you were first aware of them. To be discussed in class on Jan 26

Jan 26: Journal 4: Reflect upon a "Growth Fostering Relationship" (GFR) or an empowering relationship you have with another woman. Use the elements of GFR in your reflection. Journals 1-3 are due.

Jan 28: Journal 5: Reflect upon your current gender development and identify two behaviors, preferences, or beliefs that you believe were acquired through some aspect of social learning. Identify the behavior or preference and explain the mechanism (social learning theory) by which you acquired it. To be presented in class on Feb 2

Feb 4: Journal 6 (15 Points): Gather three examples of women portrayed in advertising and be prepared to analyze these advertisements based upon the media perspective as discussed by Kilbourne. What product is being marketed? Is the ad appealing to the buyer directly or are there “unconscious” appeals to the buyer? (Explain) Is this a healthy portrayal...of a woman, way of life, relationship, etc. Explain? To be written and presented in class on Feb 9th.

Feb 11 Journal 7: What behaviors or beliefs do you hold that you think or feel are 'core' to you, i.e. soul-felt or heart-felt beliefs about your purpose in life. It may help you reflect if you consider the following quotation, “Be the change you wish to see in the world” by Mahatma Gandhi. To be discussed Feb 16th.

Feb 25: Journal 8: Describe at least one psychological developmental issue or health issue of early adulthood, middle age, and old age that you and/or women in your family or close community are dealing with. How readily is that issue identified in your community or social group?

Mar 1: Journal 9 (10 Points): What is the toughest time or biggest crisis you have faced thus far in your life? What emotions were activated/? How did you balance your emotions and the demands of the situation? What strategies did you utilize to cope? Whose counsel did you seek? Journals 4-8 are due

Mar 3: Journal 10: The following exercise is borrowed from the Good Therapy.org website: www.goodtherapy.org/therapy-for-body-image.html#

- 1) List 5 things you value about yourself.
- 2) Next, list 10 things you value about the people in your life that you are closest to.
- 3) Now take a close look at your lists. How many of the values you noted for those closest to you are based upon physical appearance? Reflect upon those things valued in yourself and others.

Feb 23: Journal 11: Violence against women affects us all. Cite two examples of the impact of violence on your life or the lives of persons close to you.

Feb 25: Journal 12 (10 points): Based on the “Lean In” book identify two of your greatest strengths and two of your largest weaknesses as a potential leader in the workplace, politics or sports.

Mar 1: Journal 13: What are the psychological and cultural barriers to women participating in State government in SC.? What is my role in overcoming them?

Mar 31: Journal 14: (10 pts) Discuss the factors that you want in a long term relationship. What personal factors do you believe you bring to a potential long-term relationship? Journals 9-13 are due.

Apr 05: Journal 15: As opposed to the singular term, “sexuality,” “sexualities” are expressed in plural form in our psychology of women discussions. How has this influenced you to think about individuals you may know or to think about yourself?

Apr 7: Journal 16: What obstacles have you encountered in the development of your spirituality? How can you promote a deeper spirituality for yourself and others?

Apr 19: Journals 14-16 are due.

Famous Woman Presentation Outline

This project is intended to enliven the four perspectives of this course by linking them to the contributions and works of famous women. Remember---in our opinion the psychology of modern day women is influenced by---learning and modeling, media representations (some of which may not be realistic), self/individual strivings (the need to satisfy oneself or one’s still voice despite external pressures), and feminist theory (the analysis of the influences of the power differences between men-as-norm and women-as-other). Discuss the works and achievements of each woman in reference to the four perspectives. If one of the perspectives appears to fit best, explain why. Prepare this material as if you are the woman herself (using the pronoun “I”). Alternatively, speak as an individual who personally knew this famous woman (e.g., a spouse; a sibling; a parent; a close friend). Talk in the first person about your famous person’s accomplishments, works, and influences. Dress as the famous woman you are presenting or as the person who had close personal knowledge of the woman. Create the costume yourself--do not buy or rent it. Address the following points with your presentation. Your presentation is to be supported by a PowerPoint presentation and posted to Blackboard in the “Discussion” Section for Psychology 308.

- Name of this woman and discuss her works and achievements in reference to the four perspectives. If one perspective appears to fit best, explain why.
- What type of childhood education, influences, and experiences (collegial associations, mentoring, friendships, wars, deaths, or social movements) did she regard as significant or others have regarded as significant to her work?
- What were the events that prompted her contributions to be noticed or recognized or what internal strivings prompted her to thrust her work out into the culture?
- Research and include some “fun facts” or personal information about your famous woman.
- Write out a quotation or simple speech by this woman that you think best exemplifies her work or contribution. (If the woman did not author any

works herself, you may conjecture what this woman would say if she had spoken or written about her area of influence.

- Involve your audience so they participate --either with a few “quiz” questions, an activity, or a quiz.

Study Guide for the Kilbourne Video

1. According to the video, “Killing Us Softly 4,” we are exposed to how many advertisements each day? Where are these advertisements found?
2. Advertising appeals to desires and fears that are not at a conscious level. Why is this of concern to intelligent people?
3. How are the images of apparently flawless beauty attained?
4. The pairing of an emotion to a product is classical conditioning. Our human emotions—our desires for intimate and committed relationships—are used and exploited to get us to buy products. The products can never fulfill us. Cite two examples of ads that exploit our feeling and link us to a product.
5. How does food advertising suggest that women cope with life’s disappointments, loneliness and lack of fulfillment? Give an example. What are some of the real problems women have with food in our American culture?
6. The phrase, “the more you subtract, the more you add,” makes reference to the relentless pressure on young girls to be thin and to dress in skimpy clothing. How does this trivialize the greater opportunities that are really open to women?
7. Adolescence is a time of a rapidly changing body, the development of new interests and exploration of identity and social groups. How are adolescents regarded in the advertising industry? What dangers and hazards are there for the adolescents?

Date	Topic	Activities
12-Jan	No Class	Review : http://www.timeanddate.com/holidays/un/international-womens-day and video on International Women's Day Assigned Journal entry 1
14-Jan	Overview of class: Objectives, organization, projects, class climate, Four Perspectives	Assigned Journal entry 2; L Chpt 1 pgs 403-408
19-Jan	History of Psych of Women; Global Approach;	Assigned Journal entry 2; S Chpt 1
21-Jan	Feminist Theories	Assigned Journal Entry 3; L 13-16 & 513-516; S Chpt 2; FWP
26-Jan	Discussion with student examples of Feminist Perspective	<u>Journals 1 thru 3 Due</u> ; Assigned Journal Entry 4; L Chpt 9; S Chpt 3
28-Jan	Social Learning Theory & Video on Social Learning	Assigned Journal Entry 5; L Chpt 4; S Chpt 4-5; FWP
2-Feb	Discussion w/examples from social learning	Quiz on Lean In Chpt 1-5; Student Discuss & FWP
4-Feb	Jeanne Kilbourne video & Media Perspective	Assigned Journal Entry 6 (<u>10 points</u>); S Chpt 6; L pgs 140-145
9-Feb	Discussion with student examples from current magazines/videos/etc.	Class discussion of student examples; S Chpt 7; FWP
11-Feb	Discussion of Self/Individual Perspective	Assigned Journal Entry 7; L Chpt 5; FWP
18-Feb	Discussion with student examples of Self/Individual Perspective	Class discussion of Journal 7; L pgs 393-397; FWP
23-Feb	<u>Test # 1</u>	L Chpt 5 & 6
25-Feb	Women's Health	Assigned Journal Entry 8; FWP
01-Mar	Confidence, Esteem, Worth, Connections & Communication	<u>Journals 4 thru 8 Due</u> ; Assigned Journal Entry 9 (<u>10 Points</u>); FWP
03-Mar	Mental Health Issues for Women	Assigned Journal Entry 10; L Chpt 10 FWP
3-Mar	Violence against women	Assigned Journal Entry 11; L Chpt 13 & pgs 105-108; FWP;
8-Mar	Violence against women (cont)	L pgs 287-293; S Chpt 10; FWP
10-Mar	Test # 2	Assigned Journal Entry 12, L Chpt 8
22-Mar	Women at Work	Assigned Journal Entry 13 (<u>10 points</u>); L Chpt 14; S Chpts 8-9; FWP
24-Mar	Women in Power	Assigned Journal Entry 14; L pgs 224-244; FWP; S Chpts 10-11; Journals 9 thru 13 Due;
29-Mar	Couple Bonds	Assigned Journal Entry 15; L Pgs 381-385; FWP

31-Mar	Body Image	Quiz on "Lean In" Chpts 6-11; L Chpt 12; View the "America the Beautiful" video
5-Apr	Sexualities	Assigned Journal Entry 16; L Chpt 11; FWP
7-Apr	Women's Spirituality	Assigned Journal Entry 17; L Chpt 14 (reviewed); FWP
12-Apr	Issues for the Future	<u>Journals 14 thru 17 Due</u>; FWP
14-Apr	Individual Presentations	Project Presentations Due; FWP
19-Apr	Individual Presentations	Project Presentations Due; FWP
21-Apr	Individual Presentations	Project Presentations Due; FWP
27-Apr	Final Exam	8:00 AM

