Psychology 237: Psychology of Women  
(Prerequisite: Psyc 110)  
Spring, 2014

INSTRUCTOR: Carole S. Slotterback, Ph.D.  
OFFICE & OFFICE HOURS: AMH 218  TTh 12:30-2:00 pm (or by appointment)  
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REQUIRED TEXTS:  

DESCRIPTION: Examines the biological, sociological, and cultural influences on the psychology of women. Topics include gender socialization, sex roles, and the impact of gender on personality, communication, achievement, and mental health.

STUDENT LEARNING OUTCOMES:  
At the end of this course a student who has regularly attended class, and completed all readings and assignments, will be able to…  
(1) Define terms and distinguish between/among methods and trends within this area.  
(2) Identify the biological, sociological, psychological, and cultural influences on women’s development and identity.  
(3) Evaluate the influence of race, class, culture, ethnicity, sexism, ageism, and other areas of privilege in relation to women’s issues.  
(4) Identify the current controversies in the field of psychology of women

All outcomes will be assessed by tests, quizzes, and writing projects.

COURSE REQUIREMENTS:  
EXAMS: A total of three regular exams will be given. Each will be worth 100 points. These exams may include several components: multiple choice, true/false, or matching questions, as well as essay questions. The chapters each exam covers, as well as tentative exam dates, are on the attached schedule. Please note that the third exam (the final) is not comprehensive. THERE WILL BE NO MAKE UP EXAMS. If the student is absent, he/she will receive a score of zero for that exam, unless a sufficiently compelling reason for the absence is presented (e.g., a doctor’s note or copy of a police report for an accident). In such a case, the student will be allowed to take a cumulative exam right after the final. The grade on the cumulative test will be allowed as a replacement for the exam that was missed. If you do not present a sufficiently compelling reason for your absence from the test, you will NOT be allowed to take the cumulative exam. If a student does not miss any of the regular exams, but wishes to take the cumulative exam to replace an earlier grade (i.e., one of the first two tests), he/she will be allowed to do so. If the score on the cumulative exam is higher than a previous exam score, the higher score will be counted toward the final grade. NOTE: Anyone caught cheating on a test will receive a score of zero for that test, and other actions may be taken (I will follow the university’s policy on academic dishonesty).

QUIZZES: A total of 6 quizzes (worth 10 points each) will be given. The quizzes will be based on the readings from the textbook. The lowest quiz grade will be dropped; thus, a total of 50 points can be earned from quiz grades.

DISCUSSION: Students can earn up to 10 points for discussion. The points will be awarded as follows: at the end of the semester, every class member will rate the entire class’s quality and quantity of discussion on a scale of zero to five. I will average across everyone’s ratings; thus, your rating counts for
half of your discussion points. I will also rate the class’s discussion, on the same scale; thus, my
evaluation counts for the other half of your discussion points. Discussion is a two-way street: we can’t
have any if you won’t talk! I guarantee that I can fill the time with lecture, so if you want discussion,
OPEN YOUR MOUTH AND CONTRIBUTE!! Please be sensitive to others, and respect their opinions
(no name-calling or derogatory slang).

ATTENDANCE: You are responsible for finding out about any additions/deletions to the
syllabus that are made during class. If you are absent, you cannot participate in discussion; thus, after two
absences, points will be taken away from your total discussion points.

EXTRA CREDIT: At the end of the syllabus, you will find two activities that can be done for extra credit. YOU CAN ONLY DO ONE OF THEM FOR A MAXIMUM OF 10 POINTS. It is due on
April 22, 2014.

GRADES: There will be a total of 360 points that can be earned (plus an additional 10 points of extra
credit). Grades will be assigned based on the scale below:

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<thead>
<tr>
<th>Letter Grade</th>
<th>Points Needed</th>
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<th>Points Needed</th>
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<tbody>
<tr>
<td>A</td>
<td>335+</td>
<td>C+</td>
<td>277-287</td>
</tr>
<tr>
<td>A-</td>
<td>324-334</td>
<td>C</td>
<td>263-276</td>
</tr>
<tr>
<td>B+</td>
<td>313-323</td>
<td>C-</td>
<td>252-262</td>
</tr>
<tr>
<td>B</td>
<td>299-312</td>
<td>D+</td>
<td>241-251</td>
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<tr>
<td>B-</td>
<td>288-298</td>
<td>D</td>
<td>216-240</td>
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A point total of 215 or less earns a grade of “F”

ADDITIONAL NOTES: (1) All cell phones are to be turned OFF and stowed away;
I don’t want to see or hear them during class.

(2) You are NOT allowed to keep exams. ALL EXAMS MUST BE
RETURNED TO ME AFTER WE GO OVER THEM IN CLASS. Failure to return
an exam to me results in a grade of zero for the exam and you will not be allowed
to take the optional test (which means you will fail the class).

ADDENDUM: You [the student] should be able to display a professional attitude and behavior, which
includes the following: reliability, respect for and cooperation with colleagues, willingness to work
calmly and courteously under difficult conditions, determination to achieve first-class work while meeting
deadlines, respect for equipment and systems, and constructive response to criticism. (reference: Kilian
<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPICS</th>
<th>CHAPTERS</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>February 4, 6</td>
<td>Introduction &amp; Research</td>
<td>Matlin 1</td>
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<tr>
<td>February 11, 13</td>
<td>Gender Stereotypes</td>
<td>Matlin 2</td>
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<tr>
<td>February 18, 20</td>
<td>Infancy and Childhood</td>
<td>Matlin 3</td>
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<tr>
<td><strong>February 25, 27</strong></td>
<td>Adolescence</td>
<td>Matlin 4</td>
<td>Quiz—Chapter 3</td>
</tr>
<tr>
<td>March 4, 6</td>
<td>Cognitive Abilities &amp; Attitudes About Success</td>
<td>Matlin 5</td>
<td>Quiz—Chapter 4</td>
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<td><strong>March 11</strong></td>
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<td><strong>EXAM 1</strong></td>
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<td><strong>March 13</strong></td>
<td>Gender Comparisons in Social &amp; Personality Characteristics</td>
<td>Matlin 6</td>
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<td>March 25, 27</td>
<td>Women &amp; Work</td>
<td>Matlin 7</td>
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<td><strong>April 1, 3</strong></td>
<td>Love Relationships</td>
<td>Matlin 8</td>
<td>Quiz—Chapter 7</td>
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<td><strong>April 8</strong></td>
<td>Violence against women</td>
<td>Matlin 13</td>
<td>Quiz—Chapter 8</td>
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<td><strong>April 10</strong></td>
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<td><strong>EXAM 2</strong></td>
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<td>April 15</td>
<td>Sexuality</td>
<td>Matlin 9</td>
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<td>April 22, 24</td>
<td>Pregnancy, Childbirth &amp; Motherhood</td>
<td>Matlin 10</td>
<td>Extra Credit paper due April 22</td>
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<tr>
<td><strong>April 29, May 1</strong></td>
<td>Women &amp; Older Adulthood</td>
<td>Matlin 14</td>
<td>Quiz—Chapter 10</td>
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<td><strong>May 6, 8</strong></td>
<td>Women &amp; Physical Health</td>
<td>Matlin 11</td>
<td>Quiz—Chapter 14</td>
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<td><strong>May 13, 15</strong></td>
<td>Women &amp; Psychological Disorders</td>
<td>Matlin 12</td>
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**THIRD EXAM (MANDATORY)—CHAPTERS 9, 10, 11, 12, 14**

Optional exam also given at this time (after you take the mandatory exam)
Extra Credit Activity #1
(10 points)
Representation of Women and Men on TV

Here you will be monitoring how men and women are represented on TV. Choose three TV programs to watch and code the activities of men and women in each of the programs as well as the commercials. Code the activities of all people who appear on screen for more than a few seconds (and, in the case of commercials, what the characters are doing, the type of product advertised, and who does the voice-over: i.e., male or female).

Use a separate sheet of paper for each program. Divide it in half, with the upper half for the program and the bottom for the commercials. Use one column for men and one for women, and use simple codes to indicate what each person is doing, like working at a job (W), doing housework (H), or performing some activity for other family members (F). Also code the social class and the ethnicity of the characters. Then answer the questions below. **Turn in your observation sheets and answers to these questions:**

(1) What patterns do you see in the representations of women and men in the programs you watched? What about the commercials?

(2) How are social class and ethnicity represented in the show? The commercials?

(3) Are there any non-stereotypical responses?

(4) How do your observations fit in with the research described in your book?

Extra Credit Activity #2
(10 points)
Gender Differences in Smiling

You will need three things: a fashion magazine (e.g., Vogue), a news magazine (e.g., Newsweek or Time), and a high school or college yearbook. Examine the photos to identify smiling faces (**you must also provide an operational definition for “smiling”**).

Record the number of women who smile in each type of magazine and yearbook, and divide that number by the total number of women in the pictures of each magazine/yearbook (this gives you the percentage of women who smile in each magazine/yearbook). Repeat the process for men to calculate the percentage of men who smile in each magazine/yearbook. Then answer the questions below.

(1) In the two magazines examined, how do the two percentages (for men vs. women) compare? Does it seem to depend on the type of magazine you are examining? How?

(2) How do the two percentages (for men vs. women) compare for the yearbook?

(3) How do your findings relate to information in the textbook about communication patterns of men and women?