

COURSE OUTLINE

<u>PSY 221</u> Course Number	<u>Psychology of Women</u> Course Title			<u>3</u> Credits
<u>3/week</u> Class or Lecture Hours	<u>0/week</u> Laboratory Work Hours	<u>0/week</u> Laboratory, Shop, Studio or Clinic Experience	<u>0/week</u> Work Experience Hours	<u>15 weeks</u> Semester Length
<u>Not Applicable</u> Performance on an Examination/Demonstration			<u>Not Applicable</u> Telecourse	

Required Materials:

The Psychology of Women, 5th Edition, 2004, Margaret W. Matlin, Thomson/Wadsworth Publishers

Catalog Description: This course will discuss significant issues related to gender development. Topics covered include gender stereotypes and gender biases, gender comparisons in cognitive abilities, social and personality characteristics, and communication styles. Also covered are issues related to love, work, sexuality, pregnancy, and motherhood. The course will explore gender issues related to physical and emotional health, violence, and aging.

Prerequisites: PSY 101

Co-requisites: None

Latest Review: Fall 2004

Course Coordinator: Angela P. McGlynn

I. GENERAL OBJECTIVES

The student will demonstrate (by exams, research projects, book reports, and/or other term projects) an understanding of gender stereotypes and the socialization process of females and males.

The student will investigate the formation of the "female" identity through an analysis of gender roles and gender-typing. Sources of this analysis would include readings, media, and advertising.

The student will examine gender and cognitive abilities, achievement motivation, the world of work, love relationships, sexuality, pregnancy, and motherhood.

The student will explore how psychologists and psychiatrists have traditionally viewed the female, and the implications of their perspectives on therapeutic approaches. Issues covered will include women and physical health, psychological disorders, violence against women, and women in later adulthood.

The student will reflect an understanding of and sensitivity to human sexuality, male/female differences and similarities, and the dynamics of the development of sexual orientation.

II. METHOD OF EVALUATION

Requirements and Final Grade

There will be four to six components to the final grade, including exams and at least one writing component. Students will be evaluated and graded on the basis of essay and/or objective examinations covering the units as designated by the Instructor. The objective examinations may consist of multiple-choice items, fill-ins, matchings, and/or short answers. Classroom participation, term papers or written projects will be at the discretion of the Instructor. Below is an example of a final integrative exercise that may be used by the instructor.

To be given credit for the course, the student must obtain at least 60% of the total possible points.

SPECIAL NOTE:

The Psychology Cluster strongly encourages all instructors of this course to select assignments that will contribute to the development of writing skills in their students. There must be at least one writing component (e.g., essay test, term paper, etc.) contributing to the student's final grade).

111. TOPIC 1: Introduction, Research Issues, Gender Stereotypes and other biases, Infancy and Childhood

The student will be able to:

Describe and analyze the process of biological sex differentiation, male/female biological differences, and the implication of those differences.

Differentiate between the terms sex and gender.

Describe the history of research in the psychology of women.

Differentiate gender as a subject variable from gender as a stimulus variable.

Explain and analyze the sources of gender stereotypes and discuss the implications.

Know the following terms: discrimination, prejudice, stereotype, heterosexism, and institutional heterosexism.

Explain the role of language in creating and perpetuating gender stereotypes.

Describe and evaluate the various theories/models/concepts that attempt to explain the development of gender roles: the social constructionist view, social learning theory, cognitive developmental theory, gender-constancy concept, and gender-schema theory.

TOPIC 11: Adolescence, Gender Comparisons in Cognitive Abilities and Attitudes About Success, Gender Comparisons in Social and Personality Characteristics, and Women and Work.

The student will be able to:

Define the following terms: puberty, menarche, ovulation, dysmenorrhea, and secondary sex characteristics.

Discuss the research on premenstrual syndrome.

Discuss the “chilly classroom climate” research.

Discuss the research on adolescent self-esteem and career aspirations.

Summarize the research on adolescent friendship patterns.

Discuss the research on gender similarities and differences with respect to cognitive abilities, intelligence, reading disabilities, achievement motivation, fear of success, self-attribution patterns, spatial abilities.

Explain “stereotype threat” and discuss the implications.

Explain the social constructivist perspective

Discuss the research findings on use of personal space, body posturing, conversation patterns, eye contact, and how all this relates to power.

Define decoding ability and discuss the gender differences.

Discuss the issue of gender with respect to aggression.

Topic 111: Love relationships, Sexuality, Pregnancy, Childbirth, and Motherhood

Explain gender similarities/differences in how women and men relate in love relationships.

Compare and contrast traditional, modern, and egalitarian marriages.

Give examples of heterosexist thinking in research on love relationships.

Discuss the research on lesbian women, bisexual women, and single women.

Show how culture/ethnicity plays a role with respect to sexual orientation.

Discuss the research on homophobia, on divorce, and on gender differences with respect to male/female responses to divorce.

Explain and critique Masters and Johnson's research on human sexuality.

Describe the sexual response cycle in females and males.

Discuss the research on sexuality and older women.

Explain how gender role socialization may influence the development of sexual problems for women.

Discuss the research on lesbian women.

Discuss the cross-cultural research on the sexual double standard.

Describe the conclusions about women's physical and emotional reactions to pregnancy, and discuss the ethnic/racial comparisons in reactions to pregnancy.

Discuss the stereotypes associated with motherhood and the realities of how mothers are treated in North American culture.

Compare the motherhood experience of Black and White women in terms of extended family support.

Test 111

Topic IV: Women and Physical Health, Women and Psychological Disorders, Violence Against Women, and Women and Older Adulthood

The student will be able to:

Describe the field of health psychology.

Define morbidity and mortality.

Discuss preventative measures against the development of osteoporosis.

Explain the gender biases found in medical research and in the medical treatment of women.

Discuss the medical aspects of AIDS and other STD's, and the risks of infection.

Explain the research dealing with cigarette smoking, alcohol use and abuse, and the use of psychoactive prescription medication.

Discuss the issue of gender in causes, treatments, and biases related to psychological disorders.

Discuss the role of the media on women's views of their bodies and the possible relationship this has to eating disorders.

Discuss the role of gender in depression and in substance abuse.

Discuss gender biases in traditional psychotherapies, and describe what is meant by nonsexist therapy and feminist therapy.

Define sexual harassment and its effects on women.

Define rape, common responses of women who have been raped, and explain the research on attitudes toward rape.

Discuss the issue of violence against women and describe the abuse cycle.

Describe how researchers and the media have dealt with older women. Describe the research on women's roles in movies.

Explain the double standard of aging for women and men and discuss the possible consequences.

Discuss the research on older women, and older women of color, and their likelihood of living in poverty.

Discuss the causes and treatments of menopause, and critique the research on hormone replacement therapy.

Test 1V

IV. EXAMPLE OF FINAL INTEGRATIVE EXERCISE

Please keep notes during the semester, and then write (typed, double-spaced) a four-page paper as described below.

Write an introspective, autobiographical account of your own gender identity and its development. This will involve three major tasks:

1. Defining for yourself what the term "gender identity" means (it's more than just sexual behavior);
2. assessing the content of your gender identity as it now exists;
3. tracing its origins and development in your life experiences.

In assessing your present gender identity, you may wish to ask some of the following questions: What does your own gender identity involve? Is it generally a supportive or positive factor in your total personality? Is it associated with anxiety? Or is it simply not a very important factor? In what ways do you consider yourself typical or atypical of your gender? How do you feel about members of the opposite gender? In what ways do your relationships with others reflect your attitudes toward your own gender role?

In assessing the development of your gender identity, you might consider some of the following, if they are relevant to you:

Your relationship with your mother, father, siblings, relatives, or guardian.

Respects in which your father, mother, or other significant persons were good, bad, or unusual models of gender roles. Any prolonged absence of a parent.

Attitudes of significant people about the proper characteristics or pastimes of boys, girls; their attitude toward sex.

Early experiences with your own or other people's bodies (expressive, sexual, esthetic, experiences having to do with control or losing control, strength, agility, etc.) and any special physical condition, illness, etc.

Playmates, childhood interests and activities.

School experiences, influences of teachers, peers.

Early vocational aspirations.

Books, movies, TV, particularly your favorite fairy tale.

Daydreams, preoccupations, longings, fantasies.

Adolescent experiences with peers, teachers, parents, etc.

Dating, friends, love experiences.

Jobs.

Experiences in living units, college classes, liberation groups, etc. (marriage, pregnancy, divorce, abortion).

Failures, successes, humiliations, triumphs.

In other words, write a cogent essay, well laced with detail on the significance and development of your own gender identity.

Appendix A is a suggested list for research topics. Appendix B is a suggested list of books for additional optional reading. Numerous items may be added to both lists. Appendix C is a list of films/tapes that may be used in this course.

V. APPENDIX A: SUGGESTED TOPICS FOR RESEARCH TOPICS:

Marriage and alternative lifestyles
Image of women in media
Image of women in religion
Sexual dysfunctions: Female/male
Women and the law
Aging
Women's Liberation Movement
Biographies of Women
Role in sexual relationships
Child rearing and sex roles
Sex and marriage manuals
Women and physicians and/or psychiatrists
Addictions: drugs/alcohol
Women in prison
Sub-cultural differences
Women and mental illness
Black women in this society
Motherhood
Women in psychotherapy
The psychoanalytic view of women
Karen Horney's view of women
Lesbianism
Male/female differences in sexuality

VI. APPENDIX B: SUGGESTED BOOKS FOR ADDITIONAL READING

Frankfort, Vaginal Politics

- Vilan, The Manipulated Male
 Janeway, Man's World/Women's Place
 Bardwick, The Psychology of Women
 Laing, Sanity, Madness and the Family
 Millet, Sexual Politics
 DeBeauvoir, Second sex
 Chesner, Women and Madness
 Bardwick, Douvan, et. al., Feminine Personality and Conflict
 Bardwick and Douvan, "Ambivalence" in Women in Sexist Society
 Maccoby, The Development of Sex Differences
 Duychaerts, The Sexual Bond
 Bardwick, (Ed.) Readings in the Psychology of Women
 Mitchell, Woman's Estate
 Mitchell, Psychoanalysis and Feminism
 Women's Role in Contemporary Society (N.Y. City Commission on Human Rights)
 Firestone, The Dialectic of Sex
 O'Neill and O'Neill, Open Marriage
 Sherfey, The Nature and Evolution of Female Sexuality
 Boslooper and Hayes, The Femininity Game
 Freud, Three Essays on the Theory of Sexuality
 Our Bodies/Ourselves: Women Unite, Simon & Schuster Publishers
 Oakley, S. Sex, Gender and Society
 Nancy Friday, My Mother, Myself, Dell, 1977
 Olsen, Tillie, Silences
 Dorothy Dinnerstein, The Mermaid and the Minotaur, Harper and Row, 1976
 Jane Lazarre, The Mother Knot
 Nancy Chodorow, The Reproduction of Mothering: Psychoanalysis and the Society of Gender
 Adrienne Rich, Of Woman Born, Norton, 1976
 "Taking a New Look At Mom" New York Times Magazine, May 13, 1979
 Signe Hammer, Daughters and Mothers: Mothers and Daughters
 Margaret Mahler, The Psychological Development of the Human Infant, 1976
 Leah Schaefer, Women and Sex, Pantheon, 1973
 Jessie Bernard, The Future of Motherhood, Dial Press 1973
 Jessie Bernard, Women, Wives, Mothers: Values and Opinions, Aldine 1975
 Margaret Mead, Male and Female, Morrow, 1975
 Sue Silvermarie, The motherbond in Women: A Journal of Liberation,
 Volume 4, No. 1, pp. 26-27
 Kate Chopin, The Awakening, Capricorn, 1964
 Atwood, Margaret, Surfacing, Popular Library, 1972
 Atwood, Margaret, The Edible Woman, Popular Library, 1976

VII. APPENDIX C FILMS/TAPES

- Pack Your Own Shoot College owned - Men's Lives 43 minutes, \$43.00 rental
 - Brandon and Rachel: Patterns if Infant Development, Color, 1991, 34 minutes
 - Sexism in Language: Thief of Honor, Shaper of Lies, 29 min. color, 1995

- Dick and Jane as Victims Slide/Tape available from (National Organization Trenton Museum for Women)

VIII. BIBLIOGRAPHY:

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- Franks, V. & Rothblum, E. (Eds.) The Stereotyping of Women, Springer, 1983
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- Maccoby, E. & Jacklin, C. The Psychology of Sex Differences. Stanford University Press, 1974
- Martyna, W. "Beyond the He/Man Approach: The Case for Linguistic Change." Signs, 1979
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- Tavris, C. (1992) The Mismeasure of Woman, NY: Simon & Schuster.