PSY 331/ GS 331: Psychology of Women, Spring 2012
Tuesdays and Thursdays, 2:00-3:30 HSC 291

Instructor: Dr. Sherri Pataki
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Office Hours:
Mon/Wed/Fri 10:30-11:30 am
Mon/Wed 3:00-4:00 pm
Others by appointment

Text: Lip, H. M. (2006). *A new psychology of women: Gender, culture, and ethnicity*, 3rd ed. New York: McGraw-Hill.
Additional Readings: Hochschild, A. & Machung, A. (2012). *The Second Shift: Working Families and the Revolution at Home*. To be released on January 31, 2012.
Other course readings will be available on the course r-drive.

Course Description: This class will explore psychological theory and research related to the study of gender with a particular focus on the female gender role. Class topics will include an in-depth look at current global issues related to women with a particular emphasis on Arab women living in the Middle East. As a service learning project, this class will partner with the nationally recognized mentoring program, Strong Women, Strong Girls (www.swsg.org) to create a program designed to raise the aspirations and self-esteem of at-risk elementary age girls in our community.

Student goals:

1. Understand the different theoretical approaches used to explain differences between males and females.
2. Distinguish between true gender differences supported by empirical research and those that are primarily based on gender stereotypes or "pop" psychology.
3. Understand the interaction between environmental and biological influences on gender.
4. Read and evaluate current psychological research on gender related issues.
5. Learn specific strengths and problems associated with the female gender role.
6. Gain a historical perspective into the changing role of women in society and the associated changes in women's gender roles.
7. Increase awareness of global issues related to women.

Grading:

3 exams (75% total; 25% each)

Each exam will cover several chapters in the text as well as all class discussions, assigned readings, films or scheduled activities for each section. Exams will consist of multiple choice and short answer essays.

Service learning project (15%)

All students are required to participate actively in the service learning project with an after school program in New Castle. This project will include designing, implementing, and reviewing an age appropriate curriculum designed to raise the aspirations and self-esteem of at-risk elementary age girls in our community. All materials will be donated to the national mentoring program *Strong Women, Strong Girls*.

Reflection papers (10% total; 2 papers at 5% each)

Students will complete two 4-5 page reflection papers based on two class projects: "Connecting to Israel" and the poverty simulation. Details for each reflection paper will be provided in class.

Accessibility Statement

Westminster College actively strives for the full inclusion of all our students. Students with disabilities who require access solutions for environmental or curricular barriers should contact Corey Shaw, Director of Disability Resources, located in 209 Thompson-Clark Hall. phone: 724-946-7192 e-mail: shawcj@westminster.edu

Academic Integrity:

> *Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster Community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College.* (Westminster College Student Handbook, p. 22)

Forms of academic dishonesty include (but are not limited to): cheating on an exam, lending your work to another student so that he/she may turn it in as his/her own, or copying and turning in another person's work as one's own (e.g., another current or previous student's work or material taken from the internet). Students caught participating in such an activity will receive a course grade of "F." If you have any questions regarding academic integrity, please feel free to discuss your questions or concerns with the instructor.

Class Schedule and Reading List:

Jan 17	Introduction
Jan 19	Chapter 1: Why a global, multi-cultural psychology of women? Haddad, J. (2011). "To start with… On camels, belly dancing, schizophrenia, and other pseudo-disasters" from *I Killed Scheherazade: Confessions of an Angry Arab Women*.
Jan 24	Chapter 2: Female-Male Comparisons
Jan 26	No class meeting
Jan 31	Film: Role Reversal
Feb 2	Chapter 4: Growing up female
Feb 7	Chapter 4 continued
Feb 9	Film: What a girl wants
Feb 14	**Exam #1**
Feb 16	Chapter 5: Getting the message

Feb 21	Chapter 5 continued
Feb 23	Film: The Beauty Myth
Feb 28	Chapter 6: Connections
Mar 1	Relational aggression Chapters 1 and 2, Brown, L.M., (2003). *Girlfighting: Betrayal and Rejection Among Girls*. New York: NYU Press.
Mar 6	Spring break!
Mar 8	Spring break!
Mar 13	Chapter 7: Family and intimate relationships
Mar 15	Chapter 7 continued
Mar 20	**Exam #2**
Mar 22	Poverty Simulation in the Witherspoon Rooms. Required class attendance. Time will be given in class.
Mar 27	Chapter 8: Women's work
Mar 29	Chapter 8 continued
Apr 3	Chapter 9: Physical health, illness, and healing
Apr 5	Easter break!
Apr 10	No class meeting. (Monday classes meet).
Apr 12	Service learning in the community, 4:00-6:30 pm. Cray Family and Youth Services, New Castle, PA.
Apr 17	Film: Dead Mums Don't Cry
Apr 19	Service learning in the community, 4:00-6:30 pm. Cray Family and Youth Services, New Castle, PA.
Apr 24	Chapter 13: Violence against Women
Apr 26	Service learning in the community, 4:00-6:30 pm. Cray Family and Youth Services, New Castle, PA.
May 1	Film: Battered
May 3	Service learning in the community- Campus Visitation Day. Cray Family and Youth Services, New Castle, PA.

Final Period: Exam #3 is Thursday, May 10th at 9:00 am