Course Description:

What is the Psychology of Women? What role does female gender play in individual behavior, thoughts, or experiences? What experiences are unique to women and how do these experiences influence women’s development across the lifespan? How do psychologists seek to understand psychological development, mental health and mental illness among women? This course will engage students in contemporary scientific approaches to understanding the psychology of women.

This course will address a variety of topics, including the psychological theories related to gender development, gender development across the lifespan, diversity, work, family, mental health issues, and violence against women. We will review and critically analyze psychological theory and research concerning how psychologists understand gender and discuss contemporary issues that shape women’s experiences. This investigation will facilitate a meaningful consideration of issues that have relevance to you as individuals. The most important goal of this course is to help you think critically about this area of psychology and its impact on other areas of psychology. The expression of diverse viewpoints is highly valued in this class. It is expected that students and the instructor will strive to create a mutually respectful environment in which it is safe to express multiple perspectives.

Prerequisites: Psyc100.

Please drop this course if you have not fulfilled this prerequisite.
**Course objectives:** At the completion of this course, students will:

1. Describe theories and research findings related to the psychology of women
2. Demonstrate an understanding of how empirical research methods are used to test hypotheses related to the psychology of women
3. Critically evaluate the methods and conclusions of psychological research
4. Think critically regarding ethical and multicultural issues related to research methods, conclusions, and interventions with women and girls
5. Understand the role of social and ecological factors as they relate to women's development
6. Demonstrate an understanding of privilege, oppression, and human rights issues related to gender

**Required reading:** All required reading will be available on Canvas or through the PsycInfo database.

**Instruction method:**
Class time will be devoted primarily to lecture, discussion, small group work, videos, and classroom activities. In addition, students will receive lectures from guest speakers. Students are expected to complete the assigned readings PRIOR to coming to class and be prepared to discuss the readings in class. We will meet in person on Mondays and Wednesdays. We will not meet as a class on Fridays, although you may be required to work on small group assignments during class time on Fridays.

**ASSIGNMENTS**

*Online work and Homework:* We will not meet as a class on Fridays. However, students are expected to complete online or outside of class work on Fridays during class time. Students are expected to treat Friday classes as they would treat traditional in-class meetings. If a reading is due on Friday, this reading should be completed prior to the start of class on Friday. Each Friday, students will be responsible for completing online assignments (e.g., discussion board posts or writing assignments) or participating in group work. In all cases, Friday assignments will be due at the end of class and in most cases, assignments will require readings or other preparation prior to the start of class. Thus, if a reading is due on Friday, students are expected to complete that reading prior to class (11am). Students will then complete the assignment during class time (11-11:50am), and submit their work online. In addition to Friday online assignments, homework will sometimes be assigned.

*Participation:* A variety of in-class activities will be required, including participation in debates, discussions, workshops, and small group projects. Additionally, several students will be assigned to serve as ‘discussion leaders’ during each class meeting. Discussion leaders will be responsible for summarizing and sharing notes from readings, posing discussion questions, or providing illustrative examples of concepts online. Students may sign up to present an illustrative example of a concept to the class for .5% of extra credit. More information will be provided in class.
**Gender Empowerment Group Project:** Students will work in groups of 5 to carry out a Gender Empowerment Project. First, students will develop an idea for an intervention that can be employed within their communities. Students will carry out these interventions for at least 4 weeks. Each group will present their methods and intervention to the class in a 5 minute PowerPoint presentation. Each group will also submit a paper describing their rationale, methods, and reflections about the assignment.

**Critical Thinking Papers:** Students will demonstrate their knowledge of course concepts in three critical thinking papers. All papers will require application of course concepts, critical thinking, and strong writing skills. Please see paper descriptions towards the end of the syllabus for details.

**Exams:** There will be one midterm and one final exam. Exams will consist primarily of multiple choice questions. Exams will consist mainly of multiple choice questions, but also may include fill in the blank, short-answer, or matching questions. Please refer to University policy on missed exams: [http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540](http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540)

Please note that it would be in your best interest NOT to miss an exam. In an attempt to be fair to all students, only EXTREME circumstances (e.g., death in the family, severe illness with a doctor's excuse) will result in excused absences from tests or delayed deadlines for papers. Computer problems DO NOT qualify as an extreme circumstance. The instructor will review a student's unusual and exceptional reason for missing a test or extending a deadline, and may allow the student to make up the exam or turn a paper in late. If you miss an exam without a reason that the instructor has approved in advance and in writing, you will receive an F (0 points) for that exam.

**Important note** Students arriving late to an exam will NOT be permitted to take the exam if at least one student has already completed the exam and left the classroom. Students who arrive after a classmate has completed the exam will earn a zero for that exam.

**Extra credit:**
You have the opportunity to earn up to 2 percentage points of extra credit. You can choose extra credit activities from the list of options presented at the end of this syllabus. Each extra credit assignment is worth ½ a percentage point of extra credit. All extra credit assignments are due no later than the last day of class. Extra credit points will NOT be granted for assignments received after this date.
Assessment of student learning:

- Exam 1: 15%
- Exam 2: 15%
- Online and homework activities: 20%
- Participation/in class work: 10%
- Gender Empowerment Project: 20%
- Critical Thinking Papers: 20%
- Total: 100%

Extra credit (optional): 2% maximum

This course is graded on the following A+ to F scale:

- 90-93: A-
- 94-97: A
- 98-100: A+
- 80-83: B-
- 84-87: B
- 88-89: B+
- 70-73: C-
- 74-77: C
- 78-79: C+
- 60-63: D-
- 64-67: D
- 68-69: D+
- 59 and below: F, XF

Failure due to academic dishonesty

Please understand that letter grades have specific definitions that do not include regular attendance, effort or desire.

“A” denotes excellent mastery of the subject and outstanding scholarship.

“B” denotes good mastery of the subject and good scholarship.

“C” denotes acceptable mastery of the subject and the usual achievement expected.

“D” denotes borderline understanding of the subject. These grades denote marginal performance, and they do not represent satisfactory progress toward a degree.

“F” denotes failure to understand the subject and unsatisfactory performance.

Grading disputes:

After the return of any test, paper or project, you have exactly seven days to contest your grade with the instructor or teaching assistant. Students MUST submit a written explanation of their dispute to the Graduate TA within seven days of the return of a test, paper, or project grade. After seven days have passed, grade changes will no longer be considered. Again, if a written explanation is not submitted within seven days, your grade will not be reevaluated.
General Guidelines:

**All assignments must be submitted via Canvas by 11am on the day they are due. Assignments submitted after 11:00am will be considered late.** Assignments must be submitted on Canvas and will not be accepted via email or hardcopy. Late assignments will be lowered one letter grade for each day they are late, including weekends. Poorly written papers will receive lower grades regardless of content. Be sure to check your grammar, spelling, and punctuation. Please contact the Writing Center or Learning Assistance Service if you need additional help with your writing. All papers should be written in APA style in accordance with the latest edition of the publication manual of the American Psychological Association (2009).

The Writing Center: 1205 Tawes Hall
http://www.english.umd.edu/academics/writingcenter
Phone: 301-405-3785

Learning Assistance Service: 2202 Shoemaker Bldg
http://www.counseling.umd.edu/LAS/
301-314-7693

Policy regarding asking questions about assignments/exams:
The instructor and TA(s) are available by email to respond to your questions about assignments and exams. **However, no questions will be answered after 7pm on the day before the assignment is due.** Thus, if an assignment is due on Wednesday, the instructor and TA will not reply to emails after 7pm on Tuesday evening. Therefore, it is in your best interest to begin assignments (or studying for exams) early so that you have enough time to have all your questions answered. Additionally, the instructor and TAs will not guarantee email responsiveness on nights and weekends.

Academic dishonesty:
Academic dishonesty is defined in the undergraduate catalog as cheating, fabrication, facilitation of academic dishonesty, and/or plagiarism. **All instances of academic dishonesty will be reported to the Office of Judicial Programs.** Note that there will be NO warnings. **Please carefully read the syllabus supplement entitled “Ethics of Scholarship in Psychology.” This document is located on Canvas.**

Students with disabilities:
If you have a documented disability and require academic accommodations, you must register with the Disability Support Service (DSS; 0126 Shoemaker Building, X4-7682). You must provide the instructor with written documentation from the DSS regarding your recommended accommodations by the 3rd week of classes.
ABSENCES FROM CLASS MEETINGS OR ASSIGNED WORK:

The University of Maryland's policy on excused absences is provided here: www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540. This section highlights the key elements of attendance policies.

Major Scheduled Grading Events:
Any assessment listed as a test or exam, in-class presentation or an assessment worth at least 20% of your final grade is assumed to be a "major scheduled grading event" unless otherwise defined in the course syllabus.

Single Absences due to Illness or Injury:
University of Maryland policy dictates that a single absence during the semester due to illness or injury will be excused with a self-signed letter attesting to the date of the illness and acknowledging that the information is true and correct. You are expected to contact your instructor by phone or email prior to the class meeting if you expect to be absent, and to provide this form by the next class meeting that you are present for: www.health.umd.edu/sites/default/files/ClassExcuse1011.pdf. Please note that this policy does not excuse students from major scheduled grading events.

Religious Observations:
Absences due to religious observances will be excused provided that a student contacts the instructor at least two weeks in advance of the holiday, submits work due in advance and assumes responsibility for any material or announcements missed that day.

Multiple Absences & Those Covering Major Scheduled Grading Events:
University policy excuses absences due to (1) the illness of the student or the illness of a dependent as defined by Board of Regents policy on family and medical leave (http://www.president.umd.edu/policies/docs/VII-750.pdf); (2) religious observance (where the nature of the observance prevents the student from being present during the class period); (3) participation in university activities at the request of university authorities; and (4) compelling circumstance beyond the student's control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes immediately before or after the excused absence.

Multiple absences, and those occurring on a major scheduled grading event, require written documentation of the illness or injury from the Health Center or an outside health care provider. The letter must verify the dates of treatment and the time period during which you were unable to meet academic responsibilities. Accommodations will be arranged on a case-by-case basis, but makeup assessments will not be offered for unexcused or undocumented absences.
Expectations of the instructor and teaching assistants:
You can expect that the instructor and the teaching assistants will treat students with respect, be prepared for class, respond to student concerns in a timely manner, demonstrate current content knowledge and communicate clear expectations for students.

Expectations of students in the class:
Students are expected to attend and actively participate in class, be prepared for class, and to treat the instructor, teaching assistants, and each other with respect. Disruptive behavior of any kind will not be tolerated. Students who are unable to demonstrate civility with one another, the teaching assistants, or the instructor will be subject to referral to the Office of Student Conduct or to the University Campus Police. You are expected to adhere to the Code of Student Conduct.

Use of technology:
In this class, students may bring their laptop computers, tablets, or other web-enabled devices to take notes ONLY. If a student is found to be using a laptop for any other reason than taking notes, that student may lose the privilege of bringing their laptop, tablet, smartphone, or other device to class, and/or may lose class participation points. If the instructor determines that laptops, tablets, or other devices become distracting in class, the instructor will prohibit the use of such devices in class. If these devices are seen and/or used during an exam, the exam will be collected from the student and the student will no longer be allowed to continue taking the exam. The exam score will be noted as zero.

Copyright Notice:
Class meetings and course materials, including instructions, presentations, assessments, content outlines, and similar materials are the intellectual property of the course instructor and protected by legal copyright. You may take notes and make copies of course materials for your own personal use. You may not, nor may you allow others to, distribute lecture notes and course materials publicly whether or not a fee is charged without the express written consent of the instructor. Similarly, you own copyright in any work products that you create for this course. If I am interested in sharing your work with others I will ask for your written permission. Copyright violations may result in referrals to the Office of Student Conduct and/or civil penalties under State and Federal law (www.copyright.gov/title17).

Course Evaluation and Feedback:
As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term though CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Course evaluations will be available toward the end of the semester at www.courseevalum.umd.edu. If you submitted all of your evaluations last semester, or are a new student, you can also access all posted results from Fall 2012 forward via Testudo under CourseEvalUM Reporting. To retain this access, you must submit all of your evaluations each semester. If you do not have access right now, you can gain it by submitting all of your Fall 2015 evaluations. More information is at: https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml
## Course Outline

Readings are to be completed and films are to be viewed before the day they are due to be discussed in class.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>MONDAY</th>
<th>DATE</th>
<th>WEDNESDAY</th>
<th>DATE</th>
<th>FRIDAY-NO IN CLASS MEETING</th>
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<tbody>
<tr>
<td>1</td>
<td>8/31</td>
<td>Introduction to the Psychology of Women Ecological approach</td>
<td>9/2</td>
<td>Historical and Theoretical Perspectives: Psychoanalytic &amp; Sociobiology Read: Hyde chapter 2 Slater (2013)</td>
<td>9/4</td>
<td>Online work: Introductions</td>
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<td>2</td>
<td>9/7</td>
<td>LABOR DAY-NO CLASS</td>
<td>9/9</td>
<td>Theoretical Perspectives: Social Learning, Cognitive-Development Read: Hyde chapter 2 Due: watch: Dr. Block talk-sociobiology (see Canvas)</td>
<td>9/11</td>
<td>Online work: Theory application Group work: Sign up</td>
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<td>3</td>
<td>9/14</td>
<td>Theoretical Perspectives: Feminist Psychology Research issues and the Psychology of Women Overview of Group Project Read: Bem (1981) Hyde 1 (p. 6-16) DUE: CTP 1-Self-Reflection Paper</td>
<td>9/16</td>
<td>Gender Differences vs Gender Stereotypes, Stereotype threat Read: APA (2005)</td>
<td>9/18</td>
<td>Watch: Claude Steele Talk Online work: Gender Stereotypes and popular culture Group work: Meet, exchange contact info, talk about why you chose this topic, brainstorm ideas</td>
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<td>4</td>
<td>9/21</td>
<td>Gender Differences vs Gender Stereotypes, Stereotype threat Read: Van Loo &amp; Rydell (2014)</td>
<td>9/23</td>
<td>Gender, language, and emotions Read: Shields (2013) Watch: Amy Cuddy Ted Talk</td>
<td>9/25</td>
<td>Watch Codes of Gender Online work: Discuss Codes of Gender Group work: Continue to brainstorm ideas. Work to agree on one or two ideas.</td>
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<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reading/Media</td>
<td>Assignments</td>
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<td>9/30</td>
<td>Socialization: Adolescence</td>
<td>Varnes et al. 2015</td>
<td>Homework: Personal Gender Learning</td>
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<td>10/2</td>
<td>Group work: Agree on one or two ideas for project Annotated bibliographies due</td>
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<td>6</td>
<td>10/5</td>
<td>Adolescence, cont’d Relationships</td>
<td>Smolak et al., 2014</td>
<td>Study for exam</td>
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<td></td>
<td>10/7</td>
<td>In class group work: Submit draft of idea and method</td>
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<td>7</td>
<td>10/12</td>
<td>Exam 1</td>
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<td>10/16</td>
<td>Small Group: Agree on one or two ideas for project Annotated bibliographies due</td>
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<td>8</td>
<td>10/19</td>
<td>In class group work: Finalize method and prepare to launch intervention</td>
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<td>Online work: IAT discussion Group work: Launch intervention</td>
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<td>10/21</td>
<td>Sex and Sexuality</td>
<td>Ramsey &amp; Hoyt (2015)</td>
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<td>10/23</td>
<td>Online work: Should women “man up” for traditionally masculine fields?</td>
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<td>10/28</td>
<td>Women’s Career Development</td>
<td>Williams &amp; Subich (2006)</td>
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<td>10/30</td>
<td>Online work: Should women “man up” for traditionally masculine fields?</td>
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<td>10</td>
<td>11/2</td>
<td>Women’s Career Development</td>
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<td>11/6</td>
<td>Watch: Half the Sky Episode 2 Online work: Discuss Half the Sky</td>
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<td><strong>Women's Mental and Physical Health</strong></td>
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<td>11/30</td>
<td>Finalize GEP papers and presentation</td>
<td>12/2 Gender Empowerment Presentations begin <strong>All presentations due</strong></td>
<td>12/4 Gender Empowerment project: Self-assessment</td>
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<td>12/7</td>
<td>Gender Empowerment Presentations</td>
<td>12/9 Gender Empowerment Presentation <strong>Last day to submit extra credit</strong></td>
<td>12/11 LAST DAY OF CLASS Due: Gender Empowerment Group Paper Group participation check in 3 Exam review</td>
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<td>Final exam Wed Dec 16</td>
<td>8am-10am</td>
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**NOTE:** Instructor reserves the right to modify this syllabus as needed.

References for Readings


Critical Thinking Papers:

All papers MUST be in APA format. Please visit http://owl.english.purdue.edu/owl/resource/560/01/ or refer to the Publication Manual of the American Psychological Association (6th edition) for APA formatting guidelines. The Graduate TA will also upload an APA guide to Canvas for your use in this course. Papers should be around 2 pages long, 12 point font, double spaced, with 1 inch margins. Abstracts are not required, but we do expect a title page and reference page for all assignments. All papers are worth 25 points each.

Helpful hints for papers:

• Please spell check and edit your papers carefully. **Poorly written papers will lose points regardless of content.**
• When asked to used citations:
  o Remember to cite the article appropriately!
    ▪ If you quote a source, but do not use quotation marks and include citation, this is plagiarism.
    ▪ If you do not cite the article when summarizing points from it, this is also plagiarism.
    ▪ If you are unsure how to avoid plagiarism, please refer to the syllabus supplement entitled “Ethics of Scholarship in Psychology.” This document is located on Canvas. You may also choose to talk to a TA.
• Generally, journal articles, news sources, or reputable websites are appropriate sources to cite in your papers.
  o You can search for journal articles using the PsycInfo database (you can find the database through the library website lib.umd.edu)
    ▪ Some examples of appropriate journals are *Psychology of Women Quarterly, Sex Roles, Journal of Counseling Psychology, The Counseling Psychologist, Psychotherapy: Research and Practice*. But, any PEER REVIEWED journal is fine. You can search for peer reviewed journals on PsycInfo. Please ask a TA if you are unsure of how to do this.
  o Wikipedia, obscure websites, and opinion pieces (such as many blogs) are NOT appropriate.
Critical Thinking Paper 1: Self-Reflection. Due Sept 14 (35 points)
Purpose: Think critically about biases and values. Evaluate the ways in which these values influence the student’s consumption of information.

Think about yourself in terms of your gender and other identities that are important to you (race, religion, social class, sexual orientation, etc).

Write a reflection paper addressing the following:

• How do you identify, culturally? (ex: Mexican-American, Christian, Lesbian woman; Biracial, bisexual man, etc.). Only disclose those identities which are most important to you and that you feel comfortable disclosing. (Can be one sentence, 2 points)
• As a person with your cultural background, what are two messages you learned about gender as you were growing up? Messages can be from family, media, school, friends, or just through osmosis from the culture around you. Additionally, messages can be explicit or implicit. We can learn ‘messages’ from what we DON’T see as much as what we DO see. (Half page, 6 points)
• Identify two values or biases about gender that you have developed as a result of your life experiences/messages you learned (Half page, 6 points)
• Based on these values/biases, what kinds of issues do you anticipate might raise your defenses this semester? That is, what issues might make you feel uncomfortable, angry, annoyed, checked out, etc.? (Half page, 5 points)
• Do you identify as a feminist? Why or why not? Critique the ‘Women Against Feminism’ Tumblr and ‘Everyday Feminism’ online magazine (http://womenagainstfeminism.tumblr.com/ and http://everydayfeminism.com/). Discuss two thoughts or reactions to these sites. Use one citations to support your comments (6 points for thoughts/reactions, 5 points for appropriate use of citation)
• Pick one or two issues related to the psychology of women that are of most interest to you. Indicate what you hope to learn about these issues over the course of the semester. (Half page, 2 points)
• APA style: 3 points

Critical Thinking Paper 2: Theories. Due Sept 28 (25 points)
Purpose: To demonstrate an understanding of a theoretical perspective through accurate application of the theory.

Write a 2 page paper addressing the following:

• What are your thoughts and reactions to Codes of Gender? (+ points)
• What questions does this film raise for you (e.g., something you’d like to know more about)? (+ points)
• Describe and apply one theoretical perspective discussed in class to understand some psychological influences of advertising images: (1+ points)
  For example (although other theories discussed in class may be used):
- Schema theory—what do advertising images tell us about gender schemas? How can it contribute to the development of
gender schemas? How might this impact one’s self-concept, according to schema theory?
- Feminist theories—what do advertising images tell us about power, sexuality, race, and gender? How might advertising
images serve to maintain power imbalances?
- Learning theory–how might a girl or woman learn gendered behavior through exposure to advertising images? (Be
specific.)

- APA style: 3 points

Case Analysis Critical Thinking Paper. Due Nov 9 (50 points)
Purpose: To think critically about course concepts and apply concepts to a case.

Write a 3-4 page paper addressing the following:

Select a female character from a TV show, movie, book, or fairy tale and apply 4 concepts from class to understand the character’s feelings,
thoughts, or behaviors from a gendered perspective. Also discuss how her portrayal represents (or rebels against) typical female gender
expectations. This paper should be approximately 3-4 double-spaced pages. The paper should include the following sections:

- Describe the character such that someone who does not know who she is gets a clear picture of her. This includes describing
her physical and personality characteristics, her behaviors, what role she plays when interacting with others, her sense of self,
she abilities & achievements, etc. (10 points)
- Define and apply 4 concepts from class to understand the character's feelings, thoughts or behaviors from a gendered
perspective. How well does the film/character portray each of these concepts/models/theories? Be sure to reference readings
and class discussions where appropriate in order to demonstrate your understanding of them. (20 points)
- Describe the ways in which the character’s portrayal represents (or challenges) typical female stereotypes & gender roles. Be
sure to reference the readings and class discussions where appropriate in order to demonstrate your understanding of them. (10
points)
- Describe two ways in which the character could improve/strengthen/diversity its portrayal of women. Why are these
improvements important? Be sure to reference readings and class discussion where appropriate. (10 points)
Extra Credit Options (December 9): You may choose to turn in up to four assignments as extra credit. You will receive $\frac{1}{2}$ a percentage point of extra credit for each assignment, for up to 2% of extra credit.

1. Engage in advocacy (2-3 pages): Participate in an advocacy or social justice related activity. Write a 1-2 page summary of what you did, why it was important to you, and what you learned. Also include how you believe the project you chose relates to and/or is consistent with the Psychology of Women (include at least 2 citations to support your argument). Also, include the letter, a brochure, pictures, or some evidence of your participation. Some ideas:
   a. Write and send a letter to a congressperson
   b. Write a letter to an editor of a magazine or newspaper
   c. Attend or organize a protest, rally, boycott, sit-in, strike, etc. for a cause important to women
   d. Help organize an educational event related to social justice
   e. Volunteer at a social service agency/organization (rape crisis center, women’s health clinic, or organization such as National Organization for Women)

2. Attend a cultural event (2-3 pages): Watch a movie, go to a museum exhibit, attend a show, a meeting, a lecture, etc., that presents issues that are new to you with regard to multiculturalism or social justice as they relate to the lives of women (e.g., presentation about the experiences of Muslim American women, film about women and human rights, a transgender panel, a talk about issues relevant to lesbian couples on our campus). Write a 2-3 page reaction paper detailing why you chose the event/film, as well as your personal reactions and what you learned. Be sure to include at least 2 citations to integrate course material into your paper.

3. Popular culture project: (2-3 pages). Select one aspect of popular culture (i.e., watch a movie or TV series, read several children’s books, browse through several magazines, walk through a toy store, etc.). Evaluate the messages about gender that can be gleaned from the popular media. What do these messages teach us about gender, gender roles, gender expectations. Write a 2-3 page paper, detailing what you did, why you chose the particular aspect of popular culture, and your evaluation of gender messages. Be sure to include at least 2 citations to integrate course material to your paper.

4. Current event reaction paper (2-3 pages): Write about a current event and how it relates to the psychology of women. Be sure to indicate why you chose the event, your personal reactions, and how it relates to this course. Include at least 2 citations to integrate course material into your paper.

Additional Extra Credit Options:
1. Participate in research projects. You will receive $\frac{1}{2}$ a percentage point of extra credit for each hour of research participation for up to TWO hours. You may participate in studies advertised in this class or on SONA Systems http://psychology.umd.edu/research/sona.html.
2. Provide an illustrative example of a course concept due to be discussed on a given day.
Gender Empowerment Project and Paper (100 points):
Final presentation dates: 12/2, 12/7, 12/9
Final paper due: 12/11

Description:
Students will work in groups of 4–5 to carry out a gender empowerment project. First, students will develop an idea for a gender empowerment intervention that can be employed within their communities. The intervention should have the purpose of raising awareness about important issues related to the psychology of women, providing resources, changing attitudes, or otherwise intervening with some problem related to the psychology of women. This is intended to be a semester long project. Empowerment interventions should be carried out for at least 4 weeks. Each group will present their methods and intervention to the class in a 5 minute PowerPoint presentation. Each group will also submit a paper describing their rationale, methods, and reflections about the assignment.

Presentation format:
Each group will have 5 minutes to present their Gender Empowerment Project to the class in PowerPoint (or other approved) format.

Purposes of assignment:
1. To develop a positive intervention related to a topic of importance to you that has relevance to the psychology of women or gender.
2. Become familiar with a research area of interest to you related to the psychology of women.
3. Apply research findings to real world problems and interventions.

****PROJECT COMPETITIONS*****
After each presentation day, students will vote for:
1. The most effective intervention
2. The most engaging presentation
Winners will win one extra credit point
General tips for Gender Empowerment Project:
1. Get started early! This project will require you to budget your time wisely. Set regular meeting dates over the course of the semester. Communicate with your group members regularly. Schedule a meeting with the professor or TAs quickly if your group has questions or concerns.
2. During the presentation: Be creative and find ways to engage your audience. Find a way to show the class what you did for your intervention. Perhaps do a demonstration in class, put together a creative visual, or find some other way to showcase your work.
3. In your paper, be sure that all aspects of your project are clearly supported by research and theory. High grades will only be earned by groups that have designed interventions firmly rooted in research.
4. Make sure you make an effort to maximize the impact of your intervention. Interventions should be carried out for at least 4 weeks.

Grades:
You will earn a GROUP grade for this project. However, each group member will submit a peer audit form several times throughout the semester. This form will allow each student to indicate the amount of work that each member contributed. If a group indicates that an individual member did not contribute their fair share of work that group member’s grade will be deducted accordingly. Thus, if Jill contributed only half of what her peers’ contributed to the group project, she will earn half of the group grade (if her group earns 100%, she will earn 50%).

Project instructions and deadlines:
1. Sept 11: Sign up in groups for a topic of interest on Canvas.
2. Sept 18: Meet with group. Exchange contact information, discuss why you chose this topic, brainstorm ideas for your intervention. Submit ideas on Canvas.
3. Sept 25: Continue to brainstorm ideas. Agree on one or two ideas for the project.
   a. Each group member should submit (on Canvas) an individual annotated bibliography. The annotated bibliography should include at least 2 references for research articles the group will use to inform their intervention, along with a summary of each article (*NOTE* DO NOT COPY AND PASTE THE ABSTRACT. You must read and summarize the article in your own words). Articles must be from academic journals, empirical, and no more than 5 years old.
5. Oct 7:
   a. The group should then submit their responses to these questions by the end of class on Oct 7. You don’t have to get through every single question to earn points. However, we will provide feedback about your ideas. The more information you submit, the more feedback we can give you:
1. What is the problem your group would like to address?
2. Why is this topic important? Why do you think there is a need for an intervention related to this topic?
3. Who is your audience?
4. What is your intervention?
5. Why are you choosing this particular intervention? How effective do you think it might be? Why?
6. What impact do you expect your intervention to have? Why?
7. How will each of your group members share responsibilities?
8. Create a timeline for your group to ensure your project is completed in a timely fashion.
   ii. Divide responsibilities among group members (e.g., decide that each person should pull 2 research articles on psychinfo that relate to your general topics of interest with the purpose of assessing the feasibility of your project).
6. Oct 19: Finalize methods, Complete group peer evaluation, Launch intervention
7. Oct 19 – Nov 13 Continue conducting your interventions
8. Nov 13: Outline of presentation and paper due, Group participation check in
9. Nov 30: Class time to finalize presentations and paper outline
10. Dec 1: Final presentations due by 7pm. Presentations begin.
11. Dec 11: Final papers due

Example intervention ideas:
Question: How can you increase awareness or otherwise intervene in a problem relevant to the psychology of women?
   a. Create a poster/exhibit/visual presentation celebrating diverse women’s bodies (sizes, colors, ages) and put them up in women’s bathroom stalls (or somewhere else women are likely to see and pay attention to them.)
   b. Create a presentation about respectful and damaging relationships and present it to your dorm (post it on your Facebook wall, etc).
   c. Create a poster celebrating women pioneers and exhibit this in a prominent place.
<table>
<thead>
<tr>
<th>Gender Empowerment Paper and Presentation Grading Criteria</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td><strong>Introduction/literature review (1 -1.5 pages)</strong></td>
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<tr>
<td>- What is the problem your group addressed (clearly stated, 5 points)</td>
<td>/5</td>
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<tr>
<td>- Why is this an important issue? Importance should be based on research/theory (at least 3 citations).</td>
<td>/15</td>
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<tr>
<td><strong>Method: (2 pages)</strong></td>
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<td>- Who is your audience? 5 points</td>
<td>/5</td>
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<td>o Why did you choose this audience?</td>
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<tr>
<td>- What is your intervention? 20 points</td>
<td>/20</td>
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<tr>
<td>o Describe your intervention and methods in detail.</td>
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<tr>
<td>o Why did you choose this particular intervention? This format? (use at least 2 citations)</td>
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<tr>
<td><strong>Group Reflection: (1 page)</strong></td>
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<td>- What impact did you expect your intervention to have? Why?</td>
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<td>- How did others respond to your intervention? Do you think it was successful? Why or why not?</td>
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<td>- Discuss the experience of carrying out this project. What was your experience of carrying out this project?</td>
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<td><strong>Presentation Quality:</strong></td>
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<tr>
<td>- Clarity and organization of presentation</td>
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<tr>
<td>- Methods clearly explained</td>
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<td>- Show the class some part of your intervention (pictures, flyers, Facebook posts, participant quotes, etc)</td>
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<td>- All group members should participate in the presentation.</td>
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<td>- Attractiveness of the slides</td>
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<td>- Degree to which all group members are prepared to present/answer questions related to the poster.</td>
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<td>- Class engagement</td>
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<tr>
<td><strong>Intervention Quality:</strong></td>
<td>/10</td>
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<tr>
<td>- Creativity of intervention</td>
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<td>- Extent to which intervention was connected to research</td>
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<td>- Likelihood of success</td>
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<tr>
<td><strong>Writing Quality:</strong></td>
<td>/10</td>
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<tr>
<td>- Spelling, grammar, APA style</td>
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<tr>
<td><strong>Additional Comments</strong></td>
<td>Total</td>
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<td><strong>Total</strong></td>
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