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 Fridays. We will not meet as a class on Wednesdays, although you may be required to work on small group assignments during class time on Wednesdays.

Assignments:

Online work and Homework: We will not meet as a class on Wednesdays. However, students are expected to complete online or outside of class work on Wednesdays during class time. Students are expected to treat Wednesday classes as they would treat traditional in-class meetings. If a reading is due on Wednesday, this reading should be completed prior to the start of class on Wednesday. Each Wednesday, students will be responsible for completing online assignments (e.g., discussion board posts or writing assignments) or participating in group work. In all cases, Wednesday 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. Students will then complete the assignment during class time (12-12:50pm), and submit their work online. In addition to Wednesday online assignments, homework will sometimes be assigned.

Gender Empowerment Group Project: Students will work in groups 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 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 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.

**Campus Wide Policies (Absences, DSS accommodations, etc.):**

It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics like: academic integrity, student and instructor conduct, accessibility and accommodations, attendance and excused absences, grades and appeals, and copyright and intellectual property. Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies’ full list of campus-wide policies and follow up with me if you have questions.
Assessment of student learning:

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<th>Component</th>
<th>Weight</th>
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<td>Exam 1</td>
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<td>Exam 2</td>
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<td>Online and homework activities</td>
<td>20%</td>
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<td>Participation/in class work</td>
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<tr>
<td>Gender Empowerment Project</td>
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<td>Critical Thinking Papers</td>
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<td><strong>Total</strong></td>
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<tr>
<td>Extra credit (optional)</td>
<td>2% maximum</td>
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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 graduate teaching assistant. **Students MUST submit a written explanation of their dispute to the instructor or 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:

Get help early:
You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting http://ter.ps/learn and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting http://ter.ps/writing and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit http://www.counseling.umd.edu. Everything is free because you have already paid for it, and everyone needs help… all you have to do is ask for it.

All assignments must be submitted via Canvas by 12pm on the day they are due. Assignments submitted after 12:00pm 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 8pm 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 8pm 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.
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-NO IN CLASS MEETING</th>
<th>DATE</th>
<th>FRIDAY</th>
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<td><strong>Methodological, Contextual, and Theoretical Issues</strong></td>
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<td>1</td>
<td>8/29</td>
<td>Introduction to the Psychology of Women Ecological approach</td>
<td>8/31</td>
<td>Online work: Introductions</td>
<td>9/2</td>
<td>Historical and Theoretical Perspectives: Psychoanalytic &amp; Sociobiology <strong>Read</strong>: Hyde chapter 2 Slater (2013)</td>
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<td>2</td>
<td>9/5</td>
<td>NO CLASS, LABOR DAY</td>
<td>9/7</td>
<td>Online work: Overview of Group Project, Post two topics of interest for GEP, respond to two classmates whose ideas you like</td>
<td>9/9</td>
<td>Theoretical Perspectives: Social Learning, Cognitive-Development <strong>Read</strong>: Hyde chapter 2 <strong>Watch</strong>: Dr. Block talk-sociobiology (<a href="https://www.youtube.com/watch?v=pJwp6SKxthc&amp;NR=1">https://www.youtube.com/watch?v=pJwp6SKxthc&amp;NR=1</a>)</td>
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<td>3</td>
<td>9/12</td>
<td>Theoretical Perspectives: Feminist Psychology Research issues and the Psychology of Women <strong>Read</strong>: Bem (1981) <strong>Due</strong> CTP 1: Self-Reflection Paper</td>
<td>9/14</td>
<td>Online work: Watch Claude Steele talk (<a href="https://www.youtube.com/watch?v=q1fzJuuXlkk">https://www.youtube.com/watch?v=q1fzJuuXlkk</a>), Stereotypes discussion post</td>
<td>9/16</td>
<td>Gender Differences vs Gender Stereotypes <strong>Read</strong>: APA (2005) Hyde 1 (p. 6-16) <strong>Due</strong>: Sign up for GEP groups before class. Will take last 5 minutes of class time for you to meet your fellow group members in-person.</td>
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### Gendered Development
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<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tr>
<td>4</td>
<td>9/19</td>
<td>Gender Differences vs Gender Stereotypes, Stereotype threat</td>
<td>DO RESEARCH ISSUES IF FINISH</td>
<td>9/21</td>
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<td>Watch Killing Us Softly + Online work: Discuss Killing us Softly</td>
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<td>9/23</td>
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<td>In class group work: Brainstorm GEP intervention ideas, set ground rules</td>
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<td>for group work, meet with Lizzie and Jen for support</td>
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<td>5</td>
<td>9/26</td>
<td>Socialization: Infancy &amp; childhood</td>
<td>Online work: Personal Gender Learning</td>
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<td>Due: CTP 2 – Theories Paper</td>
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<td>6</td>
<td>10/3</td>
<td>Socialization: Adolescence</td>
<td>Due: Individually written annotated bibliographies related to GEP topic.</td>
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<td>Group should have primary ideal finalized</td>
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<td>Watch: Dreamsworld 3 before next class</td>
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<td>7</td>
<td>10/10</td>
<td>Special Topic: Domestic Minor Sex Trafficking</td>
<td>Group work: Submit idea and draft of method for GEP</td>
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<td>EXAM 1</td>
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|     | 10/17   | In class group work: Finalize method given feedback, prepare to launch intervention | 10/19 | Online work: IAT discussion Group work: Submit revised GEP method | 10/21 | Gender, language, and emotions  
**Read:** Shields (2013)  
**Watch:** Amy Cuddy Ted Talk |
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|     | 10/24   | Women, Work, and Family  
In class Ted Talk: Why we have so few women leaders  
**Read:** Cheung & Halpern (2010), Bowles & Babcock (2013)  
**Launch GEP interventions** | 10/26 | Online work: Should women “man up” for traditionally masculine fields?  
**Read:** Wessell et al (2015) | 10/28 | Women’s Career Development  
Social Cognitive Career Theory  
**Read:** (Recommended) Williams & Subich (2006) |
| 9   |         |                                                                                                 |       |                                                                 |       |                                                                 |
|     | 10/31   | Sexism: Hostile and Benevolent  
**Read:** Dardenne et al (2007)  
**Homework:** Sexism | 11/2  | Watch: Half the Sky Episode 2  
Online work: Discuss Half the Sky | 11/4  | Privilege and Oppression: Intersections of identity |
| 10  |         |                                                                                                 |       |                                                                 |       |                                                                 |

**Women, Work, and Family**

**Oppression, Violence, and Human Rights**
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<tr>
<th>Week</th>
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<th>Topic</th>
<th>Date</th>
<th>Activity</th>
<th>Due Date</th>
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<tr>
<td>11</td>
<td>11/7</td>
<td>Domestic Violence Due: CTP3 - Case Analysis</td>
<td>11/9</td>
<td>Online work: Watch the Hunting Ground</td>
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<td>14</td>
<td>11/28</td>
<td>Class Topic of Choice-TBD</td>
<td>11/30</td>
<td>Group work: Slides for GEP presentation due for ALL GROUPS by midnight on 12/2; Group participation check in 2</td>
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<td>12/5</td>
<td>Gender Empowerment Presentations</td>
<td>12/7</td>
<td>Online work: Self-assessment as GEP group member</td>
<td>12/9</td>
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<td>16</td>
<td>12/12</td>
<td>LAST DAY OF CLASSES Gender Empowerment Presentations</td>
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<td><strong>Due: Extra Credit</strong></td>
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<td><strong>Final exam</strong></td>
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<td><strong>Mon Dec 19th</strong></td>
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**NOTE:** Instructor reserves the right to modify this syllabus as needed.
Readings for the course are listed on the following page. All will be posted to Canvas.


**Critical Thinking Papers:**

All papers MUST be in APA format. Please visit [http://owl.english.purdue.edu/owl/resource/560/01/](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.**

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:
  - 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.
  - 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.
  - Wikipedia, obscure websites, and opinion pieces (such as many blogs) are NOT appropriate.
Critical Thinking Paper 1: Self-Reflection. Due 9/12 (35 points, see Canvas for detailed rubric)

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 9/30 (25 points, see Canvas for detailed rubric)
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 Killing Us Softly? (4 points)
• What questions does this film raise for you (e.g., something you’d like to know more about)? (4 points)
• Describe and apply one theoretical perspective discussed in class to understand some psychological influences of advertising images: (14 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 11/7 (50 points, see Canvas for detailed rubric)
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, her 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/ideas/theories? Be sure to reference readings and class discussions where appropriate in order to demonstrate your understanding of them. (20 points total, 5 for each concept)

• Describe the ways in which the character’s portrayal represents and 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 (due by December 12): You may choose to turn in up to four assignments as extra credit. You will receive ½ 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 ½ 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: 12/5, 12/9, 12/12

Description:
Students will work in groups of 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 research, methods, and intervention to the class in a 7 minute** PowerPoint presentation.

Presentation format:
Each group will have 7 minutes** to present their Gender Empowerment Project to the class in PowerPoint (or other approved/creative) format.

**LENGTH OF PRESENTATION AND GROUP SIZE MAY CHANGE DEPENDING ON CLASS ENROLLMENT

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. 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 16: Sign up in groups for a topic of interest on Canvas prior to class. Will meet with group in class on the 16th to exchange contact information.

2. Sept 23: Meet with group in class to brainstorm ideas for your GEP. Set ground rules for group work. Consult with instructor and TAs for ideas. Agree on one or two primary ideas.


   Each group member should submit (on Canvas) an individual annotated bibliography. The annotated bibliography should include at least 2 references for empirical 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.

4. Oct 12: Draft of GEP intervention idea and method

   The group should then submit their responses to these questions by the end of "class" on Oct 12th. You don’t have to know the answer to every single question—just complete as best as you can. However, we will provide feedback about your ideas. The more information you submit, the more feedback we can give you:
I. What is the problem your group would like to address?
II. Why is this topic important? Why do you think there is a need for an intervention related to this topic?
III. Who is your audience?
IV. What is your intervention?
V. Why are you choosing this particular intervention? How effective do you think it might be? Why?
VI. What impact do you expect your intervention to have? Why?
VII. How will each of your group members share responsibilities?
VIII. Create a timeline for your group to ensure your project is completed in a timely fashion. Divide responsibilities among group members (e.g., decide that each person should pull 2 research articles on psycinfo that relate to your general topics of interest with the purpose of assessing the feasibility of your project).

5. Oct 17: In class, continue to work on methods, addressing instructor feedback; complete first group peer evaluation
6. Oct 19: If not yet submitted on the 17th, submit revised method document to Canvas, prepare to launch intervention
7. Oct 24th: Launch interventions, continue to work on throughout months of Oct and Nov
8. Nov 30 - Dec 2nd: Finalize presentations. Slides due for ALL groups, regardless of presentation day by midnight on Friday 12/2.
9. Dec 5: Presentations Begin
10. Dec 12: Last day of presentations

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. Develop a seminar about respectful and damaging relationships and present it to your dorm (post it on your Facebook wall, etc).
   c. Create an interactive game, held in front of Stamp and at Hornbake, to teach students about queer women’s lives.
   d. Collaborate with an existing organization to write a grant, develop a proposal, organize an event, etc. related to gender empowerment.
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<thead>
<tr>
<th>Gender Empowerment Presentation Grading Criteria</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Introduction</strong></td>
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<tr>
<td>• What is the problem your group addressed (clearly stated, 5 points)</td>
<td>/15</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</strong></td>
<td></td>
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<td>• Who is your audience? 5 points</td>
<td>/5</td>
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<tr>
<td>• Why did you choose this audience?</td>
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<tr>
<td>• What is your intervention? 20 points</td>
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<tr>
<td>• Describe your intervention and methods in detail.</td>
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<tr>
<td>• Why did you choose this particular intervention? This format? (use at least 2 citations)</td>
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<tr>
<td><strong>Group Reflection</strong></td>
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<tr>
<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? What did you learn from 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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<td>• Methods clearly explained</td>
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<td>• Class engagement (pictures, flyers, Facebook posts, participant quotes, etc)</td>
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<td>• Participation of all group members</td>
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<td>• Attractiveness of the slides</td>
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<td>• Creativity of intervention</td>
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<td><strong>Writing Quality:</strong></td>
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<tr>
<td>• Spelling, grammar, APA style</td>
<td>/10</td>
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<td><strong>Additional Comments</strong></td>
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