

PSYC/WGSS 336: PSYCHOLOGY OF WOMEN
SPRING 2021
 MWF Online (Asynchronous)

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 address a variety of topics, including psychological theories related to 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.

Course objectives: At the completion of this course, students will:

1. Describe theories and research findings related to the psychology of women
2. Articulate a history of racism and other forms of oppression in theories related to psychology of women
3. Demonstrate an understanding of how empirical research methods are used to test hypotheses related to the psychology of women
4. Critically evaluate the methods and conclusions of psychological research
5. Think critically regarding ethical and multicultural issues related to research methods, conclusions, and interventions with women and girls
6. Understand the role of social and ecological factors as they relate to women's development
7. Demonstrate an understanding of privilege, oppression, and human rights issues related to gender
8. Identify avenues for moving the field of psychology of women toward anti-racism and social justice

Course Email: psyc336umd@umd.edu

Instructor:

Monica Kearney, PhD

Pronouns: She/her/hers

Office hours: On Zoom Wednesdays 1:00-3:00pm (must schedule an appointment time)

I encourage everyone to stop by at least once during the semester. We can discuss the course, current events, career development, anything!

Graduate TA:

Thomas Le

tple@terpmail.umd.edu

Pronouns: any/all pronouns

Office hours: by appointment

Undergraduate TAs:

Sophia Alpert

salpert@umd.edu

Pronouns: She/her/hers

Jenny Chen

jchen00@umd.edu

Pronouns: She/her/hers

Jimin Kim

jkim1266@umd.edu

Pronouns: She/her/hers

All UTA office hours are by appointment

Lectures and Assignments:

Lectures: This course will be conducted asynchronously. **Lectures for this course will be posted on Canvas via Panopto no later than 10:00am on Mondays and Fridays unless otherwise indicated.** The instructor will not be sending reminders when lectures are posted. Therefore, it will be the student's responsibility to arrange and manage their schedule in order to stay up to date with posted lectures.

Readings, Homework, and In-Class Assignments: Readings are due on the day they are assigned (e.g., if a reading is listed on a Wednesday, this means the reading should be completed prior to watching the lecture on Wednesday). On occasion, in-class assignments will be assigned in tandem with Monday or Wednesday lectures. **In-class assignments will be due 48 hours after they are assigned** (i.e., if an in-class assignment is assigned for Monday, it will be due Wednesday at 10:00am). **Late in-class assignments will not be accepted.** Each Friday, students will be responsible for completing online assignments (e.g., discussion board posts (DB) or writing assignments) or participating in group work. In all cases, unless otherwise noted homework and Friday online assignments will be due at the end of the day they are assigned (11:59pm ET).

Gender Empowerment Group Project (GEP): Students will work in groups to carry out a Gender Empowerment Project. Students will first develop an idea for an intervention that can be employed within their communities and then execute these interventions for at least 4 weeks. Each group will be logging their intervention progress using an Google Docs. Additionally, each group will present their methods and intervention by creating a video presentation using Adobe Spark.

Critical Thinking Papers (CTP): Students will demonstrate their knowledge of course concepts in two critical thinking papers. All papers will require application of course concepts, critical thinking, and strong writing skills. **NOTE: PAGE LIMITS ARE STRICTLY ENFORCED. Papers over the page limit will lose 10%. APA formatting is expected for all papers (abstracts not needed). IF CITATIONS FOR OTHERS' IDEAS ARE NOT INCLUDED, THE PAPER WILL RECEIVE A ZERO AND THE STUDENT WILL BE REFERRED TO THE OFFICE OF STUDENT CONDUCT.** Please see paper descriptions towards the end of the syllabus for details.

Exams: There will be a midterm exam for this course. The midterm exam will consist of multiple-choice 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>. Please note that it would be in your best interest NOT to miss an exam. In an attempt to be fair to all students, note that only university excused absences will be accepted for missed exams. **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.**

Assignment Guidelines:

Due Dates: In-class assignments must be submitted via Canvas by 10:00am 48 hours after they are assigned. Late work will NOT be accepted for in-class assignments. All other assignments must be submitted via Canvas by 11:59pm on the day they are due, unless otherwise indicated. Homework and Friday online assignments submitted after 11:59pm will be considered late. Assignments must be submitted on Canvas and will not be accepted via email or hardcopy. Late assignments will be lowered 10% for each day they are late, including weekends. **After the last day of class at 11:59pm, late work will no longer be accepted.** 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 (2020).

Extensions: I understand that life happens and students may need some additional time to complete assignments. Extensions will only be considered when requested in writing **at least 24 hours before the assignment is due.** Additionally, if students are facing an unexpected emergency (e.g., death in the family, severe illness with a doctor's excuse, car accident, etc.) they may be asked to provide documentation of their emergency in order to receive an extension on any assignment. Extensions will not be granted otherwise.

Asking questions about assignments/exams: I, along with the TA(s), are available by email at psyc336umd@umd.edu to respond to your questions about assignments and exams. **However, no questions will be answered after 5:00pm on the day before the assignment is due.** Therefore, it is in your best interest to begin assignments and exam studying early so that you have enough time to have all your questions answered.

Grading disputes: After the return of any test, paper, or project, you have exactly **seven days (including weekends)** to send the graduate TA a written explanation of why you believe your grade should be re-evaluated. 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. **Additionally, grading disputes will no longer be accepted after the last day of class at 11:59pm.**

Resources: 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 visit <http://ter.ps/learn> to learn more about resources for academic success. Sharpen your communication skills (and improve your grade) by visiting <https://ter.ps/write> 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.

The Writing Center: 1205 Tawes Hall

<http://www.english.umd.edu/academics/writingcenter>
301-405-3785

The Counseling Center: 1101 Shoemaker Building
<http://www.counseling.umd.edu>
301-314-7651

| | | |
|--|---|------------|
| Assessment of student learning: | Midterm Exam | 20% |
| | In-Class Assignments | 15% |
| | Homework and Online Assignments | 15% |
| | Gender Empowerment Project & Related Assignments | 25% |
| | <u>Critical Thinking Papers</u> | <u>25%</u> |
| | Total | 100% |

This course is graded on the following A+ to F scale (no rounding exceptions):

| | | | | | |
|--|----|------------|---|------------|----|
| 89.5-93.49 | A- | 93.5-97.49 | A | 97.5-100 | A+ |
| 79.5-83.49 | B- | 83.5-87.49 | B | 87.5-89.49 | B+ |
| 69.5-73.49 | C- | 73.5-77.49 | C | 77.5-79.49 | C+ |
| 59.5-63.49 | D- | 63.5-67.49 | D | 67.5-69.49 | D+ |
| 59.49 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.

Campus Wide Policies (Absences, ADS Accommodations, Religious 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 for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Names, Pronouns, & Self Identification:

Inclusive Learning Environment:

Individuals come to a psychology of women course with varied levels of exposure to women's and gender issues. It is important to remember that each person's contribution is valuable and sometimes questions or comments that appear simple can help bring a new perspective to an issue. Additionally, many of the topics in this course can be contentious, emotionally intense, and unfamiliar. Because of the personal nature of many of these topics, it is imperative that, despite our wide range of perspectives, everyone treats one another with patience, tolerance, and respect. Disagreement need not be alienating!

Students will be invited to share their thoughts via discussion boards and a diversity of opinions is welcome. Respectful communication is expected, even when expressing differing perspectives. Supporting one's statements with research findings is encouraged. In accordance with free speech statutes, speech that contains threats of violence is prohibited.

As a human, behavior-centered discipline, we value a strong understanding of diversity. Diversity refers to differences in race, ethnicity, culture, gender, sexual orientation, religion, age, abilities, class, nationality, and other factors. The Department of Psychology at the University of Maryland is committed to creating a respectful and affirming climate in which all students, staff, and faculty are inspired to achieve their full potential.

We believe that actively fostering an affirming environment strengthens our department as a whole. A department that values and celebrates diversity among its students, staff and faculty is best able to develop the strengths and talents of all members of the department community.

Reporting Racism and Other Forms of Hate and Bias.

If you experience racism or other form of bias or hate in this class or any psychology course, we encourage you to do at least one of the following: Please report the experience to the instructor or teaching assistant and/or use report to the Department of Psychology's Diversity and Inclusion Committee [using this link](#) (reports can be made anonymously). Please also report all incidents of hate and bias to the Office of Diversity and Inclusion at <https://www.diversity.umd.edu/hbrp/>.

Names/Pronouns and Self Identification: The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more. Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit go.umd.edu/basic-needs for information about resources the campus offers you and let me know if I can help in any way.

Course Schedule

All assigned readings are to be completed before class on the day they are listed.

| WEEK | DATE | MONDAY | DATE | WEDNESDAY | DATE | FRIDAY ONLINE ASSIGNMENTS All work due by 11:59pm on Friday unless otherwise indicated |
|------|------|--|------|--|------|---|
| 1 | 1/25 | Syllabus review; Introduction to the Psychology of Women | 1/27 | Historical and Theoretical Perspectives: Psychoanalytic & Sociobiology Read: Else-Quest & Hyde (2018) Ch. 2, Slater (2013) | 1/29 | Due: DB Introductions |
| 2 | 2/1 | Theoretical Perspectives: Social Learning, Cognitive-Development Watch: Dr. Block talk-sociobiology (https://www.youtube.com/watch?v=pJwp6SKxthc&NR=1) | 2/3 | Theoretical Perspectives: Gender Schema Theory, Feminist Theory Read: Martin et al. (2002) p. 911-913 (other pages not required) | 2/5 | Due: DB GEP Topics of Interest & respond to two classmates whose ideas you like |
| 3 | 2/8 | Privilege and Oppression: Intersections of identity Read: Jones & Day (2018) | 2/10 | Gender-related identity development Read: Liss and Colleagues (2019) Ch. 1 (p. 32-38) & Kendall (2020a) Solidarity is Still for White Woman Due: CTP 1 - Self-Reflection Paper | 2/12 | Due: Watch Killing Us Softly and DB Sign up for GEP Group by 11:59pm. If not, instructor will assign you to a group. |

| WEEK | DATE | MONDAY | DATE | WEDNESDAY | DATE | FRIDAY |
|------|------|--|------|--|------|--|
| 4 | 2/15 | Group Work: Brainstorm GEP intervention ideas, set ground rules for group work Due: Ground rules & GEP initial ideas due by 11:59 pm today | 2/17 | Gender Differences vs. Gender Stereotypes, Stereotype Threat Read: Else-Quest & Hyde (2018) Ch. 3 (p. 62-76) | 2/19 | Watch: Claude Steele talk (https://www.youtube.com/watch?v=q1fzIuuXlkk) Due: DB Stereotype Threat |
| 5 | 2/22 | Gender Socialization: Infancy and childhood Read: Orenstein (2011) Ch 2 & 3 | 2/24 | Gender Socialization: Adolescence and puberty Read: Steinem (1978) | 2/26 | Due: Group Annotated Bibliographies |
| 6 | 3/1 | Gender development: Trans and gender non-conforming children Read: Olson et al. (2015), Hyde et al. (2019) | 3/3 | Gender and Communication Read: Else-Quest & Hyde (2018) Ch. 5 | 3/5 | Due: DB Advertisement Critique |
| 7 | 3/8 | Midterm Exam | 3/10 | Racialized, Hostile, and Benevolent Sexism Read: Zucker, Fitz, & Bay-Cheng (2016) | 3/12 | Due: Submit idea and draft of method for GEP |

| WEEK | DATE | MONDAY | DATE | WEDNESDAY | DATE | FRIDAY |
|------|------|--|------|--|------|---|
| 8 | 3/15 | Enjoy Spring Break! | 3/17 | Enjoy Spring Break! | 3/19 | Enjoy Spring Break! |
| 9 | 3/22 | Sexual Minority Women Read: Tebbe et. al (2018) | 3/24 | Sexual Double Standard & Sexual Agency Read: Trinh (2016) | 3/26 | Due: Revised GEP methods Due: CTP 2 - Case Analysis |
| 10 | 3/29 | Sexual Assault and Victim Blaming Read (optional): Testimony from Brock Turner trial; Excerpts from Roxane Gay's <i>Hunger</i> Launch GEP Interventions! | 3/31 | Intimate Partner Violence Read: Kearney & O'Brien (2018) | 4/2 | Group work: Continue to carry out GEP intervention Due: Week 1 Reflection & Optional GEP Check In 1 |
| 11 | 4/5 | Domestic Minor Sex Trafficking Read: Kotrla (2010) | 4/7 | Depression and Trauma Read: Lamp et al. (2019) | 4/9 | Group work: Continue to carry out GEP intervention Due: Week 2 Reflection |
| 12 | 4/12 | Body Image and Disordered Eating Read: Brady (2017), & Kendall (2020b) Black Girls Don't Have Eating Disorders | 4/14 | Disordered Eating cont'd & Body Positivity Read: Jones et al. (2016) | 4/16 | Group work: Continue to carry out GEP intervention Due: Week 3 Reflection & Optional GEP Check in 2 |

| WEEK | DATE | MONDAY | DATE | WEDNESDAY | DATE | FRIDAY |
|------|------|---|------|---|------|--|
| 13 | 4/19 | Reproductive Rights & Maternal Health Read: Kendall (2020c) Reproductive Justice, Eugenics, and Maternal Mortality | 4/21 | Women and Work Part 1 Read: Bowles & Babcock (2013) | 4/23 | Group work: Wrap up GEP Interventions Due: Week 4 Reflection |
| 14 | 4/26 | Women and Work Part 2 Read: Prottas & Hyland (2011) Due: Submit Adobe Spark GEP Video Presentations on Canvas | 4/28 | The Future of Psychology of Women: Self-awareness, self-care, and community action | 4/30 | GEP Presentations Day 1 Vote for Most Creative Intervention & Most Engaging Presentation Due: Mandatory GEP Check In 3 (Peer Evaluations) |
| 15 | 5/3 | GEP Presentations Day 2 Vote for Most Creative Intervention & Most Engaging Presentation | 5/5 | GEP Presentations Day 3 Vote for Most Creative Intervention & Most Engaging Presentation | 5/7 | GEP Presentations Day 4 Vote for Most Creative Intervention & Most Engaging Presentation |
| 16 | 5/10 | GEP Presentations Day 5 Vote for Most Creative Intervention & Most Engaging Presentation Make sure to complete CourseEval! | | | | |

Readings:

- Brady, J. L., Kaya, A., Iwamoto, D., Park, A., Fox, L., & Moorhead, M. (2017). Asian American women's body image experiences: A qualitative intersectionality study. *Psychology of Women Quarterly, 41*(4), 479-496. doi:10.1177/0361684317725311
- Bowles, H. R., & Babcock, L. (2013). How can women escape the compensation negotiation dilemma? Relational accounts are one answer. *Psychology of Women Quarterly, 37*(1), 80-96.
- Gay, R. (2017). *Hunger: A Memoir of (My) Body*. New York: HarperCollins.
- Else-Quest, N.M. & Hyde, J. S. (2018). *Half the human experience: The psychology of women and gender (9th ed)*. Boston, MA: Houghton Mifflin Company.
- Hyde, J. S., Bigler, R. S., Joel, D., Tate, C. C., & van Anders, S. M. (2019). The future of sex and gender in psychology: Five challenges to the gender binary. *American Psychologist, 74*(2), 171–193. <https://doi.org/10.1037/amp0000307>
- Jones, B. A., Haycraft, E., Murjan, S., & Arcelus, J. (2016). Body dissatisfaction and disordered eating in trans people: A systematic review of the literature. *International Review of Psychiatry, 28*(1), 81–94. <https://doi-org.proxy-um.researchport.umd.edu/10.3109/09540261.2015.1089217>
- Jones, M. K., & Day, S. X. (2018). An exploration of Black women's gendered racial identity using a multidimensional and intersectional approach. *Sex Roles: A Journal of Research, 79*(1–2), 1–15. <https://doi-org.proxy-um.researchport.umd.edu/10.1007/s11199-017-0854-8>
- Kearney, M. S., & O'Brien, K. M. (2018). Is It Love or Is It Control? Assessing Warning Signs of Dating Violence. *Journal of Interpersonal Violence, 33*(10), 1880-1905. <https://doi.org/10.1177/0886260518805105>
- Kendall, M. (2020a). Solidarity Is Still for White Women. In *Hood feminism: Notes from the women that a movement forgot* (pp. 1-14). New York, NY: Viking.
- Kendall, M. (2020b). Black Girls Don't Have Eating Disorders. In *Hood feminism: Notes from the women that a movement forgot* (pp. 113-126). New York, NY: Viking.
- Kendall, M. (2020c). Reproductive Justice, Eugenics, and Maternal Mortality. In *Hood feminism: Notes from the women that a movement forgot* (pp. 217-236). New York, NY: Viking.
- Kotrla, K. (2010). Domestic Minor Sex Trafficking in the United States. *Social Work, 55*(2), 181-187.
- Lamp, S. J., Cugle, A., Silverman, A. L., Thomas, M. T., Liss, M., & Erchull, M. J. (2019). Picture perfect: The relationship between selfie behaviors, self-objectification, and depressive symptoms. *Sex Roles: A Journal of Research, 81*(11–12), 704–712. <https://doi-org.proxy-um.researchport.umd.edu/10.1007/s11199-019-01025-z>
- Liss, M., Richmond, K., & Erchull, M. J. (2019). *Psychology of women and gender*, New York, NYC: W.W. Norton & Company
- Martin, C. L., Ruble, D. N., & Szkrybalo, J. (2002). Cognitive theories of early gender development. *Psychological Bulletin, 128*(6), 911-913. doi:10.1037/0033-2909.128.6.903

- Olson, K. R., Key, A. C., & Eaton, N. R. (2015). Gender cognition in transgender children. *Psychological Science*, 26(4), 467-474. doi:10.1177/0956797614568156
- Orenstein, P. (2011). *Cinderella Ate My Daughter*. New York: Harper.
- Prottas, D. J., & Hyland, M. A. M. (2011). Is high involvement at work and home so bad? Contrasting scarcity and expansionist perspectives. *The Psychologist-Manager Journal*, 14(1), 29–51. <https://doi-org.proxy-um.researchport.umd.edu/10.1080/10887156.2011.546191>
- Slater, D. (2013). http://www.nytimes.com/2013/01/13/opinion/sunday/darwin-was-wrong-about-dating.html?pagewanted=all&_r=0
- Steinem, G. (1978). If Men Could Menstruate. *Ms. Magazine*.
- Tebbe, E. A., Moradi, B., Connelly, K. E., Lenzen, A. L., & Flores, M. (2018). 'I don't care about you as a person': Sexual minority women objectified. *Journal of Counseling Psychology*, 65(1), 1–16. <https://doi-org.proxy-um.researchport.umd.edu/10.1037/cou0000255>
- Trinh, S. (2016). “Enjoy your sexuality, but do it in secret”: Exploring undergraduate women’s reports of friends’ sexual communications. *Psychology of Women Quarterly*, 40(1), 96-107. doi:10.1177/0361684315596914
- Zucker, A. N., Fitz, C. C., & Bay-Cheng, L. Y. (2016). Reverberations of racism and sexism through the subjective sexualities of undergraduate women of color. *Journal of Sex Research*, 53(2), 265–272. <https://doi-org.proxy-um.researchport.umd.edu/10.1080/00224499.2014.1002557>

Critical Thinking 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 (7th edition) for APA formatting guidelines. **Abstracts are not required.**

Critical Thinking Paper 1: Self-Reflection. Due 2/10 (30 points, see Canvas for detailed rubric)

Write a **3 to 4 page** 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 from what we DO see. (6 points)
- As a result of these messages, what values or biases **about gender** do you currently hold? (6 points)
- 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.? (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. Cite a post in *each* blog/magazine at least once. (6 points)
- 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 and why. (2 points)
- APA style (3 points)

Critical Thinking Paper 2: Case-Analysis. Due 3/26 (40 points, see Canvas for detailed rubric)

Select a female-identified character from pop culture, a TV show, movie, book, or fairy tale and apply 4 concepts from class to understand the character’s feelings, thoughts, and/or behaviors from a gendered perspective. Write a **4-5-page** paper addressing the following:

- Briefly 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. (7 points)
- Define and apply 4 concepts from class to understand the character’s feelings, thoughts, and/or behaviors from a gendered perspective. How well does the film/character portray each of these concepts/models/ideas/theories? How does this represent or challenge typical female stereotypes & gender roles? 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)
- How does this represent or challenge typical female stereotypes & gender roles? (10 points)

- Describe two distinct ways in which the character could improve/strengthen/diversify its portrayal of women. Why are these improvements important? Be sure to reference readings and class discussion where appropriate. (10 points)
- APA style (3 points)

Gender Empowerment Project (120 points).

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 go beyond raising awareness about an important issue related to the psychology of women and include an element of effort toward tangible change (e.g., contacting political representatives, raising funds for an organization, starting a petition, etc.). You will be logging your project development using Google Docs. You should link all the resources you are using, the websites to your interventions/marketing, and other assignments related to the GEP to document. This is intended to be a semester-long project. **Empowerment interventions should be carried out for at least 4 weeks.** You will be expected to write reflections on your group's Google Doc for each week your intervention is being conducted. Each group will present their research, methods, and intervention to the class in an **8-10 minute Adobe Spark Video presentation.** **EXAMPLES OF SUCCESSFUL GEP PROJECTS FROM THE PAST ARE POSTED TO ELMS.**

Example intervention ideas:

- a. Create an Instagram page celebrating diverse women's bodies, while fundraising for Love Your Body.
- b. Develop a weekly seminar about respectful and damaging relationships and present it to UNIV100 class, while creating a petition for mandatory healthy relationships education at the University of Maryland.
- c. Create a healing space for women of color to focus on their mental health, while raising funds for the Loveland Foundation.
- d. Collaborate with an existing organization to write a grant, develop a proposal, organize an event, etc. related to gender empowerment.

Presentation format:

Each group will have 8-10 minutes to present their Gender Empowerment Project to the class using Adobe Spark Video. The class will then have the opportunity to vote on which intervention was most creative and which presentation was most engaging. Winning groups for the class polls will receive extra credit points to their final GEP grade.

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. Keep up with your Google Doc! Make sure to use this page as a place to keep track of your groups progress. Link your online interventions, resources, etc. to this page. Your digital consultant will only be able to provide feedback for what you decide to include on this document.
3. 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, put together a creative visual, or find some other way to showcase your work.
4. 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.
5. 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, there will several check-ins throughout the semester to assess peer participation. These check-ins will allow each student to indicate the amount of work that each member is contributing. 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.

Project instructions and deadlines:

2/12: Sign up in groups for a topic of interest on Canvas by 11:59pm.

2/15: Meet with group 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. Initial GEP ideas due on Google Docs (submitted via Canvas) by 11:59pm.

2/26: Annotated bibliographies due by 11:59pm. Each group should submit 8-10 annotated articles on their group's Google Doc (submitted via Canvas). The annotated bibliography should include empirical research articles the group will use to inform their intervention, along with a summary of each article and a paragraph on how that article will be useful to your intervention development (***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.

3/12: Draft of GEP intervention idea and method. The group should then submit their responses to these questions on their Google Doc by 11:59pm. Your digital consultant 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 topic of interest with the purpose of assessing the feasibility of your project).

3/26: Submit revised methods to Canvas by 11:59pm, prepare to launch intervention

3/29: Launch interventions, continue to intervene for 4 weeks

4/26: Finalize presentations. Adobe Spark videos due for ALL groups, regardless of presentation day by 11:59pm.

4/30: Presentations begin

5/10: Last day of presentations

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