
Prerequisites: Two courses in psychology, including Psychology 101.

Course Description

In this course, we will explore the diverse lives of girls and women from infancy through old age. We will examine major life roles such as worker and partner and also challenges to well being such as gender discrimination, psychological problems, and violence. Throughout the course we will ask ourselves how people “know” what girls and women are like and how they are or are not different from men and boys. Finally, we’ll connect the psychological literature to real life by systematically applying concepts to observations in the world around us.

Course Objectives

1. To acquire a broad knowledge of the current literature concerning major issues in girls’ and women’s development and functioning.
2. To appreciate the diversity in the backgrounds, characteristics, and lives of women (with emphasis on women living in North America) and to increase awareness of the inequities often associated with such things as women’s sexual orientation and ethnicity.
3. To further ability to critique research on sex and gender, including awareness of methodological issues, assumptions, and social and political contexts.
4. To actively connect the concepts and findings of the course to your own thinking and the world around you.

Instructional Activities and Evaluation

Lecture, discussion, and individual and cooperative active learning strategies will be used to assist students in achieving the objectives of the course. Your course grade will be based on your performance on a midterm and final exam, your positive participation throughout the course, one individual and one group presentation to the class, and a short paper for which you solicit classmate feedback. The policy on attendance and participation is described below; further detail on other requirements will be provided in class.
Summary of Requirements and Grading Scale:

- Midterm Exam: 50 points
- Final Exam: 50 points
- Individual Presentation: 50 points
- Paper with classmate feedback: 10 points
- Class Involvement:
  - Attendance (1 pt per class, excluding 1st week, midterm, last class): 25 points
  - Cognitive Abilities Group Presentation: 10 points
  - Celebration & Inspiration Contribution (last class): 5 points

Total: 200 points

Grading Scale

0 – 118 F
119-124 D-
125-132 D
133-138 D+
139-144 C-
145-152 C
153-158 C+
159-164 B-
165-172 B
173-178 B+
179-184 A-
185-200 A

Course Expectations and Policies

1. Attendance, Participation, and Absences

   Because learning is an active process and because a classroom culture promoting the growth of knowledge is a joint creation of the instructor and all the students, students are expected to attend each class and to participate positively and productively. Mutual respect in interactions is essential to an open and positive classroom environment. If you must miss a class, it is your responsibility to obtain notes from a classmate. You will be asked to sign in at the beginning of each class. One attendance/participation point is available per class session after the first week, with the exception of the midterm and the last class, which is a 5-point “celebration and inspiration” day. Further detail will be provided in class.

   If you miss a class for whatever reason, you may make up the participation point by submitting a typed, double spaced 2—2.5 page response to one or more of the chapter review questions found at the end of the text chapter addressed in your absence. Your make up paper is due in class by Thursday of the following week (please do not e-mail papers unless there are extenuating circumstances). Make up papers will not be accepted after that point unless you have made prior arrangements with me. It is not necessary to contact me in the case of an absence unless you anticipate an ongoing problem with attendance and/or you need to request extra time for your make up paper(s) due to illness or other life circumstances.

Examinations, Presentation and Due Dates

Deadline extensions, alternative exam times, and grades of incomplete due to missing assignments will only be issued in special circumstances and with my prior approval (with the exception of genuine emergencies, in which case I ask that you contact me as soon as is feasible). Assignments that are late without permission will be docked 10% per class day. An exam missed without a valid, documented reason (i.e. illness, emergency) will not be rescheduled and a grade of zero will
result. Presentations must be conducted on the day on which they are scheduled. If you are unable
to do so, your presentation should be submitted in the form of a 5-7 page typed, double spaced
paper. Visual aids such as power point slides may accompany your paper but do not substitute for
the narrative text pages. The lateness deduction will apply unless arrangements have been made in
advance.

2. Accommodations for Disability
Reasonable accommodations will be made in relation to a student’s disability. Please address any
special needs with me at the beginning of the semester or as soon as you become aware of your
needs. Those seeking accommodations based on disabilities should obtain a Student Academic
Accommodation Request (SAAR) form from the Disability Resources (DR) office (phone 515-
294-7220). DR is located on the main floor of the Student Services Building, Room 1076. Further
information about ISU’s accommodation policies and procedures for disability and religion is

3. Academic Honesty
It is expected that academic honesty and integrity is a shared value of all members of this class.
Students should familiarize themselves with definitions and forms of academic dishonesty
(information and examples are available online at http://www.iastate.edu/~catalog/2007-
2009/geninfo/dishonesty.html). If you are unsure of the appropriateness of any course-related
action you are considering, please consult with me. Any confirmed instances of academic
dishonesty will result in grade penalty, up to and including a failing grade in the course. In
accordance with University policy, suspected academic dishonesty will also be reported to the
Dean of Students as a potential violation of student conduct.
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1 (1/11 &amp; 1/13)</td>
<td>Introduction to Course and the Psychology of Women (C1)</td>
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<td>2 (1/18 &amp; 1/20)</td>
<td>Stereotypes and Biases (C2)</td>
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<td>Group Presentation Planning</td>
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<td>3 (1/25 &amp; 1/27)</td>
<td>Infancy and Childhood (C3)</td>
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<td>4 (2/1 &amp; 2/3)</td>
<td>Adolescence (C4)</td>
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<td>5 (2/8 &amp; 2/10)</td>
<td>Cognitive Abilities and Success Group Presentations (C5)</td>
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<td>6 (2/15 &amp; 2/17)</td>
<td>Social and Personality Characteristics (C6)</td>
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<td>7 (2/22 &amp; 2/24)</td>
<td>Work (C7)</td>
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<td>8 (3/1 &amp; 3/3)</td>
<td>Catch up day, chapters 1-7</td>
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<td>Midterm Exam 3/3</td>
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<td>Individual Presentations, Group 1 (3/10)</td>
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<td>SPRING BREAK</td>
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<td>10 (3/22 &amp; 3/24)</td>
<td>Love Relationships (C8)</td>
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<td>11 (3/29 &amp; 3/31)</td>
<td>Sexuality (C9)</td>
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<td>Reminder: Paper/feedback due no later than 4/21!</td>
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<td>12 (4/5 &amp; 4/7)</td>
<td>Psychological Disorders (C12)</td>
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<td>13 (4/12 &amp; 4/14)</td>
<td>Violence (C13)</td>
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<td>14 (4/19 &amp; 4/21)</td>
<td>Individual Presentations, Group 2 (4/19)</td>
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<td>Individual Presentations, Group 3 (4/21)</td>
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<td>Last week to turn in paper/feedback!</td>
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<td>15 (4/26 &amp; 4/28)</td>
<td>Older Adulthood (C14) (4/26)</td>
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<td>Inspiration &amp; Celebration (4/28)</td>
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<tr>
<td>16 FINALS WEEK</td>
<td>Final Exam (Tentatively M 5/2, 12:00 noon – 2:00 p.m., usual room)</td>
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