## Iowa State University

### Psychology 346: Psychology of Women (3)

**T/Th 12:40 p.m. – 2:00 p.m.**  
**Lagomarcino W272**  
**Spring 2013**

### Instructor: Karen R. Scheel, Ph.D.  
**Phone:** 515-294-4083  
**Office Hours:** W 11:30 – 3:30 and by appointment  
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### Teaching Assistant: Pei-Chun Tsai, M.S.  
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### Teaching Assistant: Yasmine Badaoui  
**e-mail:** ybadaoui@iastate.edu  
**Office Hours:** By appointment


### 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.
5. To formulate a question of your own pertinent to the psychology of women and to investigate it through the psychological literature and your own systematic observations.
Instructional Activities and Evaluation

Lecture, discussion, and individual and cooperative active learning strategies will be used to assist you in achieving the objectives of the course. Your course grade will be based on your performance on an objective midterm and final exam, your positive involvement throughout the course, an empirical poster presentation, and your provision of written feedback to other poster presenters. The policy on attendance and participation is described below; further detail on other requirements will be provided in class and on Blackboard.

Summary of Requirements and Grading Scale:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
</tr>
<tr>
<td>“Gender Empiricist” Poster</td>
<td>50</td>
</tr>
<tr>
<td>Poster Feedback Forms</td>
<td>2 @ 5 pts ea = 10</td>
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<tr>
<td>Class Involvement</td>
<td></td>
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<tr>
<td>Attendance</td>
<td>1 pt per class, excluding 1st week, midterm, last class = 25</td>
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<tr>
<td>Cognitive Abilities Group Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Celebration &amp; Inspiration Contribution (last class)</td>
<td>5</td>
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</tbody>
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Total = 200 points

Grading Scale in Points

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

Grading Scale in Percentages

0% -- 59% F
60% -- 62% D-  63% -- 66% D  67% -- 69% D+  
70% -- 72% C-  73% -- 76% C  77% -- 79% C+  
80% -- 82% B-  83% -- 86% B  87% -- 89% B+  
90% -- 92% A-  93% -- 100% A

Final course grades are rounded up at .5 and down at .4. Final course grades are final. No extra credit, make up, or other opportunities to “boost” a final course grade are offered in this course.

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 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.

Attendance is capped at 25 points, but there are 26 attendance-eligible classes in the semester. This means that you may miss one class and still receive the maximum attendance points. Beyond this, 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 via e-mail to TA Yasmine Badaoui by Thursday of the following week. Make up papers will not be accepted after that point unless you have made prior arrangements with me, Dr. Scheel. It is not necessary to contact us in advance 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). In that case, please contact me as soon as you are aware that you are facing a difficult situation, and I will discuss your options with you.

2. 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. Posters must be presented on the day on which they are scheduled. If you are unable to do so, your poster should be submitted in the form of a 7-9 page typed, double spaced paper. The lateness deduction will apply unless arrangements have been made in advance.

2. Accommodations for Disability and Religion

Reasonable accommodations will be made in relation to a student’s disability and religion. 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 available at: http://www.hrs.iastate.edu/AAO/eod/reasonaccom.shtml.

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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Activity</th>
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| 1 (1/15 & 1/17) | Introduction to Course and the Psychology of Women (C1)  
*Gender Empiricist Poster Assignment (for wk 13 or 14)* |
| 2 (1/22 & 1/24) | Stereotypes and Biases (C2) |
| 3 (1/29 & 1/31) | Infancy and Childhood (C3)  
*Group Presentation Assignment (for wk 5)* |
| 4 (2/5 & 2/7) | Adolescence (C4) |
| 5 (2/12 & 2/14) | T Adolescence, cont’d (C4)  
*TH Cognitive Abilities and Success Group Presentations (C5)* |
| 6 (2/19 & 2/21) | T Cognitive Abilities and Success Group Presentations (C5)  
Th Social and Personality Characteristics (C6) |
| 7 (2/26 & 2/28) | T Social and Personality Characteristics, cont’d (C6)  
*TH MIDTERM EXAM* |
| 8 (3/5 & 3/7) | T TBA  
*TH Poster Development Work Groups* |
| 9 (3/12 & 3/14) | Work (C7)  
*SPRING BREAK* |
| 10 (3/26 & 3/28) | Love Relationships (C8) |
| 11 (4/2 & 4/4) | T Sexuality (C9)  
TH Psychological Disorders (C12) |
| 12 (4/9 & 4/11) | T Psychological Disorders (C12)  
TH Violence (C13), Sexual Violence |
| 13 (4/16 & 4/18) | Th Violence (C13), Intimate Partner Abuse  
*TH Gender Empiricist Poster Session Group 1, Room TBA  
First feedback form due (with 5-6 individual reviews)* |
| 14 (4/23 & 4/25) | T Gender Empiricist Poster Session Group 2, Room TBA  
*TH Gender Empiricist Poster Session Group 3, Room TBA  
Second feedback form due (with 5-6 individual reviews)* |
| 15 (4/30 & 5/2) | T Older Adulthood (C14)  
*TH Inspiration & Celebration* |
| 16 FINALS WEEK | **FINAL EXAM** F 5/10, 9:45-11:45, usual room |