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.

Goals and Objectives

The following lists broad learning goals for psychology majors at ISU and objectives in relation to those goals that are specific to Psych 346.

- **Goal:** Develop a detailed knowledge of psychology
  - **Course Objective:** Acquire a broad knowledge of the current psychological literature concerning major issues in girls’ and women’s development and functioning.

- **Goal:** Understand the role of ethics and diversity in human behavior
  - **Course Objective:** Appreciate the diversity in the backgrounds, characteristics, and lives of women (with emphasis on women living in North America) and increase awareness of the inequities often associated with such things as women’s sexual orientation and ethnicity.

- **Goal:** Develop an understanding of scientific inquiry and demonstrate critical thinking
  - **Course Objective:** Further ability to critique research on sex and gender, including awareness of methodological issues, assumptions, and social and political contexts.
Course Objective: Actively connect the concepts and findings of the course to your own thinking and the world around you.

Course Objective: Formulate a question of your own pertinent to the psychology of women and investigate it through examination of the psychological literature and your own systematic observations.

Individual and group projects and written and oral presentations in Psych 346 also support broad learning goals in the areas of effective discourse in psychology and the development of employment/graduate skills.

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, including a group presentation; an empirical poster presentation; and your provision of written feedback to 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:

Midterm Exam 50 points
Final Exam 50 points
“Gender Empiricist” Poster 50 points
Poster Feedback Forms 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 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 Raquel Botello-Zamarron by Thursday of the following week. Make up papers will not be accepted after that point unless you have made prior arrangements.** 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.

3. Students with Disabilities
Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. All students requesting accommodations are required to meet with staff in Student Disability Resources (SDR) to establish eligibility. A Student Academic Accommodation Request (SAAR) form will be provided to eligible students. The provision of reasonable accommodations in this course will be arranged after timely delivery of the SAAR form to the instructor. Students are encouraged to deliver completed SAAR forms as early in the semester as possible. SDR, a unit in the Dean of Students Office, is located in room 1076, Student Services Building or online at www.dso.iastate.edu/dr/. Contact SDR by e-mail at disabilityresources@iastate.edu or by phone at 515-294-7220 for additional information.
4. 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. http://www.dso.iastate.edu/ja/academic/misconduct.html

5. Harassment and Discrimination

Iowa State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon race, ethnicity, sex (including sexual assault), pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or status as a U.S. veteran. Any student who has concerns about such behavior should contact his/her instructor, Student Assistance at 515-294-1020 or email dso-sas@iastate.edu

6. Dead Week

This class follows the Iowa State University Dead Week policy as noted in section 10.6.4 of the Faculty Handbook http://www.provost.iastate.edu/resources/faculty-handbook.

Contact Information: If you are experiencing, or have experienced, a problem with any of the above issues, email academicissues@iastate.edu.

SEE TENTATIVE COURSE SCHEDULE, NEXT PAGE
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Activity</th>
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<tr>
<td>1 (1/13 &amp; 1/15)</td>
<td>Introduction to Course and the Psychology of Women (C1)</td>
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| 2 (1/20 & 1/22) | Stereotypes and Biases (C2)  
Review Gender Empiricist Poster Assignment (due wk 14) |
| 3 (1/27 & 1/29) | Infancy and Childhood (C3)  
Review Group Presentation Assignment (due wk 5) |
| 4 (2/3 & 2/5)   | Adolescence (C4)                                                               |
| 5 (2/10 & 2/12) | T Adolescence, cont’d (C4)  
TH Cognitive Abilities and Success Group Presentations (C5) |
| 6 (2/17 & 2/19) | T Cognitive Abilities and Success Group Presentations (C5)  
TH Gender Empiricist Poster Assignment (due wk 14) |
| 7 (2/24 & 2/26) | Social and Personality Characteristics                                        |
| 8 (3/3 & 3/5)   | Social and Personality Characteristics, cont’d (C6)  
TH MIDTERM EXAM |
| 9 (3/10 & 3/12) | Work (C7)                                                                     |
| 10 (3/24 & 3/26) | Love Relationships (C8)                                                        |
| 11 (3/31 & 4/2) | T Love Relationships (C8)  
Th Sexuality (C9) |
| 12 (4/7 & 4/9)  | T Psychological Disorders (C12)                                                |
| 13 (4/14 & 4/16) | T Violence (C13)                                                              |
| 14 (4/21 & 4/23) | T Gender Empiricist Poster Session Group 1, Room TBA  
TH Gender Empiricist Poster Session Group 2, Room TBA  
Feedback forms due at poster session at which you do not present |
| 15 (4/28 & 4/30) | T Older Adulthood (C14)  
TH Inspiration & Celebration |
| 16 FINALS WEEK | FINAL EXAM T 12:00 NOON—2:00 P.M., USUAL ROOM |