

PSYC 3490: Psychology of Women
WGST 3520: Psychological Dynamics of Women
TU 6:00pm – 8:50PM, LIFE A204

Professor: Dr. Martinque Jones
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Office Hours: By appointment (please email)

Teaching Assistant: Randi Jackson
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Advisory Prerequisite(s):

- Completed PSYC 1630 or PSYC 1650

Required Text:

Else-quest, N. M., & Hyde, J. (2018). The psychology of women and gender: Half of the human experience (9th Ed.). Thousand Oaks, CA.: Sage Publications

Course Description:

This course provides an overview of topics relevant to the psychology of women. Topics include, but are not limited to, gender socialization, gender stereotypes, sexuality, sexual orientation, violence, media, and health.* This course will take a multidisciplinary and intersectional approach to gender and sex, and thus will focus on how the aforesaid topics are discussed across disciplines and may emerge across diverse women.

*Disclaimer: I understand that the topics discussed in this course may evoke a variety of emotions. If you experience excessive discomfort at any time, I ask that you please take care of yourself as you see fit. Although I will try to warn you before presenting any information that I predict could be uncomfortable, I ask that you please gauge your feelings and address your needs as you see fit. If you need to discuss your discomfort further, please contact a mental health provider, or you may email me and I will refer you to appropriate services -- UNT's Counseling and Testing Services at 940-565-2741, UNT Psychology Clinic at 940-565-2631 and Denton County MHMR Center at 1-800-762-0157.

Also, in the case that you elect to share personal information with myself or the TA we must adhere to **mandatory reporting requirements:** Due to Senate Bill 212, all University of North Texas employees are required to report all events of sexual harassment, sexual assault, dating violence, or stalking that involve a current student or employee. These reports are made to the University's Title IX Coordinator.

Course Objectives:

After completing this course, students will:

1. Describe foundational theories and research relevant to the psychology of women
2. Critically evaluate theories and research and assess their implication for diverse women
3. Demonstrate an understanding of systems of power/privilege and societal oppression related to gender
4. Gain self-awareness of oneself as a gendered being

Course Expectations:

- A. Class Attendance:** Students are expected to attend and arrive on time to each class. If you will be absent from class, it is your responsibility to communicate with the instructor, obtain missed information from a classmate (not the instructor or TA), keep up with readings, turn in assignments by their due dates, etc.

Attendance will be taken randomly during the semester, and will be used to add points (1 point per day of attendance counted) to your lowest exam grade.

In the case of severe weather, you will be expected to heed to the instructions delivered via the [UNT Eagle Alert](#) system, and thus you will not be expected to attend when classes are cancelled or delayed beyond the scheduled class time.

- B. Classroom Behavior:** You are expected to speak and behave in a manner that is respectful to the instructors, guest speakers, and other students. While you are encouraged to critique class content, critique should be delivered in a respectful manner. This means attending to your tone and using accurate, inclusive and nondiscriminatory language in your communication. In addition, distracting and potentially disruptive behaviors (e.g., talking to your neighbor/on the phone, reading newspapers, coming to class late, leaving early, texting, online shopping, etc.) are strongly discouraged in the classroom.

You will also be challenged to consider your own reactions to class materials. At times, I may ask you to think about something to facilitate self-awareness. Although you will not be required to disclose personal reactions, I ask that you allow yourself to experience your reactions fully. In addition, allow other students the opportunity to experience - and, if they so choose, to discuss - relevant reactions without expressing judgment or telling others of their experiences.

- C. Email Policy:** If you have questions about class content, then you should email the instructor, using the proper salutation (“Hello Professor Jones” or “Good evening Dr. Jones”), clear wording, and proper grammar and spelling. If you have questions about grades, then you should email the TA, Randi in the same manner (“Hello Randi”). Please expect a response within 48-hours during the business week and hours (Monday – Friday 9:00am – 5:00pm). Failure to email the correct person may result in your email not being addressed.

- D. Assignments:** All assignments (except for the exams) will need to be uploaded to Canvas before the beginning of the class period on the date indicated on the syllabus. Late assignments WILL NOT be accepted.

- E. Reading Assignments:** Required readings will be posted on Canvas. You are to review each reading and prepare thoughts and/or reactions prior to class. Your thoughts are critical to classroom discussion.

F. Student Evaluations: The [Student Perceptions of Teaching \(SPOT\)](#) is a requirement for classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on the class.

G. Syllabus: The syllabus is a “living document,” meaning that I (the instructor) may alter aspects of the syllabus, such as its content, assignments, at my discretion.

Course Assignments

A. Exams: You can earn up to 100 points for each exam. Each exam will include 50 multiple choice questions. You will be tested on the assigned readings (textbook and articles) and material covered in class (lectures, supplemental readings, films/movies, and presentations). There is also the possibility that material on the exam will come from the class lecture (and not be covered in your textbook). Therefore, it is in your best interests to attend class each week. The final exam (Exam# 3) is cumulative.

On exam days, please bring a #2 pencil and a green scantron that has 50 questions on the front and back.

There are no make-up exams for those who come to class late. For the most extenuating circumstances, students can request to take exams early but not late. Documentation for these possible reasons must be sent to the instructor at least one week before a given exam.

Cell phones and laptops are prohibited during exams, meaning that they must be out of sight and on silent. If your cell phone or laptop is out, I will assume that you are cheating and you will be given a zero (0) for the exam. You will also receive a zero (0) if you are seen communicating during the exam. Cheating will not be tolerated. Therefore, if such behavior is observed by the professor or TA, you will receive a zero (0) that cannot be replaced or changed.

- Exam #1 is February 11, 2020
- Exam #2 is March 17, 2020
- Exam #3 is May 5, 2020

Exam Makeup Policy:

All exam arrangements are made with the TA.

Makeup exams are permitted in one of the following circumstances:

1. Preapproved circumstances (e.g., wedding, trip, religious event): Students must notify the instructor at least 1 week before the exam.
2. Documented emergency: Students who miss an exam without preapproval must provide valid documentation of an emergency (e.g., doctor's note).

B. Case Analysis Draft/Paper: The purpose of this assignment is to challenge you to think critically about course concepts and apply concepts to a case. You can earn up to 100 points for completing the paper.

You are to select a character* from a TV show, movie, book, or fairy tale and apply four (4) concepts from class to understand the character's feelings, thoughts, or behaviors from a gendered perspective. Also discuss how their portrayal represents (or rebels against) typical gender expectations.

**Considering this is a psychology of women course, I ask that you select a character who is a woman as class concepts may more readily and easily apply to such cases. I use the term "woman" broadly, recognizing the spectrum of gender identification and expression. Accordingly, I encourage you to consider the diversity of gender and not shy away from cases that include transgender or gender non-conforming individuals.*

Your paper must include the following sections (note each section using a subtitle—e.g., "Character Description").

- **Character Description:** Describe the character such that someone who does not know who they are gets a clear picture of who they are. You are to describe their physical and personality characteristics, behavior, role in relations to others/how they interact with others, their sense of self (e.g., self-esteem, body image, cultural identity), their ability and achievements, her work/school interests, etc. [.5-1 page]
- **Class Concepts:** Define and apply four (4) concepts from class to understand the character's feelings, thoughts or behaviors from a gendered perspective. As you describe each concept, you will need to cite one reference for a total of four (4) in-text citations/references. References should include a mixture of chapters from the textbook and empirical articles. Consider the following questions: How well does the film/character portray each of these concepts/models/theories? What are gaps/limitations in current concepts/models/theories? What are the strengths? Does the character's behavior align with what you would expect based on research? Be sure to reference readings and class discussions where appropriate to demonstrate your understanding. [1.5 – 2 pages]
- **Stereotypes & Gender Roles:** Describe the ways in which the character's portrayal represents (or challenges) women stereotypes & gender roles. Be sure to reference the readings and class discussions where appropriate. [.5 – 1 page]
- **Intersectional Analysis:** Though the paper is focused on gender, highlight other relevant identities (e.g., sexual orientation, race, and social class) that may have shaped the character's experience of gender. You may consider the following questions: What are the character's other salient identities? How do these identities shape their lived experiences – do they have privilege or experience more challenge? Does the TV show, movie, book, or fairy tale portray such nuances? If not, how could diversity be better portrayed? Be sure to reference readings and class discussion where appropriate. [.5 pages – 1 page].

General Guidelines:

- **Format:** Your paper must be in APA format. For information on APA formatting, please refer to the [APA Publication Manual](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) or [Purdue Writing Lab](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html): https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
- **Page Length:** 3 – 5 pages, 12 point Times New Roman font, double-spaced with 1 inch margins. The title page and reference page are not counted as pages.

Additional Tips:

- Prepare: Have a good draft/outline ready on March 31!
- Spell Check: Correct spelling and grammar errors. Such errors distract from the content of your paper, and in turn will be reviewed poorly.
- Citations/References: Cite articles or quotes appropriately, using in-text citations and quotations marks for concepts/content derived from others.
- Selecting References: The textbook, journal articles, news sources, or reputable websites are appropriate sources to cite in your paper. You can reference articles from class or search journals (e.g., *Psychology of Women Quarterly*, *Sex Roles*, *Journal of Counseling Psychology*), using the UNT library database. Wikipedia, obscure websites, and opinion pieces (such as many blogs) are NOT appropriate
- Speak Up: If you have concerns, contact the TA.

Paper Checklist

- ✓ Title Page (paper title, name, date, course number/name)
- ✓ Case Analysis (3 - 5 pages)
- ✓ Reference Page (4 or more references)

- Case Analysis Draft is due on March 31, 2020
- Case Analysis Paper is due April 14, 2020

Evaluation

Final grades will be based upon:

- Exam #1 (100 possible points)
- Exam #2 (100 possible points)
- Exam#3 (100 possible points)
- Case Analysis Paper (100 possible points)

Point Total: 400 possible points

Your attendance points will be added to your lowest exam grade.

Course Grading

Letter	Points
A	360-400
B	320-359
C	280-319
D	240-279
F	<239

University Policies

Reporting Grades:

It is against university policy for me to divulge grade information via e-mail or telephone. If you have concerns about your grade at any point in the semester, please schedule an appointment to meet with me. It is also against university policy for me to discuss your grades with anyone other than you, the student, unless a signed waiver is on file.

Incomplete Policy:

Incompletes will only be given in rare circumstances on a case-by-case basis. In the event an "I" is granted it is the student's responsibility to complete the required course material within one year after which the "I" will become "F".

ODA Statement:

If anyone has a need for note-taking or test-taking accommodations, please discuss these with the course instructor no later than Week 3 (January 28th, 2020).

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

Academic Integrity:

Academic misconduct will not be tolerated. For example: (a) copying another student's work, in part or whole; (b) unauthorized communication to obtain information about a test(s); (c) using unauthorized material during a test; (d) handing in any work product that is not your own; (e) failing to give credit to the intellectual property of another in any written work (including, but not limited to, plagiarizing).

For a more extensive list of behaviors that are considered “cheating” or “plagiarism,” please refer to the official statement of UNT regarding these matters, which may be assessed as part of the *Student Handbook* at the following website: <http://www.unt.edu/csrr>. Please note that specific penalties, including assigning a failing grade in the course, may be assigned by the course instructor. For further information on academic misconduct, penalties, and appeal procedures, please view the “Code of Student Conduct and Discipline” at http://www.unt.edu/csrr/student_conduct/index.html

If you are in doubt regarding the requirements, please consult with me before you complete any requirements of the course.

Final Note: At any point you feel as if you are struggling with this course, please feel free to utilize me or the TA during office hours or ask questions. We care about helping you and want you to succeed!

Class Schedule

Week	Date	Topics	Readings	Assignments
Week 1				
	1/14	Syllabus/Introduction	Chapter 1	
Week 2				
	1/20	Martin Luther King Day (No Classes)		
	1/21	Theoretical Perspectives on Gender	Chapter 2	
		Last Day for Refund on Any Course Dropped		
Week 3				
	1/28	Gender Stereotypes & Gender Differences	Chapter 3 Donovan, 2011 Ghavami & Peplau, 2013	
Week 4				
	2/4	Intersection of Gender & Ethnicity	Chapter 4 Jones & Day, 2018 Espín, 2012	
Week 5				
	2/11			Exam #1
Week 6				
	2/17	Last Day to Drop or Withdraw		
	2/18	Lifespan Development	Chapter 7	
Week 7				
	2/25	Abilities, Motivation, & Achievement	Chapter 8 Settles, 2004	
Week 8				
	3/3	Gender & Work	Chapter 9 Valian, 1999* Lips, 2018*	
Week 9				
	3/10	Spring Break (No Classes)		

Week 10				
	3/17			Exam #2
Week 11				
	3/24	Student May Drop a Course for a Grade of "W"		
		Gender & Media	Ward et al., 2016 Cox & Ward, 2019	
Week 12				
	3/31	Psychology, Gender, & Health	Chapter 11	Case Analysis Draft Due (Printed Copy)
Week 13				
	4/7	Gender & Sexuality and Sexual Orientation	Chapter 12 – 13 Diamond & Butterworth, 2008	
Week 14				
	4/14	Gender & Victimization	Chapter 14 Jozkowski et al., 2017	Case Analysis Paper Due
	4/17	Last Day to Withdraw from the University (Drop ALL Classes)		
Week 15				
	4/21	Gender & Mental Health	Chapter 15 APA Practice Guidelines for Working with Women & Girls Jones & Pritchett-Johnson, 2018	
Week 16				
	4/28	Gender & Power/Social Advocacy	Bridges et al., 2015* Chemaly, 2014* Jacobi & Schweers, 2017* Tannen, 1995*	
Week 17				
	5/5			Exam #3
<i>Note.</i> If ALL Courses for the semester are dropped, see withdraw refund schedule. *Articles/Blogs to be provided by the professor.				

References

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- Espín, O. M. (2012). ...“An illness we catch from American women”? The multiple identities of Latina lesbians. *Women & Therapy*, 35(1-2), 45-56.
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