Course information:
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>College of Liberal Arts &amp; Sciences</th>
<th>Department</th>
<th>Psychology</th>
</tr>
</thead>
</table>

Subject: PSY  Number: 394  Title: Psychology Of Women  Units: 3

Is this a cross-listed course? No
If yes, please identify course(s):

Is this a shared course? No  If so, list all academic units offering this course:

Requested designation: (Choose One)
Note: a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university’s review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:
☒ Signed General Studies Program Course Proposal Cover Form
☒ Criteria Checklist for the area
☒ Course Syllabus
☒ Table of Contents from the textbook, and/or lists of course materials

Contact information:
Name: Cindy Theisman  Phone: (480) 965-9376
Mail code: 1104  E-mail: cindy.theisman@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Dr. Keith Cronic, Department Chair  Date: 9/10/13
Chair/Director (Signature):

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12
Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups of American Indians, Hispanic Americans, African Americans, and Asian Americans—all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.
## ASU--[C] CRITERIA

### CULTURAL DIVERSITY IN THE UNITED STATES

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
</table>

1. A Cultural Diversity course must meet the following general criteria:
   - The course must contribute to an understanding of cultural diversity in **contemporary** U.S. Society.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Textbook Description</th>
</tr>
</thead>
</table>

2. A Cultural Diversity course must then meet **at least one** of the following specific criteria:
   - The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Syllabus and Detailed Table of Contents from Textbook</th>
</tr>
</thead>
</table>

   - The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Syllabus, Textbook Description, and Detailed Table of Contents from Textbook</th>
</tr>
</thead>
</table>

   - The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.

*Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.

**Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example—See 2b. Compares 2 U.S. cultures</td>
<td>Example—Compares Latino &amp; African American Music</td>
<td>Example—See Syllabus Pg. 5</td>
</tr>
<tr>
<td>1, 2b</td>
<td>Compares the experience of women across ethnic groups in the US.</td>
<td>Example: See detailed Table of Contents from Textbook — Chapter 5, Race/Ethnicity and the gender gap in self-esteem</td>
</tr>
<tr>
<td>2b,2c</td>
<td>Compares relationship patterns among men, women, and across ethnic groups with in the US</td>
<td>See course description and course objectives page 1 of syllabus; Chapters 6 and 7 in detailed Table of contents from textbook</td>
</tr>
</tbody>
</table>
Psychology of Women
PSY 394

LOCATION:        Tuesdays/Thursdays
DATE & TIME:     Marisol Perez, Ph.D.
INSTRUCTOR:      Marisol.Perez@asu.edu
EMAIL:           (I receive a lot of spam mail, so when emailing me make sure you put as the subject PSYC 394 and that will avoid me accidentally deleting your email.)
OFFICE HOURS:    Tuesdays 2:00 pm – 4:00 pm
                 (I'd prefer you to set up an appointment or let me know you are coming. Sometimes I have to step out of the office to pick up something or go to the bathroom, etc. So if I'm not there, wait a few minutes, I'll be back.)

PREREQUISITES:  Introduction to Psychology; I will expect you to have a basic understanding of the basic concepts covered in Introduction to Psychology, such as mental health, developmental psychology, etc. I will not review those concepts in class.

COURSE DESCRIPTION:  First, relax. The subject matter of this course sometimes elicits a nervous reaction. Women sometimes assume the course content is aimed toward turning them into feminists; men often assume they will be ridiculed, blamed, criticized or ignored. Neither is the case. We are here to learn together and learn from each other.

Traditionally, Psychology of Women has been taught as a survey course in which a variety of psychological theories and research on the experiences, behaviors, and abilities of women are examined. The course includes attitudes about gender, theories on gender development, and research about similarities and differences between men and women. This course will cover both a theoretical and pragmatic understanding of the psychology of women. We will utilize feminist theories and ideas to critically examine the social, psychological and political implications of our understanding of women and gender. This course traditionally has given little to no discussion about cross-cultural research as it pertains to women. This course has been completely revamped to integrate culture into each class. For example, research on differences between men and women will now include a comparison across different countries. Research on how each gender is viewed will now include a comparison of each gender from both patriarchal and matrilineal societies. Because of the nature of the material, your experiential involvement is an essential component of your learning, and you are expected to attend and participate in class sessions.

COURSE OBJECTIVES: By the end of this course, I expect students to:

- Gain critical thinking skills toward an understanding of the historical, social, political, cultural, and personal implications of a woman’s gender
- Understand the interface of issues such as gender, sexuality, violence, work, culture, etc. in women's lives
- Integrate personal experience with theories and research findings, and to reflect on their significance
- Achieve ongoing insights regarding our own assumptions, values, beliefs, and other concepts that impact our perceptions about women
CLASS FORMAT: The format of the class includes class discussions, lectures, and guest lecturers. There will be no formal lectures in this course that summarize the chapters in the textbook for you. Instead, students are expected to come prepared for class and will need to participate fully in class discussions. Participation by all students is strongly encouraged to make the class interesting and informative for everyone.

POLICIES:
Respect for Others: I respect each of you as a student who can bring a unique perspective to the study of gender. I expect that you will respect my goals, which are listed under Course Goals, and I expect that similar respect will be given to guest lecturers, and your fellow students. Interacting and succeeding in today's world requires that college graduates have well developed critical thinking skills. This requires consideration of many perspectives on issues and sensitivity to a wide range of views on important issues. Materials covered in class will allow you to develop these skills and practice these activities. Many of the topics we will cover in class have no "right" or "wrong" answers. I expect that you will prepare for discussion of these topics keeping this in mind. Because of the nature of this class, we will be discussing some controversial topics that are potentially challenging to people's beliefs and values. Everyone has the right to express his or her opinion, and this right will be strictly upheld in all class-related activities. At the same time, we will maintain an atmosphere of intellectual respect for the opinions of others, no matter how they might differ from our own. I do respect the fact, however, that some topics may cause you some discomfort. If at any time during discussion you are uncomfortable and need to discontinue participation in the class, please feel free to quietly leave the classroom. You can choose to return to the class prior to the end of the course period or I will chat briefly with you at the end of class.

Attendance: Your attendance is expected at each class. However, attendance will not be counted directly into a student's grade. Some of the material covered in class will not be covered in your textbook. In addition, the material covered in class will appear in the exams. I do allow for class to be audiotaped. If you miss a class, it is your responsibility to get the material covered from another student in class. Students will be responsible for returning assignments on time if they choose to miss class. In addition, students will be held responsible for all announcements made during class time, including any changes made to the syllabus, exam dates and schedule.

Academic Honesty: It is expected that anything you specify as your own work is truly your own work. Dishonesty in academic work and the penalties for such dishonesty are outlined in the Student Handbook. Please review the policy:
https://provost.asu.edu/sites/default/files/AcademicIntegrityPolicyPDF.pdf
Academic dishonesty will result in a failing grade for this course as well as a formal report submitted to the Dean.

Plagiarism: Plagiarism is defined as a) taking the ideas of someone else without giving them proper credit; b) taking the ideas, writing or audiotape of someone else and changing only a few words. I take plagiarism as a serious offense and not only will the student receive an F on the paper, but I can also give them an F for the course and report them to the dean.
Materials for this course: All materials generated for this course such as lectures, handouts, syllabus, exams, etc., are copyrighted by University policy. Thus you may not make copies without my permission. In addition, all pictures that appear in this syllabus were obtained from Microsoft Office Clip Art, Advanced Version and may not be copied as well.

Students with special needs: Under the Americans with Disabilities Act, students with disabilities are guaranteed a learning environment that accommodates their disability and provides equal opportunity for them to learn and succeed in class. Any student who feels he/she may have a disability requiring accommodation, please contact the Disability Resource Center http://www.asu.edu/studentaffairs/ed/drc/. In addition, please contact the instructor within the first two weeks of class to make appropriate arrangements.

EXAMS: There will be 3 exams in this course. All exams are multiple-choice and cover material from the reading assignments and lectures. There is no final exam in this course. As such, students who miss one or more exams in this course may make up the exam they missed during the Final Exam time: XXXXXX. If a student misses 2 exams, they will make up both exams on XXXXX. They will only have the allotted time to finish both exams. A student who misses 3 exams will only be able to make up 2 exams during the final exam time and will receive a zero for the third exam. Students who wish to take a make up exam will need to notify me by XXXX. You will be expected to bring a Scan-tron sheet (XXXXX) and a #2 pencil to each exam.

WRITTEN ASSIGNMENTS: There are 3 short writing assignments for this course. Each assignment is worth 5 points. Each assignment needs to be a maximum of 1 page, typed and double spaced, with 1 inch margins, Times New Roman 12 point font. All three written assignments appear at the end of this syllabus. All assignments are due by midnight and are turned in via blackboard.

EXTRA CREDIT: Occasional extra credit opportunities may be announced in class. No extra credit opportunities will be given to individual students that are not also available to the class as a whole. In general, extra credit is 1 point that you add to your final grade.

GRADES: Each exam is worth 100 points and each written assignment is worth 5 points thus, there is a total of 315 points in this class. The grade breakdown is as follows:

A = 315-284 points  
B = 283-252 points  
C = 251-221 points  
D = 220-189 points  
F = 188-0 points

It is expected that the average grade in this course is a "C".

EXTRA CREDIT, EXAM GRADES, & FINAL GRADES ARE NOT NEGOTIABLE!!!

Every semester there are a few students that attempt to cry, plead, and/or threaten to get their final grades changed. These techniques have never worked.
Tentative Course Schedule: Note that this is subject to change throughout the semester and changes will be announced in class. There are 2 guest speakers that will be scheduled.

<table>
<thead>
<tr>
<th>DATE</th>
<th>Reading</th>
<th>Topic</th>
<th>Written Assignment</th>
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<tbody>
<tr>
<td></td>
<td>Syllabus and Introduction</td>
<td></td>
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<tr>
<td>Ch. 1</td>
<td>Why Multicultural Psychology of Women?</td>
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<td>Assignment 1 Due</td>
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<tr>
<td>Ch. 2</td>
<td>Research Methods, Data, and Women</td>
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<td>Ch. 2</td>
<td>Gender Differences in Toy Preferences</td>
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<td>Gender differences in Cognition and Aggression</td>
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<td>Ch. 3</td>
<td>Growing up Female</td>
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<td>Ch. 4</td>
<td>Growing Up Female II</td>
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<td>Female Identity</td>
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<td>Ch. 5</td>
<td>Self-Esteem</td>
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<td>EXAM 1</td>
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<td>Ch. 6</td>
<td>Nonverbal Communication</td>
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<td>Ch. 6</td>
<td>Friendships</td>
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<td>Ch. 7</td>
<td>Intimacy and Love</td>
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<td>Ch. 7</td>
<td>Marriage</td>
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<td>Ch. 12</td>
<td>Sexuality</td>
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<td>Assignment 2 Due</td>
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<td>Ch. 12</td>
<td>Sexual Dysfunction</td>
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<td>Ch. 8</td>
<td>Women in the Work Force</td>
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<td>EXAM 2</td>
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<td>Ch. 9</td>
<td>Physical Illness and Healing</td>
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<td>Ch. 9</td>
<td>Women as Healers</td>
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<td>Ch. 10</td>
<td>History of Mental Health/ Depression</td>
<td>Eating Disorders</td>
<td>Assignment 3 Due</td>
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<tr>
<td>Ch. 11</td>
<td>Ageing</td>
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<td>Ch. 13</td>
<td>Domestic Violence/Sex-Trade</td>
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<td>HOLIDAY – NO CLASS</td>
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<td>Ch. 14</td>
<td>Women, Workforce, and Family</td>
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<td>EXAM 3</td>
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<td>NO CLASS - notify instructor if taking a make-up exam</td>
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</table>

******WEDNESDAY 8:00 – 10:00 am ******MAKE-UP EXAM******

4
WRITTEN ASSIGNMENT #1

This assignment should be typed and a maximum of 1 page in length. Please use 1 inch margins, 12 point Times New Roman font, and double space the paper.

In the first paragraph please tell me a little about yourself, anything that might be interesting or that you would like to share.

In the second paragraph please tell me why are you taking this course (be honest). Please tell me in which ways do you consider yourself a feminist (if any).

This assignment is due XXXX, submitted through blackboard by midnight.

WRITTEN ASSIGNMENT # 2

This assignment should be typed and a maximum of 1 page in length. Please use 1 inch margins, 12 point Times New Roman font, and double space the paper.

Tell me what do you think are the stereotypes that women face in the workforce? What are the stereotypes that men face in the workforce? Finally, as you enter the workforce in the next couple of years, what might be some instances of sexism that you encounter and have to overcome?

This assignment is due XXXX, submitted through blackboard by midnight.

WRITTEN ASSIGNMENT #3

This assignment should be typed and a maximum of 1 page in length. Please use 1 inch margins, 12 point Times New Roman font, and double space the paper.

Please view the following you tube video clips which are Rihanna's interview with Diane Sawyer on Chris Brown which is in 3 parts. Video Clips:
Rihanna Interview on ABC, 20/20, Part 1
http://www.youtube.com/watch?feature=endscreen&NR=1&v=DjV8PWdZYR0

Rihanna Interview on ABC, 20/20, Part 2
http://www.youtube.com/watch?v=WJgQ8aN1-pM&feature=related

Rihanna Interview on ABC, 20/20, Part 3
http://www.youtube.com/watch?v=xC0nLGLpOY&feature=relmfu

In your paper, please tell me what are the risk factors that Rihanna discusses that placed her at risk for domestic violence? I encourage you to read the chapter on domestic violence for a guide on common risk factors that make women vulnerable to domestic violence. In addition, please tell me what makes Rihanna at risk for revictimization in the future?

Please DO NOT tell me that Rihanna was at risk because she simply loved Chris Brown, risk for domestic violence is more complex than that.

This assignment is due XXX, submitted through blackboard by midnight.
A New Psychology of Women: Gender, Culture, and Ethnicity (Paperback)
Hilary M. Lips (Author)

List Price: $74.66
Price: $68.35 & FREE Shipping. Details
You Save: $6.30 (8%)

Only 9 left in stock (more on the way).
Ships from and sold by Amazon.com. Gift-wrap available.
Want it tomorrow, Sept. 11? Order within 3 hrs 37 mins and choose One-Day Shipping at checkout. Details.

7 new from $60.00 28 used from $34.99

FREE TWO-DAY SHIPPING FOR COLLEGE STUDENTS

Formats
Paperback
Amazon Price
New from
Used from
$68.35
$60.00
$34.99

Book Description

In this insightful, provocative text, Hilary Lips lively narrative focuses on diversity without losing sight that the world is an interdependent community and what happens anywhere is likely to be relevant to many of us. Sensitive to the limitations of her own cultural perspective—that of a feminist social psychologist, a middle-class white woman who grew up in Canada and now teaches and writes in the United States—Lips draws from scholarly research outside the U.S. to present a global perspective on the psychology of women. She creatively exposes readers to the role of culture in shaping women's experiences, knowledge, and understanding and includes multicultural beliefs and findings. Much of the detailed coverage stems from broader topics that include female male differences, how girls are socialized throughout childhood and adolescence, how early messages are translated into later behavior, how women are treated in the workplace, how being female affects physical and mental health, and how issues affecting women change as they transition from middle and old age. Each chapter includes a profile of a woman who helped shape psychology to illustrate the diverse perspectives that have constructed our understanding. Also included are learning activities, suggestions for making social change, discussion questions, key terms, and suggestions for additional reading and Web resources.


Special Offers and Product Promotions
• FREE One-Day Shipping if you purchase this item using your eligible Citibank card for a limited time. Enter code CITIFS13 at checkout. Here's how (restrictions apply)

Frequently Bought Together
- Price for both: $85.33
- Show availability and shipping details

This Item: A New Psychology of Women: Gender, Culture, and Ethnicity by Hilary M. Lips Paperback: $68.35
Toward a New Psychology of Women by Jean Baker Miller Paperback: $16.98

Customers Who Bought This Item Also Bought
Framing the Research Question 48
Research Design: Samples and Methods 48
Group Comparisons 50
Interpreting the Results: What Is a Difference? 52
Interpreting the Results: Why Is There a Difference? 53

Alternative Approaches to Knowledge 54

Gender Differences and Similarities in Cognitive Abilities or Styles 55

Research on Cognitive Differences 57
Verbal Performance 58
Quantitative Performance 59
Visual—Spatial Performance 63

Explanations for Gender Differences in Cognitive Performance 65

Gender Differences and Similarities in Aggression 69
Explaining Differences and Similarities: Can Biology and Environment Be Separated? 71
The Meaning of Difference 73
The Question of Differences: The Wrong Question? 74
Summary 75
Key Terms 76
Discussion Questions 76
For Additional Reading 77
Web Resource 77

CHAPTER 3
Growing Up Female: The Female Body and Its Meanings 78

Sexual Differentiation: How Bodies Become Female or Male 80
Step 1: The Chromosomes 82
Step 2: The Gonads 82
Step 3: Hormones 83
Step 4: The Internal Reproductive Tract 83
Step 5: The External Genitalia 84
The Language of Sexual Differentiation 84

Does the Brain Differentiate by Sex? 85
The Next Step: Rearing 87
Intersexuality and Behavioral Gender Differences 89

The Female Body 92
Menstruation 93
PMS, Lunar Cycles, and "Menstrual Joy" 96
Menstrual Synchrony 100
Pregnancy and Childbirth 102
Controlling the Female Body 105
Getting The Message:
Self-Confidence, Assertiveness, and Entitlement

Self-Confidence, Courage, and Femininity 163

Girls' Self-Confidence 164
A Loss of Self-Esteem at Adolescence? 170
Race/Ethnicity and the Gender Gap in Self-Esteem 173
Confidence, Education, and Life Choices 179
Culture and the Construction of Entitlement 183

Girls and Women Using Power 185

Entitlement and the Use of Power 185
Reactions to Female Power 187

Summary 190
Key Terms 191
Discussion Questions 191
For Additional Reading 191
Web Resources 192

CHAPTER 6
Connections: Communicating with and Relating to Others 193

Communication 196

Verbal Communication 196

Conversational Dominance 196
Listening and Conversational Maintenance 197
"Troubles Talk" 198
Speech Styles 199
Language Topics: What Do We Talk About? 200
Language as a Way of Making Masculinity the Norm 202
Language as a Way to Stereotype, Categorize, and Belittle Women 203
Language as a Way of Resistance for Women 203
Computer-Mediated Communication 205

Nonverbal Communication 206

Gaze 206
Touch 206
Posture 207
Facial Expression 208
Personal Space 208

Why Should Gender Be Related to Communication Patterns? 208

Friendship 210

Friendships between Women 210

Diversity in Women's Friendships 212
Some Paradoxes of Women's Friendships 214

http://www.radford.edu/~hlips/Books/psycwomen/pw3chpt.htm 9/10/2013
Women's Friendships across Boundaries of Race or Culture 215

Women's Friendships with Men 218
How Friendship Patterns Reflect Social Context 219

Summary 220
Key Terms 221
Discussion Questions 221
For Additional Reading 222
Web Resources 222

CHAPTER 7
Family and Intimate Relationships 223

The Context of Intimate Relationships: Family Structure 225
The Couple Bond 226

Love 226
Power, Influence, and Equality in Couple Relationships 229

Equity and the Principle of Least Interest 232
Resources 233

Must Everyone Be Part of a Couple? 237
Marriage: Legalizing the Couple Bond 238

Gay Marriage? 239

Families and Parenthood 243

Mothers and Children 244

Lesbian Mothers 248
Single Mothers 249

Mother—Daughter Relationships 251
Fathers and Children 252
Women Who Do Not Have Children 255

Summary 256
Key Terms 257
Discussion Questions 257
For Additional Reading 257
Web Resources 258

CHAPTER 8
Women's Work 259

Job, Family, and Household Tasks: All of It Is Work for Women 261

Women's Paid Work 263
Women's Unpaid Work 266

Equity and Discrimination 267

http://www.radford.edu/~hlips/Books/psycwomen/pw3chpt.htm 9/10/2013
Discrimination in Hiring, Evaluating, and Paying Workers 268

Undervaluing the Work Done by Women 268
Making Assumptions about Women's Values 269
Motherhood as a Source of Discrimination 271
"Women Should Be at Home" 273
Discrimination on the Basis of Sexual Orientation 274
Women's Working Conditions 275

In Search of Gender Equity in the Workplace: Some Remedies 2

Reducing Gender Stereotypes 277
Pay Equity and Affirmative Action 281

Perceptions of Fairness and Reactions to Affirmative Action 284

Sexual Harassment in the Workplace 287
A Family-Friendly Workplace? Striving for Work—Family Balance 290

Childcare: A Thorny Issue 291
"Best Practices" by U.S. Companies in Aid of a Comfortable Work—Family Balance 293

Having It All? Stress and the Double Day 293

Staying Busy, Staying Healthy? 294

The Future of Women's Work 295
Summary 297
Key Terms 299
Discussion Questions 299
For Additional Reading 299
Web Resources 300

CHAPTER 9
Physical Health, Illness, and Healing

Women's Strength and Fitness 303
Women and Physical Illness around the World 307

Life Expectancy 307
Some Major Health Problems for Women 308

Anemia 309
Autoimmune Diseases 309
Tropical Diseases 310
Tuberculosis 310
Reproductive Health 310
Sexually Transmitted Infections 311
Heart Disease 313
Cancer 314
Osteoporosis 316
Alzheimer's Disease 317

Factors Related to Women's Health 317
Health- and Illness-Related Behaviors 317

Diet 318
Exercise 318
Smoking 318
Seeking Help and Advice 320

Poverty and Nutrition 320
Stress and Social Support 321
Caregiver Burden 323

Women as Patients in Health Care Systems 325
Women as Healers 327
Summary 332
Key Terms 333
Discussion Questions 333
For Additional Reading 333
Web Resources 334

CHAPTER 10
Mental Health, Illness, and Therapy

Gender and Mental Health 337

A Double Standard of Mental Health? 338

Women and Mental Illness around the World 338

Depression 340

The Feminine-Role Hypothesis 343
The Relationship Difficulties Hypothesis 344
The Stress Hypothesis 346
The Hormone Hypothesis 347
The Developmental Hypothesis 347
Suicide 348

Eating Disorders 349
Panic Disorder and Agoraphobia 352
Post-Traumatic Stress Disorder 354
Alcohol and Drug Abuse 355

Diagnosis and Treatment 358

The Politics of Diagnosis 359
Psychotherapy 361

Feminist Therapies 364
Diversity Issues in Psychotherapy 365

Drug Therapy 369

The Social Construction of Women's Mental Disorders 371
Summary 372
Key Terms 373
Discussion Questions 374  
For Additional Reading 374  
Web Resources 375

CHAPTER 11  
Myths and Scripts for Women Growing Older

The Social Construction of Women’s Aging 378

Images of Decline: Media Messages about Women’s Aging 379
Missing Images: Invisible Older Women 381
Images of Power: Stronger, Older Women 381

Encountering Menopause: The Cultural Shaping of a Physiological Event 386

The Physical Change 386
The Experience of Menopause across Cultures 386
A Brief History of Medicine’s Approach to Menopause 388
The Debate over Hormone Replacement Therapy 390
Menopause and the Politics of Aging across Cultures 392

New Roles and Relationships 393

The Empty Nest: Loss or Liberation? 393
Career Change and Retirement 394
Losing a Life Partner 395

 Rejecting the Message of Decline 398
Summary 399
Key Terms 400
Discussion Questions 400
For Additional Reading 400
Web Resources 401

CHAPTER 12  
Sexualities

Research on Sexuality: Where Do Our “Facts” Come From? 404
Sexual Desire and Sexual Response 409

The Medical Model of Sexuality and the Veneration of the Orgasm 413

Sexual Orientation 415

Defining Sexual Orientation 415
Is Women’s Sexual Orientation Inborn? Discovered? Constructed
All of the Above? 418

The Social Context of Sexual Behavior 419

Culture and Sexual Scripts 419

The Double Standard 421

http://www.radford.edu/~hlips/Books/psycwomen/pw3chpt.htm

9/10/2013
Issues in Lesbian Sexualities 424
   Pleasure 424
   Danger 425

Sexualities and Disabilities 426

Managing the Consequences of Sex 427
   Contraception 428
   "Safe Sex" and Sexually Transmitted Diseases 433

Motivations for Sex: Issues of Desire, Love, Power, and Money 4

Summary 439
Key Terms 441
Discussion Questions 442
For Additional Reading 442
Web Resources 443

CHAPTER 13
Violence against Women: A Worldwide Problem 444

Battering in Close Relationships 447
   Dating Violence 447
   Husbands Abusing Wives 449
      Psychological and Emotional Abuse 453
      Wife Murder for Money or "Honor" 453
   Violence in Lesbian Couples 456
   Explaining Partner Abuse 457

Sex-Selective Abortion, Infanticide, and Systematic Neglect of Girls 459

Sexual Violence 460
   Rape 460
      The Scope of Rape 461
      Attitudes toward Rape and Rape Victims 464
      The Impact of Rape 464
   Sexual Abuse of Children 468
   Forced Prostitution and Sex Slavery 468

Sexual Harassment and Intimidation 472
   Pornography and Sexual Violence 474
   Intimidation through the Media: Stalkers and Serial Killers on Parade 475

Torture and Ill-Treatment of Women in Custody 476

Protecting Women from Violence: Some Strategies 477
Freedom from Persecution on the Basis of Gender: A Human Right 479
Summary 480
Key Terms 482
Discussion Questions 482
For Additional Reading 482
Web Resources 483

CHAPTER 14
Leadership, Power, and Social Change

Images and Stereotypes of Powerful Women 487
Power and Femininity Don't Mix 487
Invisibility 491

Motivation, Skills, and Styles in the Use of Power 494

Do Women Want to Lead? 494
Claiming Leadership: Women and Men in Groups 495
Styles of Power and Influence 497

The Bases of Power 497

"It's Not in Her Head": Barriers to Power for Women 500

Two Glass Ceilings 500
A Hostile Environment 501
The Difficult Process of Change 504

Women in Power 506

Women as Political Leaders 506
Women, Resistance, and Collective Action: Wielding and Building Power from Below 510

Individual Resistance 511
Collective Action 511
A New Frontier: Radical Young Feminists 513

Women Claiming Power 516
Summary 518
Key Terms 519
Discussion Questions 519
For Additional Reading 519
Web Resources 520

Glossary G1
References R1
Credits C1
Author Index I1
Subject Index I12