



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

Academic Unit College of Liberal Arts & Sciences Department Psychology

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 _____
Course description: _____

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 (SQ/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 Crnic, Department Chair Date: 9/10/13

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: **(1)** social scientific theories and principles, **(2)** the methods used to acquire knowledge about cultural or social events and processes, and **(3)** the impact of social scientific understanding on the world.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus, Textbook Description, Detailed Table of Contents		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top; text-align: center;">anthropology</td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	anthropology	Detailed Table of Contents
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	anthropology				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Syllabus and Detailed Table of Contents		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus and Detailed Table of contents, Textbook Description		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily fine arts, humanities, literary, or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

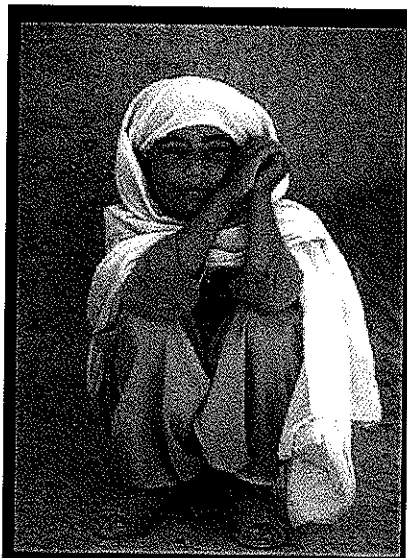
Course Prefix	Number	Title	Designation
PSY	394	Psychology of Women	Social & Behavioral Sciences

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	Compares men and women, on communication patterns and leadership styles	See Chapters 6 and 14 within Detailed Table of Contents from Textbook
2	Discuss how the social construction of gender influences life	Example: how gender is viewed from maternalistic vs. paternalistic societies. See page 1 Course Description of Syllabus.
3a, 4	Discuss how the history of research impacts what we know and the stereotypes related to women	See Detailed Table of Contents, Chapter 2.

Psychology of Women

PSY 394



LOCATION:

DATE & TIME:

Tuesdays/Thursdays

INSTRUCTOR:

Marisol Perez, Ph.D.

EMAIL:

Marisol.Perez@asu.edu

(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.

TEXTBOOK:

Lips, H.M. (2006). A New Psychology of Women: Gender, Culture, and Ethnicity. 3rd Edition. Boston, MA: McGraw Hill Inc.

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 paternalistic and maternalistic 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.

DATE	Reading	Topic	Written Assignment
		Syllabus and Introduction	
	Ch. 1	Why Multicultural Psychology of Women?	Assignment 1 Due
	Ch. 2	Research Methods, Data, and Women	
	Ch. 2	Gender Differences in Toy Preferences	
		Gender differences in Cognition and Aggression	
	Ch. 3	Growing up Female	
	Ch. 4	Growing Up Female II	
		Female Identity	
	Ch.5	Self-Esteem	
EXAM 1			
	Ch. 6	Nonverbal Communication	
	Ch. 6	Friendships	
	Ch. 7	Intimacy and Love	
	Ch. 7	Marriage	
	Ch. 12	Sexuality	Assignment 2 Due
	Ch. 12	Sexual Dysfunction	
	Ch. 8	Women in the Work Force	
EXAM 2			
	Ch. 9	Physical Illness and Healing	
	Ch. 9	Women as Healers	
	Ch. 10	History of Mental Health/ Depression	
		Eating Disorders	
	Ch. 11	Ageing	Assignment 3 Due
	Ch. 13	Domestic Violence/Sex-Trade	
		HOLIDAY – NO CLASS	
		HOLIDAY – NO CLASS	
	Ch. 14	Women, Workforce, and Family	
EXAM 3			
		NO CLASS - notify instructor if taking a make-up exam	
*****WEDNESDAY 8:00 – 10:00 am *****MAKE-UP EXAM*****			

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=xC0nLGLpnQY&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.

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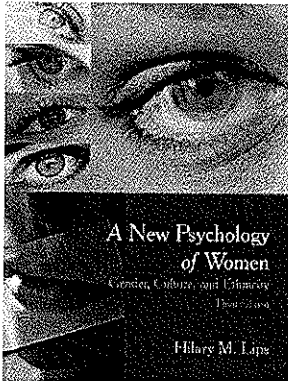
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Hilary M. Lips (Author)
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Book Description

Publication Date: **June 30, 2010** | ISBN-10: **1577666879** | ISBN-13: **978-1577666875** | Edition: **3**

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 to 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.

Titles of related interest also available from Waveland Press: Chrisler et al., *Lectures on the Psychology of Women*, Fourth Edition (ISBN 9781478602002) and Crawford-Unger, *In Our Own Words: Writings from Women's Lives*, Second Edition (ISBN 9781577664901).

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Gender, Culture, and Ethnicity

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