

**3750-474-001 (15123)
Psychology of Women
Spring 2015**

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Office hrs: M, T, & W 4-5 PM
& by appointment

Class Information: Tu & Th 2:15-3:55 PM, Kolbe 214

Required Materials

Yoder, J. D. (2013). *Women and gender: Making a difference* (4th ed.). Cornwall-on-Hudson, NY: Sloan Publishing. ISBN: 978-1-59738-040-9
Course pack available at DocuZip

Course Objectives

Psychology is divided into specialty areas (e.g., social, industrial/organizational, counseling, developmental/aging, cognitive, and physiological). The psychology of women cuts across these areas to take a women-centered approach to psychology, in contrast to the historical pattern in psychology of either ignoring women and women's issues or generalizing work done with men to women. This class will survey the psychological theory and research that focus on how we construct our genders, that is, how we "do" being women and men. This focus will take us into each of the specialty areas of psychology (as well as into related disciplines where appropriate).

My overriding goal is to encourage you to think critically about this area of psychology. According to former APA President Diane Halpern (1989), critical thinking includes three characteristics. First, critical thinking has a purpose; in our case, to survey this area of research and theory with an eye toward applying this information to our everyday lives and to probe beneath the surface of issues and events in order to better understand them. Second, critical thinking is reasoned; it encourages us to examine all the information relevant to a problem (even what's not directly presented) in order to form a cohesive conclusion. Third, critical thinking approaches a problem from more than one perspective. I'm not seeking to provide a variety of conceivable approaches to the issues and problems we'll tackle in this course, but rather I hope to provide a coherent, well-argued, feminist approach. In all likelihood, other sources have provided alternative views. I'm not suggesting that you absorb without question the positions we'll explore in this class, but rather *think critically* about them. I plan to learn with and from you as well.

The learning objectives I consider primary for this course include:

- Developing a clearer understanding of, and commitment to, personal values.
- Learning to analyze and critically evaluate ideas, arguments, and points of view.
- Learning to apply course materials to improve your thinking and problem solving.
- Acquiring an interest in learning more by asking questions and seeking answers.

University, Department, and Instructor Policies

Registration. The last day to add a class without signatures is January 20, 2015. Students whose names do not appear on the university's official class list by **January 20, 2015** (full semester) will not be permitted to participate (attend class, take exams, or receive credit).

Attendance. If you must miss a class, please let me know in advance and make arrangements with another student to get class notes. University policy states: "A student is expected to attend all class meetings for which registered. A student may be dropped from a course by the Dean if absence is repeated and the instructor recommends this action; a student can gain readmission only with permission of both."

Drop or withdrawal. The last day to drop a class without signature and without "WD" appearing on a student's academic record is Jan. 20, 2015. The last day to withdraw from class is March 2, 2015.

Tape recording and course materials. The Department of Psychology notes: "It is the policy of the Department of Psychology, University of Akron, that audio and/or video recording by students or others of lectures or classroom discussions of any kind shall be done only with the prior express permission of the instructor; and further, that recordings and material distributed by the instructor shall be restricted to the personal use of students duly registered in the course and shall not be sold or redistributed in any manner whatsoever without the written permission of the instructor."

Students with disabilities or special needs. Please contact the instructor ASAP so we can arrange to accommodate those needs. You must be registered with the university's Disability Center to qualify for extra time on exams.

Anti-discrimination policy. "It is the policy of this institution that there shall be no unlawful discrimination against any individual in employment or in its programs or activities at The University of Akron because of race, color, religion, sex, age, national or ethnic origin, disability or status as a veteran. The University of Akron prohibits sexual harassment of any form in all aspects of employment and in its programs and activities and prohibits discrimination on the basis of sexual and racial or ethnic orientation in employment and admissions."

Plagiarism. According to the Office of Student Conduct's Academic Dishonesty guide, plagiarism involves "submission of an assignment as the student's original work that is entirely or partly the work of another person." Furthermore, according to this guide and the University's Student code of Conduct, "plagiarism, cheating, or other forms of academic dishonesty" may lead to grade penalty, "formal disciplinary probation, suspension, or dismissal."

When you do an assignment for this class, write it in your own words and carefully cite your sources. Very occasionally you may wish to use the exact words of a source (published or unpublished); in this case, be sure that you use quotation marks to indicate the quoted material and also be sure to cite the source accurately in the text of the paper and reference list. In psychology, quotations should be used sparingly. It is possible to plagiarize a source, even if no full sentences are copied word-for-word. If you make minor wording changes, but keep the organization, sentence structure, and/or words of a source, you are plagiarizing. If you take ideas from a source, but don't indicate where the ideas came from with an accurate reference, you are technically guilty of plagiarism. These "sources" include other students.

Instructor policies. You are responsible for the materials covered in class and in the assigned readings. A schedule of assignments and readings appears as the last page of this syllabus. No work will be accepted after a dropbox closes, and there are no make-up exams. For all assignments, there are more options available than the number advised so if you miss one, you have opportunities to take others. In

this way, everyone has the same flexibility to complete work on an individualized schedule. To be fair to other students, no additional options will be provided.

All assignments must be typed. You are responsible for complying with any changes announced in class, via e-mail to your uanet account, or on Springboard. **You are responsible for checking Springboard and your e-mail, either directly using your assigned UAnet account or by transferring messages from this account to another.** Incompletes will be given only in extenuating circumstances, and if a minimum of 70% of the assigned work is completed with a passing grade-to-date.

Occasionally, a discrepancy arises between a student's and an instructor's perceptions regarding grades. If you have some concerns about a grade on an exam or on a writing assignment, please feel free to come speak with me about it during office hours or by appointment. However, please be aware that if you believe your work warrants additional points and would like to discuss that, you must present a clear, compelling case in writing, within two class periods of receiving your grade on the exam or assignment. I will be happy to discuss exams, exam materials, and your responses with you, but I will not discuss point adjustments without your written case in my hand. (This does not mean that submitting a case guarantees point adjustments. Indeed, point adjustments may be higher or lower than the original grade.)



Follow the Department of Psychology on Twitter

Updates regarding scheduled activities, important dates, and upcoming events will be provided on twitter.

Assignments and Grading

There are two categories of assignments for the course (totaling 380 points):

- (1) 3 exams (worth 60 points each; 180 points total);
- (2) 10 reading assignments and “blogs” (worth 20 points each; 200 points total).

Computation of Grades

To calculate final grades, points will be summed, and averaged across 380 total points. Final letter grades will follow UA's standard pattern of 93% and above = A; 90%-92.9% = A-; 87%-89.9% = B+; 83%-86.9% = B; 80%-82.9% = B-; 77%-79.9% = C+; 73%-76.9% = C; 70%-72.9% = C-; 67%-69.9% = D+; 63%-66.9% = D; 60%-62.9% = D-; below 60%, F. You can track your grades throughout the class on Springboard.

Exams

Exam dates are listed in the Schedule of Classes at the end of this syllabus; if the university closes on an exam day, the exam will be given in the next class session. The non-final exams will comprise 50 multiple choice questions; the final exam, 60 questions. Each exam will cover the text and text-related classes (including lecture, discussion, videos, etc.), NOT assigned research articles and “blogs,” for the designated segment of the course.

The course pack includes a guide to reading and taking notes on the text; completing these pages will serve as a study guide for these exams. There will be 4 exams: Exam 1

(covering text chapters 1-5); Exam 2 (chs. 6-9); Exam 3 (chs. 10-14); and a cumulative final (chs. 1-14). *Your lowest score on the exams will be dropped.*

Each of the non-final exams will comprise two parts: (1) an individual portion, taken first and individually, worth 50 points and (2) a group portion, taken second, working with present assigned group members, worth 10 points. The final exam will include only the individual portion. Thus each exam is worth a total of 60 points. Exams will be given only during their designated class time, students must participate in both portions, and students must be in class on time (groups cannot be expected to wait for late members). There are no make-up exams.

All exams will begin at the start of the assigned class period, and no one will be permitted to enter or leave the room after the exam begins. The group portion of the exam will start when the last student finishes the individual portion. Students requiring extra time or special facilities must be registered with the disability center on campus and must be available either before class or prior to the exam date to participate on time in the group portion of the exam. Each exam will focus on research and theory in the psychology of women in line with the didactic objectives of the course.

Reading Assignments and “Blogs”

The second portion of the course pack comprises 12 research articles, each of which is preceded by a brief activity. The activity is designed to personalize and get you thinking about issues relevant to its companion research article. Please then complete the activity before reading the article. Additionally, each article is relevant to the text chapter that immediately precedes it in the Class Schedule. Thus classes will alternate between focusing primarily on a text chapter and a topically related reading.

The “blog” assignment is designed to spark class discussions of these readings. If you were to launch a real blog online, you would post a statement and then open it up to comment. This process captures the spirit of this pseudo-“blog” assignment. For each assignment, you will (a) begin with a launch statement that accurately conveys the main points of each article to a general audience, (b) pose a discussion question, and (c) post an opening comment to initiate this discussion. A model “blog” is appended, as well as the grading rubric for this assignment. *Your two lowest grades for these assignments will be dropped.*

To receive a grade for each “blog,” you must:

- (1) post your blog in its Dropbox before it closes (at 2 PM on the assigned class date),
- (2) bring a single hardcopy of your “blog” to class,
- (3) sign into the designated class (on a circulated attendance sheet), AND
- (4) actively participate in the group and class discussions.

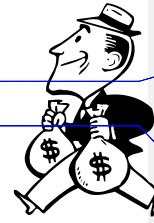
Note that handing in your “blog” is NOT sufficient; rather, you must complete ALL four steps above to earn a grade for it. The only exception is if the university closes (e.g., a snow day). If the university closes on a blog discussion day, the dropbox for that blog will remain open until 2 PM prior to the next held class, and the blog alone will be graded.

**Schedule of Text Chapters and Reading Assignments
Psychology of Women, Spring 2015**

Date	Chapters & Readings	Track your grades here	Date	Chapters & Readings	Track your grades here
1/13	Introduction		3/10	Text Ch. 9	
1/15	Text Chs. 1& 2		3/12	Fox & Quinn (2014)	
1/20	Goldberg & Lucas-Thompson (2014)		3/17	Exam 2	
1/22	Text Ch. 3		3/19	Text Ch. 10	
1/27	Text Ch. 4		3/24-6	<i>Spring Break</i>	
1/29	Fox et al. (2014)		3/31	Fahs (2014)	
2/3	Text Ch. 5		4/2	Text Ch. 11	
2/5	Chrisler (2011)		4/7	Smolak et al. (2014)	
2/10	Exam 1		4/9	Text Ch. 12	
2/12	Text Ch. 6		4/14	Thomas et al. (2013)	
2/17	<i>No Class, President's Day</i>		4/16	Text Ch. 13	
2/19	Abrams (2003)		4/21	Grabe et al. (2014)	
2/24	Text Ch. 7		4/23	Text Ch. 14	
2/26	Smith & Huntoon (2014)		4/28	Fitz et al. (2012)	
3/3	Text Ch. 8		4/30	Exam 3	
3/5	Yost & McCarthy (2012)		TBA	Final Exam	

Note. “Blog” dropboxes will close at 2 PM on the assigned date for each research-article reading. If the university closes on a blog discussion day, the dropbox for that blog will remain open until 2 PM prior to the next held class.

Depressed Entitlement or Depressed Status? Women and the Wage Gap



The gap between U.S. women's and men's wages of around 75% has been consistent and persistent across the past 20 years. Debate about why this wage gap exists continues, with agreement only that the issue is complex. One potential contributor is what's called "depressed entitlement"—the durable finding that even when women and men complete similar amounts and quality of work, women pay themselves less (and at levels consistent with the wage gap). Mary Hogue and Janice Yoder argued that this difference in self-pay might be accounted for by the higher social status generally afforded men.

In their lab experiment, they first asked groups of college women and men to individually complete a task and then assign their self-pay. As expected, women (\$7.48), on average, paid themselves significantly less than men (\$10.27), establishing the depressed entitlement wage gap. However, this gap closed when the experimenters manipulated the status of different student workers. For a second group of workers, women and men did the same work as the original participants, but this time the instructions included information indicating that women typically perform better than men on this task—enhancing women's task status. The same procedure was followed with a third group of workers, but this time the added information noted that high school students commonly did the task, as opposed to the educationally higher-status college student participants. In both status-elevated conditions, women's self-pay (\$10.83; \$10.40, respectively) was significantly higher than that of the original women and similar to that of men (\$10.07; \$9.87, respectively). Their findings suggest that rather than blaming women for devaluing themselves, we as a society need to acknowledge differences in how much we value women's and men's work and revisit compensation with an eye to correcting inequities.

Comment: Whose responsibility is it then to fix the wage gap?

It would seem a lot easier to make women responsible for making their pay fair. We could train women to negotiate for higher wages or just settle for doing better than other women (rather than competing with men). It also seems unlikely that businesses will voluntarily raise women's wages (and certainly they won't lower men's) just be fair.

Comment [YD1]: Catchy title and eye-catching image; you want to attract people to read and comment on your "blog." This narrative is the opening (launch) statement in your "blog."

Comment [YD2]: This general beginning ties into what we will learn in Chapter 9 of the text. Each reading is linked to at least one chapter so bridging the reading with the class is important.

Comment [YD3]: A bit of jargon but explained in everyday terms

Comment [YD4]: This is an important part of Hogue & Yoder's method

Comment [YD5]: Any everyday way of stating the study's hypothesis

Comment [YD6]: This integrates the core features of the design and methods of the study with its findings. It is written at an educated level but not with psych jargon. (My guess is that I can't totally sound like a non-researcher – but I didn't just copy the Abstract either.)

It packs a lot of info in here to fully, but succinctly, note the key features of the study (e.g., 3 groups with different participants; all do same task with slight, important variations; how the manipulations targeted status). When I wrote it, I had to be sure to get all the needed points without getting long and drawn-out – a real challenge!

Comment [YD7]: Only include data when it is simple and meaningful

Comment [YD8]: I used 1.5 spacing; do what it takes to keep the page uncluttered but do stick to a single page (people won't read you "blog" if it is off-putting ☺).

Comment [YD9]: This last sentence helps begin the ensuing discussion by commenting about the meaning of the findings and their implications.

Comment [YD10]: This is your lead question that will likely direct the course of the following discussion. It is important to launch this subsequent discussion in a core direction that you find most provocative. (It is NOT meant to pick apart or be critical of the study as scholarly research. It IS meant to make readers think more deeply.)

Comment [YD11]: This statement, written by you and following up your question, is meant to get the discussion ball rolling – not answer the question. For example, I think the critical discussion about Hogue & Yoder's findings might focus on how we as a society bring about structural (as opposed to individual) change.

“Blog” Grading Rubric

Each “blog” assignment is worth 20 class points toward the 380 total points for the class. The rubric in the Dropbox in Springboard will use the matrix below. Note that the point assignments in this matrix weight each criterion assessed. For example, the most heavily weighted criteria concern the completeness and accuracy of your opening launch statement. To calculate your final points out of 20 for the assignment, Springboard will total your grading points across criteria (with a possible maximum of 60), record this total in the last row of the matrix, and then convert this total to a scale of 0 – 20 for the recorded class grade. Thus 60 maximum points across criteria will convert to 20 class points for the assignment.

Criteria	Grading Levels				
<i>Launch statement</i>					
Study hypothesis(es)/goals	10 Clear and accurate	9 Generally accurate but needs some clarification	7 Generally accurate but hard-to-follow	5 Includes key inaccuracies	0 Largely inaccurate
Study methods (e.g., participants, procedure, measures)	10 Clear and accurate	9 Generally accurate but needs some clarification	7 Generally accurate but hard-to-follow	5 Includes key inaccuracies	0 Largely inaccurate
Study findings	10 Clear and accurate	9 Generally accurate but needs some clarification	7 Generally accurate but hard-to-follow	5 Includes key inaccuracies	0 Largely inaccurate
Completeness	10 All key points covered	9 Missing one key point	7 Missing key points	5 focus is largely peripheral	0 Completely off base
Implications		4 strong	3 medium	2 low	0 missing
Linkages to text/class materials		4 strong	3 medium	2 low	0 missing
<i>Comment</i>					
Question		4 strong	3 medium	2 low	0 missing
Statement		4 strong	3 medium	2 low	0 missing
<i>Overall</i>					
Eye-catching, uncluttered, included title and image, avoids jargon, etc.		4 strong	3 medium	2 low	0 unacceptable

Note. I do reserve the option to make changes to this rubric, if needed and with notification.