

**PSY 235: Psychology of Women, Spring 2017**  
**MWF 12:50-1:50 in HSC 152**

**Dr. Sherri Pataki**

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**Office Hours:**

Mon/Wed/Fri 2:00-3:00

Tues 3:30-4:30

Others by appointment

**Text:** Lip, H. M. (2017). *A new psychology of women: Gender, culture, and ethnicity*, 4<sup>th</sup> edition.

**Course Description:** This class will explore psychological theory and research related to the study of gender with a particular focus on women and girls. In addition to classroom-based learning, students will apply their understanding of healthy psychological development for young women and girls and develop their capacity to mentor at-risk children through service learning. As part of an ongoing partnership with Cray Youth and Family Services, our class will create and implement a four-week, after-school enrichment program designed to raise the aspirations and self-confidence of girls attending the Cray Crossroads program. This community-based program provides an after-school and summer treatment program for youth, ages 5-17, who are at-risk of being removed from their home or who have been placed in foster care.

Coursework will also focus on gender from a global perspective and examine current global issues related to women and children living around the world. As an in-depth case study, students will have the opportunity to learn about the life experiences of Arab women living in the Middle East to explore the ways in which women's opportunities are shaped based on cultural context.

**Student Outcomes:**

1. Understand the different theoretical approaches used to explain differences between males and females.
2. Distinguish between gender differences supported by empirical research and those based primarily on gender stereotypes or "pop" psychology.
3. Understand the interaction between environmental and biological influences on gender.
4. Explore the important role of culture and community in shaping women's opportunities and life experiences.
5. Learn specific strengths and problems associated with the female gender role that are specific to culture and context as well as those experienced more universally.
6. Gain a historical perspective into the changing role of women in society and the associated changes in women's gender roles in both the U.S. and abroad.
7. Increase personal awareness of gender related issues for women and girls both locally and globally.
8. Gain hands-on experience in community programming with at-risk girls to promote resiliency and self-confidence.

**Assessment:**

**3 exams (75% total; 25% each)**

Each exam will cover several chapters in the text as well as all other assigned readings, class discussions, films, speakers and scheduled activities. Attendance at all classes is critical to succeed in this class; many class activities cannot be replicated or made up outside of the class period. Exams will consist of multiple choice and/or short essays based on all material covered since the previous exam as well as the ongoing themes that are central to the entire course.

**Service learning project (15%)**

All students are required to participate actively in a service learning project with an after-school program in Neshannock, PA. This project will include designing, implementing, and reviewing an age appropriate curriculum designed to raise the aspirations and self-confidence of at-risk girls in our local community. This will require out of class travel to Cray Youth and Family Services in Neshannock, PA

(approximately a 15 minute drive from campus). Driving as a group will be arranged in class. An unexcused absence from service learning cannot be made up and will be reflected in the final service learning grade.

### **Class participation and homework (10%)**

Students are expected to attend all class meetings and to complete all assigned readings prior to each class. Students will be assessed on homework assignments and participation in classroom activities. Students are responsible for all material covered during class or required events. If you are ill or there is a family emergency, please make sure that you discuss this with the instructor. All other absences will be considered unexcused.

### **Accessibility Statement**

Westminster College actively strives for the full inclusion of all our students. Students with disabilities who require access solutions for environmental or curricular barriers should contact Faith Craig, Director of Disability Resources, located in 209 Thompson-Clark Hall, ext. 7192, e-mail: [craigfa@westminster.edu](mailto:craigfa@westminster.edu)

### **Academic Integrity**

All students are expected to maintain the highest standards of academic honesty and integrity. Forms of academic dishonesty include (but are not limited to): cheating on an exam, lending your work to another student so that he/she may turn it in as his/her own, or copying and turning in another person's work as one's own (e.g., another current or previous student's work or material taken from the internet). Students caught participating in such an activity will receive a course grade of "F." If you have any questions regarding academic integrity, please feel free to discuss your questions or concerns with the instructor.

### **Class Schedule and Reading List**

Week 1	Jan. 25 Jan 27	Course Introduction Chapter 1, Why a global, multi-cultural psychology of women?
Week 2	Jan 30  Feb 1/3	Chapter 2, Female-male comparisons: The meaning and significance of difference
Week 3	Feb 6/8 Feb 10	Chapter 3, Controlling the female body, pages 115-132 Chapter 4, Growing up female: Expectations, images, and identities
Week 4	Feb 13 Feb 15 Feb 17	Review <b>Exam #1</b> Chapter 5, Getting the message: Self-confidence, assertiveness, and entitlement
Week 5	Feb 20/22/24	Chapter 5, Getting the message (continued) <u>Film</u> : What a girl wants
Week 6	Feb 27/ Mar 1/3	Transnational feminism Visiting Professor from Israel, Dr. Randa Abbas, Academic Dean at the Arab Academic College and Lecturer at Western Galilee College

Kurtis, T. & Adams, G. (2015). Decolonizing Liberation: Toward a transnational feminist psychology. *Journal of Social and Political Psychology*, 3(1), 388-413.

*\*Other readings for this week will be announced in class and available online.*

Week 7	Mar 6/8 Mar 10	Chapter 6, Connections: Communicating with and relating to others No class meeting.
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**Spring break! March 11-19**

Week 8	Mar 20/22 Mar 24	Chapter 7, Family and intimate relationships Review
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Week 9	Mar 27 Mar 29 Mar 31	<b>Exam #2</b> Preparation for service learning Service learning presentations in class
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Week 10	Apr 3 Apr 5 Apr 7	<b>Service Learning at Cray</b> (leave campus at 4:40, return by 6:30) Chapter 8, Women's Work Preparation for service learning
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Week 11	Apr 10 Apr 12 Apr 14	<b>Service Learning at Cray</b> (leave campus at 4:40, return by 6:30) Chapter 9, Physical health, illness, and healing <b>Easter break. No class meeting.</b>
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Week 12	Apr 18 (Monday classes) Apr 19 Apr 21	Chapter 9, Physical health, illness, and healing (continued) Chapter 13, Violence against women: A worldwide problem Preparation for service learning
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Week 13	Apr 24 Apr 26 Apr 28	<b>Service Learning at Cray</b> (leave campus at 4:40, return by 6:30) URAC at Westminster (all day) Chapter 13, Violence against women (continued)
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Week 14	May 1 May 3 May 5	<b>Service Learning Campus Visit, 5:00-6:00 pm</b> Chapter 14, Leadership, power and social change Review and wrap-up Final service learning project* is due in class
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Week 15	<b>Final Period</b>	<b>Exam #3 is Wednesday, May 10<sup>th</sup> 8:00-10:30 am.</b>
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**\*Final Service Learning Project**

To complete the final service learning project, please submit the following in class on Friday, May 5:

1. Your group's plan for each of the four weeks and the group reflection following each visit. This material should include the following for each week of your visit: the woman/girl you highlighted as a role model and why; the specific information you shared about her and the associated activities you planned; your group reflection on what went well and what could have worked better and how you used what you learned to plan the next visit. (Turn in one copy per group with all group member's names included.)

2. Your personal journal for each week in response to the prompts “I felt...I found...I feel”. (If you were unable to participate in a visit, please note the reason for your absence.)
3. Your answers to the following set of questions, typed and single-spaced. Please be specific, but concise.
  - a. In what ways did the service learning project at Cray meet the goals of a feminist approach to psychology? Please be specific and discuss at least two specific connections to feminist psychology and/or feminism.
  - b. After spending four weeks with the children at Cray, what did you experience that is directly related to one of the gender related social issues we discussed this semester? What was the issue, and what did you learn in relation to this topic? How was your experience consistent and/or inconsistent with the material presented in your textbook?
  - c. If you were able to conduct a research project related to young girls in the U.S. foster care system, what research question(s) would you choose to investigate, and why? How would your research add to the psychological literature on young girls’ experiences, and how might your findings be applied to the “real world”?
  - d. If you could be a “voice” for the young girls that you met at Cray and let others know what is important to them and how society might better understand their lives, what would you say, and why?