

Fall 8-27-2018

# Psychology of Women

Sophia Barrett  
*CUNY City College*

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**The City College of New York (CUNY)**  
**Department of Psychology**  
**Fall 2018**  
**Psychology of Women**  
**Psychology 33800 Section NET**

**Instructor:** Sophia Barrett

**Email:** [sbarrett@ccny.cuny.edu](mailto:sbarrett@ccny.cuny.edu) (this is the best way to contact me)

Please use email to ask/send me personal information. Content related information should be posted on the discussion board for peer discussion. It is best to email from blackboard as it automatically supplies the class header in the subject line of the email.

**Office:** NAC 7/214

**Office phone:** 212-650-5900

**Office Hours:**

- Virtual office hours: TBA
- In person office hours: Mondays 1:45 pm – 2:45 pm; Tuesdays 8:30 am – 9:00 am

**Class Meetings:** Fully online class.

**Response Policy:** I check my CCNY email daily on weekdays, so I will get back to you within 24 – 48 hours. If you don't get an acknowledgement/reply in that period, it is possible that I missed the email – Please send it again!

**Course pre-requisites:** Students should have successfully completed Psychology 10200 (Psychology in the Modern World) or an approved equivalent class, as well as Psy 24700 (Social Psychology) or Psy 24900 (Personality).

**Course Description:** The purpose of this course is to engage students to research related to the psychology of girls and women. The course will also enable students to understand women's experiences resulting from psychological, biological, sociological, and cultural factors. In addition, this course will allow students to understand the psychology of women in regards to the influence of race, class, culture, ethnicity, sexism, ageism, and other areas related to women's issues.

**Course Objectives:**

(1) One of the primary objectives of liberal arts education should be to promote critical thinking and to enable students to acquire and apply critical thinking to the content of a discipline and to practical problems they confront in other settings. We understand critical thinking to include at least these components:

- a) Evaluating fact-based evidence.
- b) Engaging in both inductive and deductive logical reasoning.
- c) Identifying and considering multiple points of view. d) Applying the above processes to problem-solving.

**Reference Book:**

Matlin, M.W. (2012). The Psychology of Women. Wadsworth/Cengage Publishing. ISBN: 978-0-8400-3289-8 (or 0-8400-3289-8)

**\*DO NOT BUY THIS TEXT\*** There are several copies of this text available in print and pdf as this course has been taught for a few years now. You can also find pdf copies on the internet.

### Technology Requirements:

You will need access to the Internet and to Blackboard. Currently, we also participating in web conferencing activities (Blackboard Collaborate) but our primary mode of communication will be by email.

You will need access to Microsoft Office applications (Word, Excel, and Powerpoint).

If your computer does not have a built-in microphone, you may need to get a headset with microphone (although you can also call into Collaborate Sessions).

A webcam is helpful but not required.

You should keep a backup of all your work, plus have a backup plan for the completion of your work in case of problems with your personal computer.

**Coursework Requirements:** To successfully complete this course, you will need **log into the course 2 – 3 times per week** and spend at least an average of **15-20 hours per week** on the course, which includes readings, postings, quizzes, exams, etc. It will be advantageous to set up a weekly time schedule that allows you sufficient time to complete the assigned course work by the required due dates. Plan to check-in complete assignments at least three times a week. Do not procrastinate! Turn in your work early or by the due date & time.

**Participation/Discussion Board:** Discussions board forums are set up for each chapter. **You are expected to participate every forum. It is not sufficient to only post your own items but you are also expected to respond to the comments of your peers.** Please post content and procedural questions on the discussion boards. This will allow the rest of the class to hear the questions and answers. **Late postings will not be graded and will receive a grade of zero.**

The board is graded on a weekly basis and your overall discussion board grade is an average of the individual grades you receive for the board. Each week's grade represents activity in the current lesson's threads only. **Your initial posting must be made the noon on Wednesday of that week (unless otherwise stated). Responses to peers are to be done from Thursday until Saturday (unless otherwise stated).**

A typical week requires you to log in to the blackboard site at least three times (initial posting, response posting, and quiz). In addition, we have 2 types of student who post – lead posters and responders.

**Lead Poster:** At the beginning of the semester, I assign students to different chapters/weeks. The role of that student for the assigned week is to develop a higher order critical thinking question to which her/his peers must respond. When you serve as a lead poster, you are NOT a responder for any postings that week; instead, you are to monitor your thread and keep responses from digressing. **Lead postings are due to me by Saturday at 11:00 pm of the preceding week. THERE IS A ZERO TOLERANCE POLICY FOR LATE LEAD POSTERS.**

**Responder:** You must respond to **all** the lead questions posted for that week (at least 2 postings per lead question per week). **In addition to your response to each lead questions, also discuss the quality of the lead post in stimulating higher order critical thinking.**

Each week, prompts will be given by the Discussion Board Leaders for that chapter. Whether you are the leader or the responding to posts, you should engage in the board by initiating posts and responding to the posts of others in ways that advance the conversation. You might, for instance:

- Post an opinion on reading/research you do on the topic

- Respond thoughtfully to a topic from your own experience
- Provide links and resources related to the topic that would be of interest to other participants
- Pose a thought-provoking questions related to the topic
- Collect multiple perspectives on a topic or provide alternate perspective to the one currently dominating the discussion
- Thoughtfully rebut another participant’s comments
- Synthesize the current class discussions by summing up arguments or discussion points.

You can find a discussion board grading rubric, as well as discussion board posting information in the information folder on Blackboard.

Discussion Board grading is as follows (remember, you MUST post on each thread):

Each week, forums are scored on a 0 – 4 scale.

0 = no, late, or inadequate posting

1 = accurate posting but no replies/return comments to peers

2 = accurate posting and meaningful return comments to at least one peer

3 = accurate posting and meaningful return comments to at least two peers

4 = accurate posting and meaningful return comments to at least two peers plus a meaningful critique of the posting in terms of critical thinking

There will be no opportunity for **extra credit** in this class

**Quizzes & Exams:** Each chapter, you will have a 20-item quiz (worth 20 points) that is to be taken after all other required work for that week has been completed. You will have one opportunity to make this minimum score. Quizzes will only be visible on Friday and Saturday ( with some exceptions for holidays). **The first quiz will be the chapter 1 quiz given on Friday and Saturday, September 1 & 2.**

Please Note: This is not a traditional class - our schedule and syllabus assignments may change due to news events, student interests, production and scheduling issues

**Blackboard:** We will actively use the class’ blackboard site. Readings, discussions, assignments, etc will be distributed via blackboard. In addition, all email will be sent through blackboard. Please make sure you are able to log into the class’ blackboard site and that you are able to send/receive email. You are responsible for being able to receive my emails.

**Extra Credit:** Extra credit opportunities are not available to students in this class.

**Assessment:** The breakdown of your grade will be as follows:

Chapter Quizzes	15%
Discussion Board/Lead	25%
Discussion Board/Participation	25%
Final Project -- Video	25%
<u>Final Project – Video Peer Review/Feedback</u>	<u>10%</u>
	100%

We have a lot to cover in class. You are solely responsible for the textbook readings outside of class.

**Grading Scale:**

A+	100-97%	A	96-93%	A-	92-90%
B+	89-87%	B	86-83%	B-	82-80%
C+	79-77%	C	76-73%	C-	72-70%
D+	69-67%	D	66-63%	D-	62-60%
				F	< 60%

**Make-up Policy:** There will be NO make-ups for missed quizzes.

Quizzes will be done online via Blackboard.

When reading the text or journal articles, read with a pen/pencil so you can annotate your reading – note points that seem important or are sources for clarification or discussion. This is a discussion-oriented class so not only do your ideas and opinions matter, they are what drives the course.

Take notes on the videos we watch. As the video plays note the ideas that come to you, jot down observations, pose questions. You should also write down your overall impression of the video after you have finished viewing. What is/are the overall theme(s)? What thoughts or ideas come to mind after reflecting on the video.

**Final Project – Video & Paper:** Your video project should revolve around an issue involving/important to women and girls. Prior to filming and production, you will have to have your topic approved and research the topic. You have to submit a one-page discussion of your topic (date: TBA). Your final work is a 8 - 10 minute video and is due **December 8th, 2018**. Any work not completed by that time will NOT be accepted. In addition to posting your video, you will be assigned three videos to review. Peer review of the videos are due on December 19, 2018.

Your video project must involve a topic/issue involving women and/or girls; it is important to keep the following in mind:

- The idea for your video should be manageable and doable within the scope of this class (you will have roughly 3 - 4 weeks for filming, editing, and finalizing your project). There are several resources for recording and editing videos for both mac (iMOVIE) and PCs (Windows Movie Maker). Also several peers have experience with recording and editing videos.
- NO NOT WAIT UNTIL THE LAST MINUTE. Editing always takes longer than you expect.
- Keep your idea simple, as well as one that is easily researched
- Consider the visual as you are creating and filming your documentary. In other words, create a story board, if possible.
- START EARLY! It takes time to edit (have I said that already?!?!)
- **Safety:** your personal safety is essential. Under no circumstances should you risk your personal safety. For example, you should not study people involved in potentially illegal or immoral activities. If you have any doubt whatsoever whether your project will put you at risk, check with the instructor before proceeding.

**Writing Center:** The CCNY Writing Center offers one-on-one assistance for students who are working on writing assignments/projects. They can prove to be an invaluable aid during the semester for this class (and others). There may be times when I will “suggest” that you visit the Writing Center. If this turns out to be the case, kindly take your draft and go! Make sure to bring me

proof that you, in fact, did visit the Writing Center. Please do not think of this as a “one-time only” trip. The tutors in the writing center will help you during all the phases of your projects/assignments. The Writing Center is located at the Samuel Rudin Academic Resource Center, NAC building, 3rd floor (accessed from the Amsterdam Avenue Plaza). Telephone: 212-650- 8104.

**Late work:** Be sure to pay close attention to deadlines – there will be **no make-up assignments, quizzes, or exams.** **Late documentaries, as well as late lead postings, will not be accepted! No incompletes will be assigned in this course. If your work is not complete, you will get a grade of F.**

**General Info: Also, it is your responsibility to ensure that your CCNY email and blackboard accounts are accessible.**

**Student Disability Policy:** City College of New York is committed to providing a working and learning atmosphere, which reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please inform me. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. Please call Student Disabilities Services at (212) 650-5913 or see [http://www.ccny.cuny.edu/student\\_affairs/Disabilities/default.html](http://www.ccny.cuny.edu/student_affairs/Disabilities/default.html) for full details.

**Academic Dishonesty:** Academic dishonesty of any kind (cheating, plagiarism, falsification, etc) is not acceptable in this course. Students are expected to submit original work. Academically dishonest students will immediately receive a grade of F for the assignment and may face further action. Please familiarize yourself with City College’s policy that I have posted on the class’ blackboard page. <http://www1.ccny.cuny.edu/current/standards/Committees.cfm>

### **Netiquette:**

Online classroom etiquette (or *Netiquette*) is a way of defining professionalism through network communication. It is important that all participants in online course be aware of proper online behavior and respect each other.

Student Guidelines for the class:

- Do not dominate any discussion.
- Do not use offensive language.
- Never make fun of someone’s ability to read or write.
- Use simple English.
- Use complete sentences (this is not a text session with your friends)
- Avoid slang and uncommon abbreviations
- Do not use obscene or threatening language
- Use correct spelling and grammar.
- Share tips with other students.
- Keep an “open-mind” and be willing to express even your minority opinion.
- Be aware of the University’s Academic Honesty Policy.

- Think before you push the “Send” button.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification.



Success: Finals Week created.

## Assignments

Build Content	Assessments	Tools	Partner Content	Discover Content
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### WEEK 1 -- INTRODUCTION TO THE CLASS

Welcome to class! The assignments for this week include an icebreaker where you introduce yourself to class (due Wednesday, August 28th), as well as some more involved activities.

For this and every week, initial posts must be made between Monday and Wednesday (by 11:59 pm). Responses to peers are to be done between Thursday and Saturday night (by 11:59 pm). The quiz for chapter 1 will be visible Friday, 8/31 - Saturday 9/1. All work is to be completed by Saturday, September 1st.

Also, please check the DB Posting Schedule. For those who are **posters for chapter 2**, your posts are due Saturday, September 2nd at 11:59pm BY EMAIL to sbarrett@ccny.cuny.edu. NO LATE POSTINGS WILL BE ACCEPTED!

*"I myself have never been able to find out precisely what feminism is: I only know that people call me a feminist whenever I express sentiments that differentiate me from a doormat, or a prostitute." (Rebecca West, 1913)*



### Week 2 -- Gender Stereotypes and Other Biases

Chapter 2, as well as our DB posters, explores issues of stereotypes, prejudice, discrimination, and bias. This week, as for most other weeks, your quiz will be available from Friday through Saturday.

Before taking your quiz, however, you have to (1) make an **initial post** on each of your peer's discussion board forums by Wednesday, September 5th at 11 pm.

When making your initial post, in addition to discussing/answering/responding directly to the post, **also briefly comment/assess the quality of the initial posting** -- for example, does it meet the specifications of a higher-order critical thinking question? Why or why not.

(2) From Thursday through Saturday, you are to review the initial postings made to each DB forum. For (at least) 2 peers in each posting, comment on the initial posting. (Think of having a discussion about the posting). **Your secondary posts are due by Saturday, September 8th at 11 pm.**

Your chapter 2 quiz will become visible on Friday, Sept 7th and will disappear on Saturday, September 8th. You will not be able to make up any missed work, including quizzes.

Aside from the postings, all other work for this chapter is due by Saturday, September 8th at 11:00 pm

Also, please check the DB Posting Schedule. For those who are **posters for chapter 3**, your posts are due Saturday, September 8th at 11:00pm BY EMAIL to sbarrett@ccny.cuny.edu. Remember, there is a **ZERO TOLERANCE POLICY FOR LATE/MISSING LEAD POSTINGS. WE SHOULD BE IN THE GROOVE OF THE CLASS BY NOW**

*"Why do boys say someone acts like a girl as if it were an insult?" (Tamora Pierce, In the Hand of the Goddess)*



### Week 3 -- Infancy and Childhood

Chapter 3 discusses infancy and childhood. We will cover topics involving typical and atypical prenatal development, cultural differences and stereotypes based on the gender of the child, understand gender typing, and see how children use gender to inform their own behavior.

We have some good discussion board leads that tap into this topic area. You have to make your initial posts to each of the DBs by **WEDNESDAY, SEPT 12th by 11:00 pm. THURSDAY, SEPT 13th by 11:00 pm.** As a reminder, refer to posting instructions given in Weeks 1 - 3, if necessary.

**Please remember to comment/assess the quality of the lead post in terms of critical thinking, in addition to making your high quality 75 - 100 word response.** Responses to the postings of at least 2 peers are due on Saturday, Sept 15th at 11:00pm.

The quiz will be available starting Friday and will be due Saturday, Sept 15th at 11:00 pm.

Please do not forget to check the DB Posting Schedule -- if you are scheduled as a **lead poster for chapter 4**, your posts are due to me by **Saturday, September 15th by 11:00 pm** BY EMAIL to sbarrett@ccny.cuny.edu. Remember, there is a **ZERO TOLERANCE POLICY FOR LATE LEAD POSTINGS. WE SHOULD BE IN THE GROOVE OF THE CLASS BY NOW.**

*And though she be but little, she is fierce (Shakespeare)*



### Week 4 -- Adolescence

Initial posts are to be made by **WEDNESDAY, SEPTEMBER 19TH AT 11 PM. Remember to comment on the quality of the critical thinking skill assessed by the poster.**

Responses to those posts are made starting **THURSDAY MORNING** and are due by **SATURDAY, September 22nd AT 11:59 PM**

The quiz will be available from Friday, September 21st until Saturday, September 22nd 11:59 pm

**Please do not forget to check the DB Posting Schedule -- if you are scheduled as a discussion board lead poster for chapter 5, your lead posts are due to me by Saturday, September 22nd at 11:59 pm via email -- sbarrett@ccny.cuny.edu. REMEMBER WE HAVE A ZERO TOLERANCE POLICY IN EFFECT FOR LATE LEAD POSTS -- they will not be accepted late!**



### Week 5 -- Cognitive Abilities and Achievement

You have to make your initial posts to each of the DBs by **WEDNESDAY, SEPTEMBER 26TH by 11:00 pm.** As a reminder, refer to posting instructions given in Week 1, if necessary. **Remember to comment on the quality of the critical thinking skill assessed by the poster. ALSO, THERE HAS BEEN SOME CONFUSION AS THE NUMBER OF POSTINGS TO BE MADE. FOR EVERY POST IN EVERY WEEK, YOU ARE TO RESPOND TO TWO PEERS PER POST. So if we have 5 lead posters you are making 5 initial posts + 2 peers responses per post for that week = 5 + 10 = 15 posts for that week.**

You are to follow this plan for the rest of our semester, even if it is not explicitly stated each week.

Also, each week, lead posters do NOT have to respond to peers' postings for the week they are lead posters. Instead, lead posters moderate their own postings. However, all students (including lead posters) need to respond to MY posts.



.....Please remember to comment/assess the quality of the lead post in terms of critical thinking, in addition to making your high quality 75 - 100 word response. Responses to the postings of at least 2 peers are due on Saturday, September 29th at 11:00pm.

The quiz will be available starting Friday but is not due until Saturday, September 29th at 11:00 pm.

Please do not forget to check the DB Posting Schedule -- If you are scheduled as a **lead poster for chapter 6**, your posts are due to me by Saturday, September 29th by 11:00 pm via email at sbarrett@ccny.cuny.edu. **REMEMBER, THERE IS A ZERO-TOLERANCE POLICY FOR LATE DISCUSSION BOARD LEAD POSTINGS**



**Week 6 -- Social and Personality Characteristics**

Initial posts are due on **Wednesday, October 3rd at 11pm**. Do not forget to comment on the quality of the lead post in terms of higher order critical thinking skills.

Replies and the quizzes are due on **Saturday, October 6th at 11pm**. Quizzes will be visible on Friday, October 5th.

Lead discussion board posts for chapter 7 are due on Saturday, October 6th at 11:59 pm via email at sbarrett@ccny.cuny.edu - **NO EXCEPTIONS! Remember, there is a zero tolerance policy for the discussion board lead posters**

Top 20 Most Valued Personality Attributes in a Potential Marriage Partner	
What Men Value	What Women Value
1) Reliable	1) Warm
2) Warm	2) Reliable
3) Fair	3) Fair
4) Intelligent	4) Intelligent
5) Knowledgeable	5) Knowledgeable
6) Conscientious	6) Trusting
7) Trusting	7) Secure
8) Hardworking	8) Hardworking
9) Secure	9) Emotionally Stable
10) At Ease	10) At Ease
11) Emotionally Stable	11) Perceptive
12) Perceptive	12) Lenient
13) Even-Tempered	13) Conscientious
14) Energetic	14) Energetic
15) Practical	15) Generous
16) Curious	16) Sociable
17) Sociable	17) Curious
18) Creative	18) Well-organized
19) Well-organized	19) Flexible
20) Relaxed	20) Relaxed

**Week 7 -- Women and Work**

Women gaining work or earning a salary is a recent phenomenon. Still, even when coupled with increased education and the fight to get ahead in the workplace, women still face inequality in the workforce. This week we will explore issues (some subtle, some complex) that women have to combat in the goal to reach the top of the workplace/economic ladder. As we go through this week, let's think about the attitudes of success and how it differs between women and women; let's think about how we can apply these concepts to not only our (future) professional selves plus our everyday lives

Initial posts to the DB lead postings are due on Wednesday, October 10th by 11:59 pm.

Responses to the initial posts and the quiz are due on Saturday, October 13th by 11:59 pm

If you are a DB lead poster for chapter 8 (refer to the DB posting schedule to see whether you are a chapter 8 poster), you posts are due to me by email on Saturday, October 13th by 11:59 pm.



**Week 8 -- Love**

Initial Post due: THURSDAY, October 18th

Reponses due: SUNDAY, October 21st

Quiz due: SATURDAY, October 20th

Lead Posts due: SATURDAY, October 20th





**Week 9 -- sexuality**

Initial Posts due: Wednesday, October 24th, 2018

Quizzes and all responses due: Saturday, October 27th, 2018

Lead Postings for chapter 10 due: Saturday, October 27th, 2018



**Week 10 -- Pregnancy, Childbirth, Motherhood**

Initial Posts due: Wednesday, October 31st

Quizzes and all responses due: Saturday, November 3rd

Lead Postings for chapter 11 due: Saturday, November 3rd



**Week 11 -- Women and Physical Health**

Initial Posts due: Wednesday, November 7th

Quizzes and all responses due: Saturday, November 10th

Lead Postings for chapter 12 due: Saturday, November 10th



**Week 12 -- Women and Psychological Health**

Initial Posts due: Wednesday, November 14th

Quizzes and all responses due: Saturday, November 17th

Lead Postings for chapter 13 due: Saturday, November 17th



**Week 13 -- Week off**

Nothing is due!



**Week 14 -- Violence Against Women**

Initial Posts due: Wednesday, November 28th

Quizzes and all responses due: Saturday, December 1st

Lead Postings for chapter 15 due: Saturday, December 1st



**Week 15 -- Women and Older Adulthood**

Initial Posts due: Wednesday, December 5th

Quizzes and all responses due: Saturday, December 8th

**NOTE: Your video assignments are due by Wednesday, December 12th.**



**Finals Week**

You will have to review/critique the videos of 3 peers. Due Wednesday 12/19/18