

**Faculty of Health  
Department of Psychology  
HH/PSYC 3480 3.0 N  
PSYCHOLOGY OF WOMEN  
FALL 2017  
W 2:30-5:30 (CLH F)**

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**Instructor and T.A. Information**

Instructor: Vasanthi Valoo

Office: BSB 258

Office Hours: By Appointment

Email: valoo@yorku.ca

| <b>T.A.</b>  | <b>Shira Yufe</b> | <b>Melissa Parlar</b> |
|--------------|-------------------|-----------------------|
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| Office Hours | By Appointment    | By Appointment        |

**Course Prerequisite(s): Course prerequisites are strictly enforced.**

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.

**Course Description**

The course involves formal lectures. Students will have an opportunity to participate in small group discussions to increase their understanding of how life experiences, values, and biases influence gender-role stereotypes, socialization practices, male-female differences, and the family. Given the likelihood that personal information will be disclosed in class, students are required to adhere strictly to rules of confidentiality. At all times, the interpretation offered is made with reference to the broader social context. The lectures may be supplemented by films and videos and invited guest/s.

**Learning Outcomes**

Upon completion of this course, students should be able to:

1. Demonstrate knowledge on the psychology of women.
2. Articulate trends in the psychology of women.
3. Express knowledge of the psychology of women in written form.
4. Describe and explain limits to generalizability of research findings on the psychology of women.
5. Demonstrate ability to relate information on the psychology of women to own and others' life experiences.

## Specific Learning Objectives

The purpose of this course is to introduce students to the factors associated with the psychology of women. The course content is focused on how life experiences, values, and biases influence gender-role stereotypes, socialization practices, male-female differences, and the family.

Upon completion of this course, students should be able to:

1. Develop an understanding of issues relevant to the psychology of women.
2. Understand how gender inequalities develop.
3. Critically examine perceptions and attitudes toward women and men.
4. Reflect on their role in facilitating change for women

## Required Text

Etaugh, C. A. & Bridges, J. S., (2013). *Women's Lives: A psychological Exploration*. (3<sup>th</sup> Ed). Pearson.

## Course Requirements and Assessment

*You will be responsible for material covered in lectures as well as assigned text readings. In order to ensure your success in the course, you are encouraged to complete the assigned text readings, attend lectures, and participate in class discussions.*

*PLEASE NOTE: Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles. The grade profile for this course is already high. Grades will NOT be rounded off or raised at the request of students.*

*The last day to drop the course without receiving a final grade is **March 10, 2017***

| Assessment | Date of Evaluation (if known) | Weighting |
|------------|-------------------------------|-----------|
| TEST 1     | February 8, 2017              | 30%       |
| TEST 2     | March 8, 2017                 | 30%       |
| FINAL EXAM | TBD                           | 40%       |
| Total      |                               | 100%      |

## Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes](http://calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes))

## Late Work

**Missed Tests:** Students with a documented reason for missing a test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the Course Instructor.

Accommodations may be permission to write a make-up test, or reweighting of course evaluations. Further extensions or accommodations will require students to submit a formal petition to the Faculty. Students who miss a test must notify the course instructor prior to the test and will only be able to write a make-up test if they have valid documentation to support their absence. Serious illnesses and family tragedies are the only acceptable justifications for missing a test. **Please note** that there is no guarantee that the make-up test will follow the same format as the original and the date of the make-up test will be assigned by the course Instructor.

## Additional Test Information

For tests you must bring York sessional and photo ID

## Add/Drop Deadlines

For a list of all important dates please refer to: [Important Dates](#)

| Important dates  | Fall (F)            | Year (Y)            | Winter (W)           |
|--|---------------------|---------------------|----------------------|
| Last date to add a course <b>without</b> permission of instructor (also see Financial Deadlines)       | Sept. 21            | Sept. 21            | Jan. 18              |
| Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)          | Oct. 5              | Oct. 19             | Feb. 1               |
| Last date to drop a course without receiving a grade (also see Financial Deadlines)                    | Nov. 11             | Feb. 10             | March 10             |
| Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript – see note below) | Nov. 12 -<br>Dec. 5 | Feb. 11 -<br>Apr. 5 | March 11 -<br>Apr. 5 |

## Academic Integrity for Students

York University takes academic integrity very seriously; please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

**Test Banks:**

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

**Electronic Devices During a Test/Examination:**

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag, which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

**Academic Accommodation for Students with Disabilities:**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. **Policy Statement**

**Policy:** York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.

Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#)

**Course Materials Copyright Information:**

These course materials are designed for use as part of the HH/PSYC 3480 3.0N course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#)

**PSYC 3480 N TENTATIVE COURSE SYLLABUS**

| <b>CLASS</b>                         | <b>Date</b>                             | <b>Topic</b>  | <b>Reading/s</b>         |
|--------------------------------------|---|---|--------------------------|
| 1                                    | Jan 11                                  | Introduction  | Chapter 1                |
| 2                                    | Jan 18                                  | Cultural Representation of Gender   | Chapter 2                |
| 3                                    | Jan 25                                  | Gender Self-Concept and Gender Attitudes<br>Infancy, Childhood, and Adolescence | Chapter 3<br>Chapter 4   |
| 4                                    | Feb 1                                   | Gender Comparisons  | Chapter 5                |
| 5                                    | Feb 8                                   | <b>TEST 1 (30%) (1.5 hrs.)</b><br><b>Chapters 1,2,3,4,5,</b>                    |                          |
| 6                                    | Feb 15                                  | Sexuality<br>Reproductive System and Childbearing                               | Chapter 6<br>Chapter 7   |
| -                                    | Feb 22                                  | READING WEEK  | -                        |
| 7                                    | Mar 1                                   | Relationships<br>Education and Achievement                                      | Chapter 8<br>Chapter 9   |
| 8                                    | Mar 8                                   | <b>TEST 2 (30%) (1.5 hrs.)</b><br><b>Chapters 6,7,8,9</b>                       |                          |
| 9                                    | Mar 15                                  | Employment  |                          |
| 10                                   | Mar 22                                  | Balancing Family and Work   | Chapter 10<br>Chapter 11 |
| 11                                   | Mar 29                                  | Mental Health   | Chapter 13               |
| 12                                   | Apr 5                                   | Violence Against Girls and Women<br>A Feminist Future                           | Chapter 14<br>Chapter 15 |
| <b>Winter Exam Period (Apr 7-24)</b> | <b>Date TBA in Winter Exam Schedule</b> | <b>FINAL EXAM (40%) (2.5 hrs.)</b><br><br><b>CUMULATIVE</b>                     |                          |