

**Faculty of Health  
Department of Psychology  
PSYC 3480 Section O  
PSYCHOLOGY OF WOMEN  
Winter, 2017**

Thursday, 8:30am – 11:30am in CLH E

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**Instructor and T.A. Information**

Instructor: Dr. Noreen Stuckless  
Office: BSB 285  
Office Phone: 416-736-2100, EXT. 66231  
Office Hours: Monday, 12:30-13:30  
Email: stuckles@yorku.ca

<b>T.A.</b>	<b>Petrice Gentile</b>
Email	gentilep@yorku.ca
Office	067 BSB
Office Hours	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 website:** [Moodle](#)

**Course Description**

This course explores factors associated with the psychology of women, including gender-role stereotypes, socialization practices, male-female differences, women and health, work and violence. At all times, the interpretation offered is made with reference to the broader social context. The course involves formal lectures including PowerPoint presentations by the instructor and possibly invited guests. The lectures will be supplemented by handouts and videos. The required readings from the text and handouts are central to the course. The lectures and videos will serve to enrich, clarify, and illustrate crucial issues from the assigned readings. There will be a number of break-out student discussions based on required handout readings. Course credit exclusions: AK/PSYC 3700E 3.00 (prior to Summer 2001), AK/SOCI 3880A 3.00 (prior to Summer 2005), AK/SOCI 3390V 3.00 (prior to Fall/Winter 2001-2002).

**Learning Outcomes**

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

1. Demonstrate in-depth knowledge on 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

1. To appreciate and critically evaluate women's roles in society.
2. To have a theoretical understanding of how gender identification develops.
3. To examine society's perceptions and attitudes towards women and men and the consequences of these perceptions and attitudes.
4. To acknowledge the advances that women have made over the years.
5. To understand the challenges facing women and girls in various societies ist here course learning objectives that build on/extend the learning outcomes

## Required Text

- Matlin, M. W. (2012), The Psychology of Women: Seventh Edition. Toronto: Wadsworth.

## Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
Midterm exam	February 13, 2017	**
Final exam	Exam period	**

\*\*The exam with the highest mark will be allotted 55% of the final mark. The exam with the lower mark will allotted 45% of the final mark

**Total** **100%**

## Description of Assignments

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Your final grade in this course is based on a midterm exam and a final exam. The higher mark will receive 55% of the final grade. The lower mark will receive 45% of the final grade. Each exam will include both multiple choice and written answer questions.

The midterm exam will include chapters 1-6 & 8, Multiple choice and written answers.

The final exam with include Chapters 7 & 9-15, Multiple choice and written answers

Please note that you are responsible for all the material in the text, lectures, handout(s) and videos for the chapters above for your exams. The exams will include multiple choice and written format questions.

### 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 or Exams

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

1. The student must contact me or the course secretary, NOT THE TA, in person or by telephone or email within 48 hours of the examination. You must clearly state the following:
  - your name (it helps to spell your last name)
  - your student number,
  - course and section
  - phone number at which you can be reached
  - your email address
2. If you cannot contact myself or our course secretary during this 48 hour period, subsequent documentation accounting for the delay must be provided.

## Add/Drop Deadlines

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

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

## Electronic Device Policy

Students may use electronic devices in class to look at the lecture information on MOODLE.

## Attendance Policy

Students are encouraged to attend class lectures.

## 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 3.00 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](#)

### Course Schedule:

<u>Date</u>	<u>Chapter(s)</u>	<u>Topics</u>
Jan. 5	1. Introduction	Introduction and introductions. What is a Psychology of Women? Research issues. Video: <i>Gender</i>
Jan. 12	2. Gender Stereotypes	Gender stereotypes and theoretical perspectives of gender identification. Video: <i>Killing us softly III</i>
Jan. 19	3. Infancy and Childhood	Continue Theoretical perspectives. Developmental and social factors that influence our beliefs about ourselves and others.
Jan. 26	4. Adolescence	Developmental factors continued. A handout, <i>Raising Ophelia</i> , with questions) will be given out in class on
	5. Cognitive Abilities	Gender comparisons/Achievement motivation.
Feb. 2	6. Social and Personality	Gender comparisons. Are women always more nurturing and empathic and less aggressive and assertive?
	8. Love relationships	Lifestyles: single, long-term, divorce, widowhood
Feb. 9	<b>MIDTERM EXAM</b>	CHAPTERS 1, 2, 3, 4, 5, 6, 8. HANDOUTS, VIDEOS, LECTURES, POWERPOINT SLIDES
Feb. 16	9. Human sexuality	
	10. Pregnancy, Birth	Stereotypes and realities of motherhood and Parenthood: Changes over the years
Feb. 23	<b>READING WEEK</b> , no class	
March 2	7. Women and Work	How do stereotypes relate to the workplace?

(A handout about women working in a mine will be given out in class on Feb. 23 with questions.)

March 9	11. Physical Health 12. Psychological Health	
March 16	Continue Health	
March 23	13. Violence against women	Violence and interpartner violence Video: <i>A love that kills</i>
March 30	14. Older Adulthood	Attitudes and reality about older women Video: <i>A House Divided</i>
	15. Moving Onward...	Class wrapup