

**Faculty of Health**  
**Department of Psychology**  
**PSYC 3480 3.0, Section B: PSYCHOLOGY OF WOMEN**  
**Tuesdays 14:30-17:30 (Curtis Lecture Hall G)**  
**Fall 2019 Term**

---

**Instructor and T.A. Information**

Instructor: Dr. Kathleen Fortune

Office: Room 281 Behavioural Sciences Building

Office Phone:

Office Hours: Tuesdays 1 to 2pm (or by appointment for 'walk and talks')

Email: kfortune@yorku.ca

<b>T.A.</b>	<b>Raha Sheivari</b>	<b>Annie Mills</b>
Email	rahaa@yorku.ca	millsas@yorku.ca

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

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- Completed at least 54 earned credits

**Course Credit Exclusions**

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

**Course website:** [Moodle](#)

**Course Description**

This course involves a critical examination of issues related to the psychology of women, including — but not limited to — gender stereotypes, the development of gender identity, the role of major social institutions in creating, maintaining, rewarding and punishing gender and sexuality-related behaviours, women's physical and mental health, women and mothering, women in the workplace, women's relationships, women and aging, and violence against women. Throughout the course, an emphasis will be placed on exploring the unique (and often ignored) experiences of women at the intersections of race, sex, gender, sexuality, class, ability, and socioeconomic status.

**Method of Instruction**

My teaching style tends to be quite informal and interactive so some of our class time will involve me lecturing using PowerPoint slides, I will also break up the lectures with discussions, short video clips, and small group activities. This class, more than any other class I have taught, lends itself to passionate but respectful discussions. We all feel strongly about the meaning of gender and sexuality and about the roles that men and women do (and should) hold. I've taught this course for many years and I learn something new from each class. The more each of you participates, the more enriching this learning experience will be. I encourage you to ask questions, offer your opinions and to share your experiences

throughout the class, but you must always be respectful of the different opinions and perspectives shared by your classmates. This has to be a safe and inclusive classroom for all of us and it is my responsibility to ensure that it is so.

### **CLASSROOM RULES:**

I want you to feel comfortable in this class so I only have a few simple rules. No talking or texting on cell phones during class time. We will take a 15-minute break in the middle of class and you are free to send messages then. If you wish to use your laptop to take notes you are welcome to do so but if you distract me or your classmates by using it for social media purposes or to watch Netflix, I'll ask you to leave. This is distracting for your classmates and disrespectful to me as your instructor. I encourage you to pick up food before coming to class but if you work and need to have a quick bite during class, please just be sure to clean up after yourself before you leave. Finally, respect is fundamental to the success of this class. It is great to hold strong opinions - I certainly do, but we must all think about the consequences (not just the intention) of our statements before we make them. It is much more difficult to undo the hurt caused after a statement has been made than it is to think before we speak. Just be mindful and we will all have an amazing class.

### **Program 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. You will be able to articulate the differences between sex, gender, sexual orientation, gender identity, and gender expression, and understand that all exist on a continuum.
2. You will develop a deeper appreciate of – and ability to criticize —the roles women have, in society and the influence of societal attitudes and institutions on these roles.
3. You will acquire a deeper understanding about the social inequalities experienced by ALL women -- but in particular by women-of-colour, women living with disabilities, and women living with limited financial means.
4. You will come to appreciate the experiences of sexism, sexual objectification, and sexual violence that are experienced by many women, and the impact such experiences have on their life trajectories.

5. You will become more critical connoisseurs of the media that you are bombarded with each day, so that you can quickly recognize the ways in which ideology shapes the ways in which gender is presented, reinforced, and punished.
6. You will take the knowledge you acquire and leave this course more committed to working toward gender equality and broader social change in your local communities, and on the global stage.

### Required Text

Liss, Richmond, and Erchull (2019). *Psychology of Women and Gender*. First Edition. W.W. Norton and Company. New York, NY.

**NOTE:** This is a mandatory textbook. I strongly encourage all of you to purchase a hard copy or e-copy of this book, as I will test on it and build my lectures around it.

### Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Test #1	SEPT 30	25%
Test #2	OCT 29	25%
Research Paper	NOV 12	25%
In-class One-Minute Papers	Randomly throughout term	5%
Test #3	Dec 3	20%
Total		100%

### Description of Evaluation Methods

Evaluation in this course will be comprised of 3 term tests made up of approximately 70 multiple-choice questions each, 5 one-minute reflection papers completed in class randomly throughout the term, and a 4-5 page research paper. The details of the research paper will be discussed in the first or second class.

### 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 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2019-20](#)

### Missed Tests/Midterm Exams/Late Assignment:

For any missed tests, midterm exam or late assignments, students MUST then complete the following online form which will be received and reviewed in the Psychology undergraduate office.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed tests, midterm exam or late assignments. In addition, to the online form, students documented reason for a missed tests, midterm exam or late assignments such as illness, compassionate grounds, etc., MUST submit official documentation (e.g. [Attending Physician Statement](#))

**NOTE:** Missed tests do happen, but they should not be taken lightly. Contact your assigned TA immediately upon missing a test. However, please note that it is the instructor – not the TA – decides **IF** you will be given a make-up test opportunity. The only officially recognized reason for missing a test is a medical one, documented with a medical note (as outlined above). Any test missed on medical grounds must be accompanied by an Attending Physician’s Statement completed by your Physician or by your Psychologist or Counselor. Other non-medical ground for missing a test includes a death in the family and must be supported by appropriate documentation (i.e., obituary, death certificate, emergency travel documents). Student Athletes must obtain documentation from their coach giving reasons for the absence and dates. Upon presentation of the Attending Physician’s Form, the Instructor will organize a make-up exam opportunity. The make-up exam must be written when scheduled by the instructor (see Departmental Guidelines).

**NOTE:** Due to the large class size, there will be a significant late assignment penalty attached to the research paper. **If the written assignment is submitted late, there will be a 10% per day penalty.** This may seem harsh, but with 200 students and just two teaching assistants to help with grading, it is simply not possible to accommodate late assignments. Moreover, it is unfair to your classmates who had to submit on time despite their busy schedules. Timely feedback is essential to learning and in order to provide students with such timely feedback, deadlines will be strictly enforced.

### Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2019-20 - Important Dates](#)

	<b>FALL (F)</b>	<b>YEAR (Y)</b>	<b>WINTER (W)</b>
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept. 17	Sept. 17	Jan. 19
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 1	Oct. 22	Feb. 3
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 8	Feb. 3	March 13
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	Nov. 9 - Dec. 3	Feb. 4 - Apr. 5	March 14 - Apr. 5

**\*Note:** *You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as “W”. The withdrawal will not affect your grade point average or count towards the credits required for your degree.*

## **Information on Plagiarism Detection**

Turnitin will be used to detect plagiarism on your research papers.

## **Electronic Device Policy**

You're welcome to use your laptops to take notes and your mobile phones to participate in the occasional in-class poll, but if you are using your mobile devices for any other purposes (e.g., watching videos, scanning your social media) I will ask you to leave. We only have a short time together each week, and it's disrespectful to me and to your fellow classmates if you aren't paying attention and fully engaging in classroom discussions.

## **Attendance Policy**

You're adults and I respect your ability to make decisions for yourself around attendance. Obviously, I strongly encourage you to attend all the lectures, as we will have incredible discussions and debates on divisive issues, and we'll watch short video clips, engage in small group breakouts, and polls. Moreover, the one-minute papers will be randomly distributed throughout the term and if you are not in attendance during that class, you will not be given another opportunity to make up that mark.

## **Academic Integrity for Students**

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

## **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 university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

<https://accessibility.students.yorku.ca/>

### **From Senate Policy on Academic Accommodation for Students with Disabilities:**

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

**All students are expected to satisfy the essential learning outcomes of courses.** Thus, accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: York University Academic Accommodation for Students with Disabilities Policy.

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.

### **Course Materials Copyright Information**

These course materials are designed for use as part of the PSYC3480 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

The following is a tentative course schedule, but will be subject to change as we progress through the course. Any changes will be announced and posted well in advance to ensure that you know what to read and what to expect each week.

DATE	TOPIC	REQUIRED READING
SEPT 10	Introduction to the course, the F-word, sex/gender bias in research	Chapter 1: A Feminist Psychology of Women
SEPT 17	Power, privilege, language as a tool of sexism, the similarities and differences traditions.	Chapter 2: Power and Privilege & Chapter 3: Similarities and Differences
SEPT 24	Gender development & socialization, challenging the sex-gender binary.	Chapter 4: Beyond the Sex/Gender Binary & Chapter 5: Gender Socialization
SEPT 30	<b>TEST 1 (worth 25%)</b>	
OCT 1	Women's bodies, objectification, internalization and the influence of social media.	Chapter 6: Women's Bodies
OCT 8	Sexuality and sexualisation: challenging scripts and the code of silence around sexual behaviour.	Chapter 7: Sexuality and Sexualization.
OCT 15	<b>READING WEEK BREAK - NO CLASS</b>	
OCT 22	Women's relationships: friends, lovers, spouses, and the motherhood mandate	Chapter 8: Relationships & Chapter 9: Reproduction and Motherhood
OCT 29	<b>TEST 2 (worth 25%)</b>	
NOV 5	Women and work: how far we've come, and what's still holding up back	Chapter 10: Work
NOV 12	Aging as a "movable doom" – exploring the gendered nature of aging <b>WRITTEN ASSIGNMENT DUE</b>	Chapter 11: Older Women

NOV 19	Gender-based violence: an exploration of Intimate Partner violence, rape culture, and the continued commodification of women's bodies.	Chapter 12: Gender-Based Violence
NOV 26	Women's Mental health & The Future of Feminism – Next Steps	Chapter 13: Mental Health & Chapter 14: Tensions, Actions, and Hope for the future
DEC 3	<b>TEST 3 (worth 20%)</b>	