

**INSTRUCTOR:** Dr. Elaine Blakemore

**OFFICE:** Neff 388A

**TELEPHONE:** 481-6400

**EMAIL:** blakemor@ipfw.edu

**OFFICE HOURS:** 1:00 - 2:00 p.m. M & W; 12:00 to 1:00 p.m. Th, and by appointment.

**TEXTBOOK:** Hyde, J. S., & Else-Quest, N. M. (2013). *Half the human experience: The psychology of women* (8<sup>th</sup> ed.) Belmont CA: Wadsworth – Cengage Learning.

**READINGS:** Assigned readings found in Blackboard

**CLASS WEB PAGE:** The class web page will be in Blackboard. A link can be found at:  
<http://users.ipfw.edu/blakemor/psy345.html>.

### **GENERAL EDUCATION GOALS**

This course meets IPFW General Education Area VI (old General Education) and Category C, Capstone (new General Education). The capstone goals are such that *upon completion of the Capstone, students will be able to*:

1. Produce an original work involving the creation or application of knowledge, performance or service.
2. Report the results of original work through a discipline-appropriate product.
3. Demonstrate a high level of personal integrity and professional ethics by understanding the ethical responsibilities related to the profession associated with the subject of the capstone project.
4. Demonstrate critical-thinking abilities and familiarity with quantitative and/or qualitative reasoning

If you are taking the course to meet the old general education Area VI (Inquiry & Analysis) requirement, you can find a list of the goals this course meets for that requirement in Blackboard.

### **COURSE GOALS**

1. To gain a knowledge of the Psychology of Women, the history of this field, and its contemporary state.
2. To understand the research processes and findings in this area.
3. To learn about the psychological experiences of women of diverse backgrounds.
4. To understand the feminist critiques of science in general, and psychology in particular.

**DISABILITY STATEMENT:** If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb, room 113, telephone number 481-6658), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for SSD at [www.ipfw.edu/ssd](http://www.ipfw.edu/ssd).

**ATTENDANCE:** You are expected to attend class on a regular basis. You are responsible for all material missed due to your absence. In order to reward students with excellent attendance, the following extra credit points are available:

Perfect attendance:	5 points
One absence:	4 points
Two absences:	3 points
Three absences:	2 points
Four absences:	1 point

### REQUIREMENTS

1. **Four exams, each worth 50 points.** These exams will be based primarily on text and lectures, with the possibility of some questions from films. The exams will be multiple choice, fill-in-the-blank, and short essay. (Total: 200 points)
2. **Attendance at discussions.** You earn two each points for attending up to five discussions. (10 points)
3. **Discussion article reports.** Four discussion article summaries, worth 15 points each. (Total: 60 points)
4. **Electronic Discussion:** Participation in electronic class discussion list. (10 points)
5. **Class Participation:** In-class participation, especially during discussions. (20 points)
6. **Paper or Project:** Choose from one of four options (critical book evaluation, term paper, research proposal, service learning). Total: 100 points

### EXTRA CREDIT

1. **Extra discussions:** You may attend two additional discussions for 2 points each up to a maximum of 4 extra credit points.
2. **Class attendance:** You may earn up to 5 extra-credit points for perfect or near-perfect attendance during lecture days.
3. **Electronic extra credit posts:** You may earn up to 4 extra-credit points as described in the electronic discussions section of the syllabus.
4. **Extra discussion article report:** You may turn in a fifth discussion article report for a possible 15 points as long as you also attend that discussion.

**TOTAL POINTS:** 200 + 10 + 60 + 10 + 20 + 100 = 400 (+ possible 28 extra credit points)

**FINAL GRADES:** Your final grade will be based on total points – assigned as follows:

A	360 - 400 points	(90% or better)
B	320 - 359 points	(80-89%)
C	280 - 319 points	(70-79%)
D	240 - 279 points	(60-69%)
F	239 and below	(less than 60%)

Plus and minus grades may be assigned to students who are near the top or bottom of the ranges for each grade.

**MAKE UP EXAMS:** Exams will be given on the dates listed in the syllabus. You may take a make-up only if (1) you notify me in advance of the exam of your **serious** illness or other emergency. (I may require verification from a physician, etc.) and, (2) you take the exam within one week of the date given unless you are hospitalized. Makeups will only be given between 8 A.M. and 4:00 P.M. on weekdays. After I have specifically given you permission to take a makeup exam, you must schedule it with the department secretary at 481-6403. You may not simply walk in to take a makeup exam, and you must clear it with me and schedule it with the secretary.

### **ELECTRONIC DISCUSSION (10 points)**

All students are expected to participate in electronic discussion of class content via the discussions in Blackboard. Messages can consist of reactions to or thoughts about readings, lectures, films, or in-class discussion. They can also be comments about issues or experiences from outside of class, as long as the topic is relevant to the class. The class web page has a list of rules of etiquette for posting messages. Please read them and follow them throughout the semester. I will monitor the discussion and occasionally post my own questions, replies and comments.

Over the course of the semester you are expected to post at least ten messages. You will earn one point for each message you send to the list, however you may not get credit for more than three messages during any grading period (period between exams). This ensures that you will spread your messages across the semester. You may send more messages, however, you may only earn three points per grading period. While this activity is based on earning ten points in total, I will allow four extra credit points (one per grading period). To gain an extra-credit point, you need to have posted at least two other entries during that grading period, or you must have already earned all ten points. The extra-credit entry should be rather lengthy but not too long (several paragraphs but not pages and pages), and should reference additional sources (outside readings that you have located, or credible, professional, web sites including the url). The source (readings or web sites) must be scientifically reputable to be acceptable for this kind of credit. To be sure I know that the message is meant to be an extra-credit entry, please indicate “extra credit” in the subject header.

**IN CLASS DISCUSSIONS** (10 attendance points)

Seven times during the semester (1/21; 2/4; 2/18; 3/18; 4/1; 4/15; 4/22) we will have a discussion during the last 50-60 minutes of class. The discussion will be divided into two parts: a small group discussion, and then a large group where everyone takes part together. In order to gain the ten points available for discussion, you must attend five of these sessions although you may attend all seven. ***Please do not attend if you have not read the articles we will be discussing.*** You will receive two points for each discussion you attend. If you attend more than five, you will still gain two points for up to two additional discussions. It is therefore possible to gain up to four extra credit points by attending seven discussions. The specific articles assigned for each discussion will be listed and posted or linked in Blackboard.

**REPORTS FOR DISCUSSION ARTICLES** (60 points)

All the written reports must be prepared in advance of the discussion and turned in immediately following the discussion in class. Students must attend the discussion in order to turn in the reports. The reports should be double-spaced, typed, using a word processor. **I will not accept untyped reports, nor will I accept reports from students who did not attend that discussion, regardless of the circumstances.** Each report is worth a maximum of 15 points, but will be graded according to its quality. It is expected that students will attend four discussions and turn in four reports for a possible 60 points. Students may attend a fifth discussion and turn in a fifth report for extra credit.

The written reports will have two components. First, there is to be a 300-word (400 word maximum please!) summary of **all the articles** assigned for that day (total of all articles; not 300 words per article). The second component will depend on the role you have been assigned in your small group for that discussion. Each person's written report will consist of the summary plus the part (questions, main points, passages, or connections – see below) related to their role. These are the roles:

**Discussion Director:** This person facilitates and directs the small group discussion. In advance of the discussion, the person is to generate five questions to facilitate discussion of the assigned reading. The person also is to encourage the other group members to participate and to present their prepared material. In addition to the summary described above, this person's report will consist of five questions of moderate length about the article or articles. Everyone must serve in this role once, and students are responsible for attending on the day that they are assigned in this role, or for finding a substitute (switching with another member of the group) for that day's discussion. The discussion director will also be responsible for presenting the small group's discussion to the class. Only one person per small group will be assigned to this role for each discussion.

**Summarizer:** While everyone will need to write a summary, this person will also need to prepare a written list of the four or five main points of the reading(s). The small group discussion could begin with the summarizer presenting these points. There will be only one summarizer in a group for any discussion.

**Passage Director:** This person picks four or five specific passages to which to direct the group for discussion. In addition to their summary, for each of the chosen passages, the person will be required to include in the written report: the passage, a page citation and paragraph number, and a reason for choosing each passage. There may be more than one passage director in a group.

**Connector:** This person generates four or five connections between specific aspects of the readings for that week to other readings, courses, or experiences. In addition to the summary, this person's written report will describe each of these connections. There may be more than one connector in a group.

### **CLASS PARTICIPATION (20 points)**

Students are expected to participate regularly in the small group discussions. To a lesser extent, everyone is also expected to participate in the whole class discussion, particularly while they are serving as their small group's discussion director. I also value student participation in the form of questions and answers to my questions during lectures. Meaningful participation is not just quantity, however. This portion of the grade will also take quality of participation into account. If a person participates so frequently and excessively that others cannot take part, that will result in a lower grade for this portion. The grading scale for class participation is as follows:

- 18 - 20: Frequent high quality participation.
- 15 - 17: Reasonably regular, high quality participation.
- 11 - 14: Less regular, but good quality participation.
- 8 - 10: Infrequent, but good quality participation
- 5 - 7: Regular, but low quality participation, or infrequent participation of average quality.
- 3 - 4: Infrequent and poor participation, or very frequent aversive, intrusive, or inappropriate participation.
- 1 - 2: Almost no participation
- 0: No participation, ever.

I will determine this grade with three sources of information. First, I will tentatively assign a grade to each student. Second, I will ask you to assign yourself a grade, and third, I will ask every member of the small groups to assign grades to the other group members. You will be asked to sign these grade assignments, but they will be kept confidential. Students will be informed about my assignment and the average of the fellow group members' assignments. They will not be told who gave them which score. Please be fair and thoughtful in grade assignment to yourself and to others. I will determine the final score, but students may request a discussion about it if they feel it doesn't accurately reflect their participation.

### **PROJECTS (100 points)**

Each student is required to do a project worth 100 points. There are four options that you may choose from; there are handouts in Blackboard describing each of the options in greater detail. The options are:

1. Critically evaluate, using scientific research, a popular book dealing with the psychology of women or gender role behavior.
2. Write a term paper on a topic related to gender or the psychology of women.
3. Write a research proposal for a study you might do as an independent study or honors thesis project, in a future semester.
4. Do a service learning project at an agency that serves exclusively or predominantly female clients, or deals with issues of particular relevance to women such as domestic violence.

Papers must be your own work, and must have been written for this class only. Plagiarism, in which you use or copy another person's work and take credit for it without citing the source, is considered to be academic dishonesty, and will result in a grade of zero for the paper. A handout on plagiarism, which you should consult, is available on Blackboard. Copies of the first pages of all articles and the title pages of books used as references must be attached to the paper at the time it is turned in. Papers must follow APA style for the citation of sources in the body of the paper, and for the preparation of the reference page. Except for the research proposal, an abstract is not necessary. See the class website for a more detailed handout about writing a paper in APA style. Also consistent with APA style, please use gender-neutral language (e.g., don't use words like "mankind," and don't use the pronoun "he" when referring to a person of indeterminate gender).

### **Stages and Deadlines for Options 1, 2, & 3**

1. Topic: You must inform me in writing in writing a dropbox in Blackboard set up for the paper, about the kind of paper you plan to do, and its topic, by no later than **Tuesday, February 25**. It may be done earlier.

Your topic (the book you plan to review or the topic of your term paper or research proposal) must be approved by me; I will approve topics in writing in the dropbox. Do not proceed unless you have clearance from me that your topic or book is acceptable. You will earn five points toward your paper by meeting this deadline. If you meet the deadline, but your topic is unacceptable, you will still earn the points but you will need to choose another topic, which will need to be cleared with me within one week of the date that I tell you that your paper topic is not acceptable.

2. References: You will need to locate your references and have them approved by me by no later than **Tuesday, March 18**. On that date you are to turn in a reference page prepared in APA style to the drop box in Blackboard by midnight. A sample reference page will be available in Blackboard in the APA Style handout. There are five points available for meeting the deadline; five points for having no errors in APA style on the reference page; and twenty points for the quality and quantity of your sources. If you lose points for quality and number of sources, or for APA style errors, you may improve those scores by making appropriate changes, including additional references, to the first draft and/or the final version of your paper. You may make changes in your references or add additional references to your final version, but they also should be approved by me.

3. Outline and thesis statement: You must turn in an outline of your paper (one to two pages, standard outline format with topics I, II, III, etc. and subtopics A, B, C, etc.) with a clear thesis statement by midnight **Tuesday, March 18** to the dropbox. The outline and thesis turned in on time will earn five points.
4. First Draft of Paper: The first draft (typed as described above) of your paper is due by midnight **Friday, April 4** in the Blackboard dropbox. You must also include copies of the first pages of your references (first pages of pdfs are fine; if a book or chapter, scan the first page and upload it). You will earn five points for meeting this deadline. I will return these drafts to you with comments by no later than Tuesday, April 15 (probably sooner). This version of the paper will be graded in the same way that the final version will be. If you are satisfied with the score you receive on this draft, you do not need to turn in a further version of the paper. If you do not meet the deadline, you may not turn in the paper for comments at a later date. Note that if you do not meet this deadline you lose five points and the opportunity for input, but nothing more.
5. Final Paper: The paper is due by midnight on **Friday, April 25** in the Blackboard dropbox. Copies of the references (see above) are again required, but if you turned them in with a first draft, you don't need to do it again – they will still be there. I will not accept untyped papers, and late papers will lose two points for each school day late.

These papers should be between 7 and 10 pages in length, double-spaced, typed, using a proportional 12-point font such as Times New Roman. The content of the paper (excluding the title page or the references) should range between approximately 2000 and 3000 words. Longer papers are often of higher quality than shorter ones, but by no means is that always the case.

The 100 points will be divided as follows:

***All papers 1 - 3***

Meeting topic deadline (2/25)	5
Meeting reference deadline (3/18)	5
Meeting outline/thesis deadline (3/18)	5
Quality of sources	20
First draft turned in on time (4/4)	5
Clarity and organization	10
Grammar/spelling/paragraphing, etc.	5
Proper citation of sources in the body of the paper	5
APA style on the reference page	5
<b>Subtotal</b>	<b>65</b>

***Critical Book Evaluation***

Summary of book	10
Critical evaluation of book using research	25

***Term Paper/Research Proposal***

Content (quality and quantity)	35
<b>TOTAL</b>	<b>100</b>

### Service Learning Option

To choose this option, you must make a commitment to volunteer at a community agency serving women (either solely or primarily), or which deals with issues of particular relevance to women, for at least two hours per week between Monday, January 27 (you may begin sooner) and Friday, April 25. The agency must be one in which professional, paid staff are available for you to shadow or interact with – I will not approve your service at an agency which is staffed only by volunteers with no specific professional training. If you do not volunteer during Spring Break, be careful that you complete a full 12 weeks (24 one-hour sessions, or 12 two-hour sessions, or some other arrangement totaling 24 hours of time). Although less desirable, you may complete the option in 11 weeks, but you must complete 24 hours of volunteer time. You should receive signed verification of your attendance at the agency by agency personnel each time you attend, indicating that you completed the 24 total hours. Include this verification in your journal (there is a form in Blackboard for you to use), either scan it and upload it to the Blackboard dropbox, or turn it in to me in person by 5 p.m. on May 2. If you wish to continue to volunteer after the semester is over, you may certainly do so; I encourage it.

There is a handout in Blackboard describing the Service Learning option, some community agencies at which you may volunteer (you may choose others on your own), and the details of the written project for this option. If you choose the Service Learning option, you must inform me that you plan to do so, and contact the agency at which you will volunteer by no later than **Tuesday, January 28**. You will need to have visited the agency and provide me with written notification from a staff member that you will be serving there. I will accept the written notification until **Thursday, January 30**. Please note that you must have *student liability insurance* to take part in service learning. Once I know that you are doing service learning, I will inform our secretary and she will inform the bursar, and your account will be billed. A week or so later your card will come from Purdue, and I will give it to you. The cost is \$13.00 for the year (from June 1, 2013 through May 31, 2014); if you purchased it for another purpose during this time period, it will be valid for this class, too.

You are to keep a diary or journal of your experiences at the agency (more details in the online handout), and prepare to turn in the journal three times over the semester, and at the end of the semester when the paper is due. If you keep it electronically you can easily upload it to dropbox each time it's due and with the final paper, but if you have a hand written one, I will accept it in class for each of the earlier due dates, and any time up to 5 p.m. on May 2 for the final version. I will hand out a list of due dates once I know who has chosen this option; not everyone's journal will have the same due date. I will also ask you at the time your journal is due to spend a minute or two telling other students in the class about your experiences at your site, being careful to maintain the confidentiality of the clients who are served by the agency.

In addition to the journal, you are to complete a final paper about your experiences at the agency, integrating your experiences with the academic content of the course. The paper is due on **Friday, May 2** by midnight in the Blackboard dropbox, and will lose two points for each day late. You should cite at least four references (there can be more citations) to the textbook or the other assigned readings in your paper, and list them on a reference page following APA style.

No additional library references are required for this paper, but you may include additional references if you choose to. The paper should be between 4 and 6 pages in length, double-spaced, typed, using a proportional 12-point font such as Times New Roman.

**Stages and Deadlines**

1. Informing me of service learning and contacting community agency by **Tuesday, January 28**. I need written verification from agency personnel that you have done do, and I need verification that you have purchased liability insurance. The written verification should be turned in to me by **no later than Thursday, January 30**, and will receive five points.
2. Turning in journal three times per semester, and with the final paper. A handout with due dates will be provided. Each time the journal is turned in, including at the end of the semester, it will receive five points, for a total of 20 points.
3. Very brief oral presentations to class when journals are due describing your activities at the agency. These are required, but no specific points are accorded them.
4. Verification of your attendance at the agency for a total of 24 hours across 11 or 12 weeks of the semester. This should be turned in with the final journal, either in class, in my office, or scanned and uploaded into the Blackboard dropbox, and is worth 30 points.
5. Paper integrating your experiences at the agency with course content, due **Friday, May 2**, at midnight in the Blackboard dropbox. The final journal and attendance records should be turned in with the paper. The paper is worth a maximum of 45 points.

The 100 points available for the service learning option will be divided as follows:

Meeting first deadline (Jan. 28 <sup>th</sup> - 30 <sup>th</sup> )	5
Journals (four times; three with presentations)	20
Verification of 24 volunteer hours	30
Paper	
Integration of experience with course content	25
Clarity and organization	7
Grammar/spelling/paragraphing, etc.	7
Proper citation of sources in the body of the paper	3
APA style on the reference page	3
<b>TOTAL</b>	<b>100</b>

**COURSE OUTLINE**

<b>Date</b>	<b>Topic</b>	<b>Chapter in text</b>
Jan 14	Introduction	1
<b>Jan. 21</b>	Methods	1
Jan. 28	Theories	2
<b>Feb. 4</b>	Stereotypes and Differences	3
	Read on own: Women of Color	4

**Tuesday, February 11**

**EXAM I**

	Read on own: Language & Emotion	5 & 6
Feb. 11	Development (including relationships & motherhood)	7
<b>Feb. 18</b>	Abilities and achievement	8
Feb.25	Work	9
<i>Feb. 25</i>	<i>Paper topic due in Blackboard</i>	

**Tuesday, March 4**

**EXAM II**

Mar. 4	Biology	10
	<b>Spring Break (March 10 - 14)</b>	
<i>Mar. 18</i>	<i>Paper references and outline due in Blackboard</i>	
<b>Mar. 18</b>	Menstrual Cycle & Health	11
Mar. 25	Sexuality	12
<b>Apr. 1</b>	Lesbian women	13
<i>Apr. 4</i>	<i>First draft of paper due in Blackboard</i>	

**Tuesday, April 8**

**EXAM III**

Apr. 8	Mental Health & Therapy	15
<b>Apr. 15</b>	Mental Health & Therapy, cont'd	
<b>Apr. 22</b>	Violence Against Women	14
<i>Friday, April 25</i>	<i>Paper Options 1-3 due in Blackboard</i>	
Apr. 29	Conclusion	17 <sup>1</sup>
<i>Friday, May 2</i>	<i>Service Learning Papers due</i>	

**Tuesday, May 6 at 5:45 p.m.**

**EXAM IV**

When a date is in ***bold and italics***, a discussion is scheduled for the last 40-50 minutes of that class period. Consult the reading list found on the course web page on Blackboard for the specific assignments.

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<sup>1</sup>Not covering chapter 16.