

Psychology 360 (3cr): Psychology of Women across Cultures (Early Summer - May 17, 2021 - Jun 25, 2021)

Live Zoom Sessions Mondays & Wednesdays 10-11:50am. You will work online on Blackboard on alternate days. All Zoom meetings will be recorded and available to students.

Mondays – Zoom 10-11:50am
Tuesdays – Blackboard only
Wednesdays – Zoom 10-11:50am
Thursdays – Blackboard only
Fridays – Blackboard only

PREREQUISITES:

Before taking this course, you must have successfully COMB F131F or COMB F141X, PSY F101 or permission of instructor.

INSTRUCTOR:

Dr. Jen Peterson
Office: Gruening 705C
Phone: 907-474-5214 *I am not in my office during the summer and will not receive phone messages until August – please contact me via email
Email: jen.peterson@alaska.edu
Office Hours: By appointment via video/phone

COURSE CATALOG DESCRIPTION:

Major theories, research and empirical data, which describe the psychology of women as a discrete field, philosophical values of feminism and history of women's roles in society. The impact of culture on women interpersonally and intrapsychically examined across cultures.

Supported by



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DETAILED COURSE DESCRIPTION:

In this course, students will examine the major theories, research, and empirical data, which describe the psychology of women as a discrete field with its own research and theoretical base. From this knowledge, students will develop skills to reflect on past and current theory and research in the field of psychology as a whole. Students will emerge with a heightened awareness of the experience of women in this and other cultures. Students will develop an increased understanding of the inequities faced by women, as well as the relationship between psychological understanding and social change. Students will be provided with opportunities to utilize their newly acquired knowledge through oral presentations.

COURSE LEARNING OBJECTIVES

After successfully completing this course, you will be able to:

- Define the methods of scientific inquiry as they relate to the psychology of women
- Contrast social images of women and men, and discuss stereotyping
- Explain how society influences gender concepts
- Examine social norms across time and across cultures
- Define biological sex and gender
- Explain childhood gender and gender roles
- Describe the aging process for women and how it differs from men using a cross-cultural perspective
- Define and recognize systemic and institutionalized violence against women
- Explain the relationship between women's mental and physical health
- Develop and sharpen oral presentation skills, including utilizing techniques for managing public speaking anxiety and use of public speaking technologies.

UAF [Psychology Department learning outcomes](#) addressed in this course:

- Obj #1. Students will display critical thought and proficiency in the scientific foundation of psychology. (a) Critical evaluation of research, (b) Research ethics
- Obj #2. Students will demonstrate an understanding of how to apply theoretical psychological concepts. (a) Science
- Obj #3. Students will display proficiency in **written and oral communication skills**
 - c. Oral thought development (depth of thought, development of ideas)
 - d. Oral communication skills (clarity, organization, audience engagement)
- Obj #4. Students will develop knowledge of and respect for diverse perspectives.

REQUIRED MATERIALS

1. **Learning materials.** Burn, S. M. (2018). *Women across cultures: A global perspective* 4th edition, New York: McGraw-Hill. You will need Connect access from McGraw-Hill. Connect access includes an electronic copy of the textbook. You may also purchase a loose-leaf or bound copy of the text if you wish.

2. **Additional required reading materials.** Dr. Peterson will provide additional reading materials.
3. **Blackboard.** You must use Blackboard to access your weekly assignments, keep up with posted announcements, changes, and other postings.

* You can access Blackboard at the following link: <https://classes.alaska.edu/>.
4. **Email.** You are expected to use your UA email account (xxx@alaska.edu). **Please use your UA email** to protect your privacy and confidentiality.
5. **Notebook.** Use a written or digital note taking system to take notes on discussions and reading assignments. Be sure to keep all of your notes in one place for future reference.

TECHNICAL REQUIREMENTS FOR COURSE

As an online course based in Blackboard you will need:

- A windows-based or Mac computer (mobile devices may allow adequate access and completion of some assignments, but are not guaranteed to work for all assignments).
- Frequent and reliable access to the internet with the ability to stream videos and audio (broadband connection [LAN, cable, DSL] is highly recommended, though satellite or cellular may provide access for many components).
- The skills required to download from and upload assignments to Blackboard.
- Some plugins may be required to access course content such as the latest versions of Adobe Flash Player, Adobe Acrobat Reader, Java, and/or Apple QuickTime Player.
- The ability to login to the UA Domain is required.
- Required hardware: video graphics card, speakers or headset, and a microphone.
- Required software: a word processor program able to save files in .doc or docx format, pdf, and Powerpoint (or Google slides); security: antivirus package and firewall (consult UAF Help Desk to ensure you are protected).
- Navigation skills to use tools and programs that may be unfamiliar to you like VoiceThread, Playposit, YouTube, Google Apps, and others.
- Most importantly, you must have the willingness to try new programs, methods, websites, and software, as well as ask questions (well BEFORE deadlines).

INSTRUCTIONAL METHODS

This course will include lectures, discussions, activities, presentations, assignments, and quizzes.

COURSE POLICIES

Late Assignments. *Most assignments will be accepted late with a penalty of 20%. After 5 days, assignments are worth zero points. All assignments are due by 11:59 pm (end of the day) Alaska time (AKT; unless otherwise stated).

***Late Work Exceptions**

- No late assignments of any type will be accepted during the last week of classes.
- No late discussion activities will be accepted.

HONOR, CONDUCT & ACADEMIC INTEGRITY

Honor. UAF maintains an academic environment in which the freedom to teach, conduct research, learn, and administer the university is protected. Students enjoy maximum benefit from this environment by accepting responsibilities commensurate with their role in the academic community. Visit the UAF Student Handbook (www.uaf.edu/handbook) under “Community Standards”.

Netiquette. As an online course, you will be interacting with me and with each other through virtual and digital mechanisms (email, discussion board, blogs, collaborative document comment tool, etc.). All interactions are meant to build your connection to the course material, provide a collaborative learning environment so you do not feel alone in your pursuit, establish a support network among yourselves and with us, and gain insight into others’ perspectives. To that end, you are expected to maintain a professional approach – avoid treating these interactions like the ones you have on your social media. Work toward civil and respectful tones, and avoid inflammatory, abusive, and judgmental language. In addition, treat all interactions as scholarly submissions: proper grammar, punctuation, sentence case, etc.

Dishonesty. Scholastic dishonesty includes, but is not limited to, cheating on an exam, plagiarism, and collusion - any of which can result in removal from the course and/or a failing grade for the entire course. Cheating includes providing answers to or taking answers from another student. Plagiarism includes the use of another author’s words or arguments without proper attribution as well as self-plagiarism (using your own work for different assignments). Collusion includes unauthorized collaboration with another person in preparing written work for the fulfillment of any course requirement. More information and clarity is provided online; here is a quick read on some definitions.

Codes. All UAF psychology students must abide by academic integrity standards and behavioral conduct as outlined in the current UAF Student Code of Conduct under Students Rights and Responsibilities (<https://catalog.uaf.edu/academics-regulations/students-rights-responsibilities/>) as well as standards regarding plagiarism outlined by the American Psychological Association APA Code of Conduct (<https://www.apa.org/ethics/code/>).

Penalty. Any activity not pursuant to these policies, including behavior that is disruptive to the learning environment of other students, can result in removal from the course and/or a grade of “F”. APA standards on proper referencing and citations are included in the APA publication manual required for this course. Any indication of plagiarism or improper citations (**regardless of intent**) will result in a failing score for the assignment, will be reported to the Center for Student Rights and Responsibilities immediately, and can result in being withdrawn from the course and/or the assignment of a failing grade for the semester.

EXPLANATION OF NB/I/W GRADES

NB: This course adheres to the UAF policies regarding the granting of NB grade: *“The NB grade is for use only in situations in which the instructor has No Basis upon which to assign a grade. In general, the NB grade will not be granted.”*

I: This course adheres to the UAF policies regarding the grading of I grade: *“The letter “I” (Incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student’s control, such as sickness, he has not been able to complete the course during the regular semester. Negligence or indifference are not acceptable reasons for an “I” grade.”*

W: Successful, timely completion of this course depends on committing yourself early and maintaining your effort. Failure to submit assignments in a timely manner may result in your being withdrawn from the course, which can result in a **W** on your transcript (no impact on GPA, no money back).

EVALUATION POLICIES

Grades will be determined based on your performance on reflection papers, presentations, discussion participation/questions, quizzes.

READING ASSIGNMENTS AND “CLASS TIME”

We will cover (and you will be expected to read) about a chapter per week with occasional additional readings. Because this course will be discussion focused, it is important that you come to class prepared so that you can participate effectively in these discussions. This means you should finish reading the assigned articles and chapters before class. Although you will not be graded on your class participation directly, the concepts we discuss during class will be paramount to your understanding of the course content and in guiding your oral and written assignments.

REFLECTION PAPERS:

The purpose of reflective writing is to incorporate your personal thoughts and the information that you have read/learned/discussed in class into a cohesive, deep-thought process that examines the core issues of the topic. I consider these reflection papers a measure of class participation and engagement. Reflection papers will be assigned throughout the course (see course schedule for details). General guidelines for reflection papers are included at the end of this syllabus.

SOCIAL NORMS “MINI” PRESENTATION:

This presentation asks you to identify a factor that contributed to the formation of a specific social norm within your society. You will describe, define, and detail how this factor or situation contributed to a social norm that exists in modern America. Detailed instructions are included at the end of this syllabus.

CROSS CULTURAL EXAMINATION OF WOMEN PRESENTATION:

This assignment is designed to help facilitate your critical understanding of women's experiences across cultures. You will select a culture, specific geographic location, and time period to investigate. This must be a culture different from your own. You will then research the cultural conditions for women in your chosen location and time and present the information to the class. Detailed instructions are included at the end of this syllabus.

REMARKABLE WOMAN PRESENTATION:

For this assignment, you will read a biography of a woman, relate the biography to topics from the course and present this synthesis to the class along with a specific visual aid. Detailed instructions are included at the end of this syllabus.

WEEKLY QUIZZES AND ASSIGNMENTS:

There will be a quiz each week. The quiz may cover the textbook readings, assigned articles, discussions, or other class materials that were used during the week. The quizzes will be administered in Blackboard and each will specify a time limit. Other assignments, such as providing feedback for your classmates' presentations will also be assigned and completed in Blackboard.

GRADING:

Assessment	Percentage of Grade
Reflection Papers	25

Social Norms Presentation	10
Cross Cultural Presentation	20
Remarkable Women Presentation	20
Weekly Quizzes & Assignments	25

Final Grades:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

INSTRUCTOR RESPONSE TIME

Grading. I will generally score assignments within one week of their due date. If grading will take longer than this, I will post a notification in Blackboard.

Communication. I return emails within 1 business day (typically sooner). Please put the course number or title (PSY 360, or “Psych of Women”) in the subject line so that I can prioritize the email. If you do not receive a response from me within one business day (Monday-Friday), please check that you are using your UA address and send your email again. If I will be away from email for more than a day, you will be notified via Blackboard. I don’t always check email during the evenings or on weekends, so emails sent Friday-Sunday may not be answered until Monday.

HOW TO CHECK YOUR GRADE

To check your grades for assignments/quizzes and find comments from your instructor, click on the My Grades link in the sidebar menu. If your instructor has left overall assessment comments, click on the speech bubble icon to view overall comments and feedback.

If the score is for a test or quiz, the title of the test is a link. Then click on the checkmark or your score to see results and feedback.

If the score is for an assignment, the title of the assignment is a link and by clicking this link you'll be taken to your submission, grade, and comments.

If you see a green exclamation point, your assignment has not been graded yet.

EFFORT AND STUDENT INVOLVEMENT

Students should expect to spend up to 20 hours per week for this three-credit course. Please remember that this course will cover a full 15 week semester in just 6 weeks.

1. **Instruction:** Lectures/In-class activities and discussions/Readings/videos 50%
2. **Assignments:** Quizzes, video questions, reflections, etc. 40%
3. **Collaboration:** Discussion, small group work, etc.10%

EXPECTATION OF STUDENT EFFORT

You should expect to spend about 20 hours per week on this class as determined by the UAF accreditation standards. If you tend to read more slowly, you will need to allow more time. You are expected to complete the weekly assignments by their due dates. You are expected to maintain a working backup plan to be implemented in the event of a computer malfunction or an interruption of normal Internet service during the course.

STUDENT PROTECTIONS AND SERVICES STATEMENT

Every qualified student is welcome in my classroom. As needed, I am happy to work with you, disability services, veterans' services, rural student services, etc to find reasonable accommodations. Students at this university are protected against sexual harassment and discrimination (Title IX), and minors have additional protections. As required, if I notice or am informed of certain types of misconduct, then I am required to report it to the appropriate authorities. For more information on your rights as a student and the resources available to you to resolve problems, please go to the following site: www.uaf.edu/handbook

NOTICE OF NONDISCRIMINATION

UA is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: www.alaska.edu/titleIXcompliance/nondiscrimination.



I support the Green Dot movement. The UAF Green Dot strategy is a violence prevention program based on empowering bystanders. For more information visit <https://greendot.alaska.edu/> or the UAF Green Dot Facebook page.

COVID-19 STATEMENT

Students should keep up-to-date on the university's policies, practices, and mandates related to COVID-19 by regularly checking this website:

<https://sites.google.com/alaska.edu/coronavirus/uaf/uaf-students?authuser=0>

Further, students are expected to adhere to the university's policies, practices, and mandates and are subject to disciplinary actions if they do not comply.

SUPPORT SERVICES

There are many services available if you are struggling academically or personally. The student handbook at www.uaf.edu/handbook provides many useful resources. Other available services include:

Accommodations. Students with disabilities who need accommodations, access to technology, or information about emergency building/campus evacuation processes should contact <https://www.uaf.edu/disability/>, Whitaker Building, Room 208, Phone: (907) 474-5655, TTY: (907) 474-1827, Fax: (907) 474-5688.

The Writing Center (8th floor, Gruening Building)

The Math Lab (305 Chapman) provides excellent advice, tutoring, and assistance.

Health and counseling services are available at the Student Health and Counseling Center (www.uaf.edu/chc).

Services for Veterans are available from the Veterans Resource Center. Contact Jackie Morton, Director, Department of Military and Veteran Services 907-474-7400, 104 Eielson Building. Email: jemorton@alaska.edu

UAF eCampus Student Services helps students with registration and course schedules, provides information about lessons and student records, assists with the examination process, and answers general questions. Our Academic Advisor can help students communicate with instructors, locate helpful resources, and maximize their distance learning experience. Contact the UAF eCampus Student Services staff at 907.455.2060 or toll-free 1.800.277.8060 or contact staff directly with our [directory listing](#).

TECH SUPPORT! UAF Help Desk

Go to <http://www.alaska.edu/oit/> to see about current network outages and technology news. For technical questions, contact the Help Desk at:

- e-mail at helpdesk@alaska.edu
- phone: 450.8300 (in the Fairbanks area) or 1.800.478.8226 (outside of Fairbanks)

Effective Communication

Students who have difficulties with oral presentations and/or writing are strongly encouraged to get help from:

- [UAF Department of Communication's Speaking Center](#) (907.474.5470, speak@uaf.edu)
- [UAF English's Department's Writing Center](#) (907.474.5314, Gruening 8th floor)
- [CTC's Learning Center](#) (604 Barnette st, 907.455.2860).

COURSE CALENDAR

This is a tentative schedule that may be adjusted as needed throughout the semester; notice of all changes will be posted in Blackboard

WK & Dates	Video Class Meetings & Reading assignments	Topic(s)	Online Activities and Assignments
#1 May 17-23	May 17 – Syllabus May 19 – Chapters 1&2	Introduction , Intro to Global Women's, Women's low status and power	Week 1 quiz Reflection Paper #1
#2 May 24-30	May 24 – Chapter 3 May 26 – Chapter 4	Reproductive health and reproductive rights Women's sexuality & sexual rights	Social Norms Presentations Week 2 quiz
#3 May 31*-June 6	May 31 st No Class (Memorial Day) June 2 – Chapter 5	Women's Work	Week 3 quiz Reflection Paper #2
#4 June 7-13	June 7 – Chapter 6 June 9 – Chapter 7	Women, development, and environmental sustainability Women and globalization	Cross Cultural Presentations Week 4 quiz
#5 June 14-20	June 14 – Chapter 8 June 16 – Chapter 9	Women and Religion Women and politics	Week 5 quiz Reflection Paper #3
#6 June 21-25	June 21 – Chapter 10 June 25 – TBA	Women's movements	Remarkable Women Presentations Week 6 quiz

Reflection Papers - General Instructions

The purpose of reflection is to explore, explain, and deeply consider concepts. For this course, you will be asked to reflect on diverse topics. This requires creating a synthesis of the course concepts, the opinions and views of others, as well as your own feelings and beliefs.

Reflection is an exploration and an explanation of events – not just a description of them. Genuinely reflective writing often involves ‘revealing’ anxieties, errors and weaknesses, as well as strengths and successes. This is fine (in fact it is often essential!), as long as you show some understanding of possible causes, and explain how you plan to improve or why your views/behaviors will not change.

It is normally necessary to select just the most significant parts of the event or idea on which you are reflecting. If you try to ‘tell the whole story’, you are likely to use up your words on description rather than interpretation. It is often useful to ‘reflect forward’ to the future as well as ‘reflecting back’ on the past.

I will provide guiding questions to help you engage with the course materials and you must show critical thinking and analysis of the topic while incorporating the core class themes and concepts. Reflection papers must be typed and double-spaced. Papers should be at least one full page in length but no more than two full pages (size 12 font please). Start with a very brief factual description of the assignment (what you read or watched or a description of the topic). Then proceed to explore the topic or question of interest.

The grading criteria (point values) used for Reflection Papers are as follows:

20 Points: Statement/argument is well constructed. Thoughtful consideration of information and opinions/views is evident. Examples and relevant details of concepts and themes from the course are included.

15 Points: Statement/argument is of average construction. The statement is lacking somewhat in one element (such as depth of response or examples).

0-10 Points: Statement/argument is merely present. The statement lacks critical thinking, is purely descriptive, not detailed, or lacks supporting information/examples.

Partial credit will be given for answers that fall between categories (for example a reflection that is slightly above average may score 17 points).

Social Norms “Mini” Presentation Guidelines

This presentation is intended to examine the development and history of a social norm that exists in modern America. We will discuss social norms extensively in class; including how and why these behaviors exist. It is essential to consider changes in society when one discusses the role of women in various cultures and across time, through this assignment you will find and explain one such example.

Instructions:

1. Choose a current social norm. Look at the world around you. You will see examples of social norms everywhere. If you have trouble deciding on a topic, please ask for help.
2. Research the history of this norm. This may be something that has changed within your lifetime or it may be something that has changed over several generations.
3. You may use any platform to record your video presentation but it must be uploadable or sharable via link to Blackboard (and must be viewable on a pc).
4. Explain the norm, how it has changed over time. Be sure to explain how this norm existed in the past (how was it expressed in the past) versus the current view. What factors led to this change? Are these practices becoming more liberal or more conservative (and has this change been linear)?
 - Resources for learning about these issues of the past and present include the text, movies/videos produced in that country, biographies, literature, newspapers, magazines and professional journals. Interviews with older women who have experienced your topic are a great idea. Use a variety of sources.
5. Explain in detail why this social norm is important. Why does it matter to the psychology of women (men or people in general).
6. Prepare a presentation to share what you have learned with the class.
7. No visual aid is required for this presentation.

Requirements:

- You will need no less than 5 sources for the presentation. Provide a typed reference page for these sources.
- Submit your reference page along with your video file on Blackboard.
- Your presentation time limit is 5 minutes. The time limit will be strictly enforced and points will be deducted for being more than a minute over (or short). Practice to ensure your presentation is properly timed.
- You will also share your presentation with the class for their questions and feedback.

Cross Cultural Examination of Women Presentation

This assignment is designed to help facilitate your critical understanding of women's experiences across cultures. You will select a culture, specific geographic location, and time frame to investigate. This must be a culture different from your own. You will then research the cultural conditions for women in your chosen location and time and present the information to the class.

Resources for developing an understanding of other cultures include your textbook, movies/videos produced in that country, biographies, literature, fiction and nonfiction regarding women in that particular culture, newspapers, magazines and professional journals. Identifying and talking to women from that culture is also recommended. Use a variety of sources.

There are two required sections to this presentation:

1. Describe and summarize the life of women in the chosen culture. Describe the life of a woman in another culture. How does her day-to-day life differ from your own culture? What social norms are different for women in this culture? What makes her culture different or unique? Think beyond the factual elements and consider the psychological implications of the cultural differences you discover.

2. Relate what you learn about your chosen culture to the concepts from this class. We have examined many concepts, opinions, and psychological principles through our discussions, the textbook, and supplemental materials. Apply these concepts to what you learned about the culture you researched. Specifically, this means integrating the new information about the culture with topics and concepts from the class using examples and narratives.

Requirements:

- You may use any platform to record your video but it must be uploadable or sharable via link to Blackboard (and must be viewable on a pc).
- You must submit a typed reference page along with your video file.
- You will need no less than 5 sources for the presentation.
- You must provide one visual aid of your choice
 - This can be a handout, slides, drawing, poster, or anything else that will help you to make your point.
 - Proofread your visual aid for errors.
 - Create an aid that is visually appealing and enhances your verbal presentation.
 - You may not use videos for this assignment (unless they are of your own creation – such as an interview with a woman from your chosen culture. Please consult with me for guidance).
- Your time limit is 10 minutes. Points may be deducted for being more than a minute over (or short).
- You will also share your presentation with the class for their questions and feedback.

Remarkable Women Presentation

Thinking inside the Box

General Instructions:

- Read a book that details the true story of a woman's life. I encourage you to choose a woman from another time and/or culture.
- If you have trouble choosing a book, please let me know.
- The visual aid for this presentation will be a box that you create to symbolize the woman and her life.
- This assignment has 2 parts: 1) the box and 2) the oral presentation video.
 - Record yourself giving your presentation and then tell the audience about your box. Show and describe your box and explain the contents of your box.
 - You may use any platform to record your video but it must be uploadable or sharable via link to Blackboard (and must be viewable on a pc).



How to Create Your Box:

- Get a box of any type, any size (but large enough to hold items).
- Cover the box (and its lid if it has one) with pictures, words, and phrases that describe the woman you read about (including her personality, culture, and experiences).
 - You may use any material to do this (such as paper, fabric, paint, so forth).
 - Make sure to identify the woman by name in at least one place on the box.
 - Be creative, the box should represent the woman you will be describing.
- **Additionally**, Gather multiple items that describe/define the woman and **put them in the box**
 - For example if the woman you present is a seamstress you might put a needle and thread in your box.
- Use your box to visually represent what you will be verbalizing to the class.

Structure of the Presentation:

- Include a background, body, and conclusion for your talk.
 - Background: Tell us about the woman and her culture, what she did and who she is (or was). Make sure to include the name of the book and the author in your talk.
 - Body: Provide a critical analysis of the woman as you relate her life to the topics from this class. Discuss her culture, social norms, beliefs, practices, and so forth. Integrate her life with topics from this course. Explain how her experiences shaped who she was.
 - Conclusion: Provide a concluding thought or statement that embodies the woman's life. Your presentation should not abruptly end, but should be summed with your conclusion.
- The presentation of information on your subject should be 10 minutes. Your description and sharing of your box and its contents should be 3-5 minutes - for a total of 13-15 minutes.

- Make sure that you show your box and its contents so that the viewer can see it (check your video after recording to confirm).
- Submit a typed APA formatted reference sheet along with your presentation video (this will likely be only the book you read).
- You will also share your presentation with the class for their questions and feedback.
- **NOTE:** “Remarkable” doesn’t necessarily mean famous. How you operationally define remarkable is up to you. You may choose to read the biography of a hairdresser, an actress, or the story of a Supreme Court judge (or something in between). What is important is emphasizing the components of the woman’s life and influences that shaped her world, personality, and experiences.
- Do you recognize the woman at the top of these instructions? Her name is Henrietta Lacks, she is one example of a remarkable woman that most people have not heard of – explore your options.