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Psychology of Women **SOP 3742 – Section TBD**

Professor Carla Abad (contact via Canvas messages)

caabad@fiu.edu

Class meeting: TBD

TA: TBD

Welcome to Psychology of Women! This course will explore the psychological experiences of women and people who do not identify within a gender binary with a focus on intersectionality and diversity of experiences across cultures.

We will discuss issues related to power, gender socialization, women's bodies, sexuality, relationships, mothering, work, gender-based violence and mental health along with the different theories and research methods of feminist psychology.

*This is a Discipline-Specific Global Learning course that counts towards your FIU Global Learning graduation requirement.

How will this course help you succeed?

After completing this course successfully you will be able to:

- Understand and demonstrate knowledge of the psychology of women as a distinct system of psychological thought, research and practice.
- Understand the unique and shared experiences of women locally, globally, and interculturally.
- Critically evaluate issues from a feminist psychology perspective.
- Critically evaluate claims made in popular and empirical media for their scientific merit.
- Apply the information learned in this course to other courses, your personal life, and real-life situations.
- Collaborate with others to apply your knowledge of the psychology of women to real-life situations.
- Engage with others to address a local, international, or intercultural problem related to the lives of women and/or non-binary people.

Global Learning Course Outcomes - Below are the three main Global Learning outcomes for this course including a brief description of how they will be assessed:

- **Awareness** – Students will develop a basic understanding of the principles of the psychology of women with a focus on the diversity of experiences across cultures and the interrelatedness of issues women and non-binary people face in local and global contexts.

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- *The assigned course materials (i.e., textbook readings, supplemental articles, videos, and podcasts) will expose you to the principles of the psychology of women and the diverse experiences of women and non-binary people across the globe. **Weekly pre-class quizzes will assess your awareness and understanding of the principles of the psychology of women.***
- **Perspective** – Students will analyze how the principles of psychology of women apply to their daily lives and the lives of women and non-binary people across the globe.
 - *Your pre-class reflections and group assignments will allow you to relate the course material to your own life and make critical comparisons between your own experiences, those of your peers, and those of women and non-binary people from diverse backgrounds and cultures.*
- **Engagement** – Students will provide evidence of their ability to engage in local to global intercultural problem solving by using gained knowledge and diverse perspectives on the psychology of women.
 - *You will explore in-depth an issue impacting the lives of women and/or non-binary people and work with your group to create and potentially carry out, a solution to the issue that takes into consideration the perspectives of the people impacted.*

Attendance: When and how does our class meet?

This course will meet in person on [insert day] from [insert times] over [insert term and room]. Please keep in mind that attendance is mandatory, however safety is a priority. If you are feeling sick or have been in contact with someone who has tested positive or has symptoms of Covid-19, please stay home and reach out to me (Dr. Abad) so we can come up with a plan to make-up the missed work. If there is an emergency preventing you from attending class, please reach out to me as soon as possible and see section below on "Makeups & Late Assignments".

IMPORTANT: Please keep in mind that this class is highly interactive and you are expected to be present and actively engaging in class during every class meeting.

How to reach the professor?

The best way to reach me is through **Canvas messages** or by joining my office hours.

My office hours are on [insert day/time] or by appointment. You are always welcome to join my regularly scheduled office hours and don't need to make an appointment beforehand. If you would like to meet with me but can't make it to my regularly scheduled office hours, please send me a Canvas message so we can schedule a different time to meet that works for both of us.

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How will you learn a lot and earn a good grade?

Prepare before class: You should read the assigned textbook pages and supplemental readings and watch assigned videos before class. Preparing before class is critical in order to have meaningful class discussions, answer questions about the readings, and participate in group assignments. Preparing before class will help you better understand the material so that you can get the A.

Show up: Attending our class sessions is a requirement. Not showing up, coming late, or leaving early will impact your grade since you will miss out on learning and assignments.

Participate: Learning is an active process, so participation is an important part of this class. Classes will be planned and conducted to ensure that you are an active participant. Since every student has different backgrounds and experiences, your peers are valuable resources for learning. Don't shortchange your peers and yourself by coming to class without preparing or by sitting quietly during group assignments.

Stay connected: Staying connected between classes is crucial for this course. You should check Canvas regularly for updates on the class, important messages, and class assignments (i.e., supplemental readings, videos). This course will use Canvas for electronic access to the syllabus, supplemental readings, updates/messages, and other course material. Grades for assignments and exams will also be posted on Canvas. You should check Canvas multiple times a week and before every class!

Use technology, wisely: We will be using technology (i.e., laptops, tablets, phones - if available) during some class meetings for specific assignments and activities. Aside from those occasions, I kindly ask that you put away your electronic devices so that you can be truly present during our class.

What do you need to purchase for this course?

Required textbook: Liss, M., Richmond, K., & Erchull, M. (2019). *The psychology of women & gender* (10th ed.). New York, NY: W.W. Norton & Company. ISBN: 9780393667165.

*Diverse articles and materials to supplement textbook readings will be posted on Canvas. Below is a partial representative list of those materials:

- **Talk Talk** by Kluane Adamek: The Legacy of matriarchs in the Yukon First Nations. Supplemental video for week 3 (topic of the week: Power and Privilege).
- **Peer-Reviewed Research Article:** The construction of beauty: A cross-cultural analysis of women's magazine advertising. Supplemental article for week 7 (topic of the week: Women's Bodies).

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- **Peer-Reviewed Research Article:** Television consumption drives perceptions of female body attractiveness in a population undergoing technological transition. Supplemental article for week 7 (topic of the week: Women's Bodies).
- **NPR Stories:** The racial divide of breastfeeding in the US. Supplemental article for week 10 (topic of the week: Reproduction and Mothering).
- **Ted Talk** by Dr. Kemi DaSilva-Ibru: The shadow pandemic of domestic violence during COVID-19, focusing on how Nigeria retrained health care providers to respond to the crisis. Supplemental video for week 13 (topic of the week: Gender-Based Violence).

Group-work:

As you will see in the sections below, this course relies heavily on group work. At this point, you might be thinking "ughhh, I hate group-work" which is why I have set up the group work in a way to help you create a strong team from the first day of class and rules to help ensure accountability.

You'll be working in groups in future classes and throughout your career; learning to work well with others is a critical skill to develop and one you'll be practicing in this course.

How will your progress be evaluated?

Every assignment will focus on thinking critically about class material; therefore, reading the assigned textbook pages and supplemental readings/videos before class and attending class are both necessary for successfully completing these assignments.

Syllabus Quiz & Group Contract: To set you up to succeed in this course from the very beginning, a syllabus quiz and group contract will be due at the beginning of the second week of the semester (right after the add/drop period). The syllabus quiz will be worth 0.5 points and will be taken online through Canvas. The group contract will be worth 0.5 points and must be completed with your group members and submitted online through Canvas.

Pre-Class Quizzes: A pre-class quiz will be due before midnight on the day before every [insert first day of the week] class meeting. There will be a total of 14 pre-class quizzes throughout the course, each worth 2 points with your lowest two grades dropped. Pre-class quizzes consist of up to 10 multiple-choice questions and will be taken online, through Canvas. Reading quizzes are designed to (1) assess whether you prepared for class by reading the assigned book pages and supplemental readings and watching the assigned videos, and (2) your understanding of the assigned materials.

*Pre-class quizzes will be used to assess your development of global awareness.

Pre-Class Reflections: A pre-class reflection will be due by midnight on the day before every [insert first day of the week] class meeting. Although you will have 14 options to submit, you are responsible for completing 7 reflections throughout the course, each worth 2 points.

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Reflections are meant to encourage you to think deeply about the topics you learned about before each class and link the course material to your own experiences. Reflections are expected to be meaningful; and should be one to two double spaced pages long.

*Pre-class reflections will be used as a partial assessment of your global perspective.

End-of-Semester Reflection: An end of the semester reflection will be due on Final's Week to encourage you to reflect on your learning and progress throughout the semester. This final reflection should be one to two double spaced pages long and will be worth 3 points.

Group Assignments: There are weekly group assignments where you will think critically about the topics of discussion for the week, how these topics relate to current local to global issues, and current research in the field. You must join our class meetings in their entirety on the day the group assignment is assigned in order to receive a grade for it. There will be a total of 10 group assignments, each worth 4 points with the lowest two grades dropped.

*Group assignments will be used as a partial assessment of your global perspective.

Group Service Assignment: You will work with your group to create and potentially carry-out, a solution to a problem that impacts women with the overarching goal of having a positive impact in the lives of women.

- Describe the issue you have selected to work on in detail, including how it affects women locally, nationally, and internationally.
- Describe how culture impacts women on this topic at the local, national, and international level.
- Discuss how your group collaboratively created a plausible solution for one of the problems discovered. You can include challenges you encountered and how you overcame them to solve the problem.
- Discuss how the perspective of the stakeholders this particular problem affects (blogs, interviews, etc.) shaped your proposed solution.
- Create a 5 minute presentation to demonstrate your background research on the topic and how your solution was (or could be) implemented.

*The Group Service Assignment will be used to assess your global engagement.

Grading Policy:

I provide multiple opportunities for students to receive feedback on their performance throughout the course to give students opportunities to see how they are doing and so that they can identify places they need to apply more effort or new strategies along the way, seek help if they are struggling, and improve throughout the semester. My hope is that all students will develop the knowledge they need to do well in this course and that all students (even those

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who perform well early in the semester) will improve and develop greater knowledge and skills through practice.

Final grade breakdown:

Syllabus Quiz: 0.5 points (0.5% of the final course grade)

Group Contract: 0.5 points (0.5% of the final course grade)

Pre-Class Quizzes: 24 points (24% of the final course grade)

Pre-Class Reflections: 14 points (14% of the final course grade)

End-of-Semester Reflection: 3 points (3% of the final course grade)

Group Assignments: 35 points (48% of the final course grade)

Group Service Assignment: 10 points (10% of the final course grade)

TOTAL: 100 points (the equivalent of 100% of the course grade)

Course grades

A = 93.0 – 100%

A- = 90.0 – 92.9%

B+ = 87.0 – 89.9%

B = 83.0 – 86.9%

B- = 80.0 – 82.9%

C+ = 77.0 – 79.9%

C = 73.0 – 76.9%

D = 60.0 – 72.9%

F = below 60.0%

Make-ups & late assignments:

Given the nature of this class and to ensure you are keeping up with the course material, late assignments or make-ups will only be available for the pre-class quizzes and group assignments

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for students who have a family, personal, or medical emergency for which they can provide documentation. An emergency must be a situation that was unexpected, unavoidable, and which in some way physically prevents you completing the assignment at the scheduled time. If you miss an assignment due to an emergency, please contact me as soon as possible with the required documentation to arrange for the make-up. Failing to contact me as soon as possible before or after the missed assignment will result in a zero on the assignment.

Extra Credit:

No extra credit is offered in this course. Instead, your lowest two pre-class quiz and lowest two group assignment grades will be dropped.

Course Conduct:

I am committed to creating a learning environment where diverse perspectives are recognized and valued. I ask that all students work with me to create a class culture based on open communication, mutual respect, and inclusion. Disagreements and debates in academic discourse are expected and welcome, as a class we will approach all discussions with respect and civility. I strive to ensure an open and welcoming classroom for all students, if I ever miss the mark, please don't hesitate to come and talk to me. We are all learning together.

Preferred Names:

If your preferred name is not the same as the name that appears on the university provided roster for the course, please let me know so that I can use your preferred name.

For students with disabilities:

This course is intended for all students, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other condition that tends to negatively affect equal access to education. The Disability Resource Center (DRC) at FIU provides students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532. Additionally, if at any point in the term you find yourself not able to fully access the space, content, and experience of this course, please send me a message or visit my Zoom office hours to discuss your specific needs.

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Academic misconduct & dishonesty:

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and to honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Any student caught plagiarizing or cheating will receive a grade of "F" for the course.

Please refer to your [student handbook \(Links to an external site.\)](#) for a description of what constitutes academic dishonesty.

I find that students often commit academic misconduct or dishonesty when they are struggling or falling behind, please reach out to me instead so I can find a way to help you!

Religious holidays:

The University's policy on religious holidays as stated in the Student Handbook will be followed in this class. Any student may request to be excused from class to observe a religious holy day of his or her faith. A student who desires to be excused from class to observe a religious holy day of his or her religious faith should notify all of his or her instructors at least two weeks in advance.

Student Supports

FIU provides extensive academic supports for students, and these supports are there to let students achieve the academic success they are truly capable of. Considering the events of the past several months, where the U.S. has experienced both the emergence of the global COVID-19 pandemic and the painful consequences of long-endured violence against the Black community, it is completely normal to feel overwhelmed or anxious, and to have difficulty concentrating if your health, well-being, or school work are being impacted, I encourage you to make use of the resources FIU provides, some of which are listed below:

- Counseling & Psychological Services
 - All of us need a support system, and many students benefit from the use of counseling services. FIU's Counseling and Psychological Services offers programs and services with licensed psychologists, clinical social workers,

and trainees with expertise dealing with student concerns and development.

- Students who are currently registered at FIU are eligible to utilize these services and participate in the programs. The services offered by CAPS are funded by the student health fee and therefore free to currently enrolled students.
- Student Food Pantry
 - The purpose of the food pantries is to serve FIU students in need. The pantries are available to students on both campuses.
 - At MMC: GC 1210
 - At BBC: WUC Information Desk (1st floor of WUC)
 - The pantry is available to all currently enrolled students. No proof of need is required and students can access the pantry once a week taking up to 10 pounds of food each visit.
- Fostering Panther Pride
 - FIU's Fostering Panther Pride (FPP) program offers tailored academic and support services to former foster youth and students experiencing homelessness. The program's primary goal is to assist these students in their transition to FIU, their retention and graduation, and their pursuit of securing employment or graduate studies upon earning their bachelor's degree.
 - Some of their services include: processing DCF and homeless tuition exemption paperwork, serving as liaisons to secure housing, access to the FPP cupboard (food, toiletries, and other personal care items), dedicated Success Coaches/faculty/staff/alumni mentors, laptop loan program, book stipend, and housing scholarships.
- Student Health
 - Student Health Services is here to keep you healthy while you focus on your studies at FIU. Some of the services provided include: acupuncture, appointments, aromatherapy, massage therapy, nutrition services, pharmacy, sexual health, stress management, and women's health. There is no out of pocket charge for a basic provider visit at the clinic. There may be out of pocket charges for minor procedures, laboratory tests, medications or medical supplies incidental to your visit. Treatment for specialty services like gynecology and athletic training, antigen or immunizations often incur out of pocket charges depending on the services provided and enrollment in the University sponsored student health insurance plan.
- Victim Empowerment Program
 - The Victim Empowerment Program's (VEP) mission is to provide free confidential assistance to FIU students, faculty, staff and university visitors who have been victimized through threatened or actual violence and to support the healing process.

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- Their services include: advocacy/case management (including 24-hour support, accompaniment to court/meetings/hearings/depositions, help facilitating academic accommodations) and supportive counseling.
- Writing Center
 - Offers individual consultations and workshops for any writing you are working on throughout your time at FIU. Whether you are brainstorming, drafting, revising or polishing, our writing consultants can assist you with projects, papers, reports, resumes, personal statements, group projects, and PowerPoint presentations.
- FIU Libraries
- Division of Information Technology
 - IT resources for all your Tech questions.

For a list with more resources for students, please visit this [link](#).

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Course Schedule

The following course schedule is tentative and dependent on the group's progress. Any changes to the schedule will be announced through Canvas as early as possible. I tried to throw them in, but I may be putting in the wrong place. Alternatively, you could make a broad statement that every week, the topic/s discussed and readings will lend toward students developing a set of global competencies.

IMPORTANT: For a weekly course schedule (including assigned textbook chapter pages, supplemental readings, and videos), visit the **weekly schedule & to-do list** link under the "Modules" tab on Canvas.

Week & Class Day	Before Class	In-Class
Week 1		○ Introductions & group contract
Week 2	○ Read Ch. 1- A feminist psychology of women ○ Week 2 pre-class quiz ○ Optional: Week 2 pre-class reflection ○ Syllabus quiz & group contract	○ Week 2 group assignment
Week 3	○ Read Ch. 2 – Power & privilege ○ Week 3 pre-class quiz ○ Optional: Week 3 pre-class reflection <i>*Global Learning Perspective: The legacy of matriarchs in the Yukon First Nations (TedTalk)</i>	○ Week 3 group assignment
Week 4	○ Read Ch. 3- Similarities & differences ○ Week 4 pre-class quiz ○ Optional: Week 4 pre-class reflection	○ Week 4 group assignment
Week 5	○ Read Ch. 4 – Beyond the sex/gender binary ○ Week 5 pre-class quiz ○ Optional: Week 5 pre-class reflection	○ Week 5 group assignment ○ Service assignment (part I)
Week 6	○ Read Ch. 5 – Gender socialization ○ Week 6 pre-class quiz ○ Optional: Week 6 pre-class reflection	○ Week 6 group assignment

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	<p><i>*Global Learning Perspective: National differences in gender-science stereotypes predict national sex differences in science and math achievement – analysis of citizens in 34 countries (peer-reviewed research article)</i></p>	
Week 7	<ul style="list-style-type: none"> ○ Read Ch. 6 – Women’s bodies ○ Week 7 pre-class quiz ○ Optional: Week 7 pre-class reflection <p><i>*Global Learning Perspective: The construction of beauty: A cross-cultural analysis of women’s magazine advertising & Television consumption drives perception of female body attractiveness in a population undergoing technological transition (peer-reviewed research articles).</i></p>	<ul style="list-style-type: none"> ○ Week 7 group assignment
Week 8	<ul style="list-style-type: none"> ○ Read Ch. 7 – Sexuality & sexualization ○ Week 8 pre-class quiz ○ Optional: Week 8 pre-class reflection 	<ul style="list-style-type: none"> ○ Week 8 group assignment
Week 9	<ul style="list-style-type: none"> ○ Read Ch. 8 – Relationships ○ Week 9 pre-class quiz ○ Optional: Week 9 pre-class reflection <p><i>*Global Learning Perspective: Marriage across cultures and time (videos)</i></p>	<ul style="list-style-type: none"> ○ Week 9 group assignment ○ Service assignment (part II)
Week 10	<ul style="list-style-type: none"> ○ Read Ch. 9 – Reproduction & Mothering ○ Week 10 pre-class quiz ○ Optional: Week 10 pre-class reflection <p><i>*Global Learning Perspective: The racial divide of breastfeeding in the US (NPR article)</i></p>	<ul style="list-style-type: none"> ○ Week 10 group assignment
Week 11	<ul style="list-style-type: none"> ○ Read Ch. 10 – Work ○ Week 11 pre-class quiz ○ Optional: Week 11 pre-class reflection 	<ul style="list-style-type: none"> ○ Week 11 group assignment
Week 12	<ul style="list-style-type: none"> ○ Read Ch. 11 – Older women 	<ul style="list-style-type: none"> ○ Week 12 group assignment

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	<ul style="list-style-type: none">○ Week 12 pre-class quiz○ Optional: Week 12 pre-class reflection	
Week 13	<ul style="list-style-type: none">○ Read Ch. 12 – Gender based violence○ Week 13 pre-class quiz○ Optional: Week 13 pre-class reflection<i>*Global Learning Perspective: The shadow pandemic of domestic violence during COVID-19 in Nigeria (TedTalk)</i>	<ul style="list-style-type: none">○ Week 13 group assignment
Week 14	<ul style="list-style-type: none">○ Read Ch. 13 – Mental health○ Week 14 pre-class quiz○ Optional: Week 14 pre-class reflection	<ul style="list-style-type: none">○ Week 14 group assignment
Week 15	<ul style="list-style-type: none">○ Read Ch. 14 – Tensions, action & hope for the future○ Week 15 pre-class quiz○ Optional: Week 15 pre-class reflection	<ul style="list-style-type: none">○ Week 15 group assignment
Final's Week	<ul style="list-style-type: none">○ End-of-Semester reflection○ Service assignment presentations (presentation video to be submitted) <i>*Global Engagement</i>	

Note: Global awareness outcomes will be assessed through the weekly pre-class quizzes; global perspective outcomes will be assessed through the weekly pre-class reflections and group assignments; global engagement outcomes will be assessed through the service assignment.