Syllabus is subject to change at the discretion of the instructor.

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**PSYCHOLOGY OF WOMEN**  
**PSY 6348**  
Online Course – 2nd 8 wks

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**Instructor:** Dr. Tay Hack  
**Office and Office Hours:**  
Office Hours: Via email 7 days a week  
E-mail: tay@angelo.edu

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Course website: http://blackboard.angelo.edu (Log on to BlackBoard)

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**REQUIRED TEXT:** Matlin, M. W. (2012). *The psychology of women* (7th ed.). Belmont, CA: Wadsworth. I chose this book because the text covers diverse topics that are important to the lives of many women, spanning from childhood throughout old age. Another reason that I chose this book is because the author gives specific attention to how topics relate to different ethnic and racial minorities as well as homosexual women. I feel that the inclusion of such diverse populations is important, as women who identify with these cultures often share unique struggles that are oftentimes overlooked in mainstream publications. The book will be supplemented with empirical articles that will be posted on the course website.

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**COURSE DESCRIPTION:**  
This course will familiarize you with both basic and advanced concepts in areas such as gender stereotypes, gender inequality, women’s health issues, and close relationships with emphasis placed on objective observation and scientific investigation. The course provides an overview of the psychology of women, highlighting the role of gender in people’s daily lives. We cover important stages in many women’s lives, such as childhood and adolescence, womanhood, love and romance, relationships and commitments, pregnancy and motherhood, work and achievement, midlife, old age and retirement. Topics also include an exploration of attitudes toward feminism, effects of social status and power, gender-stereotypes and objectification, and violent aggression against women.

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ONLINE COURSE:
Online courses provide students with a flexible and convenient way to learn. For instance, some students who are working full-time, or raising families, or who live far from campus may elect to take online courses because they are convenient. One of the benefits of online classes is that they allow you to study around your life’s schedule. But please understand that doesn't mean that online classes are easier than traditional classes. Balancing responsibilities of school and other aspects of life can become a difficult juggling act, especially for online classes.

In order to succeed in this and other online classes, you will need to be self-motivated, dedicated, determined, and have a serious commitment to learning and working on your own. Time management is imperative to success in completing coursework. You will need to be very organized and take responsibility for your own learning. It will be up to you to find time for your class work and to make the most of it. You might find it helpful to get into a routine of devoting specific times each day for working on the class material without distractions to ensure that you stay on top of your work and do not fall behind.

As with traditional classes, you will get out of your experience what you are willing to put into it. The more effort you put into comprehending the material the more likely you are to succeed. Ask questions whenever you are uncertain about anything related to the class or course material. I am here to help you succeed and to guide your learning. As with other online courses, this class has a lot to offer students who dedicate the time and focus to getting the most out of their courses.

COURSE OBJECTIVES:
- Learning fundamental principles, generalizations, or theories.
- Gaining factual knowledge (terminology, classifications, methods, trends).
- Learning to apply course material (to improve thinking, problem solving, and decisions).

STUDENT LEARNING OUTCOMES:
Upon completion of this course, students will be able to:
- Identify and describe empirical findings regarding the psychology of women.
- Demonstrate a critical analysis of generalizations made from research.
- Analyze gender roles in cultural and social institutions.
- Apply course material to real world situations and utilize information to examine one’s own behavior and the behavior of others.
- Synthesize information and extend knowledge learned in class to personal experiences.

METHOD OF ASSESSING LEARNING OUTCOMES:
Learning outcomes will be assessed by weekly discussion posts, three exams, and two papers.
RESPECT FOR OTHERS: Some topics in this course can be of a controversial or sensitive nature. Please note that I expect the general rule of class to be one of mutual respect. Please respect each other by remembering that everyone has had unique experiences and has a right to her or his opinions and choices.

GRADING INFORMATION:

Grading Scale – Total Course Points Available = 700:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>720 and above</td>
<td>A</td>
</tr>
<tr>
<td>640 – 719</td>
<td>B</td>
</tr>
<tr>
<td>560 – 639</td>
<td>C</td>
</tr>
<tr>
<td>400 – 559</td>
<td>D</td>
</tr>
<tr>
<td>399 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

Point Values and Description for Assignments and Examinations:

Weekly Discussions: (20 points each – total of 300 points)

You will have until Friday at 5:00 p.m. (CST) each week to answer the discussion questions and respond to your classmates. Each Saturday morning the discussion topics will be posted on Blackboard Discussion Board. There will be questions for several chapters each week; therefore, you will need to post your answers to each of the individual chapter questions. Additionally, you will need to respond to at least one of your classmate’s answer to each of the questions. For example, when there are questions for two chapters in a week, you will be posting a total of four posts each week (your answers to each of the two chapter questions, and your responses to a classmate’s answer to each of the two chapter questions). Please do not wait until the last minute to respond to the discussion topics - your classmates and I must have time to read and comment on your postings.

IMPORTANT: THERE WILL BE NO POINTS FOR RESPONSES POSTED AFTER THE DEADLINE
**BREAKDOWN OF POINTS - WEEKLY DISCUSSION POST (POINTS POSSIBLE PER POSTING= 20)**

<table>
<thead>
<tr>
<th>Level of analysis (Points possible = 15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 = Evaluated reading at highest level; displayed outstanding critical thinking skills by interpreting,</td>
</tr>
<tr>
<td>analyzing, and questioning the information; constructed original ideas, and developed a coherent response</td>
</tr>
<tr>
<td>by organizing ideas.</td>
</tr>
<tr>
<td>14 = Evaluated reading at high level; displayed good critical thinking skills by interpreting and analyzing</td>
</tr>
<tr>
<td>the information; developed a coherent response by organizing ideas.</td>
</tr>
<tr>
<td>13 = Evaluated reading at average level; did not display critical thinking skills (reflected by simply</td>
</tr>
<tr>
<td>restating the information without thoughtful interpretation); developed a coherent response by organizing</td>
</tr>
<tr>
<td>ideas.</td>
</tr>
<tr>
<td>12 = Displayed very little understanding of the reading; did not display critical thinking skills;</td>
</tr>
<tr>
<td>developed a minimally coherent response and did not organize ideas.</td>
</tr>
<tr>
<td>11 = Did not display any understanding of the reading; did not display critical thinking skills;</td>
</tr>
<tr>
<td>did not develop a coherent response and did not organize ideas.</td>
</tr>
</tbody>
</table>

**Responding to at least one other student's posting (Points possible = 5)**

To get full points here, make sure that your comments to your classmates are substantial. In other words, I don’t want to see empty or trivial responses that simply say things such as, “Yeah, I agree.” You must give reasons for why you agree or why you disagree with their statements by using material from the text. You may also want to add to a classmate’s response with your own personal understanding, observations, and/or experiences.

**Responses posted after the deadline = 0**

Tips for Discussion Posts:

**General Information:**

1. For those of you who have never participated in online discussions, to post your answers simply click on REPLY to my questions or to your classmate's posts. Please do not start separate threads.

2. Be timely in your responses. The schedule found on the last page of this syllabus outlines the chapters and activities that you should be discussing each week. Do not wait until the last moment to respond. Remember, there is no credit for late responses. To avoid any mishaps or computer issues I strongly suggest that you post your responses earlier, rather than later.

3. Read the discussion question(s) completely. Make sure to completely answer every part of the question(s).

4. **DO NOT submit your answers to the discussion questions as a word document attachment.** Instead, please type your responses directly into the textbox.

5. Make sure your response is thorough, detailed, and well thought-out. Remember that your responses are my only way of determining whether you understand the material or not. As such, it is immensely helpful if you display critical thinking skills regarding the particular topic by using examples to illustrate your answers; this shows not only your critical thinking skills, but also makes your level of understanding clear to me.

_Syllabus is subject to change at the discretion of the instructor._
6. When you respond to another classmate’s comment, make it substantive. In other words, use your critical thinking skills here too. This means that I don’t want to see empty comments that simply state things such as, “Yeah, I agree.” Of course, you may certainly feel free to agree or disagree with what your classmates write; however, you must give reasons for why you agree or disagree with their statements by using material from the text. You may also want to add to a classmate’s response with your own personal understanding, observations, and/or experiences. We all learn from each other, so feedback to and from your peers are very important!

7. Make sure that when you refer to information from your text (or other printed material) that you correctly cite your source of the information. Because all students in the class will be using the same text, at the end of each discussion post students are asked to correctly cite the textbook by including the following reference:


**Formatting in the Textbox:**

1. To format your answers into separate paragraphs and to use italics with your references, please make sure that you have the tab at the top of the textbox (Visual Editor) clicked so that it's turned on. This will allow you all kinds of options for formatting.

2. If you write your responses on a word document and then copy and paste your work into the textbox, it can wreak havoc with the formatting. I strongly stress that you type your responses directly into the textbox. You can always save your response as a draft (the button next to the submit button) and then come back to it later. Nobody but you will be able to see it. You can save it as a draft again and again until you are finished and ready to submit. At that point, instead of clicking on save as a draft, you can simply click on submit and it will become visible to both the class and to me.

**Content and Length of Your Posts:**

1. This is a biggie: Make sure that your response is thorough, detailed, and well thought-out. Remember that your responses are my only way of determining whether you understand the material or not. As such, it helps if you display critical thinking skills regarding the particular topic. To this end, many students have found it helpful to use examples to illustrate their answers; this shows not only your critical thinking skills, but also makes your level of understanding clear to me.

2. Also, several students ask me about the expected length of responses. My answer is that I would like to see detailed, well thought-out responses that illustrate to me that you not only read the material, but that you actually thought about the information and were able to expand ideas by relating it to your present knowledge or experience. As such, responses can never be too long if the content discusses the topic at hand. However, responses can be too short or incomplete. As such, just a couple of sentences will not be sufficient. **To answer questions in a complete and detailed manner, each answer to each of the questions each week should consist of a minimum of 10 relevant sentences. So, if there are two questions for one week’s discussion post, your answer should include two separate paragraphs, each including at least 10 sentences.** Personal examples are always good. Direct quotes will NOT count toward the 10 sentence requirement. To give you an idea of length, this paragraph that you are reading has a total of 10 sentences.

*Syllabus is subject to change at the discretion of the instructor.*
Papers: (100 points each – total of 200 points)

Psychologists use APA style when writing scholarly articles. As graduate students, it is important that you not only are able to successfully integrate ideas, but that you also develop and hone the skills of APA writing. To this end, students in this class will write (2) brief papers, five complete pages, which includes a title page, the body of the paper (which needs to be at least three FULL pages), and a reference page, conforming to the standards the Publication Manual of the American Psychological Association, (7th ed.). Note: Three full pages of text means three full pages of text; not 2 ¼ or 2 ½ or 2 ¾, but at least 3 full pages.

The specific guidelines for each paper can be found under the Paper tabs on the menu located on Blackboard. The first assignment requires that you conduct a small survey and then apply your results to the information learned in the course. The second assignment requires that you read a published article and then discuss your interpretation and apply the information to the information to the course. Papers must be submitted via Blackboard by the due date specified on the syllabus schedule. Please note: there will be no points for papers submitted after the deadline.

Examinations: (100 points each – total 300 points)

There will be three examinations in this course; each exam will be online and will consist of multiple choice questions. The exams will be given online via Blackboard requiring the use of the Respondus LockDown Browser, multiple attempt, and open book in nature. Each exam will be available at the beginning of the course and will remain available until the end of the course. You may take each exam as many times as you wish, I will count only the highest grade.

IMPORTANT: I strongly suggest that you do not wait until the last minute of the course to take each of the exams; there are no make-up exams.

Persons with Disabilities

Persons with disabilities which warrant academic accommodations must contact the Student Affairs Office (325 942-2047), Suite 112 in the Houston Harte University Center, in order to request such accommodations prior to their being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. It is your responsibility to contact me.
Minimum Technical Skills Required

- You must have access to a computer (at home, school, or work) that you can use for several hours at a time that is preferably in a quiet environment without distractions.

- The computer you use should have Broadband internet access (e.g., cable, or other high speed).

- Your computer should have up-to-date anti-virus software installed.

- You should be able to navigate websites, including the ability to download files from websites.

- Have the ability to download and install software, such as Adobe Reader.

- Be able to use email, and attach and download email files.

- You should be able to save and retrieve files on your computer.

- You need to have access to a computer with a word processing program (e.g., Microsoft Word).

- You should be able to locate information on the Internet using a search engine.

Other Important Stuff

- Remember, online classes require that students be self-disciplined and engage in effective time-management. As your instructor I will help guide and assess students’ level of understanding; however, by its very nature online classes require that students take considerable responsibility for their own learning.

- Please ask questions if you are unsure of anything. I am here to help you and I want you to succeed! Just send me an email.

- If you require assistance with technical issues, please contact the IT Helpdesk at 942-2911.

- Online classroom participation is necessary and expected. Students are responsible for understanding Angelo State University’s Class Attendance Regulations, which is available on the web at: http://www.angelo.edu/forms/pdf/2007-2009_Bulletin.pdf.

- Please treat your instructor, colleagues, and peers with respect. THINK BEFORE YOU CLICK SUBMIT!!

Syllabus is subject to change at the discretion of the instructor.
<table>
<thead>
<tr>
<th>Course Schedule</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>DISCUSSION ANSWERS AND REPLIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Meet and greet Introduction</td>
<td>Chapter 1</td>
<td>Due: Friday, March 26 - 5:00 pm (CST)</td>
</tr>
<tr>
<td>Week 2</td>
<td>Gender Stereotypes Infancy and Childhood</td>
<td>Chapter 2, Chapter 3</td>
<td>Due: Friday, April 2 - 5:00 pm (CST)</td>
</tr>
<tr>
<td>Week 3</td>
<td>Adolescence Gender Comparisons Cognitive</td>
<td>Chapter 4, Chapter 5</td>
<td>Due: Friday, April 9 - 5:00 pm (CST) Paper #1 Due: Friday, April 9 - 5:00 pm (CST)</td>
</tr>
<tr>
<td>Week 4</td>
<td>Gender Comparisons Social Women and Work</td>
<td>Chapter 6, Chapter 7</td>
<td>Due: Friday, April 16 - 5:00 pm (CST)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Love Relationships Sexuality</td>
<td>Chapter 8, Chapter 9</td>
<td>Due: Friday, April 23 - 5:00 pm (CST)</td>
</tr>
<tr>
<td>Week 6</td>
<td>Pregnancy, Childbirth, and Motherhood</td>
<td>Chapter 10</td>
<td>Due: Friday, April 30 - 5:00 pm (CST) Paper #2 Due: Friday, April 30 - 5:00 pm (CST)</td>
</tr>
<tr>
<td>Week 7</td>
<td>Women and Physical Health Women and Psychological Disorders</td>
<td>Chapter 11, Chapter 12</td>
<td>Due: Friday, May 7 - 5:00 pm (CST)</td>
</tr>
<tr>
<td>Week 8</td>
<td>Violence Against Women Women and Older Adulthood</td>
<td>Chapter 13, Chapter 14</td>
<td>Due: May 14 - 5:00 pm (CST)</td>
</tr>
</tbody>
</table>

Answers to the discussion questions for each chapter and comments to at least one of your classmate’s answers are due no later than Friday evening at 5:00 p.m. (CST).

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Minimum Technical Skills Required

- You must have access to a computer (at home, school, or work) that you can use for several hours at a time that is preferably in a quiet environment without distractions.

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- You should be able to save and retrieve files on your computer.

- You need to have access to a computer with a word processing program (e.g, Microsoft Word).

- You should be able to locate information on the Internet using a search engine.

General Policies Related to This Course
All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog

Student Responsibility and Attendance

Academic Integrity
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.

Accommodations for Students with Disabilities
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as
provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

Student Absence for Observance of Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any
portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

**Syllabus Changes**

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

**Title IX at Angelo State University**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).
Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

Student Learning Outcomes

1. Gaining a basic understanding of the subject
2. Learning to apply course material

End of Syllabus

State’s policy please visit: www.angelo.edu/title-ix.

i https://www.angelo.edu/student-handbook/
ii https://www.angelo.edu/catalogs/
iii https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
iv https://www.angelo.edu/services/disability-services/
v https://www.angelo.edu/content/files/14197-op-1011-gradining-procedures
vi https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
vii https://www.angelo.edu/dept/writing_center/academic_honesty.php
viii https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of