

Faculty of Health
Department of Psychology
PSYC 3480 Section A: PSYCHOLOGY OF WOMEN
Course Director: Dr. Kathleen Fortune
Fridays 8:30-11:30am in Vari Hall Room A
Fall Term 2024

Welcome to the PSYC3480: Psychology of Women! This is one of my favourite courses to teach. The issues and ideas we discuss in this course personal and professional passions of mine. That translates into enthusiasm, energy, the sharing tons of videos and podcasts, and sometimes epic tangents. Don't say I didn't warn you! I hope you signed up for this course because you're also passionate about these issues. If you signed up because you want to learn why women love shopping and men love cars, you might want to rethink your choice. I'm joking (mostly), but seriously, this course is only as good as you make it by sharing your experiences, perspectives, and questions. Bring your energy and I promise to match it.

Despite the early start of 8:30am, I expect you to attend most or all of the lectures. That said, I won't take attendance or award marks for attendance. I will—classroom technology willing—record the lectures and post them to eClass. I've built in that flexibility not so that you can all stay home, but rather that in the case of illness or family care responsibilities, you aren't penalized for missing a lecture. I strongly encourage you to attend the lectures. Most of you have been in university for a few years now and you've lived through 2 years of mostly online learning, so you know that being present in lectures makes you more engaged with the course. It also gives you important opportunities to ask questions about the material, and to interact with your classmates. We have incredible conversations and debates in this course. I hope you'll bring your whole self to this course. I certainly will.

I won't bore you with a whole spiel on my pedagogical approach, but I will say that there is a reason for every choice I make in designing this course. I'm a big believer in frequent, lower-stakes assessments (as opposed to two tests worth 50% each). Sometimes you just have a bad day or a bad week, and if a test or assignment worth 50% happens to fall during that bad time, you're in trouble. I don't want one bad week, or even one lower grade, to stand in the way of your success. I also recognize that each of you brings different skills and challenges to the course, so I offer multiple forms of assessment to balance that out. Thus, assessments in this course include two tests, two assignments, and discussion forums. More details below.

Course Director and T.A. Information

Instructor: Dr. Kathleen Fortune

Office Hours: By appointment

Email: kfortune@yorku.ca

T.A.	Taran Virk	Cassy Wyers
Email	taranv@my.yorku.ca	cwyers@yorku.ca
Office Hours	TBA	TBA

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

- HH/PSYC 1010 6.00 (Introduction to Psychology)
- Completed at least 54 earned credits.

Course Credit Exclusions

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

Course website: [eClass](#)

All of your course materials will be available on the course eClass site. This will be your central access point for all course materials, including video lecture recording, PowerPoint slides, and supplementary readings, website links, or podcasts.

Course Description

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

Program Learning Outcomes

Upon completion of this course, students should be able to:

- Demonstrate in-depth knowledge on psychology of women.
- Articulate trends in the psychology of women.
- Express knowledge of the psychology of women in written form.
- Describe and explain limits to generalizability of research on psychology of women.
- Demonstrate ability to relate information on the psychology of women to one's own and others' life experiences.

Specific Learning Objectives

1. You will be able to articulate the differences between sex, gender, sexual orientation, gender identity, and gender expression, and understand that they all exist on a continuum.
2. You will develop a deeper appreciate of — and ability to criticize — the roles women have, in society and the influence of societal attitudes and institutions on these roles.
3. You will acquire a deeper understanding about the social inequalities experienced by all women, but in particular by women-of-colour, women living with disabilities, and women living with limited financial means.

4. You will come to appreciate the experiences of sexism, sexual objectification, and sexual violence that are experienced by many women, and the impact such experiences have on their life trajectories.

5. You will become more critical connoisseurs of the media that you are bombarded with 3 each day, so that you can quickly recognize the ways in which ideology shapes the ways in which gender is presented, reinforced, and punished.

6. You will take the knowledge you acquire and leave this course more committed to working toward gender equality and broader social change in your community, and on the global stage.

Commitment to Diversity and a Safe Classroom

It is my intent that students from all backgrounds and perspectives be well served by this course, and that the diversity that you bring to the class will be treated as a critical resource. I intend to present course materials that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. I will also acknowledge the limitations in finding such material, within a broader conversation about the lack of diversity in the literature and the discipline itself. The topics that we're covering in this class are often difficult, not just intellectually but emotionally. I expect there to be debate and disagreement during our class discussions, but it is crucial that there be an atmosphere of trust and safety in the classroom. I will attempt to create a classroom environment in which each of us is able to hear and respect one another. It is critical that we all show respect for the lived experiences and worldviews expressed in the class and that we engage in discussion with care and empathy. We can disagree without becoming disagreeable or disrespectful. In this class, we will not shy away from the uncomfortable, because critically examining our most basic and widely held assumptions and values is a vital part of living an authentic life. I urge you to have the courage to sit with the uncomfortable in this class and I'll do my best to create a classroom environment that supports you in doing so. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something I consider to be important and deserving of attention.

Required Textbook

Liss, Richmond, and Erchull (2024). *Psychology of Women and Gender*. **Second Edition**. W.W. Norton and Company. New York, NY.

NOTE: They just published a new edition and unfortunately, that's what will be available for purchase for most of you. Thus far, I don't see substantial differences between the two editions. Thus, I think you should be fine to use the first edition if you can get your hands on that in hard copy. Otherwise, I encourage you to purchase a hard copy or e-copy of this new edition, as I will test on it and build my lectures around it. Also, it's fantastic. I don't say that about every textbook, but I genuinely love this one and my previous students have as well.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Test 1	October 4, 2024	25%
Assignment 1	October 18, 2024	20%
Assignment 2	November 15, 2024	25%
Test 2	November 29, 2024	20%
Discussion Forum Posts	Throughout the term (5 X 2% each)	10%
Total		100%

Description of Assignments

Term Tests: There will be two tests in this course, each covering roughly 7 textbook chapters and the accompanying lecture slides. Test 1 is worth 25% of your grade in the course, Test 2 is worth 20% of your grade in the course. The tests will be comprised of 70 multiple-choice questions. You will have 2 hours to complete these tests in the classroom.

Assignment 1: I'm calling this one '**Choose Your Own Adventure**' because I'm giving you two options to choose from. **Option 1: Media Analysis:** You choose a recent event big enough to have garnered significant media attention, and you go online to find at least 3 different stories/articles published on the event. I'll ask you to do a critical analysis of the language and framing used by the author(s) and the biases that may be apparent. **Option 2: Consumer Analysis:** You choose a beauty product (e.g., shampoo, body wash, razors, etc.) and visit at least 3 different stores to look at how this product is marketed (e.g., the descriptors used, colours used, people featured in the ad, and the cost of the product). I'll provide a more detailed rubric for the assignment in the first week of class. This assignment is all about application. I don't care if you leave this course having memorized a bunch of facts. I care that you leave the course more critical consumers of the world around you. This assignment seeks to increase your awareness of how gender continues to have a pervasive influence in the world, and to cultivate a critical lens about the reasons for (and consequences of) this influence.

Research Paper: I know, the dreaded research paper! The thing is, this is a 3rd-year course, so it's important that we develop your research and writing skills. You will complete a 5-6 double-spaced page paper on one of several topic choices (which I'll decide on soon and post early in the course). This paper will require you to take a position on an issue, to seek out **recent peer-reviewed literature**, and navigate the oh-so-fun world of APA format. We will talk a lot more about all this once class begins but start thinking about it now. I'm open to topics. What I'm not open to is the use of ChatGPT or any other AI tool. If you plan to go on to graduate school in psychology, as most of you do, you need to learn how to actually write a research paper yourself. No cheats. No using ChatGPT to "brainstorm" or any other shortcut. Look up articles. Read the articles. Summarize the articles in coherent paragraphs. You can do this. We will help.

Discussion Forum Posts: This is my way of sneaking in videos and podcasts that I love and don't have time for in lecture! That said, it's also important for all of you to interact with one another. It's one of my favourite parts of every course I teach—reading your posts and replies to one another. I will post a short article, video, or podcast and ask you to answer questions about it.

This is your chance to share your reactions and perspectives. **There are no right or wrong answers. Rather, you will be graded for posting a thoughtful response, as well as at least 1 thoughtful response to a classmates' post.** Don't miss these freebies and don't do these halfway. Put real effort into your posts or you will lose marks. Responses must be posted within the 2-week timeframe. Once the forum closes and another one opens, you will not be able to submit responses to previous forums. **Please see the section below on discussion board etiquette, as this must be a safe space for respectful dialogue, and it will be monitored by the TA's and myself. Any disrespect, bullying, harassment, hate speech will not be tolerated.** We can and will disagree with one another, but we must do this in a respectful way that demonstrates an awareness of everyone's unique lived experiences.

Class Format and Attendance Policy

You are all adults and I know you have many competing responsibilities, so I will not take attendance. That said, it is in your best interest to attend our weekly lectures. This course—perhaps more than most—is built around healthy debate and discussion. **The only dates that you absolutely MUST be present in the classroom for are the two term tests dates outlined previously. These dates are non-negotiable, so do not schedule overlapping courses or any other commitments.**

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2024-2025](#)

Missed Tests/Midterm Exams/Late Assignment

For any missed test or late assignment, **students MUST complete the following online form within 48 hours of the missed test or assessment:**

[HH PSYC: Missed Tests/Exams Form](#)

This form is received and reviewed in the Psychology undergraduate office. Failure to complete the form **within 48 hours of the original deadline will result in a grade of zero for the missed test or assignment.** An Attending Physician's Statement (APS) is not required. However, a legitimate reason for missing a test or deadline must be provided. If you miss a test and have notified me within the 48-hour deadline, using the missed test form linked above, you will be **eligible to write a make-up test, but that this test may differ from the original test. It may be a short answer test, rather than the original multiple-choice test.**

Late Assignments: Both written assignments have a **2-day grace period during which you can submit after the deadline and receive no penalty.** However, assignments submitted beyond this 2-day grace period will receive a 10% per day penalty up to a total of 3 days (i.e., up to 5

days after original deadline). **No assignments will be accepted 5 days beyond their due date; assignments more than 5 days late will receive a grade of 0.** Note that submitting assignments late may delay the teaching team's ability to provide feedback on your work.

Add/Drop Deadlines

For a list of all important dates please refer to [Undergraduate Fall/Winter 2024-2025 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	September 18	September 18	January 20
Last date to add a course with permission of instructor (also see Financial Deadlines)	October 2	October 16	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 7	March 14
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	November 9 – December 3	February 8- April 4	March 15- April 4

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are different, be sure to read the information carefully so that you understand the differences between the sessional dates below and the Refund Tables.

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

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

Information on Plagiarism Detection

Turnitin software in eClass will be used to detect plagiarism in your written assignment submissions. Please take the time to familiarize yourself with what constitutes plagiarism and

utilize Turnitin's functionality to review your drafts before submitting your final products. Please also note that Turnitin does not make decisions about plagiarism, it merely generate a similarity score that flags submissions from students that show significant textual similarity with other published or submitted works. The TA's and I then review the Turnitin report and decide whether further investigation is required.

Electronic Device Policy

You live in a technology-driven world and so I will save my breath about how much better you will learn if you take handwritten notes! Electronic devices are permitted during class time for course-related purposes, but they must be turned to silent and put away during tests. Also, if you come to class and spend your time distracting your classmates by watching TikTok videos the whole time, we will have a very un-fun conversation, so let's avoid that. If you come to class, be truly present and engaged, or don't come. I'll do my best to keep the material engaging at 8:30am, but coffee also helps.

Academic Integrity for Students

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

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

Those of you who have taken courses with me before know this already, but I take academic integrity very seriously. Ignorance of the rules is not an excuse, particularly not as most of you are well into your academic careers. Take the time to review the documents noted above and ask your TA or myself if you have any questions. Any violations of academic integrity will be brought forward for further investigation and could result in a significant loss of marks.

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. **Buying and attempting to sell banks of test questions and/or answers may be considered as "Cheating in an attempt to gain an improper advantage in an academic evaluation" (article 2.1.1 from the Senate Policy) and/or "encouraging, enabling or causing others" (article 2.1.10 from the Senate Policy) to cheat.**

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me

know as early as possible in the term if you anticipate requiring academic accommodation so we can discuss how to consider your accommodation needs within the context of the course.

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

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities

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

All students are expected to satisfy the essential learning outcomes of courses.

Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC3480 course at York University and are the property of the instructor unless otherwise stated. **This means that my lecture recordings, assignments, and PowerPoint slides are not to be shared on any websites (e.g., Course Hero). This is a violation of my intellectual property rights.** Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

Email Policy

When composing an email to me or to a teaching assistant, you should think carefully about the kind of impression you want to create. Most of you are likely eager to make a lasting, positive impression and to receive a favourable response. However, sending such an email may be new to you, so below are some helpful tips to review before sending an email.

1. Any emails sent to the professor or teaching assistant **MUST** indicate the course number and section in the subject line of the email. Our course and section are **PSYC3480, SEC A**.
2. Make sure to include your full name and student number in the body of the email. **If your preferred name differs from the name listed on the course roster, please let us know, so that we can address you properly.**
3. Before sending an email, make sure you've done a thorough job of trying to find the answer to your question in the course materials posted to eClass. That means carefully reading through the course syllabus and other pieces of information posted on eClass to see if the answer is

already provided. **The professor and TA's receive a high volume of email and will not respond to emails asking questions that are clearly addressed in the posted course materials.**

4. An email to your professor or TA begins by properly addressing them by their name and/or title. Please refer to me as **Dr. Fortune or Professor Fortune, not Kathleen, Miss., or Mrs.** This is a real pet peeve of mine. I will not respond to emails that do not follow these guidelines. You should address your emails to your TAs by their first names. The body of your email message should be written in a polite tone. Respect goes both ways. You should treat your professors and TA with the respect with which you would like to be treated.

5. Send your emails well in advance of when a response is required. While the volume of emails received will vary throughout the year, you should expect to receive a response **within 2-3 days**. If you have not received a response within that time, you can follow-up politely.

Discussion Board Etiquette

One of the aspects of this course that I'm most excited about are the discussion board posts, which will allow you to share your thoughts, feelings, and questions about interesting aspects of the course with one another. However, this only works when everyone understands some general rules around appropriate behaviour on these boards. They must be a safe space for everyone, and the TA's and I will ensure that they remain so. Read through the guidelines below, to familiarize yourself with our expectations around discussion board behaviour.

- **Respect others.** It is important to remember that you, your peers, and the teaching team are real people who are affected by what you write. It is important to be mindful of the feelings and opinions of others, even if they differ from your own. **As a rule of thumb: If you wouldn't say it to someone's face, don't say it online either.**
- **Proofread.** Before responding to a discussion forum or to a classmate's post, review your response to ensure that it is clear, concise, and respectful.
- **Avoid strong language, all caps, and excessive exclamation points.** It is very easy for written text to be misread and misunderstood. Have you ever sent a text or email message with good intent, but your peer or other recipient thought you were being rude or condescending? If so, then you have experienced this firsthand.
- **Pick the right tone, be careful with humour or sarcasm.** Since your communication will be in a written format then it is very important to choose the right words when you are trying to get your meaning across. Be cautious when using humour or sarcasm as tone is often lost in an email or discussion post and your message might be taken seriously or sound offensive.
- **Personal information and confidentiality.** Do not post confidential information about yourself or others in the discussion boards. You are, of course, free to share some personal anecdotes about your life if they are relevant to the question being posed, but keep in mind that the board is viewed by your classmates and potentially others.
- **Don't post or share, publicly or privately, inappropriate material.** Posting or sharing this type of information will go against the code of conduct expected of students at this university.

Course Schedule

DATE	TOPIC	REQUIRED READING
SEPT 6	Introduction to the course; demystifying the F-word and exploring its many variations; a critical look at sex/gender bias in research.	Chapter 1: A Feminist Psychology of Women
SEPT 13	Unpacking our knapsacks of power & privilege; stereotypes, prejudice, and discrimination; language as a tool of sexism; the similarities and differences tradition.	Chapter 2: Power and Privilege & Chapter 3: Similarities and Differences (pgs. 101-121)
SEPT 20	Dismantling sex & gender binaries; gender development & source of gender socialization, theories of sexual diversity.	Chapter 4: Beyond the Sex/Gender Binary (pgs. 148-168 & 176-190) & Chapter 5: Gender Socialization (pgs. 191-218)
SEPT 27	From the outside in, the objectification of women's bodies; beauty norms; tripartite model of socialization, the role of internalization and self-objectification. Let's talk about sex: sexual socialization; sex-ed; sexual scripts; reclaiming women's	Chapter 6: Women's Bodies (pgs. 232-2620 & Chapter 7: Sexuality and Sexualization (pgs. 274-288 & 296-315)
OCT 4	Test 1	Covers Chapters 1-7 & accompanying lectures
OCT 11	READING WEEK	No assigned reading
OCT 18	Women's relationships: friendships; romantic relationships & the wedding industrial complex; the costs &	Chapter 8: Relationships

	benefits of marriage; the inequitable division of household labour. Assignment 1 Due!	
OCT 25	Reproductive justice—A critical intersectional analysis of the motherhood mandate; the ideology of a ‘good mother’; the battle for reproductive rights.	Chapter 9: Reproduction and the Motherhood mandate (pgs. 357-367 & 386-401)
NOV 1	Women and work: Oh, how far we’ve come, and how far we still have to go. The gender pay gap; occupational segregation; the motherhood wage penalty; workplace harassment; work-life balance.	Chapter 10: Work (pgs. 403-422 & 427-443)
NOV 8	Aging as a “movable doom” – exploring the gendered nature of aging. Stereotypes about older women; the double-standard of aging; changing relationships.	Chapter 11: Older Women (pgs. 447-473)
NOV 15	Gender-based violence—Exploring intimate partner violence; childhood sexual abuse; rape culture; the commodification of women’s bodies. Research Paper Due!	Chapter 12: Gender-Based Violence
NOV 22	Women’s Mental health & Looking Ahead. A brief history of women and ‘madness’; gendered influences on mental health diagnoses; feminist & trauma-informed therapy; a call for allyship & activism.	Chapter 13: Mental Health & Chapter 14: Tensions, Actions, and Hope for the future (pgs. 580-600).
NOV 29	Test 2	Covers chapters 8-14 & accompanying lectures.

Calumet and Stong Colleges' Student Success Programming:

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in core program classes.
- [Peer-Assisted Study Session \(P.A.S.S.\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by trained Peer Tutors.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [Career Exploration](#), [Indigenous Circle](#), [Awards & Recognition](#), and [provide opportunities to students to work or volunteer](#).
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about [Calumet and Strong Colleges Student Success Programs](#), please consult our websites ([Calumet College](#); [Stong College](#)), email us at scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), X (formerly Twitter: [Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#)
- Are you receiving our **weekly email** (Calumet and Stong Colleges - Upcoming evens)? If not, please check your Inbox and Junk folders. If you do not find our weekly emails, then please add your 'preferred email' to your Passport York personal profile. If you need support, please contact ccscadm@yorku.ca, and request to be added to the listerv.

Feel free to consult [additional resources and student supports at York University](#)