

Child and Family Development 4620
WOMEN, FAMILY AND SOCIETY
University of Georgia
Spring 2008

Professor: Dr. P. Bell-Scott (pbscott@fcs.uga.edu)
Office: Family Science Center D
Office Telephone: 542-4899 (Secretary: Ms. J. Allen)
Office Hours: Immediately after class or by appointment

This course syllabus is a general plan for the course. There may be deviations, which the professor will announce in class.

All academic work must meet the standards contained in "A Culture of Honesty." All students are responsible for informing themselves about those standards before performing any academic work. "A Culture of Honesty" is available at: <http://www.uga.edu/~ovpi/honesty/ah.pdf>

REQUIRED READINGS:

M. Matlin, *The Psychology of Women*.
Bragg, R. *All Over But the Shoutin*.
K.R. Jamison, *An Unquiet Mind*.

ADDITIONAL MATERIALS:

Additional materials will be distributed in class or as electronic/computer files. Audiovisual materials will also be presented in class.

OBJECTIVES:

- o To gain an understanding of how psychological, socio-cultural, and economic factors shape women's individual development and in families.
- o To become familiar with current research and policy perspectives on women, gender, and families.

COURSE REQUIREMENTS:

1. MID-TERM and FINAL EXAM. These exams are worth 30 points each for a total of 60 points. Exams will be given in-class. Questions will be derived from assigned readings, guest lectures, class activities, audiovisuals, etc. The format for the exam includes multiple choice, short answer, and short essay. Study guides will be distributed at least a week before the exam. No make-ups will be given without a valid medical excuse. All make-ups must be arranged with the professor within one week of the regularly scheduled exam.
2. SPECIAL PROJECT. Each student must participate in one special

project. Points are distributed in the following manner:

- | | |
|-------------------|------------------|
| a. Oral report | 5 points |
| b. Written report | <u>15 points</u> |
| | 20 points |

Detailed instructions are attached. Students must consult with the professor and commit to specific projects by September 4. Projects that are late, not typed, and plagued by more than three typographical and/or grammatical errors will be penalized by five points.

3. CURRENT ISSUES. Each student must present one current issue to the class. The purpose of this assignment is to give students the opportunity to explore and discuss relevant news items with the class. Issues may cover a broad range of topics that have relevance or implications for women's, family, and/or gender issues. Issues should be timely (i.e., related to an event or issue occurring within the past six months) and should have some presence in the local or national media. Detailed instructions will be provided. Students must consult with the professor about the current issue before distributing it to the class. Students must post information about the issue on the class listserv at least two days before it is presented to the class. This will allow class members time to read material before it is presented. Those who do not post materials on time will lose two points. The professor will instruct the class on how to post on a listserv, in case you have not posted before. You may also consult with the staff in the CFCS computer lab.

Students must do an oral report and submit a summary to receive full credit. Presentations will take place on three designated dates listed in the syllabus. The professor will assign students to groups. No make-ups will be permitted without medical excuses that are submitted within a week of the student's absence. The summary is due the next class after your presentation. This assignment is worth 10 points. Summaries that are late, not typed, and plagued by more than three typographical or grammatical errors will be penalized by five points.

4. Regular CLASS ATTENDANCE and PARTICIPATION. Students will have an assigned seat. Regular attendance assumes participation in the class listserv, as well as presence and participation during the entire class period. Consistently arriving late and leaving early do not count as regular attendance and participation. Regular class attendance and participation is worth 10 points.

The professor will take attendance approximately 50% of the time. Students who are absent without a medical excuse more than three times lose their attendance points.

On most days when attendance is taken, a quiz will be given. Each correct answer is worth 2 points. Those who answer correctly and accumulate 30 points may choose to opt out of the final. The purpose of this option is to reward students for

good attendance, reading materials on time, and submitting to periodic evaluation. Those present for the quiz, who do not accumulate 30 points, will still receive 10 points for attendance, unless they have more than three absences.

Students are expected to come to class prepared to discuss the readings and assignments. Students may not use or talk on cell phones in class. Students may not engage in distracting or disruptive behavior, such as reading material other than course work, chatting about unrelated issues, sleeping, doing unrelated work, etc.

5. **PRIVACY ISSUES:** Please advise the professor if you have privacy concerns.
6. **RESPECTFULNESS:** Our course content focuses on issues closely linked to our lives. For that reason, each of us must make a commitment to be respectful of each other, to allow others to speak, and to accept that we may disagree. My goal is for this classroom to be a safe place for everyone.

SUMMARY OF GRADE CALCULATION:

Mid-term exam	30 points
Final exam (or 15 quizzes)	30 points
Current Issue	10 points
Special project	20 points
Attendance/participation	<u>10 points</u>
	100 points

Grading Scale:

100-95=A; 94-90=A-; 89-86=B+, 85=B; 84-80=B-;
79-76=C+; 75=C; 74-70=C-; 69-66=D+; 65=D; 64-60=D-

READING ASSIGNMENTS AND COURSE SCHEDULE

<u>The week of:</u>	<u>Readings/Topics/Activities</u>
1/8/08	ORIENTATION INTRODUCTION Chap. 1 MOVING ONWARD Chap. 15
1/15/08	GENDER STEREOTYPES Chap. 2 INFANCY AND CHILDHOOD Chap. 3
1/22/08	ADOLESCENCE Chap. 4 COGNITIVE ABILITIES AND ACHIEVEMENT MOTIVATION Chap. 5 GENDER COMPARISONS IN SOCIAL AND

PERSONALITY CHARACTERISTICS
Chap. 6

- 1/24/08 **Commitment Deadline for Special Projects**
(All students must notify the professor of their intentions)
- 1/29/08 **Current Issues: Group A**
LOVE RELATIONSHIPS
Chap. 8
- 1/5/08 Bragg, All Over But the Shoutin'
- 2/12/08 **Oral reports: Special Projects Group #1**
- 2/19/08 SEXUALITY
Chap. 9
PREGNANCY, CHILDBIRTH, AND MOTHERHOOD
Chap. 10
- 2/26/08 WOMEN AND PSYCHOLOGICAL DISORDERS
Chap. 12
- 2/28/08 **Midterm**
- 3/4/08 **Current Issues: Group B**
- 3/10-14/08 **SPRING BREAK**
- 3/18/08 Jamison, An Unquiet Mind
- 3/20/08 VIOLENCE AGAINST WOMEN
Chaps. 13
- 3/27/08 **Oral reports: Special Project Group #2**
- 4/3/08 WOMEN AND WORK
Chaps. 7
WOMEN AND OLDER ADULTHOOD
Chap. 14
- 4/10/08 WOMEN'S PHYSICAL HEALTH
Chap.11
- 4/15/08 **Current Issues: Group C**
- 4/22/08 **Oral reports: Special Project Group #3**
- 5/6/08 **Final Exam**
SPECIAL PROJECT GUIDELINES

Special projects are an important part of this course. This assignment is designed to give students the opportunity to explore

women's developmental and family issues in-depth. Students choose only one option.

Option #1

Option #1 focuses on how and what about gender is communicated in early childhood.

1. The first step of this assignment involves completion of one of the following activities:
 - a. Go to a store with an extensive card stand and examine several cards designed for parents with newborns. Study the cards targeted for the parents of sons, for parents of daughters, as well as cards, which do not refer to the sex of the child. Purchase three cards, which you believe to be representative and bring them to class for your oral report.
 - b. Go to the library and select two books--one where the main character is male, the other where the character is female. These characters need not be human. Study the visual and personal characteristics and behavior of the characters. Bring these books to class for your oral report.
 - c. Watch one hour of cartoons targeted for young children on Saturday morning. Identify the main male and female characters. These characters need not be human. Study the visual and personal characteristics and behaviors of the characters. Bring a videotaped excerpt to class for your oral report.

Option #2

Option #2 focuses on how and what about gender is communicated in the popular media.

- a. Watch one hour of videos on MTV, VH-1, TNN, or BET and observe the images of women and men. Make note of the physical characteristics (e.g., age, ethnicity, body build, etc.) and behavior (e.g., what are they doing?) of the main characters. How do women and men differ in their portrayal? Also, note how many videos feature women versus men in lead roles. Bring a videotaped excerpt to class for your oral report.
- b. Watch one hour of commercials aired during the daytime soap opera or prime time evening periods. Study the representation of men and women, noting physical characteristics, age, ethnicity, and behavior. How do women and men differ in their portrayal? Also, note how many commercials feature women versus men in lead roles. Bring a videotaped excerpt to class for your oral report. (A variation of this activity could be done using one women's and one men's magazine.)
- c. Choose two highly successful recordings artists/singers--one male, the other female--in the same field of music (e.g., Choose two country, rap, or pop) and examine the themes in

the lyrics of their music for gender differences. Bring an audio taped excerpt to class for your oral report.

Option #3

Option #3 focuses on gender, work, and aging.

- a. Interview someone you know who has or is preparing for a career in a profession dominated by the opposite sex. Ask them how they happened to choose this field, if have they ever been discouraged or encouraged and by whom, and what strategies they have used to cope with gender discrimination. Take notes for your oral and final reports.
 - b. Go to the library and select two children's books that focus on parents' work roles. Study the representation of women and men, noting personal characteristics and behavior. Bring these books to class for your oral report
 - c. Watch one hour of television commercials or programs during prime-time television and study the representation of women's and men's work roles. Note the number in conventional versus unconventional work roles for men and women. Bring a videotaped excerpt to class for your oral report.
 - d. Watch two hours of television commercials or programs during prime-time television and record the representation of older women. Note how they are portrayed in comparison to younger women and older men? What are their characteristics?
2. The second step involves preparation and presentation of the oral report that should last no more than 10 minutes. This report is a brief summary and interpretation of your findings. You should also mention how your findings compare to related research described by your textbook author.
 3. The third and final step involves preparation of the final, written report, which should average about five pages. This report should have three sections: (1) a statement of purpose and your prior expectations, (2) a description of your method, and (3) a discussion and summary of your findings.

Remember that in order to receive full credit for your final report, it must address the issues outlined in #3, be free of grammatical and typographical errors and be submitted on time.

CURRENT ISSUE SUMMARY FORM CHFD 4620

Instructions: Please complete this form and attach a hard copy of the news item distributed to the class.

Name:

Citation:

State why this issue interests you:

State the relevance of the issue to our class:

What questions did the research findings or policy implications raise for you?

What reactions, observations, etc. did the class have that interest you?

Student Information Sheet
CHFD 4620

Name:

Email Address:

Emergency Phone:

Year:

Major:

What courses you have you had in CHFD?

What courses have you had in women's studies or that have addressed gender and other diversity issues directly?

What are your career goals?

What reasons did you take the course?