COURSE SYLLABUS  
Spring Term 2011  
9:30 a.m. – 10:45 a.m. Tues./Thurs.  
DSSC 211

TITLE: Feminine Psychology  
PREFIX: SOP 1741  
CREDIT HOURS: 3 Credits  
INSTRUCTOR: Dr. Cynthia Hawkins  
OFFICE HOURS: Mon. and Wed: 9:55 a.m. - 10:55 a.m. and 1:50 p.m. - 3:20 p.m.  
Tues and Thurs: 1:25 p.m. - 1:55 p.m. and 3:20 p.m. - 4:35 p.m.  
I am also available in DSSC 211 at the following times between classes:  
   MW  12:15 - 12:30 p.m.  
   TR  10:45 - 11:00 a.m.

OFFICE: DSSC 231, Dale Mabry Campus  
TELEPHONE: (813) 253-7368  
E-MAIL: chawkins@hccfl.edu  
WEBSITE: http://www.hccfl.edu/faculty-info/chawkins.aspx  
You will find the chapter outlines and syllabus on my website.

Hawknet: You may e-mail me from Hawknet. Click on the MyCruiser tab. In Personal Tools, click on the E-mail link. If you have a new e-mail message, a notification will show in red. If there is an emergency where the college is closed or I need to miss class unexpectedly, please check your e-mail to see if there are any assignments. I would likely give you study questions to assist you in studying the chapter so that we would not get too far behind.

COURSE DESCRIPTION: (From H.C.C. Catalog)

“Provides an examination of the theories of feminine personality. Through a social psychological approach to the feminine life cycle, a review will be made of the concept of personality theory regarding sex differences, sex roles, and the socialization process. Specific aspects include cognitive research theories, achievement motivation, psychological disorders, sexuality, family, work and personal development.”

TEXTBOOKS:

Required Texts:

COURSE OBJECTIVES:

The objectives of the course are to have the student be able to demonstrate the following competencies:

A. **Cognitive:**
   Students shall evidence knowledge and understanding of:
   
   1. development and perpetuation of myths and stereotypes about women
   2. emergence of new information and changing sex roles
   3. sexual differentiation and growing up female
   4. gender identity and sex role development
   5. female sexuality and reproduction
   6. mental health of women throughout the life cycle
   7. contemporary problems in lives of women
   8. contemporary life style choices

B. **Affective:**
   Students shall evidence understanding and improved attitudes towards:
   
   1. the individual uniqueness of women
   2. the diversities found across sex, age, background, race, religion
   3. their own personal experiences and opinions about women

GRADING SYSTEM:

**Testing Number:** 13

**Type:** Each test consists of 15 multiple-choice items.

**Dates:** See attached calendar. The class day following the completion of a chapter, a test will be given the first part of the period.

**Content:** Each test will have items selected from content contained in the textbook on the particular chapter.

**Makeup Tests:**
If a student misses a class on a testing day, and has a valid excuse, the makeup test will be given **IN CLASS** during the final exam period. (See calendar.) The student must, **UPON RETURN TO CLASS**, make a request **IN WRITING** for a make-up test, giving
the reason for the absence. Permission to make-up the quiz will not be given after one week upon return to class. If the instructor judges the reason to be a valid, the request will be granted. Only one absence will be excused for reasons related to oversleeping or missing your ride!

ATTENDANCE:

Because this course includes class discussion and interaction, attendance at all class sessions is important. Students will be awarded 3 points for attendance at each class. Fewer points will be awarded if a student arrives late or leaves early.

Makeup for absences:

Because attendance is part of the overall grade, an opportunity to make up points lost by absences is provided.

These makeup points may be obtained in either of two ways:
1. Reaction to a newspaper article of magazine. (1 point each)
   a. Include copy of article.
   b. Type a brief summary of article.
   c. Discuss relation of article to ideas in class.
   d. Give your overall reaction to ideas in the article.

   AND/OR

2. Attendance at a seminar, a field trip, etc. (3 points)
   a. Type a brief summary of activity.
   b. Discuss relation of activity to ideas in class.
   c. Give your overall reaction to ideas gained from activity.

Extra credit:
You may also use the reactions and attendance at seminars for extra credit to improve your quiz scores. The maximum number of make-up and extra credit points allowed is fifteen. All extra credit is due by April 28, 2011.

CLASS ACTIVITIES:

Lecture/discussion will be held on each chapter.

1. Participation: No grade will be given on this.
2. Projects: None are required.
3. Book reviews: None are required.
4. Paper: One **Gender Identity Paper** is required.

**Gender Identity Paper:**

1. See attachment for: a) description of paper  
   b) criteria for evaluation
2. The maximum number of points awarded for the paper is 100 points.
3. See calendar for due date. No late papers are accepted unless an unavoidable documented emergency occurs.

**GRADING SCALE:**

A. Possible points:  
   - Quizzes: 195
   - Attendance: 87
   - Paper: 100
   - Total: 382

B. Grading Scales:  
   - A = 0 - 38 (Missed points)
   - B = 39 - 76
   - C = 77 - 115
   - D = 116 - 153
   - F = 154 - or more

**INSTRUCTIONAL METHODOLOGIES:**

1. Lecture: See attached calendar. Some of the material in the text will be presented in class for each chapter. The student is responsible for **all** information in the chapter. The **chapter outlines** will assist you in studying for the quizzes. Chapter outlines are available on my web page or are on reserve in the library. You may make copies of the reserve outlines.

2. Class discussion: Class discussion is integrated into each lecture. A nonjudgmental atmosphere is encouraged in order that each student will feel free to share honestly opinions and experiences.

3. Speakers: Guest speakers will be invited to give presentations on topics such as women and work and eating disorders.

4. Videos: Videos will be shown when relevant.

5. Other: There will be group exercises which will assist us in clarifying values that
we have towards topics presented in this course.

HONOR CODE:

1. To obtain credit for any paper or any quiz, there must be no cheating or plagiarism. Students will receive a grade of 0 for any cheating or plagiarism on that assignment.

2. Classroom behavior must be appropriate for a setting in which adult learning is to occur. At all times students must be considerate of how behavior can affect others. Thus, certain behaviors must be avoided, if at all possible. Examples of inappropriate behavior could include: entering class late, talking to another classmate during lecture/class discussion, leaving your cell phone on and receiving a call or sending/reading text messages during class, etc. No profanity is tolerated. The instructor will call to the student’s attention any behavior considered to be inappropriate. The common welfare of the entire class must receive top priority. If a disruption continues after a student is warned, a grade penalty of 15 points will be assigned for each occurrence.

SPECIAL ACCOMMODATION:

If, to participate in this course, you require an accommodation due to a physical or learning impairment, you must contact the Office of Services to Students with Disabilities. The office is located in the Student Services Building, room 208. You may also reach the office by phone:

(813) 253-7031
TDD (813) 253-7035
(813) 253-7336

Last day to withdraw without grade consideration is March 14, 2011.
GENDER IDENTITY PAPER

OVERVIEW

Write an introspective, autobiographical account of your own gender identity and its development. This will involve three major tasks:

1. Defining for yourself what the term “gender identity” means (its more than sexual behavior).
2. Tracing its origins and development in your past life.
3. Predicting future experiences.

DEFINING FOR YOURSELF WHAT THE TERM “GENDER IDENTITY” MEANS

In assessing your present gender identity, you may wish to ask some of the following questions: What does your own gender identity involve? What parts of it are particularly important to you? Is it generally a supportive or positive factor in your total personality? Is it associated with anxiety? Or is it simply not a very important factor? In what ways do you consider yourself typical or atypical of your gender? How do you feel about members of the opposite gender? In what ways do your relationships with others reflect your attitudes toward your own gender role?

Even though this is the introductory part of your paper, you may wish to write it last, as the meaning of your gender identity becomes clearer after you have completed other parts of the paper.

ASSESSING THE CONTENT OF YOUR IDENTITY AND TRACKING ITS DEVELOPMENT

Broadly, the paper will cover your family, your relationships, and the role of work in your life. In assessing both the present content and the development of your gender identity, you might consider the following topics, if they are relevant to you:

a. Your relationship with your mother, father, siblings, relatives, or guardian.
b. Respects in which your father, mother, or other significant persons were good, bad, or unusual models of gender roles.
c. Attitudes of significant people about the proper characteristics or pastimes of boys, girls; their attitudes toward sex.
d. Early experiences with your own or other people’s bodies (expressive, sexual, esthetic, experiences having to do with control or losing control, strength, agility, etc.) and any special physical condition, illness, etc.
e. Playmates, childhood interests and activities.
f. Early experiences, influences of teachers, peers.
g. Early vocational aspiration.
h. Books, movies, TV, particularly your favorite fairy tale.
i. Daydreams, preoccupations, longings, fantasies.
j. Adolescent experiences with peers, teachers, parents, etc.
k. Dating, friends, love experiences.
l. Jobs.
m. Experiences in living units, college classes, groups, etc., (marriage, pregnancy, divorce, abortion).
n. Failures, successes, humiliations, triumphs.
o. Any other topics.

You should spend most of the term making notations on 3 x 5 cards of material covered in the text or in class discussion that is relevant to you. Make notes immediately following reading or discussion. For example, a card may look as follows:

Mother ____________________________________ 9/8

(From text, page 50)

I have a very close relationship with my mother and I think the way she did things is an important example for my relationships. . .

_____________________________________________________________________

Or

Mother ____________________________________ 9/8

(Class discussion)

Everyone said if a mother works, the daughter will most likely want a career. My mother hated working outside the home and encouraged me to “marry well” so I could stay home.

_____________________________________________________________________

You can title each card as you choose. The important thing is to collect all the ideas and learning that is occurring throughout the term. As you begin to write your paper, sort the cards according to topics, then develop each topic into a coherent whole.

Before completing your paper, you should read the textbook completely, to glean ideas from the chapters that will be covered in class after your paper is submitted.
PREDICTING FUTURE EXPERIENCES

In predicting your future experiences, project your behavior as a spouse, parent, career person, utilizing insights you have obtained in earlier parts of your paper.

CRITERIA FOR EVALUATION

The final paper should be a picture of you as a woman or a man. There is no required length; most good papers are five or more pages. Papers must be typed and double-spaced. The paper will be evaluated according to:

1. Scope: How many ideas are covered?

2. Depth: How much in depth are ideas covered?

3. Relevance: How well have you integrated these ideas into your real life?

4. Insight: How much insight into self is evidenced?

The most common mistake I find in these papers is that students stray from the topic of gender and give me an autobiography of their entire life. Remember to keep the focus on how the events of your life were related to gender! Don’t forget to bring the information from your text and class discussion into your paper.
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**NOTE:** Papers due- March 24, 2011

Last day to withdraw-Mar. 14, 2011
### SCALE (points missed)

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