



Cross-Cultural Psychology
Department of Psychology
Fall 2023
PSY 355-01
MW 1:50 PM - 3:10 PM
GRH 3003

Instructor: Dr. Young-Jae Yoon

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Office: GRH 3023 **Office hours:** M/W/F: 12:30pm - 1:30pm, Tu/Th: 10:30am - 1:30pm,
also available by appointment (If you plan to come to office hours, please email me
beforehand so that I don't miss you).

Prerequisite(s): PSY 100 or PSYS 100 or PSYC 100C

Course Overview (+ Catalog info): The main goals of psychology are to increase our understanding of human behavior and mental processes, and to use this information to make people's lives better. Cross-cultural psychology is the branch of psychology that studies the ways in which culture shapes human thought and behavior. Culture is one of the most powerful forces in the world, including religion, food, family structure, social norms, approach to illness and death, sense of growth and development, and what to do when we are in trouble. It shapes how we make sense of our world, how we express ourselves and how we understand and relate to others, which is mostly what psychology study and explain. Most knowledge of psychology has been developed by Westerners, who might not know much about what non-Westerners experience, feel, and live. As a result, it may not well represent a variety of cultural perspectives, leading to potentially harmful misinformation and misguided advice for a diverse group of people. In this course you are introduced to cultural universals (what is common among all of us?) and culturally specific constructs (what is different across culture?). You will learn how culture interacts with various subfields of psychology, such as sensation and perception, emotion, memory, personality, learning, and social behaviors.

To wrap up, this course is designed to examine the impact of culture on major principles, theories, and applications of psychology, including social behavior, gender, communication, development and abnormal psychology. This course also involves interacting with people from diverse cultural backgrounds.

Course Goals: In this course, we will study how culture influence the cognition, affect, and behaviors of individuals and groups. The main objective of this course to increase our sensitivity, awareness, and understanding of the differences and similarities of people from different cultures. Specifically, the student will be able to do the following things by the end of this course:

1. Describe key concepts, theories, and findings in cross-cultural psychology
2. Apply your knowledge of cross-cultural psychology to current issues and your everyday life.
3. Analytically describe how culture affects human behaviors and how theories in cultural psychology helps understand various human behaviors in social settings
4. Demonstrate your ability to collaborate with peers.
5. Deliver your own thoughts to others through written assignments and in-class discussion activities.
6. Improve your understanding of the idiosyncrasies of your own culture.

Required textbook: This class is a Zero Textbook Cost (ZTC) course. That is, you can access to all class materials through online without paying any costs. We will use an online textbook "Culture and Psychology." For our main material, see <https://open.maricopa.edu/culturepsychology/>

If there is a supplementary reading, I will post it on Blackboard. Please download the reading materials. Course readings should be completed prior to class because they will form the basis for our discussion. The information that is provided in class will extend or complement what is in the text and will be presented assuming that you have read the assigned chapter. But please note that in class I will NOT simply repeat what is in the text. I will often add new information in the lecture slides if it helps illustrate and amplify the points that I intend to make in class. Because lectures will often include material not covered in the textbook, class attendance and good notes will be important. Therefore, it is highly recommended that you keep up with the reading assignments.

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Email Etiquette: When emailing the instructor, please put the course and course section in the subject line (e.g., PSY 355).

Course Expectations: Research suggests that students who have clear expectations about a course will feel more comfortable and learn more. With this in mind, here are some of the course-wide expectations:

- It is important that you prepare for (and attend) each class, reading and reviewing the material beforehand. I strongly recommend that you read ahead on weekends and/or review previous lessons. You will be glad you did this when you begin having exams (not just in this class, but in other classes too). Also, I strongly encourage you to take notes during class. This includes material from lectures, discussions, videos, and demonstrations. All material covered in class is testable! Research demonstrates that actively writing down (more so than typing) material makes it easier to recall later.
- I will use class time to clarify difficult concepts, to expand on selected topics, and to challenge you intellectually. I will lecture on, discuss, and demonstrate topics in the book as well as outside the book. I will assign occasional outside readings as well. This means that you are responsible for more material than is covered in class. I will not teach straight out of the book, but will use the text as a guide.

Classroom Behavior: Students are expected to behave appropriately and professionally in class. Please do not be disruptive in class such as arrive late or leave early, speak while the instructor or another student is speaking, work on other assignments, text, send emails, check social media, listen to music, play games, sleep, etc. Students are also expected to treat all persons in the classroom with respect. Because we will discuss many issues in social psychology, we are likely to encounter various perspectives and opinions about certain topics from individuals in class (such individuals include other students and the instructor). While it is expected that students will not necessarily agree with opinions of those individuals regarding the topics in this course, it is expected that students will be respectful during all interactions with persons in class. Please keep in mind that people come from all walks of life, and it is important that we, as a classroom, create a learning environment that nurtures this diversity.

Technology during Class: Please do not use your cellphones during class. Silence your phones and put them away during class time. I understand that emergencies happen – in the case of an emergency, you may use your phone, but please leave the classroom. You cannot answer your cellphone, listen to voicemails, or text during class. While cellphone use is prohibited in class, you may use your laptops. Laptops should only be used to take notes. Please do not use your laptops to peruse the internet, play games, check social media, send emails, work on other assignments, etc. Violation this guideline will negatively influence the class attendance points.

ChatGPT & Generative AI statements: In this class you are free to use generative artificial intelligence (AI) tools such as ChatGPT4 on assignments and activities in this course (*but never use it for the Exams*). If you chose to utilize AI, you will be expected to properly document and cite this information (*but NOT necessary if you use AI tools only to improve language or readability such as spelling and grammar check*). For this course, we will follow the guidelines of the American Psychological Association (APA). APA recommends including your prompt in your narrative to provide context for the text that was generated, but does require prompt information in the citation. In other words, please describe or cite the text of your prompt in addition to the text generated by AI. Any time you use words that are not your own you must include quote marks and citations. Examples of citing AI are available at: <https://libguides.wku.edu/stylewrite/ai/>)

Course evaluation: Your course grade will be based upon your performance in six areas:

Category	Detailed info	Point
1. Attendance & In-Class Activity	1 point for each class	23 (+3)
2. Exams (1, 2, & 3)	25 points for each exam	75
3. Group Project	35 points	35
4. Individual Assignment	Cross-cultural interview	17
5. Research Participation Extra Points	Up to 2 points	-
6. TED Talk Extra Points	Up to 3 points	-
Total Point		150

Grades: Grades in this course will not be curved, which means that if everyone does well in the course, everyone could earn an A.

- I do all that I can to ensure that you have what you need to succeed. However, I do not change grades. Please do not ask. Letter grades will be assigned based on Total Points (150). For example, if you have 135 points, then $135/150 = .90$. $.90 \times 100 = 90$ thus, your course grade is a 90%. Additionally, you will find the grading scale (see below) that I will use when computing your final grade. In this example, you will obtain A.

A (Above 90%)	135 – 150
B (80%)	120 – 134
C (70%)	105 – 119
D (60%)	90 – 104
F (Below 60%)	Below 90

IMPORTANT INFORMATION FOR ALL GRADED WORK:

- **How will ‘Attendance & In-Class Activity’ be administrated and graded?**
 - This is a **student-centered class**, which means that you will participate in various types of in-class activities while taking lectures. A good deal of material will be presented in class that is **NOT** in the textbook. Further, from time to time there will be in-class activities that are intended to give you first-hand experience and/or practice with some of the concepts relevant to the course. Because there is no way to gain this specific experience except by being in class, it is especially important to attend on the days these activities occur. To encourage class attendance, I will keep track of attendance (see below).
 - **Class Observation & In-Class activities:** Class attendance is *mandatory* and essential for your success. Each class observation is worth 1 point towards the 23-point grade. Specifically, each class day (other than exam days), you will be given a chance to write and turn in a class observation. Class observations are one paragraph or less. Your observation can be a question about the material, a comment about something that you learned in class, or a statement about how the material is relevant to your life. You may address ideas or issues that tie together different perspectives. You may meaningfully criticize some aspect of the readings (e.g., what did the author(s) fail to consider?). You may describe how the ideas pertain to applied organizational settings, real world phenomena, or pressing social issues. *You may not make-up class observations.* That is, you must be in live class to submit a reflection. This is designed to ensure that you can demonstrate your understanding of reading materials and class discussion. There are 26 opportunities to complete your class observations. I have, however, built in **three freebies**, leaving 23 opportunities.
 - To reward your attendance, if you attend every class and complete 36 class observations, you can earn **3 bonus points**. As another incentive to participate actively in class, in-class participation will be allowed to increase final course grades as much as a letter. For example, with consistently high-quality participation, a high “C” can become a “B,” or a high “B” can become an “A.” It’s up to you.

- On those days when an in-class activity occurs, you will turn in an “in-class activity sheet” at the end of class. Your activity sheets will replace your class observations for those days. I will keep track of attendance based on your submission (i.e., class observation, activity sheet, or both).
 - After each class, a recorded video will be uploaded to Blackboard. Thus, if you miss a class, you can follow up the class at your own pace. But your attendance point will NOT be obtained.
- **How will ‘Exams’ be administrated and graded?**
 - Three non-cumulative exams will be given, each covering approximately 1/3 of the course material. Each exam is worth 25 points. Final exam is not cumulative.
 - All material covered in class is testable! For example, exams can cover material not covered in the text that is presented in lecture.
 - These are online exams to be administered via Blackboard. But students must take the exams in classroom. Thus, please bring your laptop on the exam days.
 - Also, exams are open-book tests consisting of multiple-choice and short essay questions. You are allowed to refer to the reading materials, lecture slides, and class notes, however, online searching (e.g., googling, Chegg, ChatGPT) is highly prohibited. Use lecture slides as a study guide for the exams.
 - **Make-up exams** will only be given in extraordinary circumstances. You must notify me **at least three days in advance** by email and you must provide a **legitimate reason** for the circumstances.
- **How will ‘Group Project’ be administrated and graded?**
 - In addition to the three exams, you will be required to complete one group project (worth 35 points). For this project, you will form a group no later than Week 7. As a group of 3-4 people, you will perform a creative writing task. Specifically, one fairy tale (e.g., the Cinderella) will be given. The job of your team is to develop a new version of it for children in another country with a different culture. Your team will be encouraged to use your wildest imagination to rewrite the story to make it creative, original, and coherent (5-6 pages). Further, your new story must include the new cultural elements of the given country. Your team will present your writing output (e.g., 7-8 min presentation) in class. To prevent free riding, peer evaluation will be included. Further details (i.e., grading rubrics) will be provided later in the semester.
- **How will ‘Cross-cultural Interview’ be administrated and graded?**
 - Besides the group project, you will be individually required to complete one project (worth 17 points). For this individual project, you will interview an individual from a country different from the one you are from in order to gain a deeper understanding of another culture. Then, you will see how similar/different that individual is from the stereotypes associated with individuals from that country, and gain insight regarding how others view Americans and the United States.

- This project will culminate in a written paper (roughly 2 pages excluding an interview transcript) no later than the Thanksgiving break (11:55pm, Tuesday, Nov 21st). Further details (i.e., mandatory questions, format, grading rubrics) will be provided later in the semester.

- **What is ‘Research Participation Extra Points’?**
 - You may volunteer to participate in psychology research up to 2 hours of psychological studies through Study Board for a maximum of 2 points added to your final grade. This is **optional**.
 - In order to obtain a Study Board account, complete the online form at the following address: <http://www.wku.edu/psychology/studyboard/>
 - Once the account is established, the system will automatically email the login information. This website handles all research scheduling and credit administration. Only credits for which you register online will count toward research credit.
 - All research hours should be verifiable (almost always in Study Board) by the last day of classes.

- **What is ‘TED Extra Points’?**
 - You may compose a 1-2 pages (500-800 words) of reflection paper (up to two reports) after watching TED talks (www.ted.com) about topics relevant to cultural psychology
 - Please try to summarize the talk in one or two sentences first. Then, you can discuss how it is related to the principles, theories, or concepts in cross-cultural psychology that you learned from this course. Give your own thoughts and make it a valuable learning experience!! Reflection paper(s) submitted by no later than December 1st will be counted. This is **optional**.
 - Followings are some suggested clips worth to watch (possible up to two reports; each worth 1.5 points of your final grade):
 - *How Culture Drives Behaviors* (Julien S. Bourrelle)
 - *Learn a new culture* (Julien S. Bourrelle)
 - *Embracing Culture* (Sukham Sidhu)
 - *Why bother with culture?* (Paola Dubini)
 - *Cross cultural communication* (Pellegrino Riccardi)
 - *How body language shapes who you are* (Amy Cuddy)
 - *The power of multilingualism in education* (Megan Alubicki Flick)
 - *The moral roots of liberals and conservatives* (Jonathan Haidt)
 - *The surprising science of happiness* (Daniel Gilbert)
 - *How to turn a group of strangers into a team* (Amy Edmondson)

- Unless otherwise noted, all assignments should be turned in via Blackboard in .doc or .docx format (not .pdf), allowing me to edit your assignments for effective feedback (e.g., track changes). I am not a Mac User, so I cannot open .pages files.

Respect for Intellectual Property: This syllabus and all lectures and course materials (power point presentations, tests, outlines, and related materials) are protected by copyright. Students may take notes and make copies of course materials for their own use. However, students may *not* participate in the distribution or sharing of the course material via the Internet or other means without the written permission of the instructor.

Course Incompletes: Incomplete (I) grades will not be assigned without preapproval by the instructor. The instructor will only approve incompletes in extreme circumstances. Students receiving permission to take an incomplete will be required to adhere to a contract, devised by the student and instructor, specifying required assignments and due dates. All incomplete work must be completed by Week 12 of the following semester to avoid the incomplete converting to an F.

Academic Honesty Policy: Cheating and plagiarism will not be tolerated. Any student suspected of academic dishonesty will be required to meet with the instructor and may be referred to the Office of Judicial Affairs in order to determine the consequences of the student's actions. Details on the university's academic dishonesty procedures can be found at <http://www.wku.edu/judicialaffairs/process-for-academicdishonesty.php>.

Accommodations for Students with Disabilities: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

The Learning Center Peer Tutoring Services: The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit www.wku.edu/tlc.

Know your Title IX: Western Kentucky University does not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, gender identity/expression, marital status, age, uniformed services, veteran status, pregnancy, childbirth or related medical conditions, or physical or mental disability in admission to career and technical education programs and/or activities, or employment practices in accordance with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Revised 1992, and the Americans with Disabilities Act of 1990. Information regarding WKU's Title IX compliance, policies, and procedures may be found on the following websites: <https://www.wku.edu/eoo/titleix/> and <https://www.wku.edu/studentconduct/titlenine.php>.

Course Policy

Mutual Expectations

Instructor	Students
<ul style="list-style-type: none"> • I will promptly reply to your email responses (less than 24 hours) • I will use various videos, examples, activities, and traditional PowerPoint slides. • I will provide timely and ongoing feedback on students' assignments. • I will evaluate students' assignments fairly • I will treat each student with respect and dignity 	<ul style="list-style-type: none"> • Students will attend a class • Students will read the assigned readings each class • Students will encourage fun and lively dialog with your student colleagues • Students will study well in advance for the exams • Students will treat me and your classmates with respect • Students will reach out to me when you need help

Course Schedule

(This schedule is tentative and subject to change with notification)

DATE	TOPIC	READINGS	ASSIGNMENT
Week 1			
Mon, Aug 21	Class Introduction	Syllabus	
Wed, Aug 23	Intro to Cultural Psychology	Ch. 1.	
Week 2			
Mon, Aug 28	Intro to Cultural Psychology	Ch. 1.	
Wed, Aug 30	Cultural Learning	Ch. 2.	
Week 3			
Mon, Sep 4	No Class!! Labor Day	Syllabus	
Wed, Sep 6	Research Methods in Cultural Psychology	Ch. 3.	
Week 4			
Mon, Sep 11	Research Methods in Cultural Psychology	Ch. 3.	
Wed, Sep 13	Culture and Development	Ch. 4.	
Week 5			
Mon, Sep 18	Culture and Development	Ch. 4.	
Wed, Sep 20	In-Class, Online Exam 1 (1:50 – 3:10 pm)		
Week 6			
Mon, Sep 25	Post-exam review Culture of Self	Ch. 8.	
Wed, Sep 27	Culture of Self	Ch. 8	

Week 7			
Mon, Oct 2	Culture of Self	Ch. 8.	
Wed, Oct 4	Social Cognition	Ch. 5.	
Week 8			
Mon, Oct 9	Social Cognition	Ch. 5.	
Wed, Oct 11	Social Cognition	Ch. 5.	
Week 9			
Mon, Oct 16	Emotion and Motivation	Ch. 7.	
Wed, Oct 18	Emotion and Motivation	Ch. 7 and Ch. 10.	
Week 10			
Mon, Oct 23	Culture and Health	Ch. 9 and Ch. 10.	
Wed, Oct 25	In-class Online Exam 2 (1:50 – 3:10 pm)		
Week 11			
Mon, Oct 30	Post-exam review Sexuality and Gender	Ch. 6.	
Wed, Nov 1	Sexuality and Gender	Ch. 6.	Group Paper Initial Draft
Week 12			
Mon, Nov 6	Culture and Social Behavior	Ch. 11.	
Wed, Nov 8	Culture and Social Behavior	Ch. 11.	
Week 13			
Mon, Nov 13	Culture and Social Behavior	Ch. 11.	
Wed, Nov 15	Culture and Social Behavior	Ch. 11.	
Week 14			
Mon, Nov 20	Multicultural Perspective	Ch. 13.	Cross-cultural interview 11/21 (Tue) 11:55pm.
Wed, Nov 22	No Class!! Thanksgiving Break!!		
Week 15			
Mon, Nov 27	Culture and Morality	Ch. 12.	Group Paper Final Draft
Wed, Nov 29	Group Presentation Day	Each team will present their new story within 7-8 minutes	TED reflection paper 12/1 (Mon) 11:55pm
Week 16			
Mon, 12/4	In-Class Online Exam 3 (10:30 am – 12:30 pm)		

Note: All dates and topics listed are tentative and subject to change as the semester progresses, although test dates will rarely be changed. All times are in central time.



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Email: young-jae.yoon@wku.edu

Teaching Assistant: Zachary Weddle

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Office: GRH 3023

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Course evaluation: Your course grade will be based upon your performance in six areas:

Category	Detailed info	Point
1. Attendance & In-Class Activity	1 point for each class	23 (+3)
2. Exams (1, 2, & 3)	20-24 pts for each exam	66
3. Cross-cultural Interview Project		35
4. Annotated bibliography		6
5. Research Participation Extra Points	Up to 2 points	-
6. TED Talk Extra Points	Up to 3 points	-
Total Point		130

Grades: Grades in this course will not be curved, which means that if everyone does well in the course, everyone could earn an A.

- I do all that I can to ensure that you have what you need to succeed. However, I do not change grades. Please do not ask. Letter grades will be assigned based on Total Points (130). For example, if you have 120 points, then $120/130 = .923$. $.923 \times 100 = 92.3$ thus, your course grade is 92%. Additionally, you will find the grading scale (see below) that I will use when computing your final grade. In this example, you will obtain an A.

A (Above 90%)	117 – 130
B (80%)	104 – 116
C (70%)	91 – 103
D (60%)	78 – 90
F (Below 60%)	Below 78

IMPORTANT INFORMATION FOR ALL GRADED WORK:

- **How will ‘Attendance & In-Class Activity’ be administrated and graded?**
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 - To reward your attendance, if you attend every class and your accumulated attendance points hit 23 points, you can earn **3 bonus points**. As another incentive to participate actively in class, in-class participation will be allowed to increase final course grades as much as a letter. For example, with consistently high-quality participation, a high “C” can become a “B,” or a high “B” can become an “A.” It’s up to you.

- On those days when an in-class activity occurs, you will turn in an “in-class activity sheet” at the end of class. Your activity sheets will replace your class observations for those days. I will keep track of attendance based on your submission (i.e., class observation, activity sheet, or both).
- After each class, a recorded video will be uploaded to Blackboard. Thus, if you miss a class, you can follow up the class at your own pace. But your attendance point will NOT be obtained if you do not provide a legitimate reason for being absent.
- **How will ‘Exams’ be administrated and graded?**
 - Three non-cumulative exams will be given, each covering approximately 1/3 of the course material. All material covered in class is testable! For example, exams can cover material not covered in the text that is presented in lecture.
 - I intentionally make the first exam worth fewer points so that students have a chance to better understand the testing format and nature of the questions without major harm to their grade. Thus, Exam 1 is worth 20 points, Exam 2 is worth 22 points, and Exam 3 is worth 24 points. Final exam is not cumulative.
 - These are online exams to be administered via Blackboard. But students must take the exams in the classroom. Thus, please bring your laptop on the exam days with being fully charged.
 - Also, exams are **open-book tests** consisting of multiple-choice and short essay questions. You are allowed to refer to the reading materials, lecture slides, and class notes, however, online searching (e.g., googling, Chegg, ChatGPT) is highly prohibited. Use lecture slides as a study guide for the exams. ○
 - **Make-up exams** will only be given in extraordinary circumstances. You must notify me **at least three days in advance** by email and you must provide a **legitimate reason** for the circumstances.
- **How will ‘Cross-cultural Interview’ be administrated and graded?**
 - Students will be required to individually complete one project (worth 35 points). For this individual project, you will interview an individual from different cultural backgrounds to gain a deeper understanding of another culture. Then, you will see how similar/different that individual is from the stereotypes associated with individuals from that culture or country, and gain insight into how others view Americans and the United States.
 - Students will have a series of small assignments in service of this project (i.e., planning, interview, writing, and post-interview reflection). This project requires a written paper (roughly 2 pages excluding an interview transcript) to be submitted no later than Nov 18th, Monday, at 11:59pm. After that, you are required to exchange your interview document with another student’s document to complete a peer review. Further resources and details (i.e., mandatory questions, format, grading rubrics) will be posted on Blackboard.

- **How will ‘Annotated Bibliography’ be administrated and graded?**
 - To learn how to critically read scientific papers about cultural psychology, you will create an annotated bibliography of 2 research articles from peer-reviewed culture or social psychology journals. A grading rubric will be given to you closer to the due date.
 - All articles **must** come from the following journals: *Journal of Cross-Cultural Psychology*, *International Journal of Intercultural Relations*, *Cross-cultural and Strategic Management*, *Culture and Organization*, *Learning Culture and Social Interaction*, *Journal of Experimental Social Psychology*, *Personality and Social Psychology Bulletin*, *Social Psychological and Personality Science*, *European Journal of Social Psychology*; *Journal of Applied Social Psychology*; *British Journal of Social Psychology*; *Group Processes and Intergroup Relations*.
 - Please choose two articles about culture including keywords such as cross-cultural adjustment, individualism-collectivism, independent vs. interdependent self, Hofstede’s cultural dimensions, etc. Your chosen articles must be approved by the instructor before reports are submitted. No two students will be permitted to write a report on the same article (first come, first served).
 - For each article, you must provide the following information:
 1. Full citation for the research article (APA style, 7 Eds)
 2. State the hypothesis/hypotheses
 3. Briefly describe the methods (design, participants, materials, procedure)
 4. Describe the results. Were the hypotheses supported?
 5. Explain the main implications of the results for the real world
 - All good psychological research articles will contain the above information, so you should have no difficulty finding the information you need. Articles must pertain to psychology, must contain a methods section, and must have been published no earlier than 2020.
 - **All articles must be approved by the instructor before the assignment is submitted.** No two students will be permitted to write a report on the same article (first come, first served). All reports must be written using your own words. **Reports that are plagiarized or paraphrased excessively will earn 0 credit and be reported to the College as academic misconduct (which is very serious!).**

- **What is ‘Research Participation Extra Points’?**
 - You may volunteer to participate in psychology research up to 2 hours or 4 credits of psychological studies through Study Board for a maximum of 2 points added to your final grade. This is **optional**.
 - In order to obtain a Study Board account, complete the online form at the following address: <http://www.wku.edu/psychology/studyboard/>
 - Once the account is established, the system will automatically email the login information. This website handles all research scheduling and credit administration. Only credits for which you register online will count toward research credit.
 - All research hours should be verifiable (almost always on the Study Board) by the last day of classes.

- **What is 'TED Extra Points'?**

- You may compose a 1-2 pages (500-800 words) of reflection paper (up to two reports) after watching TED talks (www.ted.com) about topics relevant to cultural psychology
- Please try to summarize the talk in one or two sentences first. Then, you can discuss how it is related to the principles, theories, or concepts in cross-cultural psychology that you learned from this course. Give your own thoughts and make it a valuable learning experience!! Reflection paper(s) submitted by no later than 12/2 (by 11:59pm) will be counted. This is **optional**.
- Followings are some suggested clips worth to watch (possible up to two reports; each worth 1.5 points of your final grade):
 - *How Culture Drives Behaviors* (Julien S. Bourrelle)
 - *Learn a new culture* (Julien S. Bourrelle)
 - *Embracing Culture* (Sukham Sidhu)
 - *Why bother with culture?* (Paola Dubini)
 - *Cross cultural communication* (Pellegrino Riccardi)
 - *How body language shapes who you are* (Amy Cuddy)
 - *The power of multilingualism in education* (Megan Alubicki Flick)
 - *The moral roots of liberals and conservatives* (Jonathan Haidt)
 - *The surprising science of happiness* (Daniel Gilbert)
 - *How to turn a group of strangers into a team* (Amy Edmondson)

- Unless otherwise noted, all assignments should be turned in via Blackboard in .doc or .docx format (not .pdf), allowing me to edit your assignments for effective feedback (e.g., track changes). I am not a Mac User, so I cannot open .pages files.

Respect for Intellectual Property: This syllabus and all lectures and course materials (power point presentations, tests, outlines, and related materials) are protected by copyright. Students may take notes and make copies of course materials for their own use. However, students may *not* participate in the distribution or sharing of the course material via the Internet or other means without the written permission of the instructor.

Course Incompletes: Incomplete (I) grades will not be assigned without preapproval by the instructor. The instructor will only approve incompletes in extreme circumstances. Students receiving permission to take an incomplete will be required to adhere to a contract, devised by the student and instructor, specifying required assignments and due dates. All incomplete work must be completed by Week 12 of the following semester to avoid the incomplete converting to an F.

Academic Honesty Policy: Cheating and plagiarism will not be tolerated. Any student suspected of academic dishonesty will be required to meet with the instructor and may be referred to the Office of Judicial Affairs in order to determine the consequences of the student's actions. Details on the university's academic dishonesty procedures can be found at <http://www.wku.edu/judicialaffairs/process-for-academicdishonesty.php>.

Accommodations for Students with Disabilities: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

The Learning Center Peer Tutoring Services: The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit www.wku.edu/tlc.

Know your Title IX: Western Kentucky University does not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, gender identity/expression, marital status, age, uniformed services, veteran status, pregnancy, childbirth or related medical conditions, or physical or mental disability in admission to career and technical education programs and/or activities, or employment practices in accordance with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Revised 1992, and the Americans with Disabilities Act of 1990. Information regarding WKU's Title IX compliance, policies, and procedures may be found on the following websites: <https://www.wku.edu/eoo/titleix/> and <https://www.wku.edu/studentconduct/titlenine.php>.

Course Policy

Mutual Expectations

Instructor	Students
<ul style="list-style-type: none"> • I will promptly reply to your email responses (less than 24 hours) • I will use various videos, examples, activities, and traditional PowerPoint slides. • I will provide timely and ongoing feedback on students' assignments. • I will evaluate students' assignments fairly • I will treat each student with respect and dignity 	<ul style="list-style-type: none"> • Students will attend a class • Students will read the assigned readings each class • Students will complete all assignment on time • Students will encourage fun and lively dialog with your student colleagues • Students will study well in advance for the exams • Students will treat me and your classmates with respect • Students will reach out to me when you need help

Course Schedule

(This schedule is tentative and subject to change with notification)

DATE	TOPIC	READINGS	ASSIGNMENT
Week 1			
Mon, Aug 19	Class Introduction	Syllabus	
Wed, Aug 21	Class Introduction	Syllabus	
Week 2			
Mon, Aug 26	Introduction to Cultural Psychology (1)	Ch. 1.	
Wed, Aug 28	Introduction to Cultural Psychology (2)	Ch. 1.	
Week 3			
Mon, Sep 2	No Class!! Labor Day		
Wed, Sep 4	Cultural Learning (1)	Ch. 2.	
Week 4			
Mon, Sep 9	Cultural Learning (2)	Ch. 2.	Interview Plan Due by 11:59pm.
Wed, Sep 11	Research Methods in Cultural Psychology (1)	Ch. 3.	
Week 5			
Mon, Sep 16	Research Methods in Cultural Psychology (2)	Ch. 3.	
Wed, Sep 18	In-Class, Online Exam 1 (1:50 – 3:10 pm)		
Week 6			
Mon, Sep 23	Post-exam review Culture & Development (1)	Ch. 4.	
Wed, Sep 25	Culture & Development (2)	Ch. 4	
Week 7			
Mon, Sep 30	Culture & Development (3)	Ch. 4.	
Wed, Oct 2	Culture & Self (1)	Ch. 8.	
Week 8			
Mon, Oct 7	No Class!! Fall Break		
Wed, Oct 9	Culture & Self (2)	Ch. 8.	

DATE	TOPIC	READINGS	ASSIGNMENT
Week 9			
Mon, Oct 14	Culture & Cognition	Ch. 5.	
Wed, Oct 16	Culture & Emotion (1)	Ch. 7	
Week 10			
Mon, Oct 21	Culture & Emotion (2)	Ch. 7	
Wed, Oct 23	In-class Online Exam 2 (1:50 – 3:10 pm)		
Week 11			
Mon, Oct 28	Post-exam review Culture & Health (1)	Ch. 9.	
Wed, Oct 30	Culture & Health (2)	Ch. 9.	
Week 12			
Mon, Nov 4	Culture & Health (3)	Ch. 9.	
Wed, Nov 6	Multiculturalism (1)	Ch. 13.	
Week 13			
Mon, Nov 11	Multiculturalism (2)	Ch. 13.	
Wed, Nov 13	Multiculturalism (3)	Ch. 13.	
Week 14			
Mon, Nov 18	Social Behavior (1)	Ch. 11.	Interview Paper Due by 11:59pm.
Wed, Nov 20	Social Behavior (2)	Ch. 11.	Annotated Bibliography Due by 11:59pm
Week 15			
Mon, Nov 25	Social Behavior (3) or Catch-up day	Ch. 11.	Interview Peer Review
Wed, Nov 27	No Class!! Thanksgiving Break!!		
Week 16			
Tu, 12/3	In-Class Online Exam 3 (10:30 am – 12:30 pm)		TED Paper 12/2 (Mon) 11:59pm

Note: All dates and topics listed are tentative and subject to change as the semester progresses, although test dates will rarely be changed. All times are in central time. Additional supplementary readings will be given with notification.

SYLLABUS

TITLE: Psychology of Women (PSY 453)

WHERE: Elizabethtown CRPEC Building, Room 132
Owensboro, Room 110
Glasgow, Room 162

WHEN: March 15, 16, 29, 30, April 12, 13
Friday 6:00-9:30 and Saturday 9:00-6:30 EST

TEXT: Lips, H.M. (2017). A new psychology of women; Gender, culture and ethnicity:
Fourth edition. Long Grove, IL. Waveland Press, Inc.
ISBN 1-4786-3188-0 or 978-1-4786-3188-0

INSTRUCTOR: Deborah Ann Edds, Ph.D.
Phone: 502-445-0760
Email: dr.edds@gmx.com

Schedule

March 15:	6:00-6:30	Introductions
	6:30-7:30	Chapter One: Lecture: pp. 7-8, 19-20 Learning Activity: Gender Stereotypes
	7:30-7:45	Break
	7:45-9:00	Chapter 2: Lecture: pp. 48, 60-82 Take home Gender Identity Development Exercise to be discussed on 3/16
March 16:	9:00-11:00	Catch-up and Class discussion of Gender Id. Development Exercise
	11:00-12:15	Chapter 3: Lecture: pp. 88-96
	12:15-1:15	Lunch
	1:15-1:45	Chapter 3: Lecture: pp. 101-132
	1:45-2:45	Chapter 4: Lecture: pp. 137-154, 161-164
	2:45-3:00	Break
	3:00-4:00	Chapter 5: Lecture: pp. 180-190
	4:00-6:30	Catch-up or Blackboard time
March 29:		Blackboard Activities Class will not meet in person

March 30:	9:00-10:15	Chapter 6: Lecture: pp. 213-220, 224-228, 229-232 Learning Activity: Gender Differences in Communication
	10:15-10:30	Break
	10:30-12:00	Chapter 7: Classroom Discussion: Changing Family Structure Lecture: pp. 248-252
	1:00-1:30	Lecture: Sternberg's Types of Love Theory (not in textbook)
	1:30-2:30	Chapter 8: Lecture: pp. 285-288 Classroom Discussion on pay inequity Lecture: pp. 320-322
	2:30-2:45	Break
	2:45-3:15	Learning Activity: Identifying Sexual Harassment
	3:15-4:00	Chapter 9: Lecture: pp. 343-365
	4:00-6:30	Chapter 10: Lecture: pp. 381-400

April 12: Blackboard Activities
Class will not meet in person

April 13: 9:00-11:00 Catch-up as needed
11:00 Final

ASSIGNMENTS:

Blackboard Discussion Questions: Each student will respond to questions found in Discussion Forums on Blackboard. There are 10 questions total. Each response is worth **20 points**. Questions will be graded as a completion grade as long as your response are supported with factual information. All of the questions require application of the information in the text and discussed in class. There is not a right or wrong answer. You will get full credit if you submit a complete response that is well-thought out, supported by factual information and your submission is on time. You will receive feedback from the instructor if you do not receive full credit.

All questions must be completely answered and submitted via BB by midnight on **March 30**.

Students do not have to read classmates' responses. However, it may be helpful to do so as some of the questions will be repeated on the final and being familiar with classmates' responses may give you a more complete answer.

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other than the textbook. Papers are to be uploaded to Blackboard as an attachment in the Discussion forum **prior to 6:00 on April 12**. No paper will be accepted for grading after 6:00 on **April 12**. Papers will be worth 130 points.

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GRADING:

Blackboard Questions:	200 Points
Blackboard/Video Responses:	50 Points
Paper/Comments	150 Points
Final	200 Points
<hr/>	
Total Points Available	600 Points

A= 90-100% of total possible points

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COVID-19:

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SYLLABUS

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PSYS 453 – Psychology of Women – Spring 2024

Class times: Web Course

Location: Web Course

Professor: Dr. Amy Brausch E-mail: amy.brausch@wku.edu Phone: 270-745-4407

Office Hours (KTH 1004): virtually by appointment. My goal is to return e-mails within 24 hours, outside of weekends and holidays.

REQUIRED MATERIALS

1. Textbooks

- a. *Psychology of Women and Gender – 10th Edition*, by Else-Quest and Shibley Hyde. Sage Publishing. **E-BOOK – SEE NOTE BELOW.**
- b. *Reviving Ophelia, Revised and Updated*, by Mary Pipher and Sarah Pipher Gilliam.

2. **Computer and Internet access** (high speed recommended); your web browser should be within 1-2 years of the current browser. Typically one of these is loaded on home computers. Blackboard works well with Firefox and Google Chrome. Ironically, it doesn't work as well on Chromebooks.

NOTE ABOUT THE TEXTBOOK (*Psychology of Women and Gender*):

To enhance your learning experience and provide affordable access to the right course material, this course is part of an inclusive access model called First Day. You can easily access the required materials for this course at a discounted price, and benefit from single sign-on access with no codes required in Blackboard.

WKU will bill you at the discounted price as a course charge for this course, either for this book alone or as part of the Big Red Backpack program.

It is NOT recommended that you Opt-Out, as these materials are required to complete the course. You can choose to Opt-Out on the first day of class, but you will be responsible for purchasing your course materials at the full retail price and access to your materials may be suspended.

For more information and FAQs go to www.customercare.bncollege.com

COURSE PREREQUISITES

Completion of 6 hours of PSY/PSYS courses including PSY/PSYS 100 and junior standing; or permission of instructor.

COURSE DESCRIPTION

From the WKU Course Catalog: “Scientific study of the behavior and mental processes of girls and women. Topics include gender differences and similarities, inclusion of females in psychological research, psychological development of girls and women, sexuality, and mental health issues.”

COURSE OBJECTIVES

This course is designed to study an area of psychology that may be overlooked in other courses. The psychology of women cuts across several other areas of focus in psychology, including areas such as developmental, clinical, educational, social, cross-cultural, and physiological. Historically, psychology was a field dominated by men who mainly used males as research subjects. Much like in the field of medicine, psychologists then attempted to generalize findings

of studies to both males and females, which at times have not served females well at all. Just as we now know that medical issues like heart attacks affect women differently than men, in recent decades there has been a greater push toward understanding girls and women in their own context. The main objective of this course is to learn and study the concept of gender and the issues that females face throughout the lifespan. Additionally, you are encouraged to learn and utilize critical thinking skills as we read and evaluate different theories of gender and female processes.

PURPOSE OF THE SYLLABUS

This syllabus outlines the schedule that we will use to cover the major topics of the course. It includes a list of specific dates for activities, assignments, and discussion posts. The schedule also lists the required reading for the course. It also includes the distribution of points that will make up your grade in this course. If you have a question about the course, *please check the syllabus first*. You will likely find the answer; if not, contact me. **You are responsible for checking the course website on Blackboard and your e-mail on a daily basis for any posted announcements.**

Disclaimer: Please note that this syllabus is a general plan for the course and the professor reserves the right to deviate from this plan, if necessary, during the Spring 2024 term.

This course counts as an elective in the Gender and Women's Studies minor. The GWS program offers WKU undergraduates the chance to broaden their understanding of the arts and culture of everyday life including such experiences of gender, race, sexuality, age, identity, and social justice among others. Through innovative interdisciplinary coursework the minor helps students critically analyze a wide range of perspectives that lead to personal growth and ultimately to social transformation. If you are interested in learning more about this exciting and innovative program/minor, contact your instructor or check out the Gender and Women's Studies minor at:
https://www.wku.edu/womensstudies/academics/minor_in_gws.php

COURSE POLICIES

Motivation for an On-line Course

Success in this course will be related to your level of commitment and time management. Many students think that an on-line class will be easier than a face-to-face course. However, on-line courses require students to be even more responsible for learning the material. There are no class lectures to sit through with hopes that you will "just learn" the material by listening to the professor. This course will require you to read the assigned chapters by specific dates in order to not fall behind. You will also need to structure your time so that you can complete assignments, quizzes, and papers in a timely manner.

Academic Honesty

Cheating, plagiarism, and other forms of academic misconduct will not be tolerated. Academic misconduct will result in failure of an assignment, or in some cases, failure of the course, and appropriate disciplinary action, according to university guidelines. The following are not permitted: passing off someone else's work as your own, buying or selling assignments, or plagiarizing other people's work (including the textbooks). **Using ChatGPT or other AI technology to complete assignments and papers is considered cheating.**

Academic dishonesty tends to occur when students are having a rough semester and feel they need to resort to desperate measures to pass a class. If you find yourself in this situation, please come speak with me about your situation. You can also contact the WKU Advising and Career Development Center (ACDC). They can assist in notifying your professors about a difficult situation, such as a death in the family or medical issue. The center is in Downing Student Union, Room 2141, phone: 745-5065.

Respect in the On-line Classroom

Respect for fellow students and the instructor is expected and is very important. This class may stir up strong emotions and opinions about certain topics. When posting on the discussion board, students are expected to use appropriate, respectful language. We may disagree with each other, and that's OK. It is not OK, however, to resort to name-calling or using other negative language. There is a general tendency for people to be more uninhibited when posting comments on-line because they feel a sense of anonymity. If you are unsure if a comment will be offensive, imagine yourself saying it out loud in class before posting.

COURSE REQUIREMENTS

Quizzes

There will be 12 quizzes that will be administered on-line through the course Blackboard page. These quizzes are meant to assess basic content knowledge as you read from the main textbook. Quizzes will consist of multiple choice and true/false items and due dates are listed on the course calendar. Quizzes have a time limit so advance reading is recommended. Quizzes will generally be posted in advance and are open until 11:59 pm on the day they are due. **The lowest 2 quiz grades will be dropped at the end of the semester, so points from 10 quizzes will count toward your final grade. If you miss a quiz, that will count as one of the dropped quizzes. Please contact me if you have a power outage, dropped WIFI access, etc. that is impacting you.**

Applied Assignments

You will complete 12 applied assignments for this class. They are listed on the Course Schedule and involve completing a short activity and writing a brief summary of it. The activities include things like watching video clips related to the topic of the week, reading vignettes and answering questions, looking up resources in the community, etc. Your summaries for each of these will range from a paragraph to 1-page. Directions for each will be posted on Blackboard in the folder for each week. Your written responses will be submitted through Blackboard in the "Quizzes & Assignments" tab. **You may also drop your two lowest scores for these assignments; if you miss an assignment, that will count as one dropped. Grades from 10 assignments will be included in your total points.**

Reviving Ophelia Paper

Chapters from *Reviving Ophelia*, by Mary Pipher, are assigned throughout the course as they correspond to chapters from the main text. At the end of the course, you will turn in an assignment that completes the following activities for the chapters that were assigned. You are also welcome to read additional chapters and use those in addition to the assigned chapters if you choose.

You must complete ALL of these:

a. Select at least 5 *key quotes or passages* from the book that you feel make an important point or convey a message. (You may find it helpful to highlight passages as you read the book, rather than selecting passages after you read the entire book.) List the quote or passage, and give the page number. For example,

"Often what hurts in the short term is ultimately rewarding, while what feels good in the short term is ultimately punishing. This concept is hard for adolescents to grasp, but important for their growth into adulthood." (p. 157)

b. Write a *personal reaction* (about 500 words) to the book. What did the book mean to you? What did you learn from the book as a person? What did you learn as a future educator, health professional, clinician, etc.?

c. Describe in writing at least 5 *suggested solutions or actions* educators and community health professionals can take to reduce the risk factors for adolescent females that were identified in the book. The last few chapters contain some useful ideas, but you must **generate your own ideas**. Do not copy ideas verbatim from this chapter.

USING BLACKBOARD

This class will be presented through "Blackboard," which is the name of the website you will use to access materials, turn in assignments, participate in discussions, and take quizzes. To access Blackboard:

- 1) Go to www.wku.edu
- 2) On the top of the page you will see a link that says "Quick Links." Hold your mouse over this and then select "Blackboard" from the links listed.
- 3) You will be required to login using your WKU email username (the part before the @) and WKU e-mail password (what you use to access your WKU e-mail).
- 4) After logging in, on the right-hand side of the screen, you will see the course name underlined, Psychology of Women. Click on the course name.
- 5) Now you will see a screen that will have any current announcements in the center. To the left will be a list of menu items on white buttons, such as "Content," "Quizzes & Assignments," etc. Click on these, depending on what you want to do.

Getting Course Materials

To access the syllabus and weekly modules I post for the class, click the "Syllabus" and "Content" links on the far-left side.

Submitting Assignments & Papers

To submit assignments and papers through Blackboard, use the link provided in the weekly modules. Links to submit each assignment will be posted. Please do not submit papers as attachments.

Accessing Quizzes

To access the quizzes, click the "Quizzes" link. Chapter quizzes may be taken once from any computer. Quizzes are timed so that book and notes may be minimally used.

If you get kicked out of a quiz, you should be able to continue once you log back into Blackboard. Please e-mail you if get kicked out of a quiz and can't get back in; I may have to manually reset it.

Checking Your Grade

You can check your grade anytime in Blackboard by clicking on the “My Grades” button.

Getting HELP!!

If you are experiencing difficulty with your computer or the internet, please call the WKU IT Help Desk at 270-745-7000. While I am usually your best resource for helping you with Blackboard, I am not a good resource for helping you with technical problems concerning your computer and the way it might be interfacing with Blackboard. **PLEASE read important information on Blackboard that is on the screen immediately after you login, and before you click the name of the class.** There is a box in the middle of the screen that tells you which web browsers work best for Blackboard (Web Browser recommendations). Most technical problems can be solved by changing browsers.

The Course Schedule and Due Dates - Due dates for assignments will be listed with each assignment and on the syllabus.

All assignments are due by the end of the last due date (11:59 p.m.) Central Standard Time. Due dates/times indicate the last point at which I will accept quizzes and assignments. **Assignments and posts may always be submitted early.** Assignments should be posted to Blackboard in the designated areas.

What happens if bad weather, severe outages, etc. interrupts the usual class activities?

In the event of an emergency local to you (but not to me or vice versa) that results in loss of connection (a technology breakdown, tornado, storm, earthquake, etc.) do your best to contact me by any means once it is reasonable to do so (phones, postal mail, email). Similarly, severe illness/hospitalization or death in immediate family can be an extenuating circumstance, and adjustments can be made to the course timing. Continue to keep up with the readings and any activities possible, and we will discuss options.

GRADING

Requirements	Points
Quizzes	200 (10 @ 20 points each)
Reviving Ophelia Paper	50 points
<u>Applied Assignments</u>	<u>100 (10 @ 10 points each)</u>
Total:	350 points

Grade	Points
A = 90 – 100%	B = 80 – 89% C = 70 – 79%
D = 60 – 69%	F = below 60%

ADA ACCOMODATION

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

COURSE SCHEDULE

Dates listed are the LAST date by which work should be done.

Week 1 January 16-19

- Read Syllabus, email me with questions
- Read Chapter 1 (Else-Quest & Shibley Hyde), Introduction
- Read Reviving Ophelia, *Saplings in the Storm*

Week 2 January 22-26

- Read Chapter 2 (Else-Quest & Shibley Hyde), Theoretical Perspectives on Gender
- Read Reviving Ophelia, *False Selves, True Selves*
- Assignment #1 due 1/27 (responding to discussion questions)
- Quiz #1 due 1/27 (Covers Chapters 1 & 2)

Week 3 January 29-February 2

- Read Chapter 3 (Else-Quest & Shibley Hyde), Gender Stereotypes & Gender Differences
- Read Chapter 4 (Else-Quest & Shibley Hyde), Intersection of Gender & Ethnicity
- Assignment #2 due 2/4 (IAT activity and reflection)
- Quiz #2 due 2/4

Week 4 February 5-9

- Read Chapter 5 (Else-Quest & Shibley Hyde), Gender & Communication
- Read Reviving Ophelia, *Families: The Root Systems and Mothers*
- Assignment #3 due 2/11 (watching media and reflection)
- Quiz #3 due 2/11

Week 5 February 12-16

- Read Chapter 6 (Else-Quest & Shibley Hyde), Gender & Emotion
- Assignment #4 due 2/18 (Forbes Top 10 Stereotypes and reflection)
- Quiz #4 due 2/18

Week 6 February 19-23

- Read Chapter 7 (Else-Quest & Shibley Hyde), Lifespan Development
- Read Reviving Ophelia, *Developmental Considerations*
- Assignment #5 due 2/25 (Interview with older generation and reflection)
- Quiz #5 due 2/25

Week 7 February 26-March 1

- Read Chapter 8 (Else-Quest & Shibley Hyde), Abilities, Motivation, and Achievement
- Assignment #6 due 3/3 (Women in Athletics and reflection)
- Quiz #6 due 3/3

Week 8 March 4-8

- Read Chapter 9 (Else-Quest & Shibley Hyde), Gender & Work
- Read Chapter 10 (Else-Quest & Shibley Hyde), Biology & Gender
- Assignment #7 due 3/10 (WKU departments review and reflection)

- Quiz #7 due 3/10

Week 9 March 11-15

- Read Chapter 11 (Else-Quest & Shibley Hyde), Psychology, Gender, & Health
- Read Reviving Ophelia, *Worshipping Thinness*
- Assignment #8 due 3/17 (Birth Control access article and reflection)
- Quiz #8 due 3/17

Week 10 March 18-22

WKU SPRING BREAK – NO WORK THIS WEEK

Week 11 March 25-29

- Read Chapter 12 (Else-Quest & Shibley Hyde), Gender & Sexuality
- Read Chapter 13 (Else-Quest & Shibley Hyde), Gender & Sexual Orientation
- Assignment #9 due 3/31 (Campus resources for LGBTQ and reflection)
- Quiz #9 due 3/31

Week 12 April 1-5

- Read Chapter 14 (Else-Quest & Shibley Hyde), Gender & Victimization
- Read Reviving Ophelia, *Sex & Violence*
- Assignment #10 due 4/7 (Vignette and reflection)
- Quiz #10 due 4/7

Week 13 April 8-12

- Read Chapter 15 (Else-Quest & Shibley Hyde), Gender & Mental Health Issues
- Read Reviving Ophelia, *Depression & Self-Harm*
- Assignment #11 due 4/14 (Vignettes and reflection OR TED talk and reflection)
- Quiz #11 due 4/14

Week 14 April 15-19

- Read Reviving Ophelia, *Anxiety*
- Read Reviving Ophelia, *Drugs & Alcohol*

Week 15 April 22-26

- Read Chapter 16 (Else-Quest & Shibley Hyde), Psychology of Men & Masculinity
- Read Reviving Ophelia, *Fathers*
- Assignment #12 due 4/28 (Video clips and reflection)
- Quiz #12 due 4/28

Week 16 April 29-May 2

Finals Week

- **Reviving Ophelia Paper due by 4/29**

University Policies and Statements

TITLE IX DISCRIMINATION AND HARASSMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Sexual Assault Resources

RELS 333-001

Instructor: Isabel Mukonyora

Time: **9:35 AM-10:55pm**

Student consultation hours: Mondays: 9:00 am-12:00 noon.

WOMEN AND RELIGION:

Location: **Cherry Hall: Room 239**

E-mail: Bella.Mukonyora@wku.edu

RELS 333-001

Instructor: Isabel Mukonyora

Time: **9:35 AM-10:55pm**

Student consultation hours: Mondays: 9:00 am-12:00 noon.

WOMEN AND RELIGION:

Location: **Cherry Hall: Room 239**

E-mail: Bella.Mukonyora@wku.edu

Course Description: This course covers both male and female representations of women in Western Christian tradition and women's own religions experiences and theological formulations. The course simultaneously opens our eyes to ideas about women in other world religions, cultures, and contemporary spirituality movements.

1. **Required Textbook A:** *Women and Religion: The Original Sourcebook of Women in Christian Thought*, Edited by Elizabeth A. Clark & Herbert Richardson, (Harper Collins 1996). **Required Textbook B:** *Women and Religious Traditions* Edited by Leona M. Anderson and Pamela Dickey Young, Oxford University Press, Third Edition 2015. Students use this source practice leading discussions with ideas based on independent reading of texts of women in other religious traditions. **Honors Students:** To consult instructor on the writing of a book review/research paper on women and religion in Bowling Green.
2. Read assigned chapters from the two textbooks following the schedule below as preparation for student led seminars and page long journals on the experience of steering one audience to think about the interrelationships of the local and global questions about women.
3. Absences affect the quality of student learning. So, please sign the attendance book and remember to bring proof of visits to the doctor and, if necessary, proof of authorization of travel on student business. Otherwise, after four absences can lead to a drop in letter grades. This is because missing classes also means missing open discussions, quizzes and/or journal the chance to write down journal statements on lessons of the day and academic tips on essay writing.

4. **Student Disability Services:**

Students with disabilities who require accommodation (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Student Success Center in DUC A200. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services ADA Guidebook for Faculty/Staff is available at:

<http://www.wku.edu/Dept/Support/Legal/EOO/sds.htm>

Grading:

Essays x 3@20%	60
Final classroom test paper	20
Attendance/participation	20
Total	100

GRADING RUBRIC: See detailed grading rubric at the end of the syllabus.

PART B
Class schedule for Week 1 to 14

Important Dates: Tuesday, January 16, **First day of classes;** Monday-Friday, March 18-22 **Spring Break;** Thursday April 25, **Final day of Classes**

ASSIGNMENTS: ESSAY TOPICS AND DEADLINES

Topics will be posted on Blackboard two-three weeks before the following deadlines. First Essay - Thursday, February 8; Second Essay - Thursday, March 7; Third Essay - April 4; Fourth Essay Classroom Test - April 25. Students will get a chance to take notes and create journals based on critical thinking at the end of each lecture or classroom discussion.

ESSAY TEST DEADLINES: 1: Thursday, February 8. **2:** Thursday, March 7. **3:** April 4. **Final classroom Test - April 25. See list of essay topics at the beginning of the grading rubric.**

WEEK 1

Tuesday, January 16

Introductions, and **classroom discussion** on the changing roles of women and religion in the modern world using Ninian Smart 's (1927-2001) dimensional scheme for the study of religion:- 1) mythic or sacred narrative; 2) doctrinal or philosophical; 3)ethical or legal; 4) ritual or practical; 5) experiential or emotional; 6) social and 7) material/art.

Thursday, January 18

Lecture:1a: Pioneer Feminism and the Study of Religion Today. **Lecture 1b:** Goddesses of the Ancient world 1

WEEK 2

Tuesday, January 23

Lecture 2: Isis and the Virgin Mary and **Lecture 2a** Architectural monuments of Belief: Pagans. **CLASSROOM DISCUSSION OF ESSAY PROMPT:** *Jesus give us a picture of Jesus as a man who talked with women...apparently did not think that their only function consisted of household and childbearing duties; Although Jesus is represented as dealing with women I a kindly fashion, he is also shown treating other outcasts—lepers, tax collectors, the poor with similar benevolence.* **Essay topic:** Compare and Contrast ideas about women in the Early Church with ideas about women in today.

Thursday, January 25

Lecture 3: On Sex and Marriage. **READ Chapter 4,** Augustine, Sinfulness and Sexuality in *The Original Sourcebook* (57-66).

WEEK 3

Tuesday, January 30

Classroom discussion of Chapter 1, The New Testament and Christian Origins and **Chapter 2,** Clement of Alexandria on Gnostics: Women, Sexuality, and Marriage in Orthodoxy and Heterodoxy in *The Original Sourcebook on Women and Christian Thought* (1996).

Thursday, February 1

Lecture 4: Elaine Pagels on Gnostics, Adam, Eve, and the Serpent and B.M. on Valentinian mythology and Middle-Neo Platonism (2-3 BCE).

Lecture 5: Simone Weil – The Love of God and Affliction.

WEEK 4**Tuesday, February 6**

FIRST ESSAY TEST WRITING BLACKBOARD DEADLINE.

Thursday, February 8

Lecture 6: M-Wendel: Critiques of the Bible. Phyllis Trible and other feminist theologians;

Lecture 6: Rosemary Radford-Reuther on Sexism and God-Talk.

WEEK 5**Tuesday, February 13**

Lecture 7: *God Beyond the Father* (Mary Daly) and Radical feminist theologian. **Discussion:** Friedrich Schleiermacher and Romantic Theology in *The Original Sourcebook of Women in Christian Thought*. First Published (1966), 185-200.

Thursday, February 15

Lecture 8: *Mulieris Dignitatem* 1988: Apostolic Letter on the Dignity of Women in the Catholic Church.

WEEK 6**Tuesday, February 20**

Lecture 9: Women in Indigenous Religions, Canada. See Chapter 5, by Dawn Martin Hill, in Leona Anderson & Pam Dickey (Eds.), 151-175; **Lecture 9a:** Native North American Worldviews for Ecology. **CLASSROOM DISCUSSION OF SECOND ESSAY TEST** **Essay prompt:** *Analyze and evaluate the teaching about women in Christianity and either Hinduism, Buddhism, Islam, or the local Universalist Church.*

Thursday, February 22

Lecture 10: Jain, Buddhist, and Hindu sacred narratives and philosophical ethics.

WEEK 7**Tuesday, February 27**

Lecture 11 Mateo Ricci's Philosophical Roots of Sexism in Chinese Religions.

Classroom discussion of Chapter 7, Women in Chinese Religions in *Women and Religious Traditions* (2004, 2010).

Thursday, February 29

Lecture 12 Islam and classroom discussion: Women in Muslim World. Read Chapter 7, Women in Islam, *Women and Religious Traditions* (2004/10). **Lecture 13:** Fundamentalism and Gender in Christianity, Islam, and Hinduism.

WEEK 8**Tuesday, March 05**

Lecture 14: Women in Sikhism. **Classroom discussion of Chapter 8, Women in Sikhism in *Women and Religious Traditions*, 251-259.**

Thursday, March 07: SECOND ESSAY WRITING DAY AND BLACKBOARD DEADLINE.

WEEK 9

Tuesday March 12

Classroom discussion: Aquinas on male and female natures and Chapter 6, Women Religious of the Middle Ages, *The Original Sourcebook of Women in Christian Thought*, 1966, 67-88.

Thursday, March 14

Discussion Third Essay on traditional religious responses to contemporary religious debates on either abortion, the priesthood of women, and LGBTQ.

SPRING BREAK: Monday to Friday, March 18-22

WEEK 10

Tuesday, March 26

Classroom discussion: Chapter 8 The Protestant Reformation and the Catholic Response, Selections from Luther's Estate of Marriage. **Lecture 16:** Isis and Marian Theology.

Thursday, March 28

Lecture 16: Schussler-Fiorenza on *Sexism and God-Talk* in orthodox Christianity. Discussion of third essay.

WEEK 11

Tuesday, April 2

Lecture 17: Womanism: African American Christianity; **Lecture 18:** Wilderness Christianity: Together in the Moonlight. End class with discussion of Test 3.

Thursday, April 4

READING AND RESEARCH DAY FOR TEST 3 AND 4.

WEEK 12

Tuesday, April 9

THIRD TEST WRITING DEADLINE. Questions will be posted on Blackboard.

Thursday, April 11

Lecture 18: Anne Lee and the Shakers; **Lecture 19:** New Age Religions and the Goddess

WEEK 13

Tuesday, April 16

Lecture 20: Valerie S. Goldstein on the Human Situation. Postmodern Theologian.

Thursday, April 18

Twentieth Century Sexual Issues: Contraception, Abortion, and Homosexuality in *The Original Sourcebook of Women in Christian Thought*. First Published (1966).

WEEK 14

Tuesday, April 23

Reading prep for final test.

Thursday, April 25: COMPULSORY CLASSROOM TEST.

PART B

UNIVERSITY RULES, REQUIREMENTS, REGULATIONS AND STUDENT ACCOMMODATIONS

This colonnade course counts towards the Women Studies Minor and gives extra credit to students who engage real life problems of women in Bowling Green as part of this course.

It is assumed that students will use ideas from the lectures and classroom discussions and textbooks to think critically and hopefully see the significance of Religious Studies at Western Kentucky University. **Students are also expected to learn more about this subject, their immediate surroundings here in the city of Bowling Green, Kentucky, the US in general and world cultures mentioned in the textbooks and/or featured in the mass media.**

The instructor will

- Deliver lectures regularly on women in the two millennia history of Christianity and other world religions. However, to fulfill the requirements of this colonnade course, students are encouraged to join the instructor in drawing attention contemporary issues about women and religion from the mass media today for extra credit.
- Show some documentaries highlighting questions raised about women in a variety of world religions. Showing documentaries depends on the quality of what is available and approved for use by the library.
- Encourage students to do their own research on both local stories about women and religion in the city of Bowling Green, newspapers, and the mass media.

ESSAY RUBRIC used by Professor Isabel Mukonyora at Western Kentucky University

GRADE A

1. Essay meets the needs of the rhetorical situation in terms of establishing the writer's stance, attention to audience, purpose for writing, and sensitivity for context.
2. Presents an interesting and appropriate title that introduces the essay.
3. Clearly defines and supports the topic, presenting a clear thesis that is thoughtful, insightful and is skillfully supported with specific and appropriate evidence, examples, and details. The writer demonstrates good judgment and an awareness of the topic's complexities.
4. Any outside sources of information are used carefully and cited appropriately.
5. Paragraphs are well-developed, organized effectively with a strong focus, and represent clear, connected units of thought. The introduction establishes a context, purpose, and audience for writing and contains a focused thesis. The following paragraphs are controlled by topic sentences and are well-developed, using well-chosen transitions that highlight the logical progression of the information.
6. The conclusion moves beyond a mere restatement of the introduction, offering implications for or the significance of the topic.
7. Sentences are free of surface errors (grammatical and typographical), careless

mistakes and exhibit noticeable variety. Sentences are consistently gracefully written, using sophisticated vocabulary and varied sentence structures and punctuation patterns.

8. Essay is rich in detail, demonstrating stylistic fluency and a wealth of critical thinking.

GRADE B

Papers represent a commendable level of writing that satisfies all assignment requirements.

1. Establishes the writer's stance and demonstrates a clear sense of audience, purpose, and context.
2. Presents an appropriate title that introduces the essay.
3. Fairly defines and supports the topic, presenting an adequate thesis that is thoughtful and well-supported by thorough and more than adequate evidence, examples and details. The writer demonstrates a thoughtful awareness of complexity and other points of view.
4. Any outside sources of information are cited appropriately.
5. Paragraphs are well developed, organized effectively, clearly focused, and represent clear, connected units of thought. Essay has an effective introduction and conclusion. Paragraph divisions are logical which is evidenced by the use of transitions and topic sentences.
6. Sentences are clear and readable, free of major surface errors (grammatical and typographical), careless mistakes, exhibit sufficient variety.
7. Essay contains noticeable detail, sufficient rhetorical control, and substantial evidence of critical thinking.

GRADE C

Papers represent an adequate level of writing that satisfies basic assignment requirements only.

1. Demonstrates some sense of audience and purpose.
2. Presents an adequate title that introduces the essay.
3. The topic is defined only generally. Thesis is present but is also general and is inadequate and/or ill-conceived. Support is often obvious and easily accessible, demonstrating little awareness of the topic's complexity or other points of view.
4. There is an attempt to cite outside sources of information.
5. Paragraphs are adequately organized but contain only modest levels of focus and support necessary to effectively illustrate assertions or represent clear, connected units of thought.
6. Paragraphs occasionally lack topic sentences, and the use of transitions may be mechanical but foster coherence.
7. Sentences demonstrate lapses in proofreading/editing with enough careless mistakes to significantly catch a reader's attention in a negative manner and affect readability. Sentence structure is simple, exhibiting little or no variety.
8. Essay contains a minimally acceptable level of detail, rhetorical control, and critical thinking.

GRADE D

Papers represent an inadequate level of writing that ineffectively and/or inappropriately satisfy basic assignment requirements.

1. Demonstrates little awareness of the rhetorical situation in terms of the writer's stance, audience, purpose, and context.
2. Presents an inadequate or no title to introduce the essay.
3. Thesis is poorly conceived, ineffective, or absent. Obvious evidence may be missing, and irrelevant evidence may be present. Or writer relies too heavily on evidence from published sources without adding original analysis.
4. Paragraphs are inadequately organized, and lack sufficient coherence, support and focus. Introductions or conclusions are not clearly marked or functional; topic sentences are consistently missing, unclear, or inappropriate; transitions are missing or flawed.
5. Sentences demonstrate significant lapses in proofreading/editing, insufficient variety and several careless surface errors that significantly diminish readability.
6. Essay contains insufficient levels of detail, rhetorical control, and little or no evidence of critical thinking.

GRADE F

Papers represent an unacceptable level of writing that fails to satisfy core assignment requirements.

1. Is inappropriate in terms of purpose of the assignment and the rhetorical situation.
2. Presents no title to introduce the essay.
3. Thesis is absent, erroneous, or completely unacceptable. Essay falls seriously short of the minimum length requirements and therefore, is insufficiently developed and supported.
4. Paragraphs are not organized, and lack any coherence, support, and focus.
5. Sentences demonstrate severe lapses in proofreading/editing, lack variety or appropriateness, and contain an abundance of surface errors (grammatical or typographical) that significantly diminishes readability.
6. It may be plagiarized: Either it is someone else's essay, or this essay has used sources improperly and/or without documentation.
7. Essay contains little or no detail and exhibits a complete absence of rhetorical control and critical thinking.

**TEXTBOOKS AND FURTHER READING ON WOMEN IN CHRISTIANITY AND
OTHER WORLD RELIGIONS**

Anderson, Leona M. & Dickey Young, Pamela (Eds.). *Women and Religious Traditions*.
Ontario: Oxford University Press, Third Edition 2015. TEXTBOOK

Clark, Elizabeth A. & Richardson, Herbert (Eds.). *Women and Religion: The Original
Sourcebook of Women in Christian Thought*, Harper Collins 1996. TEXTBOOK

Further Reading:

Belcher, Jeanne, *Women, Religion and Sexuality: Studies on the Impact of Religious Traditions on Women*. Philadelphia: Trinity Press 1990.

Beyer, Peter. *Religion and Globalization*. London: SAGE Publications 1994.

Holm Jean with John Bowker (Eds.) *Women in Religion: Themes in Religious Studies*. London: Pinter 1994.

King, Ursula & Beattie, T. *Gender, Religion and Diversity Cross-Cultural Perspectives*. London: Continuum Press 2004.

Moore Rebecca, *Women in Christian Traditions*. New York: New York University Press 2015.

Sharma, Arvind Eds. *Religion and Women*. Albany, New York: State University of New York Press 1994.

RELS 333-001

Instructor: Isabel Mukonyora

Time: **9:35 AM-10:55pm**

Student consultation hours: Mondays: 9:00 am-12:00 noon.

WOMEN AND RELIGION:

Location: **Cherry Hall: Room 239**

E-mail: Bella.Mukonyora@wku.edu

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Instructor: Isabel Mukonyora

Time: **9:35 AM-10:55pm**

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WOMEN AND RELIGION:

Location: **Cherry Hall: Room 239**

E-mail: Bella.Mukonyora@wku.edu

Course Description: This course covers both male and female representations of women in Western Christian tradition and women's own religions experiences and theological formulations. The course simultaneously opens our eyes to ideas about women in other world religions, cultures, and contemporary spirituality movements.

1. **Required Textbook A:** *Women and Religion: The Original Sourcebook of Women in Christian Thought*, Edited by Elizabeth A. Clark & Herbert Richardson, (Harper Collins 1996). **Required Textbook B:** *Women and Religious Traditions* Edited by Leona M. Anderson and Pamela Dickey Young, Oxford University Press, Third Edition 2015. Students use this source practice leading discussions with ideas based on independent reading of texts of women in other religious traditions. **Honors Students:** To consult instructor on the writing of a book review/research paper on women and religion in Bowling Green.
2. Read assigned chapters from the two textbooks following the schedule below as preparation for student led seminars and page long journals on the experience of steering one audience to think about the interrelationships of the local and global questions about women.
3. Absences affect the quality of student learning. So, please sign the attendance book and remember to bring proof of visits to the doctor and, if necessary, proof of authorization of travel on student business. Otherwise, after four absences can lead to a drop in letter grades. This is because missing classes also means missing open discussions, quizzes and/or journal the chance to write down journal statements on lessons of the day and academic tips on essay writing.
4. **Student Disability Services:**

Students with disabilities who require accommodation (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Student Success Center in DUC A200. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services ADA Guidebook for Faculty/Staff is available at:

<http://www.wku.edu/Dept/Support/Legal/EOO/sds.htm>

Grading:

Essays x 3@20%	60
Final classroom test paper	20
Attendance/participation	20
Total	100

GRADING RUBRIC: See detailed grading rubric at the end of the syllabus.

PART B
Class schedule for Week 1 to 14

Important Dates: Tuesday, January 16, **First day of classes;** Monday-Friday, March 18-22 **Spring Break;** Thursday April 25, **Final day of Classes**

ASSIGNMENTS: ESSAY TOPICS AND DEADLINES

Topics will be posted on Blackboard two-three weeks before the following deadlines. First Essay - Thursday, February 8; Second Essay - Thursday, March 7; Third Essay - April 4; Fourth Essay Classroom Test - April 25. Students will get a chance to take notes and create journals based on critical thinking at the end of each lecture or classroom discussion.

ESSAY TEST DEADLINES: 1: Thursday, February 8. **2:** Thursday, March 7. **3:** April 4. **Final classroom Test - April 25. See list of essay topics at the beginning of the grading rubric.**

WEEK 1

Tuesday, January 16

Introductions, and **classroom discussion** on the changing roles of women and religion in the modern world using Ninian Smart 's (1927-2001) dimensional scheme for the study of religion:- 1) mythic or sacred narrative; 2) doctrinal or philosophical; 3)ethical or legal; 4) ritual or practical; 5) experiential or emotional; 6) social and 7) material/art.

Thursday, January 18

Lecture:1a: Pioneer Feminism and the Study of Religion Today. **Lecture 1b:** Goddesses of the Ancient world 1

WEEK 2

Tuesday, January 23

Lecture 2: Isis and the Virgin Mary and **Lecture 2a** Architectural monuments of Belief: Pagans. **CLASSROOM DISCUSSION OF ESSAY PROMPT:** *Jesus give us a picture of Jesus as a man who talked with women...apparently did not think that their only function consisted of household and childbearing duties; Although Jesus is represented as dealing with women I a kindly fashion, he is also shown treating other outcasts—lepers, tax collectors, the poor with similar benevolence.* **Essay topic:** Compare and Contrast ideas about women in the Early Church with ideas about women in today.

Thursday, January 25

Lecture 3: On Sex and Marriage. **READ Chapter 4,** Augustine, Sinfulness and Sexuality in *The Original Sourcebook* (57-66).

WEEK 3

Tuesday, January 30

Classroom discussion of Chapter 1, The New Testament and Christian Origins and **Chapter 2,** Clement of Alexandria on Gnostics: Women, Sexuality, and Marriage in Orthodoxy and Heterodoxy in *The Original Sourcebook on Women and Christian Thought* (1996).

Thursday, February 1

Lecture 4: Elaine Pagels on Gnostics, Adam, Eve, and the Serpent and B.M. on Valentinian mythology and Middle-Neo Platonism (2-3 BCE).

Lecture 5: Simone Weil – The Love of God and Affliction.

WEEK 4**Tuesday, February 6**

FIRST ESSAY TEST WRITING BLACKBOARD DEADLINE.

Thursday, February 8

Lecture 6: M-Wendel: Critiques of the Bible. Phyllis Trible and other feminist theologians;

Lecture 6: Rosemary Radford-Reuther on Sexism and God-Talk.

WEEK 5**Tuesday, February 13**

Lecture 7: *God Beyond the Father* (Mary Daly) and Radical feminist theologian. **Discussion:** Friedrich Schleiermacher and Romantic Theology in *The Original Sourcebook of Women in Christian Thought*. First Published (1966), 185-200.

Thursday, February 15

Lecture 8: *Mulieris Dignitatem* 1988: Apostolic Letter on the Dignity of Women in the Catholic Church.

WEEK 6**Tuesday, February 20**

Lecture 9: Women in Indigenous Religions, Canada. See Chapter 5, by Dawn Martin Hill, in Leona Anderson & Pam Dickey (Eds.), 151-175; **Lecture 9a:** Native North American Worldviews for Ecology. **CLASSROOM DISCUSSION OF SECOND ESSAY TEST** **Essay prompt:** *Analyze and evaluate the teaching about women in Christianity and either Hinduism, Buddhism, Islam, or the local Universalist Church.*

Thursday, February 22

Lecture 10: Jain, Buddhist, and Hindu sacred narratives and philosophical ethics.

WEEK 7**Tuesday, February 27**

Lecture 11 Mateo Ricci's Philosophical Roots of Sexism in Chinese Religions.

Classroom discussion of Chapter 7, Women in Chinese Religions in *Women and Religious Traditions* (2004, 2010).

Thursday, February 29

Lecture 12 Islam and classroom discussion: Women in Muslim World. Read Chapter 7, Women in Islam, *Women and Religious Traditions* (2004/10). **Lecture 13:** Fundamentalism and Gender in Christianity, Islam, and Hinduism.

WEEK 8**Tuesday, March 05**

Lecture 14: Women in Sikhism. **Classroom discussion of Chapter 8, Women in Sikhism in *Women and Religious Traditions*, 251-259.**

Thursday, March 07: SECOND ESSAY WRITING DAY AND BLACKBOARD DEADLINE.

WEEK 9

Tuesday March 12

Classroom discussion: Aquinas on male and female natures and Chapter 6, Women Religious of the Middle Ages, *The Original Sourcebook of Women in Christian Thought*, 1966, 67-88.

Thursday, March 14

Discussion Third Essay on traditional religious responses to contemporary religious debates on either abortion, the priesthood of women, and LGBTQ.

SPRING BREAK: Monday to Friday, March 18-22

WEEK 10

Tuesday, March 26

Classroom discussion: Chapter 8 The Protestant Reformation and the Catholic Response, Selections from Luther's Estate of Marriage. **Lecture 16:** Isis and Marian Theology.

Thursday, March 28

Lecture 16: Schussler-Fiorenza on *Sexism and God-Talk* in orthodox Christianity. Discussion of third essay.

WEEK 11

Tuesday, April 2

Lecture 17: Womanism: African American Christianity; **Lecture 18:** Wilderness Christianity: Together in the Moonlight. End class with discussion of Test 3.

Thursday, April 4

READING AND RESEARCH DAY FOR TEST 3 AND 4.

WEEK 12

Tuesday, April 9

THIRD TEST WRITING DEADLINE. Questions will be posted on Blackboard.

Thursday, April 11

Lecture 18: Anne Lee and the Shakers; **Lecture 19:** New Age Religions and the Goddess

WEEK 13

Tuesday, April 16

Lecture 20: Valerie S. Goldstein on the Human Situation. Postmodern Theologian.

Thursday, April 18

Twentieth Century Sexual Issues: Contraception, Abortion, and Homosexuality in *The Original Sourcebook of Women in Christian Thought*. First Published (1966).

WEEK 14

Tuesday, April 23

Reading prep for final test.

Thursday, April 25: COMPULSORY CLASSROOM TEST.

PART B

UNIVERSITY RULES, REQUIREMENTS, REGULATIONS AND STUDENT ACCOMMODATIONS

This colonnade course counts towards the Women Studies Minor and gives extra credit to students who engage real life problems of women in Bowling Green as part of this course.

It is assumed that students will use ideas from the lectures and classroom discussions and textbooks to think critically and hopefully see the significance of Religious Studies at Western Kentucky University. **Students are also expected to learn more about this subject, their immediate surroundings here in the city of Bowling Green, Kentucky, the US in general and world cultures mentioned in the textbooks and/or featured in the mass media.**

The instructor will

- Deliver lectures regularly on women in the two millennia history of Christianity and other world religions. However, to fulfill the requirements of this colonnade course, students are encouraged to join the instructor in drawing attention contemporary issues about women and religion from the mass media today for extra credit.
- Show some documentaries highlighting questions raised about women in a variety of world religions. Showing documentaries depends on the quality of what is available and approved for use by the library.
- Encourage students to do their own research on both local stories about women and religion in the city of Bowling Green, newspapers, and the mass media.

ESSAY RUBRIC used by Professor Isabel Mukonyora at Western Kentucky University

GRADE A

1. Essay meets the needs of the rhetorical situation in terms of establishing the writer's stance, attention to audience, purpose for writing, and sensitivity for context.
2. Presents an interesting and appropriate title that introduces the essay.
3. Clearly defines and supports the topic, presenting a clear thesis that is thoughtful, insightful and is skillfully supported with specific and appropriate evidence, examples, and details. The writer demonstrates good judgment and an awareness of the topic's complexities.
4. Any outside sources of information are used carefully and cited appropriately.
5. Paragraphs are well-developed, organized effectively with a strong focus, and represent clear, connected units of thought. The introduction establishes a context, purpose, and audience for writing and contains a focused thesis. The following paragraphs are controlled by topic sentences and are well-developed, using well-chosen transitions that highlight the logical progression of the information.
6. The conclusion moves beyond a mere restatement of the introduction, offering implications for or the significance of the topic.
7. Sentences are free of surface errors (grammatical and typographical), careless

mistakes and exhibit noticeable variety. Sentences are consistently gracefully written, using sophisticated vocabulary and varied sentence structures and punctuation patterns.

8. Essay is rich in detail, demonstrating stylistic fluency and a wealth of critical thinking.

GRADE B

Papers represent a commendable level of writing that satisfies all assignment requirements.

1. Establishes the writer's stance and demonstrates a clear sense of audience, purpose, and context.
2. Presents an appropriate title that introduces the essay.
3. Fairly defines and supports the topic, presenting an adequate thesis that is thoughtful and well-supported by thorough and more than adequate evidence, examples and details. The writer demonstrates a thoughtful awareness of complexity and other points of view.
4. Any outside sources of information are cited appropriately.
5. Paragraphs are well developed, organized effectively, clearly focused, and represent clear, connected units of thought. Essay has an effective introduction and conclusion. Paragraph divisions are logical which is evidenced by the use of transitions and topic sentences.
6. Sentences are clear and readable, free of major surface errors (grammatical and typographical), careless mistakes, exhibit sufficient variety.
7. Essay contains noticeable detail, sufficient rhetorical control, and substantial evidence of critical thinking.

GRADE C

Papers represent an adequate level of writing that satisfies basic assignment requirements only.

1. Demonstrates some sense of audience and purpose.
2. Presents an adequate title that introduces the essay.
3. The topic is defined only generally. Thesis is present but is also general and is inadequate and/or ill-conceived. Support is often obvious and easily accessible, demonstrating little awareness of the topic's complexity or other points of view.
4. There is an attempt to cite outside sources of information.
5. Paragraphs are adequately organized but contain only modest levels of focus and support necessary to effectively illustrate assertions or represent clear, connected units of thought.
6. Paragraphs occasionally lack topic sentences, and the use of transitions may be mechanical but foster coherence.
7. Sentences demonstrate lapses in proofreading/editing with enough careless mistakes to significantly catch a reader's attention in a negative manner and affect readability. Sentence structure is simple, exhibiting little or no variety.
8. Essay contains a minimally acceptable level of detail, rhetorical control, and critical thinking.

GRADE D

Papers represent an inadequate level of writing that ineffectively and/or inappropriately satisfy basic assignment requirements.

1. Demonstrates little awareness of the rhetorical situation in terms of the writer's stance, audience, purpose, and context.
2. Presents an inadequate or no title to introduce the essay.
3. Thesis is poorly conceived, ineffective, or absent. Obvious evidence may be missing, and irrelevant evidence may be present. Or writer relies too heavily on evidence from published sources without adding original analysis.
4. Paragraphs are inadequately organized, and lack sufficient coherence, support and focus. Introductions or conclusions are not clearly marked or functional; topic sentences are consistently missing, unclear, or inappropriate; transitions are missing or flawed.
5. Sentences demonstrate significant lapses in proofreading/editing, insufficient variety and several careless surface errors that significantly diminish readability.
6. Essay contains insufficient levels of detail, rhetorical control, and little or no evidence of critical thinking.

GRADE F

Papers represent an unacceptable level of writing that fails to satisfy core assignment requirements.

1. Is inappropriate in terms of purpose of the assignment and the rhetorical situation.
2. Presents no title to introduce the essay.
3. Thesis is absent, erroneous, or completely unacceptable. Essay falls seriously short of the minimum length requirements and therefore, is insufficiently developed and supported.
4. Paragraphs are not organized, and lack any coherence, support, and focus.
5. Sentences demonstrate severe lapses in proofreading/editing, lack variety or appropriateness, and contain an abundance of surface errors (grammatical or typographical) that significantly diminishes readability.
6. It may be plagiarized: Either it is someone else's essay, or this essay has used sources improperly and/or without documentation.
7. Essay contains little or no detail and exhibits a complete absence of rhetorical control and critical thinking.

**TEXTBOOKS AND FURTHER READING ON WOMEN IN CHRISTIANITY AND
OTHER WORLD RELIGIONS**

Anderson, Leona M. & Dickey Young, Pamela (Eds.). *Women and Religious Traditions*.
Ontario: Oxford University Press, Third Edition 2015. TEXTBOOK

Clark, Elizabeth A. & Richardson, Herbert (Eds.). *Women and Religion: The Original
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Moore Rebecca, *Women in Christian Traditions*. New York: New York University Press 2015.

Sharma, Arvind Eds. *Religion and Women*. Albany, New York: State University of New York Press 1994.

SOCL250-970: SYSTEMS OF SOCIAL INEQUALITY (OnDemand)

INSTRUCTOR INFORMATION

Instructor:	Marcus Brooks, PhD (He/Him)
E-Mail:	Marcus.Brooks@wku.edu
Office Hours:	During Fall/Spring Semesters: Wednesday: 10:00-1:00 During Summer/Winter: By appointment - e-mail me with your availability. By appointment: https://calendly.com/marcus-brooks-1/30min ¹
Office Location:	Grise Hall, Room 114

COURSE DESCRIPTION AND OBJECTIVES

Why do some people have more than others? Who decided who has what? How does who we are and where we come from influence what we have? Whether you recognize it or not, these are all questions that impact your everyday lives. Everything from where you go to school, how you pay for college, or what resources you have access to in the case of an emergency. These are all questions about inequality. In this course we will answer these, and many more questions, about the causes and consequences of social, economic, and political inequalities – questions that you will come to recognize are just about everywhere in your daily life. You will leave this course empowered to be a critical consumer of information about these topics and with a deeper understanding about how these issues impact you, your life, and the lives of people around you.

In this course you will learn:

- 1) different theories and explanations for the cause of contemporary inequalities.
- 2) the processes that sustain and reproduce these systems of inequalities over time.
- 3) the myths that we tell ourselves about our role within systems in inequality.
- 4) how to identify yourself and others within these systems of stratification and oppression in your everyday lives.
- 5) the benefits and limitations of different approaches to solving issues of social inequality.

By the end of this course, you will be able to:

- 1) Describe the theoretical development of the sociological understandings of social inequality.
- 2) Compare the sociological approach to inequality to others.
- 3) Describe the tools and methods that sociologists use to analyze and understand inequality.
- 4) Describe how interlocking systems produce and reproduce systems of inequality.
- 5) Identify and analyze the workings of systems of inequality in your everyday lives.

COURSE REQUIREMENTS

Technology

All course material (including readings, exams, assignments, and submissions) are housed on Blackboard. So, while this is an in-person class, you are required to have access to Blackboard, as this is where you will access readings and submit assignments. Note that this is a mostly paper-free course, so I will not be handing out physical copies of course materials (you are free to download

¹ Please wait for personal confirmation from me before locking the meeting into your calendar.

materials and bring them with you to class) – if you have an accessibility need and require physical copies of course material please let me know and we can set up an accommodation.

If you do not have access to a personal computer, WKU Information Technology Services has computer labs on campus. [For information on lab location and hours, visit their page here.](#)

TopperTech offers computer repair and rental services. [Information about these services is available here.](#)

Limited Use of AI Permitted:

You will get out of this class what you put into it. AI tools, like ChatGPT can be great resources for learning more about a topic, having complicated texts translated into legible language, or working through ideas. That being said, use of AI is strongly discouraged and USE OF AI TO COMPLETE ASSIGNMENT IN WHOLE IS PROHIBITED. Use the resources available to you. But don't use them so much that you rob yourself of your own education. Deeping knowledge comes deep learning – which requires that you engage with, struggle with, and work through complicated ideas and concepts.

Course Texts

You are not required to purchase any texts or other media for this course. All material is available to you via PDF on Blackboard or I provide links them.

E-Mail/Contact

All e-mail communication should go through the WKU domain (.edu). Don't e-mail me from your personal, i.e. non-university e-mails; I will not respond. I will never e-mail you from an address other than my university address: marcus.brooks@wku.edu.

Since e-mail is my primary way of keeping in contact with you outside of class, please check your e-mail regularly. I check my e-mail often, so you should receive a timely response to any messages (I commit to responding to any messages within 24 hours, not counting weekends and holidays). I ask that you check yours often, so you do not miss any important class information or updates.

Assignments

1) Reading Quizzes (17x20)	340 points
2) Inequality Presentation Project	100 points
3) Final Exam	30 points
	<hr/>
	470 possible points

1) Reading Quizzes (20 points each, 340 total): There is a short quiz for each of the class readings – there are 17 in total.

2) Inequality Presentation Project (100 points): You will create a PowerPoint presentation exploring a topic of social inequality.

5) Final Exam (30 points): Will be available once you've completed all other assignments.

CLASSROOM CLIMATE

Academic Honesty

WKU takes a strong stance against academic misconduct. Academic Misconduct includes, but is not limited to, plagiarism, cheating, and fabrication. Academic Misconduct: Plagiarism, cheating, fabrication, or facilitating any such act. For purposes of this section, the following definitions apply: (1) Plagiarism: The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper acknowledgement. (2) Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours. (3) Fabrication: Unauthorized falsification or invention of any information or citation in an academic exercise.

To be clear: going online and using information without proper citations, copying parts of other student's work, creating information for the purposes of making your paper seem more official, or anything involving taking someone else's work without proper attribution is academic misconduct. If you have a question about an assignment, please contact me to clarify. All cases of academic misconduct will be reported to the Office of Academic Affairs for violating the academic honesty requirements in the student handbook. They may also result in failure for the course.

Grade Disputes

All of your grades will be available on Blackboard. If you think there is a problem with one of your grades, please reach out and let me know. Depending on the nature of the dispute I may ask you for an in person meeting to discuss the situation.

Regular and Substantive Interaction

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Welcome video and introduction assignment
- Office Hours - set hours and by appointment
- Each module contains an essay or short answer assignment with feedback from instructor
- Communication policy outlined in syllabus

INFORMATION AND RESOURCES

ADA Accommodations

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/Discrimination & Harassment

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding [WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation \(#0.070\)](#) and [Discrimination and Harassment Policy \(#0.2040\)](#). Under these policies, discrimination, harassment

and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

WKU Writing Center

The Writing Center on the Bowling Green campus will have writing tutors available to offer advice to current WKU students on any stage of their writing projects. In-person tutoring is available in Cherry Hall 123 from 10-4 Monday through Friday and in the Cravens Commons (at the horseshoe-shaped reference desk) from 5-9 on Sunday through Thursday evenings. WKU students may also request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (<http://www.wku.edu/writingcenter>) for making appointments. Walk-in feedback is available unless we are booked up. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to (writingcenter@wku.edu).

Student Resources

Support Resources:

[WKU Food Pantry](#)

[Emergency Student Assistance](#)

[Center for Literacy](#)

[Counseling Center](#)

Conflict Resolution Resources:

[Student Academic Complaint Procedure](#)

[Student Ombuds Officer](#)

[Student Legal Services](#)

[WKU Police Department](#)

Misc. Resources:

[WKU All Gender Bathroom Directory](#)

[Intercultural Student Engagement Center \(ISEC\)](#)

[Kentucky Museum](#)

[Full List of Student Resources](#)

Course Calendar

MODULE #1: INTRODUCTION TO CORE CONCEPTS

How Sociologists See Society

Read: Mohan - "Basic Concepts in Sociology"

Quiz #1: Basic Concepts in Sociology

How Sociologists See Inequality

Read: Hurst et al. - *Social Inequality: Forms, Causes, and Consequences* (Chapter 1: "An Introduction to the Study of Social Inequality")

Quiz #2: The Study of Social Inequality

MODULE #2: THEORIES OF STRATIFICATION AND INEQUALITY

Stratification as Natural

Read: Davis and Moore - "Some Principles of Stratification"

Quiz #3: Principles of Stratification

Culture and Inequality

Read: Lewis – "Culture of Poverty"

Quiz #4: Culture of Poverty

MODULE #3: SOCIOLOGICAL THEORIES OF STRATIFICATION

Marx's Theory of Stratification

Read: Giddens - "Relations of Production and Class Structure" (Chapter 3)

Quiz #5: Marx's Theory of Stratification

Weber's Theory of Stratification

Read: Turner – "Weber on Class, Status, and Party"

Quiz #6: Weber's Theory of Stratification

Bourdieu's Theory of Stratification

Read: Allan – "Bourdieu on Forms of Capital"

Quiz #7: Bourdieu's Theory of Stratification

MODULE #4: SOCIOLOGICAL THEORIES OF INEQUALITY

Inequality as Social Phenomena

Read: Fischer et al. - *Inequality By Design* (Chapter 1: "Why Inequality")

Quiz #8: Inequality as Social Phenomena

Hegemony and Social Control

Read: Stoddart - "Ideology, Hegemony, Discourse: A Critical Review of Theories of Knowledge and Power."

Quiz #9: Hegemony and Social Control

Myths and Consenting to Inequality

Read: Fuhrer – "Introduction: Like Dives before Lazarus"

Quiz #10: Myths that Made Us

MODULE #5: INEQUALITIES IN SOCIETY

Social Structures and Gender

Read: Lorber- "Social Construction of Gender"

Quiz #11: Social Construction of Gender

Gender as an Organizing Principle

Read: hooks – "Understanding Patriarchy"

Quiz #12: Understanding Patriarchy

Social Construction of Race

Read: Omi and Winant – "Racial Formation in the United States"

Quiz #13: Racial Formation in the United States

Structure of Racism

Read: Bonilla-Silva – "Structure of Racism in Post-Racial America"

Quiz #14: The Structure of Racism

Sexuality as a System of Inequality

Read: Robinson - "Heteronormativity and Homonormativity"

Quiz #15: Heteronormativity and Homonormativity

MODULE #6: SOLUTIONS TO INEQUALITY?

Intersectional Problem Solving

Read: Collins – "Toward a New Vision"

Quiz #16: Toward a New Visions

Policy Oriented Problem Solving

Read: Hurst et al. - *Social Inequality: Forms, Causes, and Consequences* (Chapter 15: "Policy Alternatives")

Quiz #17: Policy Alternatives
