

PSYCHOLOGY OF WOMEN
PSY 345 - FALL, 2009
DR. CAROL LAWTON

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OFFICE HOURS: Tues, Thurs 1:00-2:00 pm
TEXTBOOK: Crawford, M. (2006). *Transformations: Women, gender, and psychology, 1st Ed.* Boston: McGraw-Hill
CLASS WEB PAGE: <http://elearning.ipfw.edu/>

Course Goals:

- To gain knowledge of the discipline of the Psychology of Women, including its history, contemporary theories, and research methods.
- To understand the diversity of women's experiences.
- To learn about research findings relevant to the psychological experiences of women, including psychosocial development; biologically-based experiences (e.g., sexuality, pregnancy); mental health issues; gender differences/similarities in cognitive abilities, personality, and social behavior; issues related to ethnicity and sexual orientation; violence against women, women and work.
- To understand feminism and the feminist critique of psychology.
- To provide a learning environment which values students' ideas and encourages an open exchange of information and opinion.

Area VI General Education Objectives:

- To be familiar with important modes of human thought that are foundations of science, philosophy, and social behavior.
- To identify substantive knowledge and disciplinary methods.
You will become familiar with the scientific approach to psychological issues related to women and feminist viewpoints on these issues through material presented in lecture and readings. Your knowledge of these issues will be assessed through tests.
- To read, write, and speak with comprehension, clarity, and precision.
You will increase these foundation skills through reading assignments, written reactions to videos and discussion readings, participation in class discussions, and the research paper.
- To develop information literacy skills.
- To demonstrate the ability to think critically and to solve problems.
- To demonstrate the ability to gather, evaluate, select, organize, and synthesize material in order to complete a research project.
You will acquire these skills through a project in which you will draw conclusions based on one of the following: data that you collect in a study of your own, findings reported in the published scientific literature, or observations made during a service learning experience.

Requirements:

- Four exams
- Research project
- Discussion assignments
- Video assignments

Points:

100 points x 4 = 400
100 points
6 points x 5 = 30
3 points x 5 = 15

Extra Credit:

- One extra discussion assignment 6 points

- One extra video assignment 3 points

Final Grades:

Your final grade will be based on total points, as shown below. Pluses and minuses will be assigned when total points are near the borders of grade ranges.

A	491+ points (90% or better)	D	327-381 points (60-69%)
B	436-490 points (80-89%)	F	326 and below (less than 60%)
C	382-435 points (70-79%)		

Students with Disabilities:

If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb Union, Room 113, telephone number 481-6658) as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for SSD at <http://www.ipfw.edu/ssd/>

Exams:

There will be four exams, each worth 100 points, based on material from the text, lectures, and videos. Each exam will consist of multiple choice, short-answer, and essay items. Each exam will test material covered since the last exam. A make-up exam will be allowed only if you inform me of your serious illness or other emergency in advance of the exam; only one make-up exam will be allowed.

Discussion Assignments:

6 points can be earned from each discussion assignment. If you are unable to attend class because of illness or an emergency, you may earn 3 points by sending the written portion of the assignment to me prior to the beginning of class on the day that it is due. Attending the discussion without handing in the typed assignment will not earn any points. You are required to complete five of the seven discussion assignments; one extra (a sixth assignment) may be completed for extra credit.

Popular Culture Discussions: Each of these assignments will be based on an example you find from popular culture (e.g., news story, internet, t.v. show, but not a personal anecdote) that illustrates a concept covered in the chapters assigned for the current unit of the course. This assignment requires a one-paragraph description of your example and how it relates to a topic covered in the textbook. The paragraph must be typed and include the page number in textbook that contains the information you refer to.

Article Discussions: Each of these assignments will be based on readings available through Helmke Library Reserves EXpress. This assignment requires a one-paragraph reaction to information that you learned through reading the article (e.g., what you learned from the article, something from the article that relates to a personal experience, etc.). The paragraph must be typed and include the page number in the article that contains the information you refer to. The discussion articles are:

- Hallak, M., & Quina, K. (2004). In the shadows of the twin towers: Muslim immigrant women's voices emerge. *Sex Roles, 51*, 329-338.
- Shanok, A. F., & Miller, L. (2007). Stepping up to motherhood among inner-city teens. *Psychology of Women Quarterly, 31*, 252-261.
- Williams, J. C., & Holly C. C. (2004). The public policy of motherhood. *Journal of Social Issues, 60*, 849-865.

Video Assignments

3 points can be earned for each assignment based on a video shown in class. Each assignment will consist of a list of three things that you considered interesting or important from the video, to be completed during class when the video is shown. There will be one question on an exam based on each video. You are required to complete five of the six video assignments; one extra (a sixth assignment) may be completed for extra credit.

Killing Us Softly 3

Is it a Boy or a Girl?

Girls Like Us

The Black Woman & Family

Our House

Dying to be Thin

Research Project

General Information

You may choose one of three options for the research project: A) carry out a small study in which you collect data (e.g., analysis of portrayal of women versus men in advertisements or gender roles in housework); or B) review and discuss published studies on a topic related to psychology of women (e.g., ethnic differences in body image); or C) volunteer at an agency that delivers services to women and relate your observations to course material.

Research Plan

A research plan is required for Option A and Option B projects.

For Option A projects, the research plan should include a statement of the hypothesis and a description of the planned method. The hypothesis should state a specific prediction of a difference between women and men, or between women of different ages, or women of different ethnicities, or women in different occupations regarding the topic you have chosen to study. If you are doing a content analysis, include a list of the categories that you will use to code your materials. If you are doing a survey, include a list of questions that will be on your questionnaire. If you are doing an interview study, include the question you will be asking. You also must include one reference source from the published scientific literature (see “Sources” below).

For Option B projects, the research plan should include a statement of the thesis or research question that will be addressed with sources from the published scientific literature (see “Sources” below). You must include a list of the five sources along with a copy of their abstracts. Provide one or two sentences about each of your sources that describe how it relates to your research question.

The due date for the research plan is given in the attached schedule. One point will be deducted for each day that the research plan is late. Keep your research plan after it is returned to you so that you can turn it in again with your final paper.

Sources

Option A papers require one primary source article in a scientific journal to use as a reference and Option B papers require 5 such sources. A primary source is a first-hand report of an actual research study conducted by the author(s); it should have sections labeled Method, Results, and Discussion. NO magazines and NO popular press books may be used. Note: *Psychology Today* is not a scholarly source

and is not acceptable; Dissertation Abstracts are also not acceptable. Some acceptable psychology journals include *Sex Roles*, *Psychology of Women Quarterly*, *Women and Therapy*, *Gender and Society*, and *Journal of Personality and Social Psychology*. Many other scholarly journals may also be appropriate; just ask me if they are ok. You may use articles assigned for discussion readings, but only in addition to the one (Option A) or five (Option B) sources that you find on your own.

Sources should be relatively recent; within the last 15 years. A copy of your source(s) must be handed in with your paper.

To assist you in locating scholarly sources you may use computerized databases and indexes such as PsycINFO or EbscoHost. I recommend that you clear your source(s) with me ahead of time if you are not sure whether they are appropriate.

Citing Sources in Your Text

Your source(s) must be cited in the text and also listed on a reference page using APA style. Always cite a source in the very first sentence in which you begin to describe information from that source. In a citation, you must give both the author(s)' last name(s) and the year the work was published (the year is always given in parentheses; the author(s)' last name(s) may also be in parentheses or may be part of the sentence proper. Here are some examples:

Clark and Green (1995) have studied long-term psychological effects of abortion in adolescent girls.

It has been shown that most women do not show long-term negative effects of abortion (Johnson, Adams, & Taylor, 1998).

If a study has three or more authors, list all names the first time you mention their work and use only the first author's name followed by et al. thereafter. If you have already given the citation in a particular paragraph, you do not need to keep repeating the citation if you refer to that source again in the same paragraph.

Title Page Format

Title of your paper centered near the top. Your name centered below the title. Name of university centered below your name. A running head or shortened form of the title in capital letters, followed by page number, should be flush with the left margin in the header on this page and all succeeding pages (Running head: SHORTENED TITLE). No boldface on this page.

References Page Format

A separate reference page at the end should list the source(s) that you cited in the paper. Use the following format for listing each of the sources on the Reference page:

Smith, D. J., & Jones, A. N. (1997). Psychological reactions to abortion. *Journal of Women's Issues*, 21(3), 130-141. doi: 12.2345/b0045987

Avoid Using Quoted Material

Direct quotations are almost never used in scientific writing. It is best to avoid quoting from a source altogether; instead rephrase the author(s)' ideas in your own words and give credit to the author for the ideas.

*****Plagiarism*****

Plagiarism is using ideas from a reference without giving credit to the author(s), or using the exact wording of phrases or sentences from a source without using quotation marks followed by a page number for the quote. Plagiarism will result in a zero for that section of the paper.

Attach a copy of your source(s) to your paper.

Paper due dates are shown on the attached schedule. Two points will be subtracted for each day that a paper is late. Two copies of your paper are required; one will be retained for purposes of program assessment.

Option A: Data Collection

This project requires that you carry out a comparison of media depictions of girls or women versus boys or men, or a survey of attitudes held by women versus men, or interviews of women of different ages, ethnicities, or occupations. You will need to use at least one scholarly primary source on your topic (see definition of sources below). You may select one of the research project ideas from the list at the end of the syllabus or you may choose a topic that does not appear on the list if it is approved by me first.

Format of Paper

The paper will consist of a title page, abstract, introduction, method, results, discussion, reference list, and a table or graph that summarizes your data. Total length of paper (including title page, abstract, references) should be about 9-10 pages. The paper will be written in APA style (typed, double-spaced, 12-point font, 1-inch margins).

Title Page

- See format under General Information for research project.

Abstract

- The abstract is one paragraph on the second page of the paper. This page should have the heading "Abstract" (boldface) centered at the top of this page. Only the abstract should be on this page. Do not indent the abstract (however, all other paragraphs in the body of the paper should be indented).
- The first sentence should give the purpose of your study. Then, briefly describe the method, findings, and conclusion. Length of abstract is 150-250 words.
- Do not include information from your review of a previous study in the Abstract.

Opening Paragraph, Review of Sources, Purpose and Hypothesis

- The body of the paper should begin on page 3. The full title of the paper (not bolded) should be centered at the top of this page.
- Begin with an opening sentence about your topic. Then review your source(s): briefly summarizing the purpose, method, and findings of the source. (Note: Do not summarize the previous studies cited in the introduction in your source; summarize only the study presented in the source itself.)
- In a separate paragraph, give the purpose of your own study and your hypothesis. Your hypothesis should be stated as a prediction of the findings you expect in terms of the specific categories you will be observing. For example: Female models in advertisements will show more smiling, more seductive poses, and more revealing clothing than will male models.

Method

- Use the heading Method (boldface and centered) for this section, with a subheading for Participants (unless your study did not use participants) and a subheading for Materials and Procedure. Each of these subheadings is boldfaced and flush with the left margin.
- Participants section should include a description of the gender, race, and approximate age of participants and how they were recruited. (Leave out this section if you did not have people

participate in your study; for example, if you did an analysis of advertisements or tv shows).

- Materials and Procedure section should describe the questions used in questionnaires/interviews or types of materials analyzed (e.g., advertisements or tv shows). If you analyzed materials, give specific definitions for the categories you were coding (e.g., what was your definition of revealing clothing?). Describe how you carried out the study.

Results

- Use the heading Results (boldfaced and centered) for this section.
- For content analyses and surveys, make comparisons between portrayals of females and males or between answers given by females and males. In the text of this section, summarize your findings using verbal descriptions of patterns in the data (e.g., More women than men were shown smiling or Women reported doing a higher percentage of housework than did men.). A separate table or graph should be used to present numerical summaries (e.g., number of women smiling versus number of men smiling, or average ratings of housework for women versus average ratings for men); the table or graph should be attached to the end of the paper. (**Note:** Do not give the numbers that appear in the table or graph also in the text of the Results section, but rather describe the patterns or trends verbally in this section.) For interviews, you do not need to include a table or graph, but you should give a description of similarities or differences that you noted across women regarding the themes you set out to address.

Discussion

- Use the heading Discussion (boldfaced and centered) for this section.
- Review the purpose of your study.
- Relate the patterns seen in your data to your hypothesis and to your sources.
- Discuss the implications of the findings and make suggestions for future research in this area.
- Give a final conclusion.

References

- See format under General Information for research project.

Grading of Option A (Data Collection) Paper

The paper will be graded on use of appropriate sources, clear statement of hypothesis, use of categories that are appropriate for testing your hypothesis, clear statement of findings, and conclusions based on your findings.

Research Plan	10
Literature Review, Purpose, Hypothesis	25
Method	15
Results/Table or Graph	15
Discussion	20
Clarity, organization/APA style/Abstract	15

Option B: Literature Review

This paper should be a focused review of recent research (within the last 10-15 years) on a specific topic related to the psychology of women. The purpose is to help you learn to read, evaluate, and integrate scholarly research on a topic of particular interest to you. You may select one of the literature review

topics from the list at the end of the syllabus or you may choose a topic that does not appear on the list if it is approved by me first You will review five scholarly journal articles that are first-hand reports of actual research studies.

Format of Paper

The paper will consist of a title page, abstract, body of paper (opening paragraph, review of literature, concluding paragraph), and reference list. The body of the paper (including title page, abstract, and references) should be about 10 pages in length. The paper will be written in APA style (typed, double-spaced, 12-point font, 1-inch margins).

Title Page

- See format under General Information for research project.

Abstract

- The abstract is one paragraph on the second page of the paper. This page should have the heading “Abstract” (boldface) centered at the top of this page. Only the abstract should be on this page. Do not indent the abstract (however, all other paragraphs in the body of the paper should be indented).
- The first sentence should state that the purpose of your paper is to provide a review of research on (describe your topic.
- Briefly summarize the overall findings across the studies (don’t give specific findings study by study) and end with an overall conclusion.
- Length of abstract is 150-250 words.

Opening Paragraph and Review of Sources

- The body of the paper should begin on page 3. The full title of the paper should be centered at the top of this page.
- Begin the body of the paper with an opening paragraph introducing the topic of the paper. Clearly state the purpose or thesis of your paper. You may find it helpful to phrase your thesis in the form of a question that you are seeking to address.
- Following the opening paragraph, proceed with the review of the sources. Read over the sources that you intend to use and pick out the information that is relevant to your thesis. For each finding that you review, be sure to describe the evidence on which it is based. The format for citing references in your text is described under general information for research projects.
- Note: Do not summarize the previous studies cited in the introduction in a source; summarize only the study presented in the source itself.

Discussion and Conclusions

- Following the literature review, begin a new section with the heading, Discussion and Conclusions (boldfaced and centered). This section follows immediately after body of paper containing review of sources. Do not begin a new page, unless you have run out of space on the page before.
- Integrate the findings together to show what they contribute to the research topic; be sure to give the citations for specific findings that you discuss (you should discuss all of your sources). Present your overall conclusions based on the evidence you have reviewed. Also, indicate what questions remain unanswered in this area and make suggestions about future research that needs to be done.

References

- See format under General Information for research project.

Grading of Option B (Literature Review) Paper

Research plan	10
Quality of sources	5
Opening paragraph; Statement of purpose	5
Review of sources	40
Discussion and conclusions	25
Clarity, APA style, Abstract	15

Option C: Service Learning

Students choosing this option will gain “hands-on” experience by volunteering at a community agency serving women, for at least 2 hours per week, beginning no later than the third week of classes and continuing for at least 10 weeks. You must complete a total of 24 hours of volunteer time (or more if you wish). It is important that your service involve direct contact with the women served by the agency (as opposed simply to paperwork). Please note that you must purchase *student liability insurance*, available through the Bursar’s office for \$13 (specify that you are purchasing the insurance for a Psychology course). You must show me that you have contacted the agency and that you have purchased liability insurance by the end of the second week of classes.

Hope House

Contact: Mary Etheart, 424-3711, email: hope.house@verizon.net; website: www.hopehouseinc.us
 Hope House serves homeless, chemically dependent women. This service opportunity is open to female students. Volunteers may help women prepare for job searches, tutor women on how to use computers, etc.

Verification of Attendance at Agency

A form will be provided that you should have signed by a staff member of the agency where you volunteer, each time you are there, verifying your attendance at the site. This form should be turned in at the end of the semester, with your journal (see below). You should make a copy of it on a regular basis, in case you lose it.

Journal

Each time you volunteer at the agency, you should write a journal entry that includes the date and time of your visit (arrival and departure) and a brief description of what you did. A few sentences about what you did would be adequate; however, it would be helpful in terms of writing the final paper to record your feelings or thoughts about what took place, and more description in the journal will lead to a higher grade on this portion of the project. **It is very important in both your journal and your paper that you protect the confidentiality of the people you write about by disguising their names.**

Paper

In addition to the journal, you will write a final paper that describes your experiences at the agency and integrates them with the academic content of the course. In describing your experiences, you should specify what you did and what you learned while doing it. To earn a high grade on the paper, you should provide more than a narrative of your experience. A high quality paper will do a good job of integrating your experience with the course material. For example, we will read about motherhood, employment, divorce, physical and mental health, and violence against women. You should show how this content helps to better understand the clients you have worked with at the agency.

You should cite references to the textbook or discussion readings in your paper, and list them on a reference page using APA style. No additional library references are required for this paper; however, a higher grade on the paper will be given if it includes one or two additional references. The paper should be about 8 pages in length (including title and reference pages, double-spaced, 12-point font, and 1-inch margins).

Title Page

- See format under General Information for research project.

Opening Paragraph and Review of Sources

- The body of the paper should begin on page 2. The full title of the paper should be centered at the top of this page.
- Begin with a description of the agency at which you volunteered, and the nature of the duties and responsibilities involved in your service work.
- Describe observations from your experience at the agency and relate them to material in the textbook or discussion articles.
- **Note:** It is very important that you not disclose the identity of the clients that you worked with. You may use fake initials to refer to clients in your observations.

Conclusions

- State what you learned from your service learning experience and give any suggestions you may have about services to meet the needs of clients with whom you worked.

References

- See format under General Information for research project for references to discussion readings.
- Use the following format for references to the textbook:
Crawford, M., & Unger, R. (2004). *Women and gender: A feminist psychology, 4th Ed.* Boston: McGraw-Hill

Journal and Documentation of Hours

- Hand in your journal and sheet documenting your service hours along with your paper.

Grading of Option C (Service Learning) Project

Contact agency and purchase liability insurance by end of second week of classes.

Begin volunteer service during third week of classes

Journal	20
Verification of 24 volunteer hours	20
Paper	
Integration of experience with course content	45
Clarity, organization, APA style	15

NOTE: The dates given below are tentative and subject to change. Any changes will be announced in class.

<u>DATE</u>	<u>TOPIC</u>	<u>READING</u>
8/25	Introduction	Ch 1
8/27, 9/1	Gender, Status, and Power	Ch 2 Video: <i>Killing Us Softly 3</i> (9/1)
9/3, 9/8	Images of Women; Gender Stereotypes	Ch 3 Discussion: <i>In the shadow of the twin towers</i> (9/3)
9/8	Research topic due	
9/10, 9/15	Gender Differences	Ch 4 Discussion: Popular Culture-Unit 1 (9/15)
9/17	EXAM 1	
9/22, 9/24	Sex, Gender, and Biology	Ch 5 Video: <i>Is It a Boy or a Girl?</i> (9/22)
9/29, 10/1	Gender Identities in Childhood and Adolescence	Ch 6 Discussion: <i>Stepping up to motherhood</i> (9/29?) Video: <i>Girls Like Us</i> (10/1 or 10/6)
10/1	Research Plan due	
10/6, 10/8	Objectification of Women's Bodies	Ch 7 Discussion: Popular Culture-Unit 2 (10/8)
10/15	EXAM 2	
10/20, 10/22	Sex, Love, and Romance	Ch 8 Video: <i>The Black Woman & Family</i> (10/22)
10/27, 10/29	Committed Relationships	Ch 9 Video: <i>Our House</i> (10/29)
11/3, 11/5	Mothering	Ch 10 Discussion: Popular Culture-Unit 3 (11/5)
11/10	EXAM 3	
11/12, 11/17	Women and Work	Ch 11 Discussion: <i>Public policy of motherhood</i> (11/17)
11/19, 11/24	Midlife and Aging	Ch 12

Video: *Dying to be Thin* (11/24 or 12/1)

12/3	Research projects due	
12/1, 12/3, 12/8	Physical and Psychological Well-being	Ch 13
12/10	Conclusion	Ch 14 Discussion: Popular Culture-Unit 4
12/15	EXAM 4	

Ideas for Research projects

Option A Topics: Data Collection

Content Analyses

Gender Stereotypes in the Media

Collect magazine advertisements that contain images of women and others that contain men. Make a list of characteristics of the way models can be portrayed that you predict will vary by gender (e.g., model portrayed as active or passive, dressed in revealing versus non-revealing clothing, etc.) and record whether each model displays the characteristics. What are the similarities and differences in the way women and men are depicted in the advertisements?

Gender Stereotypes in Children's Picture Books

Choose a sample of children's picture books to analyze. For each female and male character, record whether they show behaviors that might be regarded as gender-stereotyped (e.g., aggressive/submissive or active/passive, domestic roles, authority roles, displays of sadness, anger, etc.). Do you find equal numbers of male and female characters portrayed? What are the differences and similarities in their roles; do they match gender stereotypes?

Marketing of Toys for Girls and Boys

Analyze the packaging of a sample of toys found in the girls' and boys' aisle of a toy store. For each toy, note such characteristics as dominant colors, depiction of boys or girls, activity level of children depicted. How does the marketing of the toys for boys and girls differ? Are adult gender roles reflected in marketing of toys for children?

Gender Stereotypes in Music Videos

Watch a sample of music videos and focus on one male and one female in each video. Record whether each person displays behaviors such as dominance (exercising power) or aggression (you might note whether this is with or without sexuality), objectification (focusing on body parts), explicit or suggestive sexuality, etc. What differences and similarities did you find in the way women and men are portrayed in the videos? Do the gender portrayals differ by race or ethnicity?

Surveys

Gender and Household Responsibilities

Select couples and give each member of the couple a questionnaire asking about the percentage of their

share of various household chores (and perhaps child-care responsibilities) and their rating of the perceived fairness of division of household responsibilities. Compare answers of women and men. What factors seem to affect who does what chores? Do respondents divide up chores according to gender roles and/or perceived competence?

Gender and Health-Related Behaviors

Survey women and men asking participants to rate how often they engage in behaviors that might be considered to be healthful (e.g., exercising) or harmful to health (e.g., smoking, drinking). What gender differences are there with respect to health-enhancing and health-compromising behaviors?

Gender and Body Image

Survey women and men asking about their perceptions of their weight, dieting behavior, exercising behavior, etc. Is there a gender difference in satisfaction with body image?

Gender and Depression

Survey women and men asking them to rate how likely they are to engage in distracting activities (e.g., getting drunk, exercising) and ruminative activities (e.g., talking with friends) when they feel depressed. Are there gender differences in the different types of activities and if so, how might the differences reflect gender socialization?

Gender and Romantic Partners: Survey women and men over age 18 asking them to rate characteristics (e.g., intelligence, attractiveness, ability to earn high income) for how important each characteristic is to them in (a) a short term romantic partner and (b) a long-term partner. Is there a difference in the attributes rated as most important by women and men?

Interviews

Women in Nontraditional Occupations

Interview at least three women in male-dominated jobs. Record each woman's race/ethnicity and age, and answers to questions such as why she chose her occupation, what she considers the best things about the job and what she considers the drawbacks, whether she thinks being a woman in this job is a benefit or a liability, and what advice she would give another woman interviewing for a similar position. Summarize your findings. What are the benefits and strains for women working in nontraditional occupations? Did your participants report any evidence of gender discrimination in hiring, wages, or promotions?

Older Women

Interview at least three older women (65 or older) - a grandmother, family member, or friend - regarding their life experiences. The basic purpose of this interview is to explore how experiences and options have changed for women over the past few decades and to get a sense for what life is like now for older women. You might want to ask each woman how much education she had, what educational and career options were available to her, and what work (paid or unpaid) she was involved in. If she had children, you might ask about her role in child-rearing in comparison with the father(s) of the children. With regard to her current life, ask about retirement, economic issues, and social aspects of her life. In general, what changes are most salient to her as she ages? What things does she believe have changed the most for women?

Mothers: Homemakers and Paid Workers

Interview at least two women with children who are full-time homemakers and two with children who are in the paid workforce. Ask them what led to their decision to be either full-time homemakers or paid workers, how satisfied they are with this decision, whether they think their decision has had any impact on their children's development, how they think others regard them, etc. What similarities or differences do you find in the views of homemakers and paid workers regarding their roles?

(Some of these suggestions adapted from: Rickabaugh, C. A. (1998). Sex and gender: Student projects and exercises. Boston, MA: McGraw-Hill.)

Option B Topics: Literature Review

(Note: These are broad topic suggestions only; your own narrower focus needs to be developed.)

Gender-role stereotypes in the media
Gender and housework
Benefits of holding feminist views
Ethnic group differences in body image
Consequences of self-objectification
Body dissatisfaction and disordered eating
Equality in marriage and marital satisfaction
Women in male-dominated occupations
Women in sports
Sexual harassment in the workplace
Lesbian relationships
Gender stereotyping of children's toys
Attitudes toward women victims of sexual violence
Media portrayal of sexual violence against women
Factors contributing to depression in women
Attitudes toward menopause
Interpersonal violence in dating relationships