

**PSYCHOLOGY 3440-01(H) (Topics) –  
WOMEN’S PROFESSIONAL DEVELOPMENT:  
A LIFESPAN PERSPECTIVE  
Spring 2018**

**Time and Location: Tuesday/Thursday 9:30-10:45, 101 McAlester Hall**

**Professor:** Dr. Amanda Rose

**Contact Information:** 212E McAlester Hall  
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Office Hours, by appointment

**Course Objective:**

This class takes a lifespan developmental perspective to understanding challenges in women’s professional development. Topics include: the development of goals and self-perceptions related to career success, managing careers and family, and perceptions of successful women.

**Required Readings:**

Journal articles

Chapters from Sandberg, S. (2013). *Lean In: Women, Work, and the Will to Lead*. New York: Alfred A. Knopp. (Optional)

**Course Requirements:**

**Quizzes** (30% of final grade):

Three (non-cumulative) multiple choice quizzes will be given. Each quiz will be worth 10% of your final grade. Each quiz will include about 30 questions.

**Reaction/Application Papers** (30% of final grade):

For each of the three major sections of the class, students will read an empirical article and write a 2 page paper. The paper will be a reaction to the article and/or the application of the material in the article to the student’s own life. Each paper will be worth 10% of your final grade.

**Annotated Bibliographies** (30% of final grade):

For each of the three major sections of the class, students will write a detailed summary of the empirical article about which they did their reaction/application paper. Each summary will be worth 10% of the final grade.

**Review/Discussion of Empirical Article** (9% of final grade):

Students will do a review/presentation of the each of the three articles that served as the basis for their papers. Each presentation will be worth 3% of their final grade.

**Citizenship** (1% of final grade): Being responsible, reliable, hard-working, and pleasant. ☺

\*Up to 5% extra credit; 1% per chapter for 2-page summary/reaction to a *Lean In* chapter

### **Grading Scale:**

90-92%	A-	80=82%	B-	70-72%	C-	60-62%	D-	Below
93-96%	A	83-86%	B	73-76%	C	63-66%	D	60%, F
97-100%	A+	87-89%	B+	77-79%	C+	67-69%	D+	

**Diversity Intensive Statement:** This class is motivated by women's standing in society, in the United States and throughout the world. Women experience greater poverty, achieve lower levels of success at work, and are at greater risk of abuse in the workplace and more broadly. The causes and consequences of these social inequities are discussed. When relevant, intersectionality (e.g., in terms of gender and racial/ethnic status) is considered.

**Special Needs:** If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Disability Center ([disabilitycenter.missouri.edu](http://disabilitycenter.missouri.edu)), S5 Memorial Union, 573- 882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for persons with disabilities, click on "Disability Resources" on the MU homepage.

**Academic Dishonesty:** Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

**Intellectual Pluralism:** The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the Departmental Chair or Divisional Director; the Director of the Office of Students Rights and Responsibilities (<http://osrr.missouri.edu/>); or the MU Equity Office (<http://equity.missouri.edu/>), or by email at [equity@missouri.edu](mailto:equity@missouri.edu).

## Article Choices

You will focus on one of the articles for each of the three major sections of the class.

### Perceptions of Successful Women

Heilman, M. E., Wallen, A. S., Fuchs, D. & Tamkins, M. (2004). Penalties for success: Reactions to women who succeed at male gender-typed tasks. *Journal of Applied Psychology*, 89, 416-427.

Phelan, J. E., Moss-Racusin, C. A., & Rudman, L. A., (2008). Competent yet out in the cold: Shifting criteria for hiring reflect backlash toward agentic women. *Psychology of Women Quarterly*, 32, 406-413.

Amanatullah, E. T., & Tinsley, C. H. (2013). Punishing female negotiators for asserting too much...or not enough: Exploring why advocacy moderates backlash against assertive female negotiators. *Organizational Behavior and Human Decision Processes*, 120, 110-120.

### The Impact of Family

Yavorsky, J. E., Dush, C. M., & Shoppe-Sullivan, S. J. (2015). The production of inequality: The gender division of labor across the transition to parenthood. *Journal of Marriage and Family*, 77, 662-679.

Bridges. J. S., Etaugh, C., Barnes-Farell, J. (2002). Trait judgements of stay-at-home and employed parents: A function of social role and/or shifting standards. *Psychology of Women Quarterly*, 26, 140-150.

Shoppe-Sullivan, S. J., Altenburger, L. E., Lee, M. A., Bower, D. J., & Kamp Dush, C. M. (2015). Who are the gatekeepers? Predictors of maternal gatekeeping. *Parenting: Science and Practice*, 15, 166-186.

### Other Topics

Steffens, M. C., Jelenec, P., & Noack, P. (2010). On the leaky math pipeline: Comparing implicit math-gender stereotypes and math withdrawal in female and male children and adolescents. *Journal of Educational Psych*, 102, 947-963.

Leslie, S., Cimpian, A., Meyer, M., & Freeland, E. (2015). Expectations of brilliance underlie gender distributions across academic disciplines.

Weisgram, E. S., & Bigler, R. S. (2007). Effects of learning about gender discrimination on adolescent girls' attitudes towards interest in science. *Psychology of Women Quarterly*, 31, 262-269.

<b>DATE</b>	<b>DUE</b>	<b>TOPIC</b>	<b>READING</b>
1/16		Introduction	
1/18		Overview	
1/23		Perceptions of Competent Women: Agency and Communion	Optional: Lean In Chapter 1: The Leadership Gap Chapter 2: Sit at the Table Chapter 3: Success and Likeability
1/25			
1/30	Reaction Paper 1		
2/1			
2/6			
2/8	Annotated Bibliography 1		
2/13			
2/15	Presentation 1		
2/20	Quiz 1		
2/22		Women, Work, and Family	Optional: Lean In Chapter 7: Don't Leave Before You Leave Chapter 8: Make Your Partner a Real Partner
2/27			
3/1	Reaction Paper 2		
3/6			
3/8			
3/13	Annotated Bibliography 2		
3/15			
3/20	Presentation 2		
3/22	Quiz 2		
3/27, 3/29	<b>Spring break</b>		
4/3		Topics: STEM, Race/Ethnicity, Pay Differentials, Mentoring	
4/5			
4/10, 4/12	<b>No Class</b>		
4/17	Reaction Paper 3		
4/19			
4/24	Annotated Bibliography 3		
4/26			
5/1	Presentation 3		
5/3	Quiz 3		