

Application for General Education and/or Gordon Rule Writing Certification

I. A.) Course Number and Title: **WST3930: Social & Cultural Dimensions of Women's Well-being**

B.) Credit Hours: 03

C.) Prerequisites: none

D.) Current Classification

1. General Education Code: B C D H M N P S None

2. Gordon Rule (Writing): E2 E4 E6 None

3. Gordon Rule (Math): M None

Requests:

II. General Education

A.) Requested Classification: B C D H M N P S

B.) Effective Date: Fall Spring Summer _____ (year)

Or

1-time Approval 2011-12 (year)

C.) General Education purpose and learning outcomes for the course? [Detailed attached response requested.] **see attached**

III. Gordon Rule **N/A**

A.) Requested Classification for course E2 E4 E6

B.) Writing Requirements:

1.) Number of papers, essays, etc. with word count specified.

2.) Due Dates? Returned with feedback dates?

3.) What type of feedback will be provided the student (in reference to writing skill)?
_____ Grade _____ Corrections _____ Drafts _____ Other

4.) Assessment

a.) Will the written work be evaluated for grammar, punctuation and proper usage of standard written English?

b.) Will written work be evaluated for an effectiveness, organization, clarity and coherence of writing?

c.) Will a published rubric be used?

d.)

IV. Syllabus

Courses that offer students General Education and/or Gordon Rule credit must provide clear and explicit information for the students about the classification and requirements.


A.) For courses with a General Education classification, the syllabus should include:

- Statement of the General Education Purpose of the Course with attention to the General Education Classification requested **addressed page 1**
- List of assigned General Education Student Learning Outcomes **addressed page 1**
- List of any other relevant Student Learning Outcomes **addressed page 1**
- List of required and optional texts **addressed page 2**
- Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates) **addressed page 3, 5-9**

B.) For courses with Gordon Rule (writing) classification, the syllabus should include:
N/A

- A description/list of Gordon Rule expectations for students (word count, page lengths and deadlines for assignments).
- A statement to the effect that students written assignments will be evaluated with respect to grammar, punctuation, and usage of standard written English, as well as clarity, coherence, and organization. Reference rubric.
- A statement indicating that students will receive feedback on written assignments prior to the last class meeting.
- Assessment note to include basis for grading (rubric) and a statement identifying the two components of the grading, letter grade for course and approved completion of the writing portion of the course.

V. Submission and Approvals

A.) Submitted by (Signature of Instructor): 
Date 3/3/11

B.) Department Approval: Judith W. Page, Director

C.) College Approval: _____

D.) Committee Action: Approved Denied Tabled Date _____

General Education Purpose and Learning Outcomes (question # IIc)

This course offers students an overview of the social and cultural contexts that influence and help to define contemporary American women's well-being, broadly defined as psychological, physical, spiritual, and emotional wellness. Looking at the role institutions such as the family, schools, the workplace, the medical establishment, and the media play in framing "health," the class directs students to understand well-being as a bio-psycho-social state, influenced by a variety of factors. Moving developmentally—starting with birth and ending with death—students will use ideas and theories drawn from psychology, sociology, women's studies, public health, anthropology, medicine, and history to understand the complex concept of "women's well-being." By using an intersectionality approach, the class will not only draw attention to how women's experiences differ from men's, but will also investigate how socio-cultural forces such as sexism, racism, heterosexism and other forms of discrimination impact women's experiences across the life-course.

Overall Course Objectives:

- **Understand policies and societal structures impacting women's well-being in the US**
- **Explore the role of feminism in shaping social institutions benefitting girls and women in the US**
- **Make feminist critiques of women's bodies, minds, and wellness concerns as represented by the media**
- **Learn to read and evaluate scholarly research articles in the social and behavioral sciences**
- **Gain knowledge of the major wellness and life-satisfaction concerns of girls and women in the US**
- **Explore how intersecting identities impact women's well-being**
- **Experience involvement in women's wellness activism**
- **Make personal connection to women's wellness concerns**

This course contributes to the University of Florida's General Education curriculum, specifically in the areas of Social Science (S) and Diversity (D). Because it relies on current writing in a variety of social science disciplines, attention will be paid to the methodologies and techniques common among scholars in those fields. Students will be instructed in how to read and evaluate both qualitative and quantitative research in the social and behavioral sciences. Discussions, assignments, and course materials will familiarize students with key themes, principles and terminology of the social science disciplines covered herein; focus on the history, underlying theory and methodologies used in these disciplines; help students to identify, describe and explain social institutions, structures and processes; and emphasize the effective application of accepted problem-solving techniques as well as the evaluation of opinions and outcomes. Like other courses which fulfill the diversity standards, the purpose of this course is three-fold. That is, this class is intended to introduce students to values, attitudes, and norms that create cultural differences within the United States; encourage students to recognize how social roles and status affect different groups and impact U. S. society; and guide students to analyze and to evaluate their own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups. As a result, participants in this course are expected to achieve the following learning outcomes:

GenEd Course Objectives

- **demonstrate knowledge of key themes, principles, terminology, history, theory, and methodologies of the social sciences (broadly understood)**
- **identify, describe, and explain social institutions and structures**
- **apply formal and informal qualitative analysis effectively to examine the process and means by which individuals make personal and group decisions**
- **assess and analyze ethical perspectives in individual and society decisions**
- **communicate knowledge, thoughts and reasoning clearly and effectively, both individually and in groups**
- **show comprehension of the roles of social structure and the status of different groups within the United States**
- **analyze and evaluate their own cultural norms and values in relation to those of other cultures**
- **identify, evaluate, and compare their own social status, opportunities, and constraints with those of other persons and groups**

WST3930: Social and Cultural Dimensions of Women's Well-being

Taylor Locker, M.S.
taylor.locker@ufl.edu
T/Th, Periods 9, 9-10

Office: PSY 002
Office hours: TH periods 5-7
MAT0018

This course focuses on the role society and culture have on the lives of women in the United States. In this course, we will use a feminist lens to evaluate media representations and societal norms of the wellness and problems facing girls and women across time. To this end, we will discuss how the feminist movement has shaped social structures and our modern understandings of women's well-being in the United States, such as the creation of social services for children and women and women's clinics. An intersectionality approach will be utilized to explore how socio-cultural forces such as sexism, racism, heterosexism and other forms of discrimination have negative impacts on women's well-being across the life span. Importantly, well-being in this course is broadly defined, from psychological, physical, and emotional wellness indicators to relationship quality, life roles, and career development. The course is structured developmentally; as such we will start with birth and end with death and throughout we will discuss how there are different salient concerns in different life phases for diverse groups of women. This is an interdisciplinary course in which I have drawn from psychology, sociology, women's studies, public health, anthropology, medicine, and history for lectures, activities, readings, and films. To facilitate critical evaluation of the course content, a strong emphasis on social and behavioral science research is necessary. In this way, you will learn how to read and evaluate both qualitative and quantitative research in the social and behavioral sciences.

Course Objectives:

- **Understand policies and societal structures impacting women's well-being in the US**
- **Explore the role of feminism in shaping social institutions benefitting girls and women in the US**
- **Make feminist critiques of women's bodies, minds, and wellness concerns as represented by the media**
- **Learn to read and evaluate scholarly research articles in the social and behavioral sciences**
- **Gain knowledge of the major wellness and life-satisfaction concerns of girls and women in the US**
- **Explore how intersecting identities impact women's well-being**
- **Experience involvement in women's wellness activism**
- **Make personal connection to women's wellness concerns**

More broadly, **this course contributes to the University of Florida's General Education curriculum, specifically in the areas of Social Science (S) and Diversity (D).** With respect to the social science area of study, discussions, assignments, and course materials will familiarize students with key themes, principles and terminology of the social science disciplines covered herein; focus on the history, underlying theory and methodologies used in these disciplines; help students to identify, describe and explain social institutions, structures and processes; and emphasize the effective application of accepted problem-solving techniques as well as the evaluation of opinions and outcomes. Like other courses which fulfill the diversity standards, the purpose of this course is three-fold. That is, this class is intended to introduce students to values, attitudes, and norms that create cultural differences within the United States; encourage students to recognize how social roles and status affect different groups and impact U. S. society; and guide students to analyze and to evaluate their own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups. As a result, participants in this course are expected to achieve the following learning outcomes:

- (1) demonstrate knowledge of key themes, principles, terminology, history, theory, and methodologies of the social sciences (broadly understood);
- (2) identify, describe, and explain social institutions and structures;
- (3) apply formal and informal qualitative analysis effectively to examine the process and means by which individuals make personal and group decisions;
- (4) assess and analyze ethical perspectives in individual and society decisions;
- (5) communicate knowledge, thoughts and reasoning clearly and effectively, both individually and in groups;
- (6) show comprehension of the roles of social structure and the status of different groups within the United States;
- (7) analyze and evaluate their own cultural norms and values in relation to those of other cultures; and
- (8) identify, evaluate, and compare their own social status, opportunities, and constraints with those of other persons and groups.

Required Materials:

Rosser, S. V. (2009). *Diversity and Women's Health (A Feminist Formations Reader)*. The John Hopkins University Press.

Research Articles, Fact Sheets, and Additional Readings available on Sakai or A-res. (See attached schedule and reading list)

Course Information

Detailed schedule of the course, in-depth instructions for each assignment, supplementary materials, readings, and other course information are available on the course Sakai site. You should check our site regularly (several times a week) for course announcements, updates, grades, and other course related information. <http://lss.at.ufl.edu/>.

General Policies:

Attendance: I expect you to attend all scheduled classes since the success or failure of this course largely depends on what you bring to the table. In order for there to be an open exchange of ideas and dialogue, you must come to class alert, prepared, and ready to contribute to discussion by asking questions, bringing outside material to share, presenting alternative points of view, etc. You are therefore required to be present in order to act in this capacity. Attendance will be recorded daily. Accumulating more than four (4) unexcused absences throughout the course of the semester will result in a point reduction of your final grade (remember this is the equivalent to 2 weeks of class). After four absences you will lose 5 points for each absence after your 4th absence. Excused absences are significant illness, death in the family, or university-sanctioned athletic/scholarly commitments.

Electronic Devices & Distractions: Personal electronics such as phones, ipods, e-readers and others are to be **OFF** during class. Some student effectively use laptops to take notes, others do not. If you fall into the latter category please do not bring your laptop to class. If it comes to my attention that students are not using laptops for in-class scholarly purposes, I will ban the use of laptops in my classroom. Further, it is inappropriate to read the *Alligator*, magazines or do cross-words in class, if I see you doing so I will ask you stop and/or ask you leave class.

Respect, Discomfort and In-class Decorum: Please be aware that some topics covered in the course will invoke new or difficult thoughts or feelings. Remember to be respectful of others' thoughts, opinions, and experiences. It is expected that students do not engage in the perpetuation of stereotypes, discrimination, prejudice, or other forms of bias and intolerance. Refrain from name-calling, character attacks, and from shutting down from listening to others. During the first week, and as often as needed, we will discuss the use of "I-language" and its importance in our course discussions. Additionally, due to the nature and content of this course you may experience instances of discomfort as well as curiosity. If you encounter personal issues you would like to explore in further depth, I would recommend you consider speaking with one of the counselors with the Counseling and Wellness Center (<http://www.counsel.ufl.edu>; 392-1575).

Academic Honesty: **Cheating is NOT tolerated.** If a student is caught cheating, the first offense will, at the very least, result in a zero for that exam or paper and a record of the event and will be forwarded to the Office of Student Affairs. The second offense will be forwarded to the Office of Students Affairs and will result in an Honor Court hearing. According to the UF Honor Code, on all work submitted for credit by students at the university, the following pledge is either required or implied: "**On my honor, I have neither given nor received unauthorized aid in doing this assignment.**" Please see the UF Honor Code here: <http://www.registrar.ufl.edu/catalog/policies/students.html> .

Plagiarism means to take someone else's' thoughts, ideas, writings, or other intellectual property and pass it off as your own. This means taking a sentence off of a website such as Wikipedia and not citing it is plagiarism, so is passing off the ideas or work of your classmates as your own. In your work, follow the appropriate citation guidelines. If you are ever in doubt, it is better to cite than not to cite. ***All assignments are checked through Turnitin**

Accommodations: Students requiring classroom accommodation must first register with the Dean of Students Office. The office will provide documentation to the student who must then give this documentation to me when requesting classroom accommodation. Please talk me to about accommodations as early in the semester as feasible.

Late work: Late work is **NOT** accepted. Any assignment turned in after the deadline will automatically earn a zero. All written assignments are to be submitted through our Sakai site (in some cases both Sakai and hardcopy), meaning you could submit the electronic copy from nearly anywhere in the world. Major assignments will have a window of submission (generally one-two weeks) giving you ample time to submit assignments before the deadline. Please plan ahead! For assignments requiring a hardcopy, make arrangements to get your hard copy to class even if you aren't.

Make-up Policy: There are no make-up in-class activities or quizzes in the course. Because you are allowed to drop your lowest two weekly quiz scores and activity scores, make-ups in those assignment categories are not offered. This course has a final exam. The only way you will be allowed to make-up this exam is if you abide by the following: (1) You must notify the instructor at least 24 hours in advance if you cannot take an exam and (2) you provide proper documentation to validate your absence. Any unexcused absences from the final exam will result in a grade of zero.

Assignments:

160 points Weekly Reflection Journal

All students will be required to keep a readings reflection journal. The journal will serve as way to organize your thoughts, reactions, ideas to weekly readings, lectures, guest speakers, activities, and films and to prepare for the weekly quizzes over course material. You will be required to submit your journal weekly (10 points weekly).

260 points Quizzes

Each week I will give a short quiz with comprehension, application, evaluation, and synthesis questions. I will also you correctly recall information from the week's assigned readings, lectures, and/or films and integrate into the broader discussion of course topics. Each quiz will be worth 20 points (13 out of the 15 will be counted toward your final grade; will not have a quiz the first week of class). Be on time, if you show up late you will get a zero for that week's quiz.

100 points Fact Sheet

This project involves (1) developing a factsheet for everyone in the class; and (2) sharing the fact sheet with a small group of students. Its purpose is to allow students to explore a single question or topic in women's well-being, gather information not presented through lecture/readings, and share it with other students. These will be spread throughout the semester. I will have a sign-up sheet that you will choose a week to turn in your fact sheet the first week of class.

60 point In-Class Activities

Attendance is a must for this course. I will provide supplemental material on Sakai but the bulk of lecture material will ONLY be available during lecture. I will take attendance on days we have class discussions/activities that you can earn course credit by participating in. There will be 60 points (5 * 14 weeks, drop two lowest weeks scores) attainable from participation in class discussions and activities.

100 points Interview a Woman

In this assignment you are to interview a woman who is struggling with either a physical or mental illness/disability/barrier. The nature of this assignment is very sensitive so I expect that you conduct yourselves with the utmost respect when you contact and talk with your interviewee. Your interviewee may be someone you are already in contact with such as a family member, acquaintance, or co-worker, however, the topic of the conversation (see full assignment details) must center on issues of the wellness concern and its consequences. I am requiring your interview be (audio) recorded and handed in to me with your paper. The paper is not to be a transcript of your interview, but a 2-3 page paper of your personal reactions and reflections to the experience and connecting the experience to course content.

120 points Women's Wellness Activism Experience

This project requires you to seek out a women's wellness activism experience in the community sometime over the course of the semester. To earn points for this assignment you must (1) get my approval to do the activism experience, (2) complete the experience, (3) prepare a short powerpoint presentation that can be uploaded to our Sakai site to share with your classmates, (4) write a short paper (2-3 pages) about your experience and it relates to course material.

100 points Final Exam

The final exam is a cumulative exam that will have a similar format to your weekly quizzes. The final exam will focus on synthesis of the course. You will be given short answer questions and essays (blue book exam). When studying, look for connections and build webs of interrelated concepts. Excellent examinations ask and address "what," "how," and "why" questions in a concise, logical, and analytical manner.

900 points Total

Grades:

UF has a plus/minus grading scheme (see chart below). Your final grade is determined by the number of points you earn divided by total points possible (900) and multiplied by 100. This formula is how you figure your grade throughout the semester. For example a student who earns 789 points will have an 88% or B+ for the course. When your final grade is computed I will abide by the following round rule: if the first decimal place (the tenth) is greater than 5 it will be rounded up to the next highest percentage. If the first decimal place is less than 5 it will be rounded down. For example 789 points is 87.6% which becomes an 88% or B+ but 739 points is 82.1% which becomes an 82% or B.

I do not have a fixed number of how many students will get A's, how many will get B's, etc. I would be delighted if everyone in the class were to receive A's and B's. The grades you receive on the quizzes, assignments, and final exam are completely in your hands. **No adjustments to grades will be made.** Please do not ask me to artificially increase your grade, it is unfair to other students for me to make allowances for individuals and deviate from the set grading guidelines.

Grade	GPA Point	Percentage	What does that mean?
A	4.00	≥ 94%	Exceptional quality of work, above and beyond course requirements
A-	3.67	89%-93%	
B+	3.33	86%-88%	
B	3.00	82%-85%	Above average work quality, exceeds basic course requirements
B-	2.67	79%-81%	
C+	2.33	76%-78%	
C	2.00	72%-75%	Average work quality, meets basic course requirements
C-	1.67	69%-71%	
D+	1.33	66%-68%	
D	1.00	62%-65%	Less than average work quality, failure to meet full requirements
D-	0.67	59%-61%	
E	0.00	≤ 58%	Does not meet course requirements

A grade of C or better is required in order for this class to count for Gen Ed credit or credit in the major. Additional information on grading is available at: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

How to Read the “Tentative Weekly Schedule & Readings” (next page)

Reading assignments are what you are assigned to read for that week of class. For example: At the start of Week 2 (August 29th), you should have read both the Oudshoorn, Martin, Steinem, and Rosser readings and the Burnham & Harris reading and handouts.

Importantly, our weekly quizzes will always occur at the beginning of class Tuesday (don't be late, you'll earn a zero) and your journal will be due at that time as well. Generally you can expect in-class activities, guest lectures, and films to be schedule during our two-hour block Thursdays.

Disclaimer: From time to time we may become engrossed in topic during the week which may result in neglecting other readings in discussion. You are responsible for reading all assigned readings, regardless of whether or not it was discussed explicitly in lecture that week. Additionally, time constraints may necessity schedule adjustments. You will know of changes by attending class and checking Sakai regularly. The final exam date will not change, nor will assignment due dates.

Tentative Weekly Schedule & Readings:

Week	Theme	Topics	Readings Due that Week	Assignments Due
Week 1:	Female Body, Female Mind: Introductions	<i>Brief History of Women's Wellness in USA, Common Language Building, Intro to Feminism</i>	Oudshoorn, 1994; Martin, 1996, Rosser, 2009 (Intro, pp.1-14); Steinem, 1986	
Week 2:	Making of Little Women: Birth – Girlhood	<i>Gender Socialization, Intersex, Gender Identity Disorders</i>	Burnham & Harris, 1992; APA, 2006 (Intersex Handout); DSM-IV-TR Gender Identity Disorder Diagnosis Handout	8/30 Quiz 8/30 Journal Entry Due 8/30 Sign up for Fact Sheets
Week 3:	The Perils of Girlhood	<i>Bullying, Anxiety Disorders, Childhood Abuse</i>	Lewinsohn et al., 1998; Faller, 1989; Paul, 2010	9/6 Quiz 9/6 Journal Entry Due 9/8 1 st Fact Sheet Group Due in class Thursday
Week 4:	The Changing Body: Adolescence	<i>Menstruation, Puberty, Body Image, Eating Disorders</i>	Ge, Conger & Elder, 1996; Zaitoff, Geller, & Srikameswaran, 2002	9/13 Quiz 9/13 Journal Entry Due 9/15 2 nd Fact Sheet Group Due in class Thursday
Week 5:	Aren't I Grown Yet?: Adolescence	<i>Teen Relationships, Sexuality, Crime, Conduct Disorder</i>	Townsend, 2008; Ness, 2004	9/20 Quiz 9/20 Journal Entry Due 9/22 3 rd Fact Sheet Group Due in class Thursday
Week 6:	From Dependency to Autonomy: Adolescence-Adulthood	<i>Teen Pregnancy, Abortion, STDs, Sexual Assault/Rape</i>	Rosser, 2009 (#3, pp. 42-63); Elo, King, & Furstenberg, 1999	9/27 Quiz 9/27 Journal Entry Due Guest Speaker & Activity: Rape Crisis Center
Week 7:	From Dependency to Autonomy: Adolescence-Adulthood	<i>Coming Out, Going to College, Entering the Work Force</i>	Rosser, 2009 (#7, pp. 113–133); Rust, 1993	10/4 Quiz 10/4 Journal Entry Due 10/6 4 th Fact Sheet Group Due in class Thursday
Week 8:	Soulmates: Adulthood	<i>Marriage/Partnership, Intimate Partner Violence</i>	Walker, 1991; Scott-Tilley, Tilton, & Sandel, 2010; O'Rourke, Neufeld, Claxton, & Smith, 2010	10/11 Quiz 10/11 Journal Entry Due 10/13 5 th Fact Sheet Group Due in class Thursday

Week	Theme	Topics	Readings Due that Week	Assignments Due
Week 9:	Mother and Child: Adulthood	<i>Childbearing, Childrearing, Single Motherhood, Infertility</i>	O'Hara, 1995; Jain, 2006; Prilleltensky, 2003; Jun & Acevedo-Garcia, 2007	10/16 Quiz 10/16 Journal Entry Due 10/18 Interview with a Woman Due Tuesday
Week 10:	Working 9 – 5: Adulthood	<i>Work and Employment Discrimination</i>	Hyde, 2007; Judge & Cable, 2011; Moen & Chermack, 2005	10/25 Quiz 10/25 Journal Entry Due 10/27 6 th Fact Sheet Group Due in class Thursday
Week 11:	Oppressed and Stressed: Adulthood	<i>Stress and Marginalization</i>	Landrine & Klonoff, 1995; Thomas & Gonzalez-Prendes, 2009	11/1 Quiz 11/1 Journal Entry Due 11/3 7 th Fact Sheet Group Due in class Thursday
Week 12:	When the Body Breaks Down: Adulthood – Late Adulthood	<i>Obesity, Health Care, and Illness</i>	Ashing-Giwa, Lim, Gonzalez, 2010; Kimberly, Serovich & Greene, 1995	11/8 Quiz 11/8 Journal Entry Due 11/10 8 th Fact Sheet Group Due in class Thursday
Week 13:	Role Changes: Adulthood – Late Adulthood	<i>Grandparenting, Changing Relationships, Menopause</i>	Rosser, 2009 (#8, pp. 137-166); Schnatz, Whitehurst, & O'Sullivan, 2010; Ruiz, 2008	11/15 Quiz 11/15 Journal Entry Due 11/17 9 th Fact Sheet Group Due in class Thursday
Week 14:	Role Changes: Late Adulthood (cont.) <i>*Short week – Thanksgiving Holiday</i>	<i>Retirement, Volunteerism</i>	Vartanian & McNamara, 2002; Bowen, Andersen & Urban, 2000; Silver, 2010	11/22 Quiz 11/22 Journal Entry Due
Week 15:	When the Mind Breaks Down: Late Adulthood	<i>Alzheimer's Disease, Depression, Assisted Living</i>	Rosser, 2009 (#11, pp. 191-204); Rosser, 2009 (#12, pp. 207-217)	11/29 Quiz 11/29 Journal Entry Due 12/1 Last Day to Turn in Activism Projects Tuesday
Week 16:	Death & Dying: Late Adulthood <i>*Short week – Last week of classes</i>	<i>Death, Dying, Loss, Widowhood</i>	Smith & Christakis, 2009; Ha, 2008; Angel, Jimenez, & Angel, 2007	12/6 Quiz 12/6 Journal Entry Due
Finals Week	Cumulative Final Date TBA			

Reading List:

- American Psychological Association. (2006). Answers to your questions about individuals with intersex conditions.
- Angel, J. L., Jimenez, M. A., & Angel, R. J. (2007). The economic consequences of widowhood for older minority women. *The Gerontologist, 47*, 224-234.
- Ashing-Giwa, K. T., Lim, J., & Gonzalez, P. (2010). Exploring the relationship between physical well-being and healthy lifestyle changes among European- and Latina-American breast and cervical cancer survivors. *Psycho-oncology, 19*, 1161-1170.
- Bowen, D. J., Andersen, M. R., & Urban, N. (2000). Volunteerism in a community-based sample of women aged 50 to 80 years. *Journal of Applied Social Psychology, 30*, 1829-1842.
- Burnham, D. K., & Harris, M. B. (1992). Effects of real gender and labeled gender on adults' perceptions of infants. *The Journal of Genetic Psychology, 153*(2), 165-183.
- Faller, K. C. (1989). Characteristics of a clinical sample of sexually abused children: How boy and girl victims differ. *Child Abuse and Neglect, 13*, 281-291.
- Elo, I. T., King, R. B., & Furstenberg, F. F. (1999). Adolescent females: Their sexual partners and the fathers of their children. *Journal of Marriage and Family, 61*, 74-84.
- Ge, X., Conger, R. D., & Elder, G. H. (1996). Coming of age too early: Pubertal influences of girls' vulnerability to psychological distress. *Child Development, 67*, 3386-3400.
- Ha, J. (2008). Changes in support from confidants, children, and friends following widowhood. *Journal of Marriage and Family, 20*, 306-318.
- Jain, T. (2006). Socioeconomic and racial disparities among infertility patients seeking care. *Fertility and Sterility, 85*, 867-881.
- Judge, T. A., & Cable, D. M. (2011). When it comes to pay, do the thin win? The effect of weight on pay for men and women. *Journal of Applied Psychology, 96*, 95-112.
- Jun, H., & Acevedo-Garcia, D. (2007). The effect of single motherhood on smoking by socioeconomic status and race/ethnicity. *Social Science & Medicine, 65*, 653-666.
- Kimberly, J. A., Serovich, J. M., & Greene, K. (1995). Disclosure of HIV-positive status: Five women's stories. *Family Relations, 44*, 316-322.
- Landrine, H., & Klonoff, E. A. (1996). The Schedule of Racist Events: A measure of racial discrimination and a study of its negative physical and mental health consequences. *Journal of Black Psychology, 22*, 144-168.

- Lewinsohn, P. M., Gotlib, I. H., Lewinsohn, M., Seeley, J. R., & Allen, N. B. (1998). Gender differences in anxiety disorders and anxiety symptoms in adolescents. *Journal of Abnormal Psychology, 107*, 109-117.
- Martin, E. (1996). The egg and the sperm: How science has constructed a romance based on stereotyped male-female roles. In B. Laslett et al. (Eds.), *Gender and Scientific Authority*. (pp. 324 – 328). Chicago, IL: University of Chicago Press.
- Moen, P., & Chermack, K. (2005). Gender disparities in health: Strategic selection, career, and cycles of control. *Journal of Gerontology: SERIES B, 60B*, 99-108.
- Ness, C. D. (2004). Why girls fight: Female young violence in the inner city. *Annals of the American Academy of Political and Social Science, 595*, 32-48.
- Newcomb, M. D., Munoz, D. T., & Carmona, J. V. (2009). Child sexual abuse consequences in community samples of Latino and European American adolescents. *Child Abuse and Neglect, 33*, 533-544.
- Oudshoorn, N. (1994). Sex and the body. In N. Oudshoorn (Ed.), *Beyond the Natural Body: An Archaeology of Sex Hormones*. (pp. 6-11). New York, NY: Routledge.
- O'Hara, M. W. (1991). Childbearing. In M. O'Hara, et al (Eds.), *Psychological Aspects of Women's Reproductive Health*. (pp. 26-34). New York, NY: Springer.
- O'Rourke, N., Neufeld, E., Claxton, A., & Smith, J. Z. (2010). Knowing me – knowing you: Reported personality and trait discrepancies as predictors of marital idealization between long-wed spouses.
- Paul, P. (2010, October 8). The playground gets even tougher. *The New York Times*. Retrieved from <http://www.nytimes.com>
- Prilleltensky, O. (2003). A ramp to motherhood: The experiences of mothers with physical disabilities. *Sexuality and Disability, 21*, 21 – 47.
- Rosser, S. V. (2009). *Diversity and Women's Health (A Feminist Formations Reader)*. The John Hopkins University Press.
- Ruiz, D. S. (2008). The changing roles of African American grandmothers raising grandchildren: An exploratory study in the Piedmont region of North Carolina. *Western Journal of Black Studies, 32*, 62 -71.
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