Cluster Course Addition
(New Course to UNST clusters)
(When addressing questions, please attach a separate sheet)

PROPOSING FACULTY (Name and Department)
Sherwin Davidson, Ph.D.

Dept of Psychology

1. COURSE DESCRIPTION.

   Women and Organizational Psychology, PSY/WS 479

   This course examines the relationship between gender and the social organization of the workplace. The focus is on gender development as socialization into the sexual division of labor and on specific workplace issues (e.g., hierarchy and leadership, discrimination and harassment, forms of workplace support, the dynamics of women's workplace relationships, stress). Women's workplace experience and women's navigation of workplace issues and dynamics will be examined through occupational lenses (e.g., the professions, service sector), organizational actions (e.g., hiring, socialization, treatment, opportunity) and interpersonal influences (bosses, peers, subordinates).

   A. DEVELOPMENT

   This course is based on an existing course, Psychology/WS 479, Women and Organizational Psychology. In preparing to teach the course as part of the cluster, I have modified it both pedagogically and in terms of its content in order to meet the goals of University Studies.

   B. AVAILABILITY

   The class has not been offered for a while, but will likely be offered once per year, or every other year.

   C. PREREQUISITES

   Psychology 310 (Psychology of Women) is the current pre-requisite. The multi-disciplinary perspective of the Sophomore Inquiry for the Women's Studies cluster provides a reasonable substitute for this prerequisite in that it introduces students to the gendered social, political, economic and cultural forces that shape women's experiences and which are equally applicable to this topic, women and organizational psychology.

2. COURSE OUTLINE (see attached outline)
Instructor Committed to Teaching the Course: Sherwin Davidson.

3. GENERAL EDUCATION GOALS.

   A. CONTENT
Demonstrate that course content is of a high enough caliber to replace an old distribution-model class.
(I don't know what is being requested here, so here is an attempt at a response.) Since this is an existing course already approved through the university's curricular processes, and since the content derives from an established discipline, and draws on the scholarship of that discipline, I believe it to be constructed on an intellectually sound basis.

B. UNST GOALS
Communication: The course will involve a variety of forms of communication including a diversity of writing assignments (journals, article analyses and reflections on relevance of content), interviews with women in a variety of employment situations, and class discussions and presentations.

Critical Inquiry: Students will be challenged to examine the premises of the psychological contract that undergirds employment for women and to thoughtfully examine the ways that both societal and organizational structures influence women’s workplace experience.

Diversity of Human Experience: The core content of the course is women as a group whose workplace experiences are subject to societal and organizational bias. The interaction of gender with race/ethnicity, and class is one of the course’s principle axes.

Ethical Issues & Social Responsibility: Students will consider the notion of ethical practice and social responsibility within the capitalistic realm of the workplace. Without leadership that fosters socially responsible action to address inequities, improves working conditions, and accords women suitable recognition for their contribution, what are the alternatives? As the future managers and leaders in government, business, and non-profit settings, what ethical standards would these students deem wise to create in these settings in order to foster change.

C. CLASSROOM ENVIRONMENT
The pedagogical approach that will underlie the teaching and learning strategies for this course consists of four frames: 1) the intersection of biography with the present societal context from which the course material derives; 2) the intersection of the discipline of psychology with other disciplines that shed light on this topic; 3) the intersection of theory and practice; 4) the contrast of the experience of self in comparison to others through the course content. Within these frames, and based on an increasing familiarity with and grasp of the material, students will become experts at articulating relevant questions whose answers they will systematically pursue in a variety of ways.
Excerpts from Dunn, D. (Ed.). Workplace/Women's Place.
Excerpts from Macdonald, C. L. & Sirianni, C. Working in the Service Economy.
Excerpts from Powell, G.N. (Ed) Handbook of Gender and Work.
Ehrenreich, B., Nickel and Dimed, or