

Robin Howse

Psychology Instructor, ABTech Community College

#### A. Course and Course Description

##### Developmental Psychology

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to birth. Upon completion, students should be able to demonstrate knowledge of development across the life span.

#### B. Description of the Activity

##### Women's Lives in the United States and Iran

Lifespan Development courses cover gender roles, sexuality, marriage and family. Many texts cover these topics for families in the United States and some briefly mention these topics from a cross-cultural perspective. This project will cover how these topics are similar and different for women in the United States and Iran.

#### C. Activity Objective

The primary objective of the project is to have students compare social norms in the United States and Iran.

Students will find evidence of typical age of marriage and childbearing as well as rates of contraception use, number of hours doing unpaid work, and unemployment rates.

Students will compare these for men and women in both countries.

Students will read about women's lives in Iran and the role the internet plays in women's lives and feminism in Iran.

#### D. Procedure

Have students read the chapter(s) of your current text that cover gender roles, sexuality, marriage, family and work.

Have students each choose (or assign to them) one of the following questions.

1. What is the age of first marriage for women in Iran and the US?
2. What is the age of first marriage for men in Iran and the US?
3. What is the mean maternal age of childbearing for women in Iran and the US?
4. How many children does the average family have in Iran and the US?

5. What percentage of women in a relationship report that they or their partner uses contraception in Iran and the US?
6. How many hours a day do women spend in unpaid work in Iran and the US?
7. How many hours a day do men spend in unpaid work in Iran and the US?
8. What percent of women are unemployed in Iran and the US?
9. What percent of men are unemployed in Iran and the US?

Give students a week to find their answers. You can give them the resources below or see what they are able to find on their own. Make sure they have answer before putting them into groups.

Have students bring their answers to class. Put them into groups and have them complete the following table. Make sure someone was assigned each of the questions so they can fill the table. Give them a blank version. This should only take about 15 minutes.

	United States	Iran
Age of first marriage	26	23
Mean maternal age of childbearing	28.6	28.4
How many children does the average family have?	1.87	1.8
What percentage of women in a relationship report that they or their partner uses contraception	76%	77%
Percent of household work complete by women vs men	1 hour 25 minutes-men 2 hours 15 minutes-women	Urban men-78 minutes Urban women – 304 minutes
Percent of men/women unemployed	4.6/4.3	9.5% / 20 %

Follow-up procedures:

Have students read about women's lives and issues of feminism, gender, and sexuality in Iran and these have been impacted by feminist websites. They can use the resources listed below or find their own. Have them complete a paper or have a classroom discussion about the differences and similarities for the women in the readings and in the United States.

E. Assessment:

Use the follow-up above as a paper assignment or quiz students on the data they found.

## F. Resources

### For Table

1. Bureau of Labor Statistics

<https://www.bls.gov/web/empsit/cpseea10.htm>

<https://www.bls.gov/TUS/CHARTS/HOUSEHOLD.HTM>

2. Central Intelligence Agency. (2017). The World Factbook/ Population/Iran

Retrieved from: <https://www.cia.gov/library/publications/the-world-factbook/geos/ir.html>

3. Tabatabaei, G. M., Mehri, N., Messkoub, M. (2013). *What is unpaid female labour worth? Evidence from the Time Use Studies of Iran in 2008 and 2009* (Working Paper No. 562).

Retrieved from International Institute of Social Studies website:

<https://repub.eur.nl/col/9760/>

4. United Nations Department of Economic and Social Affairs website

Retrieved from: <https://esa.un.org/unpd/wpp/DataQuery/>

5. U.S. Department of Commerce (2016). *Figure FM-3 Average number of Own Children Per Family*

Retrieved from: <https://www.census.gov/hhes/families/files/graphics/FM-3.pdf>

6. World Bank website, World Bank (2010). Fertility Decline in the Islamic Republic of Iran 1980–2006. A Case Study

Retrieved from: <http://siteresources.worldbank.org/INTPRH/Resources/376374-1278599377733/Iran62910PRINT.pdf>

### For Follow-up assignment or activity

1. Afary, Janet. *Sexual Politics in Modern Iran*. Cambridge: Cambridge UP, 2009.
2. Kousha, M. (2002). *Voices from Iran*. Syracuse, New York: Syracuse University Press.
3. Shojaee, M. (2016). Women's Voices: The Journey towards Cyberfeminism in Iran (Working Paper No. 621). Retrieved from International Institute of Social Studies website: <https://repub.eur.nl/col/9760/>
4. Yaghoobi, C. (2012). Shifting Sexual Ideology and Women's Responses: Iran Between 1850-2010. Homa Hoodfar and Anissa Lucas-Helie, eds. *Sexuality in Muslim Contexts: Restrictions and Resistance*, Zed Books, 2012, pp. 52-80.