

Announcing a New Feature for *Psychology of Women Quarterly*: “Teaching Psychology of Women”

Margaret Matlin
Teaching Section Editor

Jan Yoder
Incoming Editor, *PWQ*

Starting now, we are calling for submissions for the new **Teaching Section** of *Psychology of Women Quarterly*.

Our plan with this new peer-reviewed section is to expand the scope of *PWQ*'s coverage of our field in the Psychology of Women and Gender. Teaching is such an important part of our scholarship; it also builds our current base and future prospects for feminist thinkers and activists through our students. Our goal with this regular section in *PWQ* is to provide a unified home for this essential work in the field and to disseminate it widely to the audience most likely to put it to good use—*PWQ* readers. The section will also encourage us to make good use of an opportunity through our publisher, Blackwell, to provide our readers with useful supplemental materials housed on the web. Our hope is that *Psychology of Women Quarterly* will become an even more integral part of your involvement in the scholarship, teaching, and practice of our discipline.

As with anything new, our vision of what the section will look like is somewhat vague in the abstract. However, we have worked together to make our ideas more concrete and useful to potential submitters. Please consider the following guidelines:

An appropriate entry should:

- Encourage professionals who read the article to have a response such as: “This article makes me think more deeply about my courses,” or “I want to incorporate some component of this *PWQ* article into my courses,” or “This article actually has important implications for my work as a practitioner.” We would like our readers to change their thinking or their actions as a result of reading your article.
- Address a target audience of teacher-scholars who teach a psychology course or psychology content related to women and gender.
- Examine learning at any level, from high school through graduate school.
- Focus on an issue that would interest a large proportion of *PWQ* readers, including readers who do not currently teach a course about the psychology of women and gender. Although the entry must be of interest to teacher-scholars, it may also have implications for other professionals.
- Be well written and approachable. The formatting model for entries should be more like a book review than like an original research article. For example, do NOT use the sections of a research paper (Abstract, Introduction, Methods, etc). However, please do follow the guidelines for Manuscript Preparation and Style (on the inside back cover of recent issues) in general and specifically for the Title and Acknowledgments page, Title page, Notes,

References, Tables, and Figures. Please keep references to a minimum; data collection is not necessary, although brief evidence of enhanced student learning will strengthen a paper.

- Be no longer than 10 manuscript pages, double-spaced, following general APA style for text formatting.
- Represent original work that has not been published elsewhere. If you collected data, your collection procedures must conform to APA's ethical standards and have been approved by an Institutional Review Board for the Protection of Human Subjects.
- We welcome supplemental materials that may accompany a submitted paper and that are designed to be included in a web-based complement to the journal. You can also include non-copyrighted materials, such as handouts and powerpoints, which instructors can download and readily use. The inclusion of syllabi is discouraged.
- Like other scholarly works, submissions—including supplemental materials—will be peer reviewed, following a masked-review process parallel to that for original research articles. Reviewers will be established teacher-scholars.

For example, an appropriate entry could examine:

- How to develop an innovative approach to teaching a course about the psychology of women and gender, for example, teaching the psychology of women and gender with an emphasis on breaking down numerous barriers for categories such as disability status, social class, sexual orientation, ethnicity, age, and country of residence.
- How to make a component of the course especially compelling, by including features such as critical-thinking exercises, service learning, or students keeping journals.
- How to think about a philosophical component of teaching, such as “Teaching values in courses about the psychology of women and gender.”
- How to address an important topic, such as the topic of “White Privilege.”
- How students can learn about women and gender within their own community.
- How to integrate more cross-cultural perspectives into the course.
- How to integrate more information about social class into the course.
- How to make critical thinking an important part of the course.
- How to transform disagreements and hostilities into a positive experience for students.

An appropriate entry should NOT:

- Emphasize empirical research. An article that includes hypothesis testing and empirical data should be submitted to *Psychology of Women Quarterly* as an original research article.
- Examine a topic that has been addressed sufficiently in other journals and books.
- Include a lengthy presentation of a syllabus.
- Only include web-based materials. These materials are meant to be supplemental to the published work.

How to submit a paper or volunteer to be a reviewer:

We are open to submissions at any time; our expectation is that the new section will debut in the March 2010 issue. Please submit your paper as an electronic file in Word to Dr. Margaret Matlin at matlin@geneseo.edu (please send a Word 2007 file as earlier .doc file). If you would like to serve as a teacher-scholar reviewer for the section, please e-mail Dr. Matlin and include your contact information and vita. We look forward to your participation.

Although it is best to direct any questions or concerns about the section directly to Dr. Matlin (matlin@geneseo.edu; (585)245-5214), please feel free to contact *PWQ*'s Editorial Office at pwq@uakron.edu; (330) 972 - 2829 (Jan Yoder, Editor-Elect, and Jessica Headley, Assistant Editor).