Fall, 2014

Contact Information:

Instructor: Ellyn Herb, Ph.D.
Office Location: DMH 310
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Email: Ellyn.herb@sjsu.edu
Office Hours: Tues/Thurs. 5:45 p.m. to 6:30 p.m.
Monday 11:30 a.m. to 12:00 p.m. in BBC
Class Days/Time: Monday/Wednesdays 12:00 p.m. to 1:15 p.m.
Classroom: BBC 220

Course Description:
This course will explore the role of gender ideologies and gender based practices on women’s development across the lifespan. By integrating academic knowledge with personal reflections, students will develop insight into gender role development within various cultural contexts, including family, work, mental health, violence against women, sexuality and brain functioning. We will also examine bias in psychological theory and research.

Course Content Learning Outcomes (CLO)
Upon successful completion of this course, students will be able to:
CLO1 – Students will understand the social construction of gender and gender-based roles in the United States.
CLO2 – Students will understand gender roles in the context of race, culture, class and other socially situated power arrangements.
CLO3 – Students will understand the effects of gender ideology and institutionalized gender roles on female and male psychological functioning, physical health, sexuality, interpersonal relationships, mental health, and achievement.
CLO4 – Students will use feminist psychological principles to examine and critique research methodologies in the field of psychology.
CLO5 – Students will develop critical thinking skills and skills in problem identification.
CLO6 – Students will develop the skills to communicate effectively, both verbally and in writing.
CLO7 – Students will develop skills in teamwork and collaboration.

Program Learning Outcomes (PLO)
Upon successful completion of the psychology major requirements…

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Required Texts/Readings


Canvas and E-Campus
Parts of this course will be on Canvas, a part of E-Campus, found on the SJSU web site. You are responsible for regularly checking this site for changes, additions to the syllabus and notes from the instructor.
See http://www.online.sjsu.edu for more information regarding student use of Canvas.
Notes posted on the site are for your use but are not a substitute for attending class.
Classroom Protocol

This syllabus is subject to change at the discretion of the instructor. You are responsible for assigned reading and participating in classroom discussions. No make-ups for quizzes unless prior arrangement with the instructor. Attendance is not mandatory, but highly encouraged. Should you happen to miss a class, you are welcome to obtain notes from a peer in the course. Also, please ask your peers in the course if you, “missed anything important,” and do not ask the instructor. It is important to mention that those students who regularly attend class tend to do significantly better in the course.

Professional Communication

The best way to contact me is to leave a message on my private practice voice mail. The number is (408) 296-9600. You can also email me at Ellyn.herb@sjsu.edu. I don’t respond to texts from students. Since I teach on multiple campuses, please communicate the following information when you contact me:

Your full name, college name, course name, section number and phone number where I can reach you. Please don’t use abbreviations (as in texting), as I might not understand what you are trying to say. You do not need to notify me if you will not be in class, however, if you know, in advance, that you will miss a class you can let me know.

NOTE: I do not accept assignments by email unless by prior authorization from the instructor.

Personal Computer (Laptop Use)

You can use your computer to take notes during class, ONLY DURING LECTURES. No electronic devices may be used during experiential activities, discussions, student presentations, etc... Please do not surf the net, check your email or otherwise engage in interactive pursuits while in class (playing games!). If you are found to be using the computer inappropriately, you will lose the privilege of using a computer in class for the remainder of the semester.

Classroom Etiquette

1. Be polite and respectful to other people in the class, particularly when engaging in classroom discussions. Disrespectful behavior will not be tolerated and will be grounds for dismissal from class.
2. Do not carry on conversations with others during lecture, group presentations, etc.. If you have a question or comment, please raise your hand so you can be recognized.
3. All electronic devices must be turned off during class. If you need to make or take an emergency call, let me know, in advance, and please leave the classroom to do so.

4. Texting or surfing the net is not allowed in class at any time, unless directed by the instructor.

5. If you plan to take exams/quizzes through the Accessible Education Center, please remind the instructor at least one week prior to the exam/quiz so that arrangements can be made to get the tests to the center.

Class Participation

In order to create an active learning environment, students are expected to attend class regularly, participate in class discussions, complete in-class assignments and come to class having read the assigned readings.

As part of this course, we will be discussing issues that are controversial. In addition, this course has the expectation that all students will share personal information in a confidential environment. Tolerance of difference and respect for diversity will be emphasized. Learning to use the process of discourse, a feminist principle used to examine and critique information, is also an expectation in this course. Students are expected to participate in the education of others, as well as themselves. This course is “student-centered”, and the instructor will serve as a guide. Learning is a collaborative process and students will be responsible for their own learning.

Your regular attendance and participation are factors contributing to the successful completion of this course and ultimately, the grade you receive in this course. In addition, please make every effort to come to class on time. Tardiness disturbs the instructor and other students, and also deprives you of any announcements that are made at the beginning of the class.

Class participation will account for approximately 15% of your grade.

Course Requirements

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Recording Policies

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.
• “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

• “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

PLEASE NOTE: Recordings of classroom activities (demonstrations, practicing skills, etc.) and copyrighted material (videos) are prohibited. If you wish to record lectures, please ask the instructor for permission prior to the start of the lecture.

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with
disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

**Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at [http://www.sjsu.edu/senate/docs/S14-7.pdf](http://www.sjsu.edu/senate/docs/S14-7.pdf).

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center at [http://www.sjsu.edu/at/asc/](http://www.sjsu.edu/at/asc/) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in
the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
### Course Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READ – before class</th>
<th>IN CLASS</th>
<th>ASSIGNMENTS/DUE DATES</th>
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<tbody>
<tr>
<td>8/25/14</td>
<td>Introduction – Syllabus Review</td>
<td></td>
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<tr>
<td>8/27/14</td>
<td>Paving the Way</td>
<td>Chapter 1</td>
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<tr>
<td>9/3/14</td>
<td>Research in Gender Psychology</td>
<td>Lecture</td>
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<tr>
<td>9/8/14</td>
<td>Gender, Status &amp; Power</td>
<td>Chapter 2</td>
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<td>9/10/14</td>
<td>Gendered Language*</td>
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<tr>
<td>9/15/14</td>
<td>Images of Women</td>
<td>Chapter 3</td>
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<td>9/22/14</td>
<td>The Meanings of Difference</td>
<td>Chapter 4</td>
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<tr>
<td>9/24/14</td>
<td>Gendered Beauty Products*</td>
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<td>Reaction Paper 1 DUE</td>
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<tr>
<td>9/29/14</td>
<td>Sex, Gender, &amp; Bodies</td>
<td>Chapter 5</td>
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<td>10/1/14</td>
<td>Sexual Secrets*</td>
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<td>10/6/14</td>
<td>Gendered Identities: Childhood &amp; Adolescence</td>
<td>Chapter 6</td>
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<td>10/8/14</td>
<td>Gender and Toys*</td>
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<td>10/13/14</td>
<td>Sex, Love &amp; Romance</td>
<td>Chapter 7</td>
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<td>10/15/14</td>
<td>Sexual Diversity*</td>
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<td>10/20/14</td>
<td>Commitments: Women &amp; Close Relationships</td>
<td>Chapter 8</td>
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<td>Reaction Paper 2 DUE</td>
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<td>10/22/14</td>
<td>Non verbal Communication*</td>
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<td>10/27/14</td>
<td>Mothering</td>
<td>Chapter 9</td>
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<td>10/29/14</td>
<td>Birth Stories*</td>
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<td>11/3/14</td>
<td>Work &amp; Achievement</td>
<td>Chapter 10</td>
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<td>11/5/14</td>
<td>Discrimination &amp; Sexual Harassment*</td>
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<td>11/10/14</td>
<td>Midlife &amp; Aging</td>
<td>Chapter 11</td>
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<td>11/12/14</td>
<td>Gender Norm Violations*</td>
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<td>11/17/14</td>
<td>Violence Against Women</td>
<td>Chapter 12</td>
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<tr>
<td>11/19/14</td>
<td>Sex in Advertising*</td>
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<td>Reaction Paper 3 DUE</td>
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Assignments:

1. **Class Participation** – the purpose of evaluating your participation is to encourage and reward students who demonstrate active participation. You will be evaluated on the extent and quality of your participation in class projects, discussions, in-class writing assignments, etc. You will be asked to evaluate your own participation toward the end of the semester. This will be combined with the instructor’s evaluation of your participation, as well as input from peers in your discussion group. CLO1, CLO 2, CLO3, CLO4

   Possible Points = 60

2. **Group Project** – you will be placed in a small group at the beginning of the semester. Your group will research a selected topic, prepare a lecture for the class and write a scholarly paper to be submitted on the day you present to the class. This is an opportunity for your group to take the role of peer instructor – a collaborative effort that will require you to use feminist principles in designing and implementing this project. Due Dates vary. CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7

   Possible Points – 100

3. **Reaction Papers** – during the semester, we will be discussing a variety of controversial topics related to a feminist critique of the status quo (what is accepted by most people in our country). Students will choose three topics from the list below and write a 2-3 page reaction paper, taking a position, backing it up with research and including your own thoughts and opinions. Each paper is worth a maximum of 30 points. See Due Dates in the syllabus course schedule. CLO1, CLO2, CLO3, CLO4, CLO5, CLO6 3 papers, 30 points each
Possible Points – 90

A. Premenstrual Dysphoria is a controversial mental health diagnosis in the DSM-5. Should it be there? Why or why not? Include at least 3 references as well as your opinion.

B. How should we deal with sexist language in written materials? What are your solutions? How would you suggest changes to a professor on campus? To your health care provider? To your boss at work? To a parent or adult relative?

C. You are expecting your first child. How can you ensure that you and your partner will raise your child in a “gender-neutral” fashion. Be specific about all of the areas you would need to cover and how you would do that. Include at least 3 references.

D. In studying gender differences and feminism, there are a variety of arguments about whether or not we should focus on similarities between genders or differences. Take a stance on this and back up your opinions with research articles, books, etc.

E. Discuss the issue of intersectionality (impact of race, class, etc. on gender) and how you would teach this concept to a fellow classmate. Be sure and include at least 3 research references in discussing your proposal.

F. Some people claim that working mothers are responsible for many of our country’s problems. Take a position on this and back up your response with at least 3 research articles.

G. What contributes to the acceptance of violence against women in our culture. Include your own opinion as well as at least 3 references.

H. Discuss the reasons why feminism has not yet achieved the goal of total equality in this country. Use at least 3 references to back up your opinions.

I. Discuss the issue of “friends with benefits” in relation to gender equality and feminism. Back up your opinions with at least 3 references.

J. Discuss some of the issues faced by poor women in relation to what you’re learning in class. Use at least 3 references and propose at least 2 solutions to this social problem.

K. Discuss the issue of “sizism” in health care (weight stigma) including at least 3 research articles and develop a list of “Rights for Fat Women” that someone could use to take to their health care provider.

L. Discuss the stereotypes that are typical of Asian-American women and Asian immigrant women, including solutions for addressing how we can combat these in the future.

M. Propose a topic to the instructor…………write this up and submit by end of week 3!

4. Projects – We will be reading many research articles to supplement our textbook. We will also be engaging in our own “informal research projects”. There will be a total of 10 projects that will be due throughout the semester. Each one will have
it’s own instructions and we will be using some class time for some of these. See additional instructions. These activities each will have their own instructions and are marked on the syllabus with an asterisk (*). 10 points each  
CLO 3, CLO4, CLO6, CLO7

Possible points – 100

Total Points = 350

**Grading**

A+ = 340 – 350  
A = 325 – 339  
A- = 315 – 324  
B+ = 305 – 314  
B = 290 – 304  
B- = 280 – 280  
C+ = 270 – 279  
C = 255 – 269  
C- = 245 – 254  
D+ = 234 – 244  
D = 220 – 233  
D- = 210 – 219  
F = below 210