Course Format and Description

This course will explore the role of gender ideologies and gender based practices on women’s development across the life span. By integrating academic knowledge with personal reflections and community engaged projects, students will develop insight into gender role development within various cultural contexts and will critically examine relevant research in the field of psychology.

Specific topics will be researched and explored in detail, providing students with research and critical thinking skills, as well as an in-depth understanding of Psychology of Women topics within the field of psychology.

A major goal is to improve and refine student’s critical thinking skills and knowledge applicable to the study of Psychology of Women issues in psychology and to appreciate this in a broad cultural context.

Many class sessions will involve group discussions. It is imperative that students read articles before each class and come prepared to actively participate in class discussions. The success of this class is directly dependent on participation by students.

Canvas

Copies of the course materials such as the syllabus, mandatory reading assignments, major assignment handouts, etc. may be found on Canvas course site. You are responsible for regularly checking for course updates and information.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will:

CLO1 Have an understanding of the social construction of gender and gender based roles.
CLO2 Have an understanding of gender roles in the context of race, culture, class, and other socially situated power arrangements.

CLO3 Understand the effects of gender ideology and institutionalized gender roles on female and male psychological functioning, physical health, sexuality, interpersonal relationships, and achievement.

CLO4 Use feminist psychological principles to examine and critique research methodologies in the field of psychology.

CLO 5 Develop critical thinking skills and skills in problem identification.

CLO6 Demonstrated competence in written communication by analyzing, synthesizing, and integrating existing psychology literature relevant to this topic

CLO7 Build skills in teamwork and collaboration.

CLO8 Build civic engagement and university engagement by using the tools of feminist psychology to address campus/community needs.

CLO9 Demonstrated the ability to focus, refine and present complex theory and research ideas by way of class presentations and facilitation of class discussions.

CLO10 Provided evidence of skills in researching the psychology literature (including accessing electronic and print journal articles in libraries and beyond)

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. (as demonstrated by in class writings, Integration Assignments and Gender & Community Project)

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. (as demonstrated by Integration Assignments and Gender & Community Project)

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. (as demonstrated by in class writing and discussions and by Integration Assignments)

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues. (as demonstrated by in class writings, Integration Assignments and Gender & Community Project)

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society. (as demonstrated by in class writings, class discussions, Integration Assignments and Research Projects)

Required Texts/Readings

Textbook

There is no text book for this course.
A mandatory reader and additional required reading will be provided via Canvas

Instead of a textbook, students will be expected to read several articles per topic. Articles will be organized by topic in folders and will be posted on Canvas.
Course Requirements and Assignments

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.

The total points possible for the class = 200.

1) Famous Women Assignment (10 points) CLO3, CLO6, CLO9, CLO10

2) In class writings/ small group discussions (30 points total) CLO1, CLO2, CLO 3, CLO4, CLO5, CLO6, CLO7

3) Integration Assignments (40 points total) CLO1, CLO2, CLO3, CLO4, CLO9

4) Research Project (50 points total) CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, CLO9, CLO10

5) Final Project (40 points) CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, CLO9, CLO10

6) Class Participation (30 points) CLO1, CLO2, CLO3, CLO4, CLO6

Assignments:

-- Research Project: 40 points

The group Presentation is a team based project. You will work with 2 other classmate to design & present a Presentation. The bulk of the project work will be done outside of class time. In this project, you will apply research and theory from the psychology of women to educate people and/or influence policy change.

*Your project will be graded on the degree to which you clearly and effectively apply research and theory from the psychology of women. You must use references from the psychology of women literature.* These references may include articles or chapters from the required course readings, class lectures and research articles.

The team will choose a topic within Psychology of Women.

Each member will be expected to find, read, summarize and use one relevant scientific article from the library. Your project must demonstrate your comprehension of psychological literature related to women and your ability to apply the scholarly and research information you have read.

More details about each part of the Group Presentation will be given in class.

All presentations will be presented to the class on the assigned days. All team members must participate fully in the presentation in order to receive credit.

*Each team member will turn in 1) full copies of all articles used 2) a 3-5 page write up. All parts of this assignment is due on your assigned presentation day.*

-- In Class Writings / Small Group Discussions: (50 points)

You will be given discussions questions to answer individually and then discuss in small group. You are expected to participate fully in these discussions

-- Famous Women Assignment (10 points)

You are to choose 1 famous woman and will be assigned 1 famous woman in history who made a significant impact on society. A 2-page double spaced paper for each woman discussing each woman’s contributions to society (2 pg. for each woman) You will present a 1 minute introduction to the 2 women.
Integration Assignments (30 points)

Two integration assignments/papers will provide an opportunity for you to integrate information from course readings and lecture with personal reflection and opinions. Specific integration questions will be provided for each assignment. Each integration assignment will be no less than three pages, double spaced, using a standard 12 point font. I will not accept handwritten work.

Final Project (30 points)

On the day of your Final for this class, you will prepare a 3-min. presentation on a Psychology of Women topic that was NOT discussed in depth in class. More details about this Presentation will be given in class.

Class Participation (30 points)

You are expected to participate in all aspects of this class -- small groups discussions, full class discussions, discussions about the readings and the videos.

The purpose of evaluating your participation is to encourage and reward students who demonstrate engaged scholarship. Thus, you will be evaluated on the extent and quality of your participation in class and class related projects. I may periodically distribute in class assignments based on the readings that will be considered in evaluating your participation.

Your participation grade will be based on the following criteria:

Excellence (30 points) requires that you participate fully in the Gender & Community Poster Project, that you respond thoughtfully and clearly to all in class thought assignments, and that you play a leadership role in discussion, demonstrate that you carefully read and thoughtfully consider the text, discuss points articulately, listen sensitively and respond intelligently to other's views; do not interrupt, obstruct or dominate discussion; ask insightful, carefully-constructed questions; and take responsibility for the overall quality of the discussion.

Above Average (20 points) requires that you participate fully in the Gender & Community Project, that you respond thoughtfully and clearly to all in class thought assignments, and that you participate actively in discussion, demonstrate good knowledge of the text, work to achieve understanding, listen to other viewpoints, and ask sound questions.

Average (10 points) requires that you participate fully in the Gender & Community Project, that you respond thoughtfully and clearly to all in class thought assignments, and that you participate actively in discussion, demonstrate good knowledge of the text, work to achieve understanding, listen to other viewpoints, and ask sound questions.

Below Average (5 points) requires that you participate fully in the Gender & Community Project, that you provide a clear response to some of the in class thought assignments, and that you occupy a seat and occasionally ask questions in class.

At the end of the course, you will be asked to evaluate your level of participation and success in your understanding of the issues. This self-evaluation will be taken seriously when participation grades are determined.

Grading Policy

The various parts of the course add up to 200 possible points

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Other Important Information:

1. Office Hours:
Office hours are generally used to help clarify information from lectures, discussions, group activities, readings, or papers. At least once this semester I would like you to meet with me so that I can get to know you on a personal basis. I am also available to discuss graduate school in psychology and other professional development issues.

2. Late Assignments:
Assignments are due the first 5 minutes of class. The late policy for any work is a 5-point drop in grade for each class period late. If a medical or legal emergency delays the turning in of an assignment, please contact me as soon as possible, provide documentation of the event, and we will work something out. Late assignments may not be returned as promptly because they will be competing with papers in this class and in other classes, which are turned in on time.

Classroom Protocol

(You are expected to come on time and to participate actively and attentively in this course. If you miss a class, you are responsible for obtaining the content, video clips and handouts…..from other students who were in attendance.

All cell phones must remain on silent during course time. Surfing the web, listening to music and engaging in text messaging during class time are all prohibited. If you are unable to refrain from engaging in disruptive behaviors during class time, you will be asked to leave the class.

You may NOT record any classes. This syllabus is subject to change at the discretion of the instructor.

As part of this course, we will be discussing issues that are very controversial. You will be presented with a variety of thoughts about these topics and it is up to you to decide where you stand on the various issues.

There is no single ideology that you must believe in, however, we do require that you support your idea with text and experience (e.g., gender and community project).

First and foremost, mutual respect is essential to the success of the class. During class discussion, we will examine whatever ideas are brought up, analyze them, and determine for ourselves what parts are valid and what parts are not valid based on different criteria such as empirical research literature, and personal values.

Remember, this examination needs to be done in a context of controversy within civility and respect. I will not allow people to be disrespectful of other people's ideas. Remember that you will never be graded on your opinion; only how well you support it.

Second, effective education is student-centered. This means I will serve as a guide throughout your learning process, but I do not see myself as the sole source of knowledge. Practically, this means that small and large discussion will play a major role in the course. This learning style makes it imperative that you do the readings before class and come in prepared to discuss what you have read.

Third, knowledge is obtained in the interactive process of action and reflection. This is why you will be involved in a community education project. Since the goal is for you to become active participants in the discovery of knowledge, you will be integrating ideas that have been generated from the readings and class discussions with ideas that have originated from your group project work)

Laptops

You may NOT use your laptops in class unless we are doing a particular assignment which requires a laptop. Connecting to the internet and using class time to check emails, visiting social networking sites, surfing the web will result in loss of laptop privilege for the remainder of the semester.

If you need to take notes in this class…..you must use paper and pen/pencil
Cell Phones as well as other electronic devices

Please turn OFF (not on vibrate) all cell phones, pagers, any other electronic devices before entering the classroom. If found texting during the lecture you may be asked to leave for the remainder of the lecture.

NOTE: Many topics in this course may evoke strong emotions. Within the framework of individual expression, students are expected to show respect for others and their viewpoints, even when those views are opposed to those of the student.

Each student is expected to:

- Attend all classes (your grade is dependent on your participation not your attendance)
- Complete all assigned readings prior to each class
- Actively participate in all classroom discussions. Pay attention
- Arrive on time // Do not leave early
- Turn off all cell phones, laptops & watch alarms prior to entering classroom.
- Don’t talk when your instructor is speaking or when other students are asking questions.
- Be respectful of the thoughts, opinions, and experiences of others even though you might not agree with what they are saying.
- Many of the topics in this class may have personal significance to some students. Please make a special effort to listen to one another and respect one another’s views.
- Laptops and cell phone are NOT permitted and MUST be turned OFF
- Turn in all assignments on time
- Course material will be available on the on Canvas, as well as the articles you will need to read.
- Course materials on Canvas are not meant to be a substitute for coming to class. In that this a senior course, my expectation is that you be very engaged in the material as it is being discussed in class.

WRITING POLICY

The quality of your writing is graded in this class. You will lose points if I cannot understand what you are trying to say. If your grammar is too difficult to understand, you should seek additional assistance with your writing.

It is your responsibility to proof read or have the paper proof read prior to submission. Whenever referencing something you have read, you are expected to provide a complete, APA- style reference.

It is assumed that you know, understand, and can properly apply APA- style. If not, it is your responsibility to re-familiarize yourself with this style guide.
Never reference a web site or web source, ever. If you find a good article referred to in the web, get it, read it, and use that original source.

At SJSU plagiarism is the act of representing the work of another as your own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements.

**Plagiarism at SJSU in Unacceptable.**

Plagiarism is considered but is not limited to:

- The act of incorporating ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work, without giving appropriate credit, and representing the product as one’s own work;

- And, representing another’s artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one’s own.

The following URL will take you to the SJSU library’s plagiarism tutorial. If you have not yet completed this, it is worth your while to do so. [http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm](http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm)

**University Policies**

The Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.

You may find all syllabus related University Policies and resources information listed on GUP’s Syllabus Information web page at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at [http://www.sjsu.edu/aars/policies/latedrops/policy/](http://www.sjsu.edu/aars/policies/latedrops/policy/). Students should be aware of the current deadlines and penalties for dropping classes.

**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 and the following items to be included in the syllabus:

- “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.”

- It is preferred that there be no recording of this class.

- “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.”
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/.

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 their disability.

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.

Student Success and Wellness
Taking care of yourself is critical to your success at SJSU. I strongly encourage you to take advantage of the workshops and programs offered through various Student Affairs Departments on campus such as Counseling Services, the SJSU Student Health Center/ Wellness & Health Promotion Dept., and Career Center. See http://www.sjsu.edu/wellness or http://www.sjsu.edu/counseling/Workshops/ for workshop/events schedule and links to many other services on campus that support your wellness!

Tentative Schedule for PSYC 107/WOM 107 Sec 02
Psychology of Women, Fall 2017
(Updates and additional topics will be posted on Canvas)
Mandatory Reading Assignments and Due Dates will be handed out 1st week of class

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<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>Th 8/24</td>
<td>Class Overview</td>
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<tr>
<td>8/29</td>
<td>Intro to Psychology of Women</td>
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<tr>
<td>Th 8/31</td>
<td>The Power of Difference  Power, Privilege &amp; Status</td>
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<td>9/5</td>
<td>Gender development, Gender identity, expression, diversity and language</td>
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<td>Th 9/7</td>
<td>Systems of Inequality/ Stereotypes, Gender Roles &amp; Myths</td>
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<td>9/12</td>
<td>Cultural Sexism/ Benevolent Sexism/ Cultural Context/ Intersectionality</td>
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<td>Growing up Female in America Roles and Norms</td>
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<td>9/19</td>
<td>Videos-- In class activity</td>
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<td>Th 9/21</td>
<td>Famous Women Discussion</td>
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<td>9/26</td>
<td>Women’s History Rights, Privileges and Advances</td>
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<td>Th 9/28</td>
<td>Cultural Images &amp; Expectations Media Portrayal of Women</td>
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<td>10/3</td>
<td>Videos -- In class activity</td>
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<td>Portrayal of Women in Music</td>
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<td>10/10</td>
<td>Women and Sports</td>
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<td>In class activity</td>
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<td>10/17</td>
<td>Women &amp; Relationships</td>
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<td>Current Issues Discussion</td>
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<td>Sex, Gender &amp; Sexuality</td>
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<td>Violence Against Women</td>
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<td>Reproductive Choices</td>
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<td>11/14</td>
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<td>Th 11/16</td>
<td>Women &amp; the Workforce</td>
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<td>11/21</td>
<td>Women’s Issues Globally</td>
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<td>11/23</td>
<td>THANKSGIVING</td>
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<td>11/28</td>
<td>Midlife and Beyond: Aging</td>
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<td>Th 11/30</td>
<td>Mental, Emotional and Physical Health</td>
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<td>12/5</td>
<td>Spirituality/ Religion and Women</td>
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<td>Th 12/7</td>
<td>Making a Difference</td>
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<tr>
<td>12/7</td>
<td>Summary Evaluation of Course</td>
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FINAL  Tuesday Dec 19th 12:15 – 2:45  **Final Presentation**