Course and Contact Information

Instructor  Simone Lundquist, Ph.D.
Office Location  DMH 310
Telephone  (408) 924 5634
Email  Simone.Lundquist@sjsu.edu * The fastest, safest, and best way to contact me is via email
Office Hours  Mondays, 12:00 – 14:00 * Please make an appointment via email *
Class Days/Time  Mondays & Wednesdays, 10:30 – 11:45
Classroom  CL 117

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 Learning Outcomes (CLO)

Course Goals and Student Learning Objectives

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.
CLO5 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).

Measurement of the course learning outcomes will be achieved via evaluation of the student's written assignments, quizzes, class discussions, reflection papers, and a cumulative final exam.

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirement:

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, Reflections, 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 writings, Reflections, discussions and 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, Reflections, Integration Assignments and Gender & Community Project)
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, Reflections, class discussions, Integration Assignments and Research Projects)

## Required Texts/Readings

There are two sources of readings for this course. All sources are required reading. The two textbooks can be purchased from the bookstore or on-line at your favorite used (or new) site. We will also be using a number of related articles which could be found on Canvas. I expect you to have completed the readings prior to the class meeting, including the book and the assigned articles. This will greatly facilitate our discussions and will help you get answers to questions that will arise while you read each assignment.

**Required Text:**


**ISBN-13:** 978-0-8400-3289-8


**ISBN:** 0-465-01347
Recommended Book


Office Hours

My office is at DMH 310. The best would be to make an appointment with me via email. If you show up without a prior appointment and I am not in my office, please send me an email. I will have regular office hours as posted at the top of this syllabus. If you cannot make one of these times, you can e-mail, or see me after class to set an appointment. I want to be available to you. If you email me, you can generally expect a response back in 48 hours during the week. If you email on a Friday or over the weekend, you will not hear back from me earlier than the next Monday. The best time to catch me is right after class and let me know if you need to see me at another time. With office hours it is first come, first served. If you do not want to wait or waited but were not able to see me, please set a time with me individually. During office hours we can discuss course questions or other topics of interest to you.

Course Canvas site

The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is not a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:

- Discussion Board (Course Announcements)
- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- Assignment submission
- Rubrics
- Grade roster
Only some of the material of this course is on Canvas. Not all of the material shown on the PowerPoint during lectures will be available on Canvas. This will not be a sufficient substitute for coming to class.

In addition to the notes, the Canvas page will have a copy of the course schedule, which I will try to update as we go along, as well as copies of the additional readings required for this course. If you have trouble accessing these materials, come and see me, we will figure it out together.

Check this site regularly for course announcements, articles, assignments, and other course materials.

### Accessing Course Canvas site

To access the Canvas site go to [http://www.sjsu.edu/at/ec/canvas/](http://www.sjsu.edu/at/ec/canvas/) and click on “Log in to Canvas”

**Username** = SJSU 9-digit ID

**Password** = your current SJSUOne password

For additional information or help with logging in:

**Canvas Student Tutorial:** [http://www.sjsu.edu/at/ec/canvas/](http://www.sjsu.edu/at/ec/canvas/)

**Note:** clearing your browsing history may help if you have trouble logging into the site.

### 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. More details about student workload can be found in University Policy S12-3 at [http://www.sjsu.edu/senate/docs/S12-3.pdf](http://www.sjsu.edu/senate/docs/S12-3.pdf).

**Quizzes/Exams**

The “exams” are meant to stimulate your reading of the text and keep you ahead of the lecture material. All questions will be based on the assigned readings and class discussions. The quizzes are completed in first or last 10-15 minutes of class. The exams will not be repeated so if you are not in class on the day that the exam is given to you, you will miss 5 points. Please keep track of your quiz schedule and the points you receive.

**Writing Assignments**

The writing assignments are designed to have you interact with the material at a more personal level.

1. **Activity Assignments**
Each student will participate in **two activity assignments – individual interview and a Media-watch vs. Real life analysis.** These 2 assignments will be organized around the spheres (‘isms) which we are investigating in this class, i.e. race, gender, sexual orientation, abilities, and age.

Students will choose which spheres they would like to investigate in each assignment with the following limitation: for each student, each of the two activity assignments will involve work on different spheres. For example, Student A chooses to do the media watch investigation of issues of race and does an interview with a person with a disability. This will help assure that each student has a chance to actively learn about different spheres of prejudice.

The interviews will be completed and graded individually. However, the media analysis will have both a group and an individual component. For the group aspect of the analysis, the whole group will receive the same grade. The individuals will receive a separate grade for the individual component.

The two activities are described below.

**a) Interview Assignment (Maximum page length = 5 pages. Individual paper = 65 pts)**

Your assignment is to choose someone from a target group to interview about their personal experiences with prejudice, discrimination, inequality, tolerance, etc. The interview should focus on their perspective as a target group member, e.g. woman of color or lesbian or woman with a disability, or woman with multiracial identity, etc.

To prepare for the interview, I will provide you with a written guide to doing a good interview. In addition, you should **find, read, and discuss in your paper at least 3 journal articles of your choice.** In this discussion, **it is important for you to describe how the content and/or findings of these articles are relevant to the experiences of the woman you are interviewing.** You should include discussion of these relevant articles in the Introduction and/or Discussion sections of your interview paper (see description of these sections below).

Also, students will spend some time in class in small groups helping each other devise interesting and appropriate interview questions. I will form the in-class groups on the basis of your choice of interview. For example, all students choosing to interview someone about their experiences with prejudice as a person with a disability will be grouped together. The questions that the group creates will be submitted to me prior to interviews.

The person you interview may or may not be a relative or friend of yours. Arrange a time free from interruptions and other people in a setting comfortable for the person being interviewed. Take careful notes during the interview or tape it (with permission from the person being interviewed) and review it later.

*** You will turn in a **4-5 page** typed summary of the interview and your reactions. The written summary should include the following 5 sections and will be worth a total of 65 points:
♦ **Introduction:** explain who you chose and why; their relationship to you; which articles you read in preparation for the interview and discuss why you chose to include those specific articles in your paper. Also, discuss any historical, social, political, and/or economic factors that may have contributed to any prejudice/discrimination your interviewee has experienced.

♦ **Methodology:** setting, procedures, etc.; i.e. who was present; whether you taped, took notes, etc.; any unusual aspects, e.g. their brother joined you half way through; in other words, anything that might influence your findings.

♦ **Findings:** content of the interview, i.e. questions and responses (you can do this in a summary narrative format or in a question/response format).

♦ **Responses to the interview:** yours and the interviewee’s; be sure to include your emotional responses as well as your cognitive responses.

♦ **Discussion:** discuss class readings and/or class lectures on women and their relevance to your findings in this interview, describe findings of any articles that are relevant to your interview and their implications for your findings.

♦ **Reference page:** cite the articles that you discussed in your paper.

b) **Media watch vs. Real life Analysis (Individual reference page with explanations = 40 pts & Group Poster of findings = 50 pts)**

You and members of your group will observe and record how people from the sphere you are assigned to investigate are portrayed on television, the movies, in print advertisements and real life. A detailed description of the assignment will be presented to you later in class.

For the group portion of this assignment (worth 50 pts), each group will:

1) Perform planned observations (Media and Real life);
2) Prepare a **Poster** describing their methodology, stating their research questions/comparisons, & briefly summarizing their findings.
   Guidelines for the Poster will be provided.

For the individual portion of this assignment, each student will prepare a **Reference Page with explanations** (worth 40 pts); **5 pages maximum**. This Reference page should include:

1) 3 – 5 scholarly articles/references for your media analysis
2) A **BRIEF summary** of the findings of these articles
3) A concise discussion of **WHY you chose** the article/reference
4) Detailed explanation of **how the article relates to your project and your own media findings**.
2. **In-class writing (50 pts).** Several times (5 times) during the semester, you will be asked to write about your own opinions, beliefs, values, and reflections about what we learn in class. In addition to writing about your own thoughts regarding these topics, you will also be asked to discuss the relevance of this topic for the “real” world. In other words, I want you to discuss what you think the implications are of each of these topics for people in general and for society as a whole.

2. **Reflection papers (50 pts).** In these papers (10 papers), you will describe your reflections on what you learned in this class. Maximum length of each paper is 1 typewritten double-spaced pages. Please see the modules on Canvas and the class schedule on your syllabus for due dates.

3. **What Women Want Paper (100 pts).** This assignment will be a paper describing what women want and discussing how they can get what they want. To write this paper, you must discuss at least 5 different rights women want to gain/maintain. Most importantly, you must **discuss at least 5 specific techniques/strategies that you believe will be effective in achieving their goals** and clearly explain why you think these ways would be **successful**. Maximum length of this paper is 3 typewritten double-spaced pages.

4. **Class participation (60 pts total).** Because this is in part an experiential class, attendance and participation are crucial. You cannot participate if you do not come to class. Thus, absences will diminish the level of participation you can achieve in the class, and will reduce your grade. Many classroom activities and discussions will supplement the reading and students are responsible for all material, assignments, and explanations given in class, even if they were absent.

   a. **Other misc. classroom activities.** You will also be given points based on your own participation in various classroom activities throughout the semester. This may include small group (5-6 people) discussions & participation at your classmates' presentations.

   **NOTE** that University policy F69-24 states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

**Important Notes:**

1) To receive complete credit on your papers, you must pay careful attention to grammar, spelling, sentence construction, etc. Spell and grammar checkers do not catch all errors - you must **PROOFREAD IT**! Even better, have someone else proofread it. **Papers that contain many spelling and grammatical errors will result in substantial point reduction.**

2) Note that part of the media analysis will be done in groups. It is up to group members to decide how to best distribute the work load equally among the individual group members. The entire group will get the same grade on the group portion of this assignment so it is important that each member of the team do all they can to contribute to the group product.

**NOTE** that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “Students should attend all meetings of their classes, not only because they are responsible for
material discussed therein, but because active participation is frequently essential to insure maximum
benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

*Online and in-person (hard copy) submissions*

You must turn in your assignments in two ways: (1) in person, printed copy of the completed
paper; and (2) online upload on Canvas. This is a plagiarism detection and originality analysis
system. You will receive feedback about the amount of copying you may have done in your
paper before you turn in your final version. You can still correct any mistakes or plagiarism
based on this feedback BEFORE you turn in your final paper by the deadline. Once the deadline
has arrived, the last version uploaded will be your final paper. The following file types are
compatible with the online process: MS Word, WordPerfect, PostScript, Acrobat
PDF, HTML, RTF, and Plain Text. If you plagiarize your paper it will be detected here.
Plagiarism will result in a failure in the course and possible dismissal from the university. I
assume that you have completed the plagiarism (tutorial available here:
http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm ) by the time you have taken this class.
If not, please do so as it will help you avoid making costly mistakes.
You must also turn in hard (printed) copies the day each of the papers is due.
Please contact me with questions BEFORE the paper is due.

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**Grading Information**

Grading is based on the following:
1. Interview assignment (*65 points*)
2. Media watch vs. Real life Analysis (Individual reference page with explanations = *40 pts
   & Group Poster of findings = *50 pts*)
3. What women want Paper (*100 points*)
4. Sum of your Quizzes (*35 points;* 7 Quizzes, each 5 points)
5. Sum of your Reflection papers (*50 points;* 10 papers, each 5 points)
6. Sum of In-class writings (*50 points;* 5 papers, each 10 points)
7. Participation (*60 points: 30 sessions, 2 points each session*)
8. Final Exam (*50 points*)

The grading scheme for this course is determined as follows:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
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<td>D</td>
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<td>D-</td>
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**Make-up Exams**

No extensions or make-up exams will be given except in cases of reasonable and documented
academic reasons, emergencies, serious illness, or similar seriously disruptive events. *If such a*
circumstance should arise, please contact me as early as possible and be ready to provide documentation.

Late Assignments

Assignments are due at the start of class (turned in during class) on the day indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on Canvas in a timely fashion. No extensions will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.

Extra Credit

Extra credit assignments are given at the instructor's discretion. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2% of the total number of points available in the course.

Classroom Protocol and Policies

Classroom Protocol

I believe that the classroom is a professional environment where we co-create a dialogical context to facilitate learning and exchange of knowledge and experiences. The guiding principles are to be respectful and attend to what is going on in class. I expect that you be mindful of these codes of conduct as classroom etiquette breaches will not be tolerated and will be grounds for dismissal from the class.

1. Be polite and respectful to the other people in the class, particularly when engaged in discussion. While I encourage an open discussion of many ideas, please refrain from using language that is prejudicial or hurtful to others.
2. Do not carry on conversations with others during lecture. (If you have a question or point to make, just say it so we can all hear it!)
3. Please turn off your cell phone for the time you are in class. If you need to receive an emergency call, let me know about it in advance. Never take a call and start talking during class.
4. Never bring out a cell phone during an examination period.
5. Do not text message during lecture.
6. You may not use a laptop in class. If you have a disability with a need for such an accommodation to take notes, please contact me and we will make an exception.
7. Attend to the lecture material. Do not work on any other course material during class, including studying for other exams.
8. Do not sleep during class.

The information in the syllabus is for your convenience. Any portion of it may change as seems appropriate, especially the dates on which the tests occur (except the last exam). You are responsible for keeping current on any deviations from the class syllabus, again, particularly rescheduling of tests. Check the class web site if you cannot be in class and
want to check the times for exams, etc. Generally, I will lecture in class, and participation is highly encouraged. Participation makes the class much more interesting and allows you to develop your critical thinking skills. Questions are welcome at any time.

**Definition of a Credit Hour**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

The expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

**Contacting Instructor**

1. **I will answer emails M - F, 9:00 - 5:00.** If you email me at night or on the weekends, do not expect a response until the next weekday, at the earliest.

2. **Through Canvas (Canvas) mail function.** Best for private questions and comments.

3. **Through regular email:** simone.lundquist@sjsu.edu.

4. **By phone.** Best if you need to contact me quickly and cannot use email at the time.

5. **Consider emails for this course as professional correspondence (see sample correspondence at the end of the syllabus).**

   a. **Subject Line** should include your class and a brief description of the issue (e.g., Subject: Psych 107: absence on 10-10-11).

   b. **Greetings** should be formal and use your instructors title (e.g., Dear Dr. Lundquist or Professor Lundquist)

   c. **Identify yourself** and the course/section you are in.

   d. **Issue or question** should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.

   e. **Expect replies within 1 - 3 days.** Polite follow-ups are encouraged if you have not heard from me in a reasonable amount of time.

**Example email correspondence**

**Subject:** Psych 107: Assignment due date question

Dear Professor Lundquist (or Dr. Lundquist),
My name is Miranda Jackson and I am in your 107 class that meets M/W 10:30 - 12:00. I am not sure when the Response Journal assignment is due because of conflicting information. The syllabus schedule says Nov. 5, but the assignment sheet itself says Nov 9. Thank you for your attention to this matter.

Regards,

Miranda

student id # 001234567

Regular attendance is necessary to do well in the course.

Although the course has an online resource, this resource is not a substitute for attending lectures. Attendance is strongly recommended. I expect you to come to every class. If you do not attend classes, you will definitely miss material that will appear on the exams. Class is also the time to have any questions answered that you may have. Material not presented in class but which appears in assigned readings will also be included on the exams. So the exams will cover material from lectures, assigned articles and your textbook. While the lectures include some material from the text, it will also contain different material. If you see contradictions between the lecture and the material in the text, please do not hesitate to ask about this in class. There will be pop quizzes and writing assignments for this class which if you do not come to class, you will likely miss if you don’t come to class. These quizzes and assignments count toward your final grade. For all these reasons, it will not be advantageous to you, if you miss any classes.

Laptops

In-class laptop use (if deemed necessary by the professor) should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., web surfing) distract both the instructor and students and will not be tolerated. You will be asked to turn off your laptop if you are engaged in non-class activities. You will be asked to refrain from laptop use for the duration of the course if this behavior continues.

Cellphones and other electronic devices

Please be certain to turn off or put in silent mode all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom.

Late arrivals

If you must arrive late or leave early, please do so quietly and with a minimum of distraction.

Be respectful of others

Respect differing points of view offered by students. Independent discussions should not be happening when someone is addressing the class.

I expect you to come to class prepared
“Prepared” means you have completed the readings and any assignment before class starts, and written down any questions you had from the assignment. You should be as prepared as you expect your professor to be.

Communication

Use email! Use office hours! Talk to me!!!

Check the course Canvas site regularly

If I become ill, I will inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.

Recording of Class Lectures & Sharing/Distribution of Course Content

Common courtesy and professional behavior dictates 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. This 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.

- If you wish to record lectures for your private, study purposes, please discuss this with the instructor. Written permission to record lectures will need to be granted for the whole semester or on a class-by-class basis.

- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

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. This policy extends to both content presented in the classroom and posted on the Canvas site.

University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

Student Resources

Librarian: Psychology

The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research:
Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

ACCESS Success Center

The ACCESS Success Center is a resource for College of Social Sciences students, which includes psychology majors. This center provides mentoring, tutoring, and advising especially geared for social science majors. The center provides workshops and presentations on writing, statistics, graduate school applications, and so forth. Visit their webpage for more information, http://www.sjsu.edu/access/

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.
Psychology 107, Psychology of Women, Spring 2017

This is a tentative timeline and we may deviate from it. It is your responsibility to know where we are in the readings and if the test dates or materials to be included on tests might have been changed. We will work very hard to stay on schedule.

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments and Quiz Due</th>
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<tbody>
<tr>
<td>WEEK 1 01-30</td>
<td>Introduction to course</td>
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<tr>
<td>WEEK 1 02-01</td>
<td>What is Psychology of Women?</td>
<td>In-Class Discussion</td>
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<tr>
<td>WEEK 2 02-06</td>
<td>Gender Stereotypes and other Gender Biases</td>
<td>Matlin: Chapters 1&amp;2</td>
<td>Reflection Paper 1 on Matlin Chapters 1&amp;2, due</td>
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<td>Small Group Discussion</td>
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<td>WEEK 2 02-08</td>
<td>Making Meaning</td>
<td>Kaschak: Introduction &amp; Chapter 1(p.1-36)</td>
<td>In-Class writing Assignment 1 Small Group Discussion</td>
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<tr>
<td>WEEK 3 02-13</td>
<td>Infancy &amp; Childhood</td>
<td>Matlin: Chapter 3</td>
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**Interview Assignment Due on 03-22**
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<td>Media vs. Real Life Analysis</td>
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Psychology 107, Psychology of Women, Spring 2017
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<td>A New Model for Feminist Psychotherapy</td>
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<td>“What Women Want” Paper, Due on 05/10</td>
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