San José State University
College of Social Sciences, Department of Psychology
The Psychology of Women, Spring 2021
PSYC 107: Section 01, CRN #27401
WOMS 107: Section 01, CRN #29092

Instructor Information

| Instructor:          | Leslye M. Tinson, M.S., LMFT (she/her)  
|                     | Lecturer of Psychology & African American Studies |
| Office Location:    | @ home due to COVID-19 pandemic |
| Office Hours:       | Mondays 4:30-6 and Thursdays, 10:30am-12pm, OR by appointment  
|                     | (All office hours held virtually) |
| Email:              | Leslye.Tinson@sjsu.edu |
| Faculty Websites:   | SJSU People: Leslye Tinson |
| Class Days/Time:    |  
|                     | • Orientation meeting: Thursday, January 28, 9:00am  
|                     | • Class discussions: Tuesdays, 9:00am-10:15am  
|                     | • All other times asynchronously  
|                     | This course is available online using Canvas |
| Class Location:     | This course is a fully online hybrid course, with some synchronous meetings. Meetings will be held virtually using Zoom or Google Meet. All course materials are located on Canvas. |

Course Description

PSYC 107 - Psychology of Women, 3 unit(s)
Sex-role development of women in terms of bio-social factors involved in intellectual and personal-emotional functions. Psychological theory and research.

- Prerequisite(s): PSYC 1.
- Cross-listed with WOMS 107. Psychology is responsible for scheduling.

Welcome to our online-hybrid course!
Proceed To Our PSYC 107 Canvas Course  
SJSU Learn Anywhere Portal
Welcome to our course!

Dear Students,

My name is Professor Leslye Tinson and I am excited that you will be joining me in PSYC 107: Psychology of Women this semester! It’s an interesting time to be exploring the construct of gender and the social, psychological and behavioral implications of being a woman in today’s society. I look forward to sharing ideas, answering questions, and learning with you in the weeks ahead.

Our class officially starts on Thursday, January 28, 2021 at 9am and that is when you can login to begin. To successfully login use the following:

- SJSU One
- Canvas website: SJSU Login

On Thursday, January 28, I’ll be hosting a Live Course Welcome Session. I’ll use Zoom to give you a tour around our course website and answer your questions. We will also have a brief discussion of course content. You can join from your desktop, laptop, or smartphone.

Zoom link for our class session can be found on Canvas

Our class is fully online, and there are required activities to complete in order to stay actively enrolled. Please login and finish the following Orientation module by the end of the second week of classes.

1. Read the Week 1 module (includes our syllabus)
2. Participate in the “Intro” Discussion Board
3. Complete the “Getting to Know You” Survey
4. Setup your study plan schedule

To Summarize:

- Course starts on Thursday, January 28.
- I’ll host the Live Course Welcome Meeting using Zoom on Thursday January 28 at 9am, and
- You have several items to complete before the second week of classes.
- We will usually have our Zoom meetings once a week, Tuesdays at 9am. The rest of the course content will be available for you to complete asynchronously.

That’s it for now. Feel free to email me if you have any questions or concerns getting started. I’m looking forward to an awesome semester of learning with you.

Sincerely,

Professor Tinson

Leslye M. Tinson, M.S., LMFT
Lecturer of Psychology & African American Studies
Leslye.Tinson@sjsu.edu
About your instructor

My name is Leslye Tinson and my pronouns are she, her. Please refer to me as “Professor Tinson” or “Ms. T”. I am a Lecturer in the Department of Psychology and in the Department of African American Studies at SJSU. I also teach in the MS Clinical Psychology graduate program here at SJSU. I have been teaching at SJSU since 2015 and enjoy meeting new students and helping you as you make progress in your educational journey.

At present, I am a doctoral student, so I’ll be studying and stressed right alongside you! I have a Master of Science in Clinical Psychology from San Francisco State University. I am a Licensed Marriage and Family Therapist and have an active private practice. I have taught a variety of courses at colleges and universities throughout the Bay Area. I will share more about my background and experiences with you on our Canvas website. You may also view my SJSU faculty webpage.

How to contact your instructor

If you have a question as you are moving through the class, please do the following:

1) If it is a general question, post it on the Q&A forum for our class.
2) If it is a personal question (e.g. grades, accommodations, etc.), send me a message using the Canvas inbox.
3) OR Send me an email directly at Leslye.Tinson@sjsu.edu. If you email me directly, be sure to let me know it’s for our PSYC 107 course.

Textbooks and Materials

We have 2 required texts for the course. I have provided links to websites for purchase, or you can order from the SJSU Spartan Bookstore.

   - ISBN: 978-1-4786-3188-0 paperback
   - Vitalsource
   - We also will read short essays from *All the Women in my Family Sing* (2018, edited by D. Santana).
   - ISBN: 978-0-9972-9621-1 paperback
   - Our MLK Jr. Library owns a copy - You may access the e-book
You will also need:

- a **composition book or paper for taking notes**, a **computer/laptop/e-device** for accessing Canvas, and submitting assignments, and a **reliable Wi-fi** connection for accessing our online classroom discussions.
- Please use **earbuds (or headphones) with a microphone** for our class meetings.
- **Computers are available for rental from SISU Student Computing Services.**

**Recommended Books (optional)**

Bernard, E. (2019). *Black is the body: Stories from my grandmother’s time, my mother’s time, and mine.* Alfred A. Knopf Books.


Hernández, D. & Rehman, B. (Eds.). *Colonize This! Young women of color on today’s feminism,* new ed. Seal Press.


**Research Journals**

The [MLK Jr. Library](https://mlk.sjsu.edu) subscribes to these related journals. Be sure to check and utilize your FREE access to scholarly materials by using the Library.

Examples of research journals related to our course include:

- [Sex roles](https://link.springer.com) (Springer)
- [Handbook of diversity in feminist psychology](https://www.apa.org) (APA)
- [Violence against women](https://www.sagepub.com) (SAGE)
- [Psychology of Women Quarterly](https://www.sagepub.com) (SAGE)
Course Format

This course will be conducted through weekly Zoom meetings, online discussion forums, required films, and assignments on the Canvas course website. To use Canvas, students will need access to an electronic device such as a computer, and will need to login using their SJSU credentials.

Canvas

Canvas is SJSU’s Learning management tool. All of our course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas course website. Students are responsible for regularly checking Canvas and their SJSU email address regularly to learn of any updates. Since this is a fully online course, Canvas will be the centralized source of course material, communication and supplemental material. You will also need to use your SJSU Library account to access certain required films in the course.

- Login regularly and check Canvas often!!
- Video: How to Access Canvas (Canvas Overview).

Required Computer Equipment

You will need a computer and reliable internet access in order to successfully complete this course. Some of the course material may be accessible by phone or other e-device, but the majority of the course’s content may require a full computer/laptop browser and a large bandwidth of data access. Therefore, it is strongly recommended that you utilize a full computer or laptop to access all course materials. Computers are available for loan from the campus.

Student Computing Services

NOTE: There may be some apps that are incompatible with iPad or Chromebook security settings. In these cases please contact me as soon as possible, so we can try to figure out an alternative.

Need Tech Support?? If you think you need tech support, try these things first:

1. Log out and try to log back in. Restart your computer.
2. Try a different web browser. See if it works in Chrome or Firefox.
3. Maybe a classmate can help! Post your question to our Q&A forum on Canvas.
5. Contact SJSU eCampus for help
6. Inside Canvas, use the help emoji (question mark icon) on the left navigation Canvas menu and submit a trouble ticket.
7. If all else fails, email Professor Tinson: Leslye.Tinson@sjsu.edu
Student Learning Objectives

For this course, the following student learning objectives will be met through a variety of assigned readings, films, writing assignments and class discussions.

Course Learning Outcomes (CLO)

A. Analyze gender as a social construct.
B. Explain basic assumptions, biases and stereotypes commonly shared about gender.
C. Analyze experiences of gender discrimination from a global perspective.
D. Compare the types of feminism and delineate key historical moments of gender liberation.
E. Analyze visual representations of women’s bodies and the effect on self-image, self-esteem, identity development and internalization of sexism.
F. Identify the biological, social and cultural factors that influence gender identity, gender expression and role socialization.
G. Analyze strategies for effecting social change in promoting gender equality.
H. Apply a multicultural, intersectional framework to understanding the complexities of life for women in a global society, including race, class, gender, sexuality, socioeconomic status, language, migration status, body size, religion, and other factors that affect how women are viewed.
I. Apply psychological research and concepts to a biographical narrative (e.g. HERstory).

Program Learning Objectives: B.A. Psychology

1. Knowledge Base of Psychology
Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

2. 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.

3. Critical Thinking Skills
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.

4. Applications of Psychology
Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

5. Values in Psychology
Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.
Student suggested learning path

Each Canvas module is set up in a sequentially numbered format. To ensure you don’t miss anything, you should plan to follow the module in order as it is designed. There will be green check marks or red marks next to each item. This helps you to easily keep track of what is due for each module.

Canvas' navigation buttons are located at the bottom of each page of the module. To proceed, you will need to click the NEXT button. Click NEXT to continue, so that you do not miss any content.

Below is an example of what the Module layout looks like:

Assignments (Course Requirements)

Courses 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. Please keep in mind that additional discipline in making sure assignments are completed on time, is the responsibility of the student enrolled in an online course. The course requirements are as follows:

1. Course Orientation 20 points
2. Syllabus Quiz 10 points
3. Discussion Posts 50 points
4. Midterm Reflection 20 points
5. Surveys 10 points
6. Honoring Women project 90 points
Assignment Details in Brief

Course orientation module (20 points)
- Setup your Canvas profile, add profile picture, and set your notifications ON
- Setup your Zoom account, add profile picture, add gender pronouns
- Attend Zoom orientation or view the recording
- Watch the introduction video on Canvas
- Read the syllabus and Prepare a learning schedule/study plan

Graded Assignments in the Orientation Module
- Post on the introductory discussion board (Submit using Canvas Studio, or text with photos) - 10 points
- Submit “Getting to know you” sheet to instructor - 10 points

Syllabus Quiz (10 points)
The course syllabus is our agreement for the semester. Students are expected to read the syllabus thoroughly and refer to it often during the course. We will have one quiz (administered on Canvas) that will review your understanding of the syllabus policies and course requirements. Students who do not complete the syllabus quiz by the deadline will receive 0 points on this assignment.

Discussion Forums (50 points)
In addition to our Zoom discussions, students will participate in virtual dialogue with classmates through the Canvas discussion forums. Examples might include: sharing your favorite research finding of the week’s readings and why, or analysis of a video or controversial issue in feminist psychology. Students will post their original ideas then reply to several colleagues in the course. The goal is to have authentic dialogue with at least one other student in the forum. Discussion posts can be submitted as written text or video submissions using Canvas Studio, which is an app built into our Canvas course.

Students can complete any 5 of the 6 discussions below. You are expected to incorporate the readings on the topic, provide resources and make connections between your experiences, research, and knowledge to the topic.

- Discussion 1: What is feminism?
- Discussion 2: Gender socialization
- Discussion 3: School pushout of Black girls
- Discussion 4: Perspectives of motherhood
- Discussion 5: Women and aging
- Discussion 6: Women as leaders

Midterm Reflection Assignment
Students will submit periodic reflections on the assigned readings and films in the course.
You may submit your work as a journal entry (mini-essay), a slideshow presentation, a blog post (portfolio), podcast style (audio), infographic or video presentation.
- Midterm Reflections - 20 points

Self Assessments Surveys (10 points)
As a part of supporting your success in the course, you will complete several self-assessments. These assessments will also provide space for the student to communicate directly with the instructor about the course and ways that the course can be improved to enhance student success. Students are not graded on the content of these evaluations, but points are given upon completion. Students who do not complete the surveys will receive 0 points.
Honoring Women final project (90 points)

As the final exam, each student will apply major concepts and research from the course in an Honoring Women project. The project consists of several parts completed throughout the semester. Each student will:

1. Submit a **proposal** for your research topic.  
2. Submit a **draft outline** of your project.  
3. Submit a **first draft of the research script**.  
4. **Peer-to-peer feedback** on your classmates’ drafts.  
5. Submit a **visual presentation** (PowerPoint, video) **OR final paper**.  

<table>
<thead>
<tr>
<th>Assignment Group</th>
<th>Point value of assignment</th>
<th>Percentage Weight toward final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>10 points</td>
<td>20% of total grade</td>
</tr>
<tr>
<td>Intro discussion post</td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>Getting to know you</td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>Surveys (2)</td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>Discussion Forums (5)</td>
<td>50 points</td>
<td>30% of total grade</td>
</tr>
<tr>
<td>Midterm Reflections (1)</td>
<td>20 points</td>
<td>20% of total grade</td>
</tr>
<tr>
<td>Honoring Women Project (final project)</td>
<td>90 points</td>
<td>30% of total grade</td>
</tr>
<tr>
<td><strong>Total Assignments</strong></td>
<td><strong>200 points</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Grading for the course

Students will be assigned a letter grade based on the percentage they earned in the course. Letter grades on the Canvas website are not considered official grades. If students have questions about their progress in the course, I strongly encourage you to meet with me during office hours.

The table below demonstrates the minimum percentage for each letter grade:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A plus</td>
<td>97%</td>
</tr>
<tr>
<td>A</td>
<td>93%</td>
</tr>
<tr>
<td>A minus</td>
<td>90%</td>
</tr>
<tr>
<td>B plus</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
</tr>
<tr>
<td>B minus</td>
<td>80%</td>
</tr>
<tr>
<td>C plus</td>
<td>77%</td>
</tr>
<tr>
<td>C</td>
<td>73%</td>
</tr>
<tr>
<td>C minus</td>
<td>70%</td>
</tr>
<tr>
<td>D plus</td>
<td>67%</td>
</tr>
<tr>
<td>D</td>
<td>63%</td>
</tr>
<tr>
<td>D minus</td>
<td>60%</td>
</tr>
<tr>
<td>Fail</td>
<td>Below 60%</td>
</tr>
<tr>
<td>Credit</td>
<td>70% or better</td>
</tr>
<tr>
<td>No Credit</td>
<td>Below 70%</td>
</tr>
</tbody>
</table>

Determination of Grades

- Final letter grades are not rounded up. Percentages on Canvas are not the official grade. Students should refer to this syllabus for the percentage assigned to each letter grade.
- Except in the case of an instructor clerical error, all grades submitted to the Registrar are final and cannot be changed after the semester ends.
- Petitions for INCOMPLETE are only approved in the rare circumstance of which a student, who is currently passing the class, has completed over 80% of the coursework, and is unable to finish due to an unforeseen emergency.

Extra Credit Options

- I typically do not offer extra credit. At my sole discretion, I may offer limited extra credit opportunities, and if so, those opportunities will be announced on Canvas.
- If extra credit becomes available, no more than 20 extra credit points can be gained toward the student's final grade in the course. Additionally, extra credit will not be acceptable for missed assignments.
Classroom Management

Office Hours

- Due to the nature of the fully online course, and the current health pandemic, I will not physically be available to meet on the SJSU campus.
- I am happy to have face-to-face video appointments with you using ZOOM, a video conferencing service.
- I expect students to meet me for office hours as soon as they realize they are having difficulty.
- If my office hour times do not work for you, please email me your availability so we can try to schedule an alternative.

Email etiquette

- Please use proper decorum when sending emails and let me know which class you are in:
  - Subject line: “SJSU – PSYC 107 grading question”
  - Dear Professor Tinson:
- I will do my best to reply to your emails within 1 day during the week. However, on occasion it may take a longer time to reply. Please ensure that the courtesy of at least 24 hours has passed before emailing me again.
- ALWAYS include “PSYC 107” in the subject line of the email. Example emails are below:

<table>
<thead>
<tr>
<th>Dear Professor Tinson:</th>
<th>Hi Ms. T:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am in your psych of women class. I have a question about Chapter 4. Can you help me understand the feminist perspective on depression?</td>
<td>I would like to meet but can’t attend your scheduled office hours. Can we set up an alternate time? I’m available Tuesday and Wednesday 3-5pm.</td>
</tr>
<tr>
<td>Thanks, Jane Smithsonian</td>
<td>Sincerely, Matt Washington</td>
</tr>
</tbody>
</table>

Online Classroom Behavior Policy

1. Please be respectful of the instructor and other students in the course, by refraining from use of profanity, racism, sexism, etc. and any other offensive comments on the discussion forums and in your electronic communications.
2. If a behavioral disruption arises, I will ask to set up a meeting prior to the student being allowed to return to the course.
3. Cheating and plagiarism will not be tolerated. College rules regarding discipline for academic integrity violations will be followed, including notifying the Psychology Department Chair and the Dean of Social Sciences. (See Academic Integrity Policy)
4. I expect students to take risks, try hard and do their best. Having a positive attitude will go a long way!
5. TIME MANAGEMENT is important. Taking an online course requires additional discipline. We won’t have the day to day reminders and in-person interaction. I will do my best to send email reminders, or post Canvas reminders online. However, it is ultimately the student’s responsibility to manage time wisely, study in a progressive manner (as opposed to cramming) and submit all assignments by their stated deadlines.
6. Special reminders about email etiquette
   - Please use kind words and maintain a respectful tone in your emails to me.
   - Please avoid emailing me when you are upset or frustrated.
c. Please avoid accusatory language, use of emoticons, or any other language that may be interpreted as rude, condescending, harassing or inappropriate to the instructor.

d. If your email is disrespectful, demeaning or disruptive, I will refer it to the psychology department chair and/or College Dean for further action. Additionally, I will also ask you to refrain from emailing me further until we have scheduled a meeting to discuss in person.

Academic Integrity Policy

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The academic integrity policy and Student Code of Conduct requires you to be honest in all your academic coursework. Faculty members are required to report all infractions to the Office of Student Affairs - Student Conduct.

Each student in this course is expected to conduct themselves with academic integrity. Any work submitted by a student in this course for academic credit will be the student's own work. You are encouraged to study together to discuss major concepts covered in lecture. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a diskette, or a hard copy, or in any other format.

Students are expected to submit college-level original work, with proper credit and in-text citations given to external sources using American Psychological Association (APA) current edition style guide. A list of references must also be provided for each typewritten assignment. For more information on proper citations in APA format, visit www.apastyle.org.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive 0 points for the assignment. Penalties can also be extended to include University disciplinary action.

Student Absences

This is a fully online course, so attendance is expected by students engaging on Canvas multiple times per week. The professor will have the ability to monitor Canvas engagement through the activity report. This view shows the professor how often the student is logged into our course and interacting with the assignment and materials. I expect students will be able to manage their own time. Since this is an online class, I expect students to develop their own learning schedule, ensuring that they adhere to the deadlines. Since we are in a current health pandemic, I am using the deadlines as “suggestions” and I will accept late work without lengthy explanation. With that said, do not wait until the last week of class to try to do all the modules.

Course Incomplete/ Withdrawal/ Grade Change Policy

I expect each student to monitor their own academic progress in the class using the course points system listed in the syllabus. Students who are having difficulty should consult with me during office hours for guidance (as soon as they notice they are having difficulty) or seek other academic assistance (tutoring, disability accommodations, counseling, etc.). Grade changes after the semester is over will only be allowed for instructor clerical error. Sometimes students are not performing well (having a "bad" semester) or have other emergencies that prohibit them from completing the course on time. If this happens, a student may wish to apply for an incomplete or withdraw from the course.
Statement on Diversity and Inclusiveness

I understand and appreciate that we represent a rich variety of backgrounds and perspectives. Therefore, I am committed to providing an atmosphere for learning that respects diversity. While working together to build this community I ask all students to:

- share their unique experiences, values and beliefs
- be open to the views of others
- appreciate the opportunity that we have to learn from each other
- value each other’s opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in this course, on campus, and in our communities

Mental Health Disclaimer & Support Services

All course material has been carefully selected to enhance the educational experience, and is not intended to traumatize or harm students. However, there are topics that we will cover that might be difficult to hear about, view films or witness others’ experiences. There may also be some material that has the potential to be retriggering of past trauma. I strongly suggest that students “put your safety mask on first” – which means, take good care of yourself as you take this online course, take breaks when needed, and regularly practice self-care, as well as solicit mental health services (if needed) as you pursue the course content.

- If you are experiencing a psychiatric emergency, please dial 911 or go to your nearest hospital.
  - SJSU Counseling and Psychological Services

University Policies

This page contains information relevant to all courses at SJSU.

- General Expectations, Rights and Responsibilities of the Student
- Academic Integrity
- Accommodation to Students’ Religious Holidays
- Adding and Dropping Classes
- Attendance and Participation
- Accommodations for Students with Disabilities
- Consent for Recording of Class and Public Sharing of Instructor Material
- Timely Feedback on Class Assignments
- Workload and Credit Hour Requirements

University Resources for Students

- Counseling and Psychological Services (CAPS)
- Peer Connections
- SJSU Cares
- Student Technology Resources
- Writing Center
Our Course Schedule

The following schedule outlines assigned readings and general topics that will be covered each week. Substantive changes will be announced via email announcements posted on Canvas.

Google Slides Deck for PSYC 107

<table>
<thead>
<tr>
<th>Start Date</th>
<th>Topics, assignments and study materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Course orientation and introductions</strong></td>
</tr>
<tr>
<td>1/28</td>
<td>Orientation Module: Course Orientation</td>
</tr>
<tr>
<td></td>
<td>- Attend orientation meeting, <strong>Thursday 1/28 at 9am</strong></td>
</tr>
<tr>
<td></td>
<td>- Complete Orientation module</td>
</tr>
<tr>
<td></td>
<td>- Setup your Canvas profile, photo and gender pronouns</td>
</tr>
<tr>
<td></td>
<td>- Setup your Canvas notifications and email preferences</td>
</tr>
<tr>
<td></td>
<td>- Download and read the Course Syllabus (PDF)</td>
</tr>
<tr>
<td></td>
<td>- Complete the Syllabus Quiz on Canvas</td>
</tr>
<tr>
<td></td>
<td>- Purchase/download textbook and materials</td>
</tr>
<tr>
<td></td>
<td>- Setup your study plan for the semester</td>
</tr>
<tr>
<td></td>
<td><strong>Assignment Submissions</strong></td>
</tr>
<tr>
<td></td>
<td>- Post in the introductory discussion forum and video forum (10 points) - due by February 8</td>
</tr>
<tr>
<td></td>
<td>- Submit “Getting to know you” sheet to Professor Tinson (10 points) - due by February 8</td>
</tr>
<tr>
<td></td>
<td>- Syllabus Quiz (10 points) - due by February 8</td>
</tr>
</tbody>
</table>

Growing up female

| 2/2        | **Module 1: Why a global, multicultural psychology of women?** |
|            |   - What is gender? |
|            |   - Why do we need to study women and women’s lived experiences? |
|            |   - Historical and current perspectives that shape the history of feminist psychology |

Readings
- Read Chapter 1 (Lips, 2017)
- Read “La Guera” (Moraga, 1979)
- Read **Why this Black woman will not be returning to the Women’s March** (Holloway, 2018)
- Read from “All the Women in My Family Sing” - Khakpour, Home, pp. 84 (ebook link to MLK Library)
- Read McIntosh’s **White Privilege, Male Privilege article**

Videos
- Feminist Voices film: The Changing Face of Feminist Psychology
### Module 2: Gender comparisons and differences
- Biological
- Psychological
- Social and cultural factors

**ASSIGNMENTS**
- Read Chapter 2 (Lips, 2017); View powerpoint slides
- **All the women in my family sing:** *Editing Identity: Cultural identity, gender and sexuality*
  - Baszile, Home Going, pp. 1
  - Ramos-Chertok, Look Where You’re Living, pp. 6
  - Ramage, Indian Territory pp. 11
  - Hayes, Klansville USA, pp. 15
- Watch assigned videos on Canvas: Doing Gender, The urgency of intersectionality
- Optional video: Growing up female
- **Discussion 1: What is feminism?** (Post by Thursday, Reply back by Monday)

### Module 3: The female body
- Biological
- Sexual organs
- Menstruation
- Virginity
- Pregnancy and Childbirth
- Genital mutilation
- Abortion
- Intersex

**ASSIGNMENTS**
- Read Chapter 3 (Lips, 2017); View powerpoint slides
- **All the women in my family sing:** *Editing Identity: Cultural identity, gender and sexuality*
  - Bryant-Agenbroad, The Bad Black, pp. 20
  - Machanda, The Color of Transparency, pp. 24
  - Crosby-Johnson, From Negro to Black, pp. 28
  - Shiot, AWOL WOC, pp. 33
  - Mila Jam, Home: A Transgender Journey, pp. 38
- Watch assigned videos on Canvas
- **Discussion 2: Reflections on upbringing/gender socialization** (Post by Thursday, Reply by Monday)
- **Submit Survey #1**
| 2/23 | **Module 4: Gender expectations and identities**  
- How our genders are formed  
- Psychoanalytic theory; Social learning theory; Developmental theory  
- Media messages  
- Gender schemas  
- Defining our self-identity |
|---|---|
|  | **ASSIGNMENTS**  
- Read Chapter 4 (Lips, 2017); View powerpoint slides  
- **All the women in my family sing: In a family way**  
  - De Leon, A Pink Dress, pp. 187  
  - Ward, An Exceptional Father, pp. 204  
  - Carter-Gilkey, Rewriting the story, pp. 210  
  - Kamal, Scolding other people's kids, pp. 223  
- Watch assigned videos on Canvas  
- **Written proposal of Honoring Women Project** |
|  | **Building confidence, assertiveness and relationships** |
| 3/2 | **Module 5: Femininity, Confidence and Self-Esteem**  
- Assertiveness  
- Power |
|  | **ASSIGNMENTS**  
- Read Chapter 5 (Lips, 2017); View powerpoint slides  
- **All the women in my family sing: But Beautiful: The Beauty Myth**  
  - Kirk,Doppelganger Dreams, pp. 233  
  - Tullis-Bukhari, Black Dolls for Everyone, pp. 238  
  - Abramson, Invisibility, pp. 255  
  - Branch, Stumbling into Beauty, pp. 261  
- Watch assigned videos on Canvas  
  - Film: Miss Representation  
  - Film: PUSHOUT  
- **Discussion 3: Let her learn and PUSHOUT** (Post by Thursday, Reply back by Monday) |
| 3/9 | **Module 6: Communication and Friendships**  
- Verbal and nonverbal communication  
- Patterns of friendship |
|  | **ASSIGNMENTS**  
- Read Chapter 6 (Lips, 2017); View powerpoint slides  
- **All the women in my family sing**  
  - Lin-Yu, Offerings, pp. 192  
  - Smith, The problem with evolving, pp. 158  
  - Ganeshananthan, What’s in a name, pp. 174  
  - Plummer, The girl from the ghetto, pp. 179  
- Watch assigned videos on Canvas  
- **Discussion 4: Making friends** (Post by Thursday, Reply back by Monday) |
### Module 7: Families and Intimacy
- Couples, dating and marriage
- Parent; Motherhood
- Child-free families

**ASSIGNMENTS**
- Read Chapter 7 (Lips, 2017); View powerpoint slides
- Select a reading from Maternal Theory
- **All the women in my family sing:** *In a family way*
  - Kugler, The Tunnel, p. 122
  - Dorabji, A note to the boy who was my son, pp. 197
  - Carter-Gilkey, pp. 210
  - Turpin, p. 219
  - Munaweera, Thoughts on Mother’s Day, p. 227
- Watch assigned videos on Canvas
- **Discussion 5: Can women “have it all”?** (Post by Thursday, Reply back by Monday)
- Submit Survey #2

### Module 8: Women’s Work
- Working outside the home
- The second shift
- Gender pay inequity
- Child care and work benefits
- Work-life balance

**ASSIGNMENTS**
- Read Chapter 8 (Lips, 2017); View powerpoint slides
- **All the women in my family sing:** *Trailblazers, Hell-raisers, Stargazers: Careers, work and worth*
  - Edelman, The tireless indispensable, pp. 95
  - Garland, You’re hired! Being African American in Education, pp. 110
  - Woolfolk, Finding Home, pp. 116
  - Chyi, Asian American Punk, pp. 139
- Watch assigned videos on Canvas
- **Draft outline for Final Project - due by Friday**

### Spring Recess; Cesar Chavez Day

### Physical health, mental health, and aging

### Module 9: Physical health and wellness
- Dealing with illness
- Poverty and health
- Stress
- Health care systems

**ASSIGNMENTS**
- Read Chapter 9 (Lips, 2017); View powerpoint slides
- **All the Women in my family Sing:** *The cure for what ails you*
  - Lumley, The Payat Paradox, pp. 133
  - Ali, Labor of Love, pp. 279
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| 4/13 | **Module 10: Mental health**  
- Anxiety  
- Eating disorders  
- Substance use problems  
- Depression  

**ASSIGNMENTS**  
- Read Chapter 10 (Lips, 2017); View powerpoint slides  
- **All the Women in my family Sing: The cure for what ails you**  
  - Terrero, A letter to my son, pp. 215  
  - Allen, pp. 308  
  - Johnson, pp. 315  
  - Jones, pp. 319  
  - Topash-Caldwell, Reclaiming Indigenous Space, pp. 47  
- Watch assigned videos on Canvas  
- **Submit draft of research section for final project** |
| 4/20 | **Module 11: Aging and Getting Older**  
- Behavioral Frailty  
- Sexuality and aging  
- Death  

**ASSIGNMENTS**  
- Read Chapter 11 (Lips, 2017); View powerpoint slides  
- **All the women in my family sing:**  
  - Diaab, The road to El Camino, pp. 355  
- Watch assigned videos on Canvas  
- **Discussion 6: Women and aging** (Post by Thursday, Reply back by Monday)  
- **Provide Peer review of draft to classmate as assigned** |

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| 4/27 | **Module 12: Sexualities**  
- Lesbianism  
- Heteronormative standards  
- Bisexuality  
- Sexual scripts  
- Safe sex, birth control and sexual enjoyment  

**ASSIGNMENTS**  
- Read Chapter 12 (Lips, 2017); View powerpoint slides  
- **Additional Reading:** [Are we having sex now or what?](#)  
- Watch assigned videos on Canvas  
- **Peer review of research section of paper- due back to classmate** |
5/4 | **Module 13: Violence against Women**  
- Dating and Domestic violence  
- Sex trafficking  
- Incest, rape and sexual assault  
- Sexual harassment and intimidation  
- Murder  

**ASSIGNMENTS**  
- Read Chapter 13 (Lips, 2017); View powerpoint slides  
- All the women in my family sing:  
  - Thea, Escape from the Cambodian Killing Fields, pp.62  
  - Watch assigned videos on Canvas

5/11 | **Module 14: Leadership is for Women**  
- Read Chapter 14 (Lips, 2017); View powerpoint slides  
- Read “To the first lady with Love” (NY Times, 2016)  
- All the women in my family sing: A woman’s journey is never done  
  - Roberts-Turner, When Life is a Crystal Stair, pp. 342  
- Watch assigned videos on Canvas  
- Discussion 7: Women as leaders (Post by Thursday, Reply back by Monday)

5/20 | **Final Projects Due Thursday, 5/20, 5:00pm on Canvas**  
All student comments due by 5/25, 5:00pm (10 points)
Final Exam: Honoring Women Project

The final exam for the Psychology of Women course is the “Honoring Women” project. It is worth 90 points toward your grade in the course. This project is split up into 6 parts:

1. Written proposal of topic, 10 points
2. Draft outline of your paper, 10 points
3. Literature review draft, 10 points
4. Peer feedback of literature review draft, 10 points
5. Video presentation, 25 points
6. Final paper submission, 25 points

Assignment 1: Written Proposal for Honoring Women Project

- 10 points - submission of proposal

Submit a written proposal (approx. 1-2 pages) in essay format that details your selected topic for the "Honoring Women" final presentation. This proposal is submitted as a draft idea of what you plan to present for the final.

Requirements of the Proposal

1. Select a chapter topic from the textbook as your primary area of research focus. Remember you will have to do some additional research on the topic, so it’s important to think this through and pick something that will keep you interested throughout the rest of the semester.
2. Select a woman or women whom you wish to research and honor as part of this selected area of focus from the textbook. You may want to refer to the “All the Women in My Family Sing” text as an example, or you may choose to honor a family member or friend, or someone notable in that particular area of focus.
3. Outline (in brief) how you envision doing your presentation of this material (e.g. PowerPoint, video, poem, music, interactive class exercise, etc). This can just be a draft plan -- meaning, you can change your plan later on, if needed.
4. Submit your written proposal here on Canvas by the deadline.
5. Example of a topic selection: Chapter 8 - Women and Work, selecting to honor women who have toiled in sweatshops labor. Research would include exploring factors on how the deplorable working conditions (i.e. slavery) have negatively impacted their lives, and yet women face the pressure to do the job anyway, because they have to provide for their families and/or are in countries where the labor standards do not prohibit this form of slavery.

Grading of the Proposal

a. Please be sure to submit your proposal on time.
b. There is a grading rubric at the bottom of this page.
c. Professor Tinson will review the proposals and either you will be APPROVED for your topic, OR you will be given feedback/suggestions for revisions of your research topic.
Assignment 2: Project Outline and Working Map (Timeline)

- 10 points - submit a draft outline
  1. Develop an outline to begin organizing your thoughts for your project.
  2. Submit your typewritten outline, in Word or PDF
  3. NOTE: You may need to revise your outline as you move ahead in planning. That's okay but I want to make sure you are on the right path.

Assignment 3: Literature Review Draft

- 10 points - submission of literature review draft
  - The literature review is the first draft of the "Honoring women" final project. It is intended to ensure that the student is on target with fulfilling their culminating experience project for the class.
  - The expectation is that the student will locate and highlight key research findings identified on the topic of their choice (from the project proposal) and expand upon that topic with respect to what literature is available on the topic. Outside research (locating scholarly sources) is expected.
  - Students should have drawn their initial thoughts from the textbooks assigned to the course. The student should have identified at least 2 outside scholarly resource materials other than the textbooks.
  - The focus of the literature draft is "what do we know" about this research topic.
  - After the research section has been discussed, then the student will connect that research topic to a person/woman or women that they are honoring.
    ○ For example, if you are honoring your mother, you should demonstrate how your mother's life relates to the chosen research topic.
  - Grading of Literature Review Draft
    ○ Students will be graded based on the timely submission of their draft and the thoroughness of the research, as well as complete sentences and structure.
    ○ Only the research section is expected at this point. The introduction, "honoring women" section, and the conclusions for the paper are not required for the literature review draft submission. However, be sure to include your references with the research draft.

Assignment 4: Peer review and feedback

- 10 points – for providing peer review feedback to classmate
  - “Pair and share” your Literature Review draft with at least 1 classmate.
  - The classmate will have approximately one week to provide feedback to you about your draft.
  - Constructive feedback will be provided electronically on Canvas.
    ○ The peer review is not solely to tell the student “this looks great”, it also gives each student perspective about what others are writing about.

Assignment 5: Final Project (Choice)- Select Option 1 or 2 modality

Assignment 5, Option 1: Video presentation
● **40 points - oral presentation of project**

Students will develop and present a 10-minute oral/video presentation about their final exam project. Key topics, highlights and research findings should be included in an interactive format.

For full credit, students must include the following components in their presentation:

1. Introduce the woman/women they are honoring and why.
2. Identify the research topic area of focus and why it was of interest to you.
3. Provide an overview of your research findings. Analyze and synthesize the research findings in connection to woman you are honoring, including incorporating topics covered in our textbooks and readings this semester.
4. You may submit the presentation via Google Slides, PowerPoint, YouTube video, Prezi, Canvas video, etc. **It shall have a visual and audio component (like a film).**
5. All presentations will be submitted through Canvas.

**Assignment 5, Option 2: Final Paper**

● **40 points - Final Draft of complete paper**

Each student will present a 5 page paper on “Honoring Women” in relation to a selected topic from that chapter and connect the psychological research to a woman/women they have chosen to honor. The paper must include references to our textbooks, as well as including external resources (books, articles, etc.) as appropriate. The paper will serve to highlight a specific woman or group of women as a component of the paper, connecting their life to the literature.

When the final paper is submitted at the end of the semester, it should have these suggested sections:

- Cover Page
- Introduction (typically 2-3 paragraphs)
- Literature review (1-2 pages)
- Applying Literature Review to the woman you are Honoring women (1-2 pages)
- Conclusion (typically 1-2 paragraphs)

Total pages: Minimum 3 pages of content

- Your paper must have a TITLE PAGE and REFERENCES page. There are examples of a title page available on Canvas.
- Submit your paper as a file upload to Canvas by the stated deadline.
- The final paper should follow APA (American Psychological Association) format.
- It shall consist of at least 5 typewritten double-spaced pages of content, which does not include counting the COVER PAGE, or REFERENCES page(s).
- Be sure to PROOFREAD: remove all spelling and grammatical errors.