

# Psychology of Women Section

## 80 PSYC 107

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024

### Contact Information

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**Course and Contact Information Instructor:** Dr. Neelam Rattan

**Telephone:** (408) (924-5653)

**Email:** [neelam.rattan@sjsu.edu](mailto:neelam.rattan@sjsu.edu) or the mail function through course Canvas site

--I will respond to inquiries within 24 hours during the week and 48 to 72 hours during the weekend.

-- Please write "PSYC 107" in the subject line of your email.

**Class Days/Time:** Monday Wednesday 1:30P.M.-2:45P.M.

**Classroom:** Online Synchronous

**Welcome Hours:** Online. Wednesday & Thursday 4:30P.M.- 5:30P.M. or by appointment. Welcome (office) Hours end on 12/9/2024.

---You are encouraged to visit me during virtual welcome and office hours or to contact me via email or phone, whenever a need arises. Please discuss with me any concerns you may have regarding our class as soon as possible, (**before** the quiz, exam, etc.) & do not wait too long to get in touch with me. I am very aware that students can have important familial, community spiritual, and/or religious obligations. Kindly reach out to me to let me know of your needs, so we can work together, to develop solutions and seek out ways to enhance your learning experience.

### Course Description and Requisites

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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.

Letter Graded

# \* Classroom Protocols

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## Inclusive Classroom Statement:

Our endeavor will be to work together to develop a learning community that is inclusive and respectful of the diversity in this class, which may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity/ expression, socioeconomic background, and a host of other social identities including our varied life experiences. Expressions of different ideas, opinions, and beliefs will be encouraged and appreciated. Listening to different viewpoints can provide myriads of opportunities for intellectual and personal development and growth.

## Classroom Protocol

1. "Netiquette" -- Please use these general guidelines when emailing me and/or when posting on the class discussion boards. When emailing your professor (me):

-- Indicate your class in the subject line of your email (e.g., PSYC 170)

-- Please address me by my formal title, (e.g., Professor or Dr. Rattan) and not MRS. Rattan or Hey! When you send emails to your instructors, it is a "formal" mode of communication. So, it is good practice for you to write your emails as you would if you were sending any type of professional/formal email.

-- Allow at least 24-48 hours for a reply from me.

-- Do Email Me in Advance to:

-- Set up an individual Zoom/phone appointment to talk with me during my regular office hours or outside of my regular office hours if your schedule conflicts with them

-- Inform me of any emergency/medical/family situation that may affect your ability to complete a course activity/assignment/quiz BEFORE the due date.

-- Do not email me to ask when due dates are for activities/assignments/quizzes. Those are all listed on your course schedule and can be easily found there.

2. Students' responsibilities/expectations

I expect your safe and full participation in our online sessions. This entails being free from any distractions including driving, the consumption of drugs/and or alcohol and /or multitasking.

a. Students are expected to **check announcements on Canvas regularly** to view course lectures, participate in class activities, complete assignments, and keep updated regarding course announcements.

b. All assigned work should be submitted on the specified date.

c. All the written assignments are to be proof-read paper before being turned in and checked for Punctuation, Grammar, Spellings. Your papers are to be typewritten, double-spaced, 12 pitch-font, one- inch margins, using Times New Roman font. On a sheet attached to the front of all your papers, Title of your

paper, your Name, Course, Course Number, Semester/Year, and Due Date are to be included. Written work should follow the guidelines described in the American Psychological Association Publication Manual (7th Ed.).

d. For some assignments students may be required to upload their work to Turnitin.com to ensure that material is not plagiarized. In case of material being found to be plagiarized the student will be accorded a failing grade (F). The student will also be referred to the Office of Student Conduct and Ethical Development for further action.

- **Students are expected to turn in their own individual work independently without any outside help of any kind like** artificial intelligence tools like ChatGPT for your assignments. Your originality, your creativity and your distinctive style may be lost when you over rely on Apps such as ChatGPT. **If you choose to use generative AI tools in violation of this policy please remember that:**
- AI tools are typically trained on limited datasets that may be out of date. Further they have been trained on datasets that contain assumptions and will replicate those ways of thinking about the world. Hence these platforms are bias laden. Consequently, critical thinking strategies are of paramount importance when engaging with AI-generated text.
- they rely on language patterns to predict what an answer to a prompt should look like and hence are not geared to “thinking” about the right response in a way a student would.
- there is “AI hallucination”, which means AI will make up things that seem convincing but are not.
- additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations.
- the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content.
- it is your responsibility—not the tool’s—to assure the quality, integrity, and accuracy of work you submit in any college course.
- you will need to check for accuracy, statistics, citations, data which is generated by AI.
- as specified elsewhere in the syllabus, this course may require electronic submission of essays, papers, or other written projects t

**-There will a 15 point deduction if your paper has a plagiarism score and AI generated material score exceeding 10-15%.**

e. **Late work Policy (for assignments, quizzes & exams): Five percent will be taken off from your grade per day for work submitted up to a week late. Work that is late by more than a week will not be accepted.**

f. No credit will be awarded for emailed.

g. This course will follow this syllabus to the extent However, timing, and specific nature of topics and activities may change. In case of any such changes, these will be clearly stated and mentioned in class. You are responsible for noting down any changes made to the class syllabus.

h. This course will follow this syllabus to the extent possible. However, timing, and specific nature of topics and activities may change. In case of any such changes, these will be clearly stated and mentioned in class. You are responsible for noting down any changes made to the class syllabus.

i. **Regarding letter of recommendation**-only students who have taken a minimum of 3 classes with me and earned a grade of A in each of these classes will be considered for a letter of recommendation.

j. Discussion boards posts -- When posting on the course discussion boards, please be respectful of one another's opinions/beliefs/observations even when they are different or conflict with your own. It is expected that we ALL behave with respect and tolerance for each other, despite any differences we have. Please refrain from any personal attacks, insults, etc. I hope the Discussion board posts will be a place where we can all feel comfortable to interact with another and engage in thoughtful "conversation" as a class.

k. **Make up exams:** You will be allowed to reschedule an exam only under extraordinary and well-documented circumstances. **It is your responsibility to notify me before the date of the exam**, either via email or by leaving me a voicemail including your name, and telephone number. a make-up without appropriate written documentation will result in partial credit (i.e., points will be deducted). If you are not able to obtain such documentation and you have a serious and extenuating circumstance that has prevented you from fulfilling a requirement as scheduled, notify me as soon as possible. Depending on the circumstances, you may be allowed a make-up. If you have any questions/issues regarding any of these policies, please email me directly to discuss them.

l. Listen deeply to whomever is speaking in the virtual room. Try not to interrupt, and if you do, kindly apologize.

m. It is vital that you complete all scheduled readings and assignments before each class.

n. Please arrive to class on time. If you must arrive late or leave early, please do so quietly and with a minimum of distraction. Please inform me before- hand via email if you will not be in class.

o. Please refrain from doing homework of other classes or preparing for an exam for another class while attending this class.

### 3. Zoom Class Protocol

**Use of Camera in Class:** It is recommended that you have your camera on in Zoom. If for any reason that is not possible update your Zoom profile by adding your profile picture. This link provides guidance in [customizing your profile](https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your-Profile): <https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your-Profile>

### **Zoom Classroom Etiquette**

- Mute Your Microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be Mindful of Background Noise and Distractions: Find a quiet place to "attend" class, to the greatest extent possible
  - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
  - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc. Avoid sitting with lights or windows behind you.

- **Position Your Camera Properly:** Be sure your webcam is in a stable position and focused at eye level. Avoid sitting with lights or windows behind you. Ensure that your audio and video are functional.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** You can use Zoom's [virtual background](https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background) at <https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background>
- If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.
- Mute your mic unless you are speaking, you can quickly unmute your mic by holding the spacebar down.
- Place your laptop on a flat stable surface.
- If using your phone to access the Zoom meeting, position the device horizontally, not vertically and when speaking, look directly into the camera.
- Listen deeply to whomever is speaking in the virtual room. Try not to interrupt, and if you do, apologize.

**Recording Zoom Classes:** This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

## Program Information

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**Program learning outcomes (PLOs)** are skills and knowledge that students will have achieved upon completion of the Psychology BA degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the Psychology BA degree are:

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

# Course Learning Outcomes (CLOs)

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- CLO 1: Develop an understanding of what gender is and what it is not and discuss how gender is social and not purely biological. (Knowledge)
- CLO 2: Explore the conceptualization of gender identity and gender expression as social, historical, and cultural product. (Comprehension)
- CLO3: Explain the concept of feminism and discuss the contributions of women psychologists to the field of psychology(Knowledge)
- CLO 4: Demonstrate how gender affects all of us, in all aspects of our lives, on all levels. (Application).
- CLO 5: Examine gender as a source of social inequalities, privileges, and as a means for socially categorizing individuals. (Application)
- CLO 6: Reflect upon the effects of the intersections among gender, race, ethnicity, class, sexuality, age, body size, ability, immigration status. (Evaluation)
- CLO 7: Formulate and evaluate strategies for social change by empowering students to recognize gender inequalities and seek to address them. (Synthesis)
- CLO 8: Critically analyze discourses related to women in the global context, including images and messages in the media (Evaluation)
- CLO 9: Develop the skills to communicate effectively and enhance efficacy in teamwork and collaboration (Application)
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- **Activities and assignments used in assessment of the above-mentioned CLOs:**
- - Discussions based on:
  - What do toys teach kids about gender roles(CLO1 &CLO2)
  - What is Feminism and Intersectional Feminism(CLO3)
  - Why Feminist Therapy(CLO3)
  - Superwoman syndrome(CLO4)
  - Disrupting Education(CLO 5)
  - Participating in Perspectives curriculum(CLO6 & CLO7)
  - Participating in Deep Dive OR Unify Challenge(CLO 8)
  - Chapter quizzes(CLO 1-8)
  - Empowerment and Advocacy Project(CLO 3, CLO3, CLO7, CLO 9)

## Course Materials

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### Required Textbook:

Lips,H. (2017). *A New Psychology of Women: Gender, Culture, and Ethnicity* (4<sup>th</sup> Ed.). Waveland Press. ISBN: 978-1-4786-3188-0 (paperback)

### Additional Suggested Readings:

Bosson, J.K., Buckner, C.E., Vandelio, J.A. (2022). *The Psychology of Sex and Gender* (2<sup>nd</sup> Ed.) Thousand Oaks, CA, Sage Publications Inc. ISBN:9781544393995(paperback).

Else-Quest, N.M., & Hyde, J.S. (2022). *The Psychology of Women and Gender: Half the Human Experience +* (10<sup>th</sup> Ed.). Thousand Oaks, CA, Sage Publications Inc. ISBN:9781544393605(paperback).

Lee, J.K., Levine, R.B., Yousem, D.M., et al.(2024). Commitment to inclusion: The importance of collaboration in gender equity work. *Women's Health, 20*. doi:10.1177/17455057241252574

Rothenberg, P.S. (Ed.) (2020). *Race, class, and gender in the United States: An integrated study*. (11<sup>th</sup> Edition). New York, NY: Worth.

#### Useful Websites:

- <https://www.apadivisions.org/division-35>
- <https://psycnet.apa.org/record/2010-02389-000>
- <https://link.springer.com/journal/11199>
- <https://journals.sagepub.com/home/vaw>
- <https://journals.sagepub.com/home/pwg>
- <https://www.womenshealth.gov/>
- [https://www.cdph.ca.gov/Programs/OHE/Pages/Womens\\_Landing\\_Page.aspx](https://www.cdph.ca.gov/Programs/OHE/Pages/Womens_Landing_Page.aspx)
- <http://www.feministvoices.com>
- <https://journals.sagepub.com/home/pwg>
- <https://www.apa.org/pubs/journals/cou>
- <https://journals.sagepub.com/home/tcp>
- <https://bpspsychub.onlinelibrary.wiley.com/journal/20448341>.
- [NIMH - Women and depression Links to an external site.](#)  
(<https://www.nimh.nih.gov/health/publications/depression-in-women-tr-16-4779/index.shtml>)
- [Mental Health America Links to an external site](#)  
(<http://www.mentalhealthamerica.net/conditions/depression-women>)
- [National Alliance on Mental Illness Links to an external site.](#) (<http://www.nami.org/>)
- [Buzzfeed: postpartum depression Links to an external site.](#) (<https://www.youtube.com/watch?v=V64PgXKs02g>)
- [Living with a mental disorder Links to an external site.](#) (<https://www.youtube.com/watch?v=ezi2W32yNg8>)
- [Living with a mental disorder Links to an external site.](#) (<https://www.youtube.com/watch?v=ezi2W32yNg8>)

# Library Liaison

Bailey, Christa

Phone: 408-808-2422

Email: [christa.bailey@sjsu.edu](mailto:christa.bailey@sjsu.edu)

## Course Requirements and Assignments

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### Course Canvas Site

The course Canvas site is the main online resource for this course. Use of this site and the information provided is the primary way we will conduct class and participate in all course activities. The site will be updated regularly throughout the semester. This site is organized into course modules and contains the following course material: Course Canvas Site

- Syllabus and tentative course schedule
- Course announcements
- Discussion boards
- Activities/assignments
- Course Paper Assignments
- Video lectures with slides
- Zoom links for office
- Exam study guides
- Quizzes & Exams

**About Canvas:** Login URL: <https://sjsu.instructure.com>

Please note that it should NOT have the “www” at the start of the URL like many other websites.

- **Username:** SJSU 9-digit ID
- **Password:** Self-generated password for your SJSUOne account
- **Courses:** Once logged into Canvas, you will see your course or courses listed in the Courses Heading on the top of the From the dropdown menu, click on the course name, and you will be entered into the course. Note: That link will not be active until the start date of the course.

**It is recommended that you visit the eCampus Canvas website**

at [http://www.sjsu.edu/ecampus/teaching\\_tools/canvas/index.html](http://www.sjsu.edu/ecampus/teaching_tools/canvas/index.html) This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at <https://community.canvaslms.com/community/answers/guides/canvas-guide>

**For issues related to Canvas, please contact the eCampus Help Desk.** The Help Desk can give technical support for issues encountered in Canvas Courses.

- Phone: (408) 924-2337



- Submit a help ticket using the following URL: <https://isupport.sjsu.edu/ecampus>
- While logged into Canvas, click on the word **Help** in the lower left corner of the screen (near the bottom of the global navigation menu).

<https://guides.instructure.com/m/4212>

### Faculty Web Page and MYSJSU Messaging

You are responsible for regularly checking with the messaging system through MYSJSU and Canvas. Copies of the course materials such as the syllabus, lecture outlines, and review sheets can be found on Canvas.

Homework assignments, instructions regarding assignments and announcements are posted on the homepage of this class so you are required to check this page daily.

### Course Requirements and Assignments

[University Policy S16-9](#), *Course Syllabi requires the following language to be included in the syllabus:* "Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

Your final grade in this course is based on the following requirements:

Online Participation & Engagement (Worth 75 points): Since this is in part an experiential class, participation is crucial to your overall grade performance. Many online and classroom activities, discussions and reflection quizzes, will supplement the reading and students are responsible for all material, assignments and explanations, given in class and posted online on canvas. A list of activities that will be graded for online participation points are as follows:

Discussions:

- What is Feminism and Intersectional Feminism, due 8/25, by 11:59 p.m.(worth 15 points)
- What do toys teach kids about gender roles, due 9/4, by 11:59 p.m.(worth 15 points)
- Disrupting education of girls, due 9/29, by 11:59 p.m.(worth 15 points)
- Superwoman syndrome, due 10/16, by 11:59 p.m.(worth 15 points)
- Why Feminist Therapy, due 11/3, by 11:59 p.m.(worth 15 points) [Assignments](#)
- This class will include the *Perspectives* curriculum, a program developed by the [Constructive Dialogue Institute](#) that helps students develop the mindset and skills essential for constructive dialogue across differences. Using this curriculum, you will:
  - Explore psychological concepts that explain how the brain processes information during challenging situations.
  - Learn practical skills for dialogue through real-life scenarios and interactive activities.
  - Complete three peer-to-peer conversations and two on-line quizzes

Source: <https://constructivedialogue.org/perspectives>

Participating in this curriculum is worth 40 points.

- Deep Dive/Unify Challenge College Bowl: The Deep Dive gives students a chance to explore their point of view in depth on a single critical issue facing America today, and to help a conversation partner explore theirs through active listening and follow-up questions.
- You can choose any one of these dates to participate in the Deep Dive: Oct. 22, 24, 29.
- The Unify Challenge College Bowl is a face-to-face video conversation between two students who attend different schools and may vote differently, live in different geographies, or have different life experiences. Participating in either Deep Dive OR Unify Challenge College Bowl is worth 10 points. You can choose any one of these dates to participate in the Unify Challenge college Bowl: Sept. 24, 25, 26 and Oct. 1, 2, 3, 9.
- Detailed instructions for Perspectives curriculum, Deep Dive and Unify Challenge College Bowl will be provided on Canvas.
- Critical Reflection Paper, due 10/30, by 11:59p.m. (worth 30 points)
- Empowerment and Advocacy Project due 12/1, by 11:59 p.m.(worth 75 points). Detailed instructions will be provided on Canvas.
- In-class Presentation of culminating project: on 12/2, 12/4, 12/9 worth 10 points.

### Quizzes/Examination(s) of Student Learning

There will be take-home quizzes of the following Chapters, each quiz worth 10 points, total 110 points(10x11=110).

Questions will include multiple-choice, and True/False questions.

Chapter Quiz	Due Date
3	9/14/2024
4	9/21/2024
5	9/28/2024
6	10/5/2024
7	10/12/2024
8	10/19/2024

9	10/26/2024
10	11/2/2024
12	11/9/2024
13	11/16/2024
14	11/23/2024

*Technical difficulties & Internet connection issues: Canvas autosaves responses a few times per minute as long as there is an internet connection. If your internet connection is lost, Canvas will warn you but allow you to continue working on your exam. A brief loss of internet connection is unlikely to cause you to lose your work. However, a longer loss of connectivity or weak/unstable connection may jeopardize your exam.*

*Other technical difficulties: Immediately email the instructor a current copy of the state of your exam and explain the problem you are facing. Your instructor may not be able to respond immediately or provide technical support. However, the copy of your exam and email will provide a record of the situation. Contact the SJSU technical support for Canvas at: [ecampus@sjsu.edu](mailto:ecampus@sjsu.edu); Phone: 408 924-2337*

*<https://www.sjsu.edu/ecampus/support/>*

If possible, complete your exam in the remaining allotted time, offline if necessary. Email your exam to your instructor within the allotted time or soon after.

### Final Examination or Evaluation

As per University policy S17-1 (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) which states that

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.” For this class the Empowerment and Advocacy Project and in-class presentations will be the culminating activity for this course.

## ✓ Grading Information

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# Grading Information

Students will receive a final grade for this course based on a total of 350 points.

Table Showing Details of assigned Points for Assignments and Exams

Class Participation = 75 points
Perspectives curriculum=40 points
Deep Dive/Unify Challenge=10 points
Critical Reflection Paper=40 points
11 Quizzes: 11x10 = 110 points
Empowerment& Advocacy Project= 65 points
Project Presentations = 10 points
Total Possible Points = 350

**Table Showing Grade, Points and Percentages**

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
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<i>A plus</i>	<i>338 to 350</i>	<i>97 to 100%</i>
<i>A</i>	<i>324 to 337</i>	<i>93 to 96%</i>
<i>A minus</i>	<i>314 to 323</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>303 to 313</i>	<i>87 to 89 %</i>
<i>B</i>	<i>289 to 302</i>	<i>83 to 86%</i>
<i>B minus</i>	<i>279 to 288</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>268 to 278</i>	<i>77 to 79%</i>
<i>C</i>	<i>254 to 267</i>	<i>73 to 76%</i>
<i>C minus</i>	<i>244 to 253</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>233 to 243</i>	<i>67 to 69%</i>
<i>D</i>	<i>219 to 232</i>	<i>63 to 66%</i>
<i>D minus</i>	<i>209 to 218</i>	<i>60 to 62%</i>

# University Policies

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed

information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### **Attendance and Participation**

Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at <http://www.sjsu.edu/senate/docs/F15-3.pdf>

### **Timely Feedback on Class Assignments**

Per [University Policy F13-1](#), all students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.

### **Accommodation to Students' Religious Holidays**

[University Policy S14-7](#) states that 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.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>.

Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at

<http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

## Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, 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 suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether 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."

For this class, each class session will be recorded via zoom, this is solely for the purpose allowing students in this class to have access to the lecture in case they missed a class. The recorded lecture will be shared with students who are enrolled in this class.

## Academic Integrity

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

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

## Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03

at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of your disability.

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

## **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 in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

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

## **SJSU Peer Connections**

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

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

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

## **SJSU Writing Center**

"The San José State University Writing Center offers a variety of resources to help students become better writers, and all of our services are free for SJSU students. Our mission is to enhance the writing skills of SJSU students so they can communicate clearly in any setting (informal, academic, or professional). We



accomplish this goal through creating original writing resources, offering workshops, and conducting one-on-one and small- group tutoring sessions.

The SJSU Writing Center has two locations: We conduct drop-in tutoring sessions in Clark Hall, Suite 126; we conduct scheduled appointments on the second floor of the MLK Library. We also offer online tutoring sessions using the Zoom web conferencing platform. All appointments can be made online at [sjsu.mywconline.com](http://sjsu.mywconline.com).

All our writing tutors 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 tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment, register for a workshop, or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>.

### **SJSU Counseling and Psychological Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential 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 and Psychological Services website at <http://www.sjsu.edu/counseling>.

### **Spartan Support Network**

“Our campus has developed the Spartan Support Network to bring students together with specific campus resources promoting academic success. I have agreed to participate in this program and may refer you to it if I believe you need the services provided by Spartan Support Network to succeed in this course.”

The Academic Counseling Center for Excellence (ACCESS) in the Social Sciences provides General Education advising, academic and graduation planning, mandatory Freshman Advising, probation advising, Statistics and Writing tutoring, career counseling, and Reinstatement and Former Student Returning (FSR) Advising for undergraduate students majoring or intending to major in any of the departments in the College of Social Sciences (COSS). We are committed to helping you develop a clear path to graduation and supporting your academic success.

- Location: Clark Hall 240
- Phone: (408) 924-5363
- Email: [socsci-success@sjsu.edu](mailto:socsci-success@sjsu.edu)
- Hours of Operation: Monday - Thursday: 8:30 am - 4:30 pm

## University Policies

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Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance,

counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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### PSYC 107-80; Psychology of Women Fall, 2024

#### Tentative Course Schedule

*Note: The instructor reserves the right to change the date for exams, activities, and papers. Students will be informed ON CANVAS of any changes that are made.*

Week/Module	Date	Topics, Readings, Assignments, Deadlines
1	8/21	Course Introduction, Diversity Issues Overview of syllabus; icebreakers <a href="#">The waves of feminism, and why people keep fighting over them, explained.pptx</a> Discussion: What is Feminism and intersectional Feminism, due 8/24, by 11:59p.m.
2	8/26 8/28	Introducing Perspectives Curriculum, Deep Dive & Unify Challenge Chapter 1: Why a Global Multicultural Psychology of Women
3	9/2 9/4	***** Labor Day-2nd Sept. ***** Chapter 2-Female-Male Comparisons: The Meaning and Significance of Difference <b>In-class Discussion: What do toys teach kids about gender roles?</b>
4	9/9 9/11	Chapter 3: Growing Up Female: The Female Body and Its Meanings Participating in Perspectives curriculum Chapter 3 Quiz Due 9/14 by 11:59 p.m.

Week/Module	Date	Topics, Readings, Assignments, Deadlines
5	9/16 9/18	Chapter 4-Growing up Female II: Expectations, Images, and Identities <b>Participating in Perspectives curriculum</b> <b>Chapter 4 Quiz Due 9/21 by 11:59 p.m.</b>
6	9/23 9/25	Chapter 5- Getting the Message: Self-Confidence, Assertiveness, and Entitlement <b>Participating in Perspectives curriculum</b> <b>Chapter 5 Quiz Due 9/28 by 11:59 p.m.</b> <b>Discussion: Disrupting education of girls due 9/28 by 11:59 p.m.</b>
7	9/30 10/2	Chapter 6- Connections: Communicating with and relating to Others <b>Participating in Perspectives curriculum</b> <b>Chapter 6 Quiz Due 10/5 by 11:59 p.m.</b>
8	10/7 10/9	Chapter 7-Family and Intimate Relationships <b>Participating in Perspectives curriculum</b> <b>Chapter 7 Quiz Due 10/12 by 11:59 p.m.</b>
9	10/14 10/16	Chapter 8-Women's Work <b>In-class Discussion: Superwoman Syndrome</b> <b>Chapter 8 Quiz Due 10/19 by 11:59 p.m.</b>
10	10/21 10/23	Chapter 9-Physical Health, Illness, and Healing <b>Sharing updates on Deep Dive/Unify Challenge</b> <b>Chapter 9 Quiz Due 10/26 by 11:59 p.m.</b>
11	10/28 10/30	Chapter 10-Mental Health, Illness and Therapy <b>Chapter 10 Quiz Due 11/2 by 11:59 p.m.</b> <b>Discussion: Why Feminist Therapy? Due 11/2 by 11:59 p.m.</b>
12	11/4 11/6	Chapter 11-Myths and Scripts for Women Growing Older <b>Chapter 11 Quiz Due 11/9 by 11:59 p.m.</b> <b>Empowerment and Advocacy Project</b> <b>Discussion and getting into groups</b>

Week/Module	Date	Topics, Readings, Assignments, Deadlines
13	11/11 11/13	<p>***** Veterans Day -11th Nov.*****</p> <p>Chapter 13-Violence against Women: A Worldwide Problem</p> <p><b>Chapter 13 Quiz Due 11/16 by 11:59 p.m.</b></p>
14	11/18 11/20	<p>Chapter 14-Leadership, Power, and Social Change</p> <p><b>Chapter 14 Quiz Due 11/16 by 11:59 p.m.</b></p> <p><b>Critical Reflection Paper due 11/20 by 11:59 p.m.</b></p>
15	11/25 11/27	<p>Discussion on Gender, Sexuality and Oppression</p> <p>***** Non-Instructional Day-27th Nov*****</p>
16	12/2 12/4	<p><b>Culminating Project: Empowerment and Advocacy</b></p> <p><b>Empowerment and Advocacy Projects due on 12/6 by 11:59 p.m.</b></p> <p>Empowerment and Advocacy Project Presentations</p>
17	12/9	Empowerment and Advocacy Project Presentations