

San José State University

College of Social Sciences, Department of Psychology

Psychology of Women

Spring 2024

PSYC 107, Section 80: CRN # WGSS 107, Section 80: CRN #

Psyc 107, Section 81: CRN # WGSS 107, Section 81: CRN #



Instructor Information

Instructor:	Dr. Leslye M. Tinson, M.S., LMFT, Ed.D. (she/her) Senior Lecturer of Psychology & African American Studies
Office Location:	Virtually (Dr. Tinson's Zoom office hours)
Office Hours:	<ul style="list-style-type: none">- Tuesday 2-3pm- Wednesday 12-1pm- Thursday 11am-12pm- OR by appointment (All office hours held virtually)
Email:	Leslye.Tinson@sjsu.edu
Faculty Websites:	Dr. Tinson's Course HQ ; SJSU People: Leslye Tinson
Class Days/Time:	<ul style="list-style-type: none">● Section 80: 9:00am-10:15am● Section 81: 10:30am-11:45am This course is available online using Canvas
Class Location:	This course is a fully online course, with synchronous meetings. Class Meetings will be held virtually using Zoom. 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 [WGSS 107](#). Psychology is responsible for scheduling.

Welcome to our online synchronous 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.



To successfully login use the following:

- [SJSU One](#)
- Canvas website: [SJSU Login](#)

During our first class meeting, 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. Setup your study plan schedule

To Summarize:

- **We will meet each week on Mondays and Wednesdays at 1:30pm. The rest of the course content will be available for you to complete asynchronously.**
- You have several items to complete before the second week of classes.

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,

Dr. Tinson

Dr. Leslye M. Tinson, M.S., LMFT, Ed.D.
Senior Lecturer of Psychology & African American Studies
Leslye.Tinson@sjsu.edu

About your instructor

My name is Dr. Leslye Tinson and my pronouns are she, her. Please refer to me as "**Dr. Tinson**" "**Professor Tinson**" or "**Dr. T**". I am a Senior Lecturer in the Department of Psychology and in the Department of African American Studies 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. To learn more about my background and experiences please view our [Course Headquarters](#), [view my SJSU faculty webpage](#), or my [professional website: Leslye Tinson LMFT](#).

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

The [SJSU Spartan Bookstore](#) is a resource on campus for purchasing your textbooks. For this class, we will use:

[Liss, M., Richmond, K., & Erchull, M. J. \(2019\). *Psychology of women and gender* \(1st ed.\). W. W. Norton.](#)

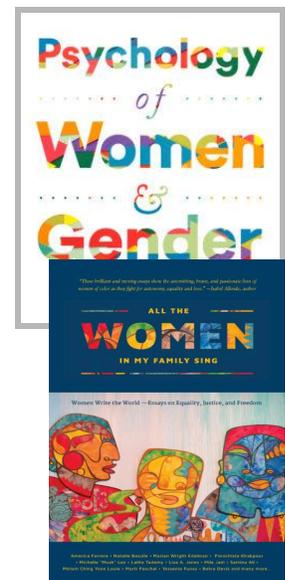
- ISBN: 978-0-393-66713-4 paperback
- [Vitalsource to Liss Richmond Erchull](#)

ALL students have access to this supplemental text:

- Santana, D. (Ed.). (2018). *All the women in my family sing: Women write the world: Essays on equality, justice, and freedom*. Nothing But the Truth Publishing.
 - 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
- **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 SJSU 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.
- Block, J. (2007). *Pushed: The painful truth about childbirth and modern maternity care*. Da Capo Press/Lifelong Books.
- Chinyere Oparah, J. & Bonaparte, A. D. (2016). *Birthing justice: Black women, pregnancy, and childbirth*. Routledge.
- Chrisler, J. C. & Golden, C. (2018). *Lectures on the psychology of women*, 5th ed. Waveland Press.
- Cooper, B. (2018). *Eloquent rage: A Black feminist discovers her superpower*. Picador.
- Crawford, M. & Unger, R. (2001). *In our own words: Writings from women's lives*, 2nd ed. Waveland Press.
- Gutiérrez y Muhs, G., Flores Niemann, Y., González, C. G., & Harris, A. P. (Eds.). (2012). *Presumed incompetent: The intersections of race and class for women in academia*. Utah State University Press.
- Gutiérrez y Muhs, G., Flores Niemann, Y., González, C. G. (Eds.). (2020). *Presumed incompetent II: Race, class, power, and resistance of women in academia*. Utah State University Press.
- Harrison, D. L. (2021). *Belly of the beast: The politics of anti-fatness as anti-Blackness*. North Atlantic Books.
- Hernández, D. & Rehman, B. (Eds.). *Colonize This! Young women of color on today's feminism*, new ed. Seal Press.
- hooks, bell. (2000). *Where we stand: Class matters*. Routledge.
- McMillan Cottom, T. (2019). *THICK: And other essays*. The New Press.
- Moraga, C. & Anzaldúa, G. (Eds.). (2015). *This bridge called my back: Writings by radical women of color*, 4th ed. State University of New York Press.
- Morris, M. W. (2016). *Pushout: The criminalization of Black girls in schools*. The New Press.
- Obama, M. (2018). *Becoming*. CROWN Publishing.
- Roberts, D. E. (1997). *Killing the Black body: Race, reproduction, and the meaning of liberty*. Vintage Books.
- Taylor, S. R. (2018). *The body is not an apology: The power of radical self-love*. Berrett-Koehler Publishers.
- Winfrey Harris, T. (2015). *The sisters are alright: changing the broken narrative of Black women in America*. Berrett-Koehler Publishers.

Research Journals

The [MLK Jr. Library](#) 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](#) (Springer)
- [Handbook of diversity in feminist psychology](#) (APA)
- [Violence against women](#) (SAGE)
- [Psychology of Women Quarterly](#) (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.
4. Visit the [Canvas Student Guide](#) for step-by-step instructions.
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. Compare the types of feminism and delineate key historical moments of gender liberation.
- D. Analyze experiences of gender discrimination from a global perspective.
- 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. Delineate 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.

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

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.

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 | 10 points | |
| 2. Syllabus Quiz (1) | 10 points | |
| 3. Discussion Posts (5) | 50 points | (best 5 scores of 6) |
| 4. Exams | 80 points (4 exams, 20 points each) | |
| 5. Final Project (1) | 50 points | |

Total: 200 points possible

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

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, or may complete all 6 with the lowest score being dropped. 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 "having it all"
- Discussion 5: Women and aging
- Discussion 6: Women as leaders

Final Project "the non-essay" (50 points)

A culminating project for the course will be required. This project has a creative element (e.g. podcast, comic strip, poetry, songs, etc.) and will review the student's learnings over the course of the semester. Specific details about the final project will be discussed in class, giving students time to develop their own ideas for how to demonstrate key learning experiences during this class.

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:

Letter Grade	Percentage
A plus	97%
A	93%
A minus	90%
B plus	87%
B	83%
B minus	80%
C plus	77%
C	73%
C minus	70%
D plus	67%
D	63%
D minus	60%
Fail	Below 60%
Credit	70% or better
No Credit	Below 70%

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

I have developed a centralized location for all course policies and expectations of students. All course policies and procedures are listed on [Dr. Tinson's Course Headquarters Website](#). Students are responsible for reviewing this material. The following policies are included, as well as the links to my office hours, and other important course details to help you get started.

- Academic Integrity
- A.I. Resources and Ethical Use
- Attendance (Do I have to attend class?)
- Disability Accommodations
- Diversity Statement
- Student Absences
- Course Incompletes, Withdrawal, and Grade Changes
- Extra Credit
- Final Grades
- Mental Health Support Services
- Major Advising Resources
- Library Resources
- Office Hours
- Online Exams
- Practicing Netiquette
- Zoom Classroom Etiquette
- Zoom Recordings (Will the class be recorded?)

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 announcements posted on Canvas.

[Google Slides Deck for PSYC 107](#)

Week	Topics, assignments and study materials
1	<p>Orientation Module: Course Orientation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Orientation module <input type="checkbox"/> Setup your Canvas profile, photo and gender pronouns <input type="checkbox"/> Setup your Canvas notifications and email preferences <input type="checkbox"/> Download and read the Course Syllabus (Google Docs) <input type="checkbox"/> Purchase/download textbook and materials <input type="checkbox"/> Setup your study plan for the semester <p>Assignment Submissions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Post in the Welcome discussion forum (10 points) <input type="checkbox"/> Syllabus Quiz (10 points)
2	<p>Module 1: Why a global, multicultural psychology of women? (Chapter 1: A feminist psychology of women)</p> <ul style="list-style-type: none"> • 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 <p>Readings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 1 (Lips, 2017) <input type="checkbox"/> Read “La Guera” (Moraga, 1979) <p>Videos</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feminist Voices film: The Changing Face of Feminist Psychology <input type="checkbox"/> Feminism: Women: One Word
3	<p>Module 2: Gender comparisons and differences</p> <ul style="list-style-type: none"> • Biological • Psychological • Social and cultural factors <p>ASSIGNMENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 2 (Lips) OR Chapter 3 (Liss et al) powerpoint slides <input type="checkbox"/> All the women in my family sing: <i>Editing Identity: Cultural identity, gender and sexuality</i> <ul style="list-style-type: none"> <input type="checkbox"/> Baszile, Home Going, pp. 1 <input type="checkbox"/> Ramos-Chertok, Look Where You’re Living, pp. 6 <input type="checkbox"/> Ramage, Indian Territory pp. 11 <input type="checkbox"/> Hayes, Klansville USA, pp. 15 <input type="checkbox"/> Optional video: Growing up female (1971) <input type="checkbox"/> Discussion #1: What is feminism? <input type="checkbox"/> Chapter quizzes (Modules 1 and 2)

<p>Week 4</p>	<p>Power and Privilege (Chapter 2: Liss et al)</p> <ul style="list-style-type: none"> ● Interlocking Oppressions (Carasthesis, 2016) ● Intersectionality ● Video: The urgency of intersectionality (Crenshaw, 2016) ● Readings: The Combahee River Collective (1977) essay ● Website and Videos: Social Identities and Systems of Oppression National Museum of African American History and Culture ● Video: Legos and the 4 I's of Oppression ● View Chapter PowerPoint
<p>Week 5</p>	<p>Module 3: The female body (Chapter 6: Women's bodies)</p> <ul style="list-style-type: none"> ● Biological ● Sexual organs ● Menstruation ● Virginity ● Pregnancy and Childbirth ● Genital mutilation ● Abortion ● Intersex <p>ASSIGNMENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 3 (Lips, 2017) OR Chapter 6 (Liss et al); View powerpoint slides <input type="checkbox"/> All the women in my family sing: <i>Editing Identity: Cultural identity, gender and sexuality</i> <ul style="list-style-type: none"> <input type="checkbox"/> Bryant-Agenbroad, <i>The Bad Black</i>, pp. 20 <input type="checkbox"/> Machanda, <i>The Color of Transparency</i>, pp. 24 <input type="checkbox"/> Crosby-Johnson, <i>From Negro to Black</i>, pp. 28 <input type="checkbox"/> Shiota, <i>AWOL WOC</i>, pp. 33 <input type="checkbox"/> Mila Jam, <i>Home: A Transgender Journey</i>, pp. 38 <input type="checkbox"/> Watch assigned videos on Canvas: <ul style="list-style-type: none"> <input type="checkbox"/> Video: Red Moon: Menstruation and the Politics of Gender <input type="checkbox"/> Video: Intersexion, various clips <input type="checkbox"/> Discussion 2: Reflections on upbringing/gender socialization <input type="checkbox"/> Submit Survey #1 (Week 3 Assessment) <input type="checkbox"/> Chapter quiz
<p>Week 6</p>	<p>Module 4: Gender expectations and identities</p> <ul style="list-style-type: none"> ● How our genders are formed ● Psychoanalytic theory; Social learning theory; Developmental theory ● Media messages ● Gender schemas ● Defining our self-identity <p>ASSIGNMENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 4 (Lips, 2017) OR Chapter 5 (Liss et al); View powerpoint slides <input type="checkbox"/> All the women in my family sing: <i>In a family way</i> <ul style="list-style-type: none"> <input type="checkbox"/> De Leon, <i>A Pink Dress</i>, pp. 187 <input type="checkbox"/> Ward, <i>An Exceptional Father</i>, pp. 204 <input type="checkbox"/> Carter-Gilkey, <i>Rewriting the story</i>, pp. 210 <input type="checkbox"/> Kamal, <i>Scolding other people's kids</i>, pp. 223 <input type="checkbox"/> Watch assigned videos on Canvas: Gender roles, Killing us softly 4, (un)Veiled, SextUp <input type="checkbox"/> Chapter quiz

<p>Week 7</p>	<p>Module 5: Femininity, Confidence and Self-Esteem</p> <ul style="list-style-type: none"> • Assertiveness • Power <p>ASSIGNMENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 5 (Lips, 2017); View powerpoint slides <input type="checkbox"/> Read Chapter 4: Beyond the Sex/Gender Binary; View powerpoint slides <input type="checkbox"/> Additional reading: Are student teaching evaluations holding back women and minorities? <input type="checkbox"/> All the women in my family sing: <i>But Beautiful: The Beauty Myth</i> <ul style="list-style-type: none"> <input type="checkbox"/> Kirk, Doppelganger Dreams, pp. 233 <input type="checkbox"/> Tullis-Bukhari, Black Dolls for Everyone, pp. 238 <input type="checkbox"/> Abramson, Invisibility, pp. 255 <input type="checkbox"/> Branch, Stumbling into Beauty, pp. 261 <input type="checkbox"/> Watch assigned videos on Canvas <ul style="list-style-type: none"> <input type="checkbox"/> Film: Miss Representation <input type="checkbox"/> Movie Short: Throw like a girl: Mone' Davis (Directed by Spike Lee) <input type="checkbox"/> Film: PUSHOUT <input type="checkbox"/> Discussion 3: Let her learn and PUSHOUT <input type="checkbox"/> Chapter quiz
<p>Week 8</p>	<p>Module 6: Communication and Friendships</p> <ul style="list-style-type: none"> • Verbal and nonverbal communication • Patterns of friendship <p>ASSIGNMENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 6 (Lips, 2017) OR Chapter 8 (Liss et al, 2019); View powerpoint slides <input type="checkbox"/> All the women in my family sing <ul style="list-style-type: none"> <input type="checkbox"/> Lin-Yu, Offerings, pp. 192 <input type="checkbox"/> Smith, The problem with evolving, pp. 158 <input type="checkbox"/> Ganeshanathan, What's in a name, pp. 174 <input type="checkbox"/> Plummer, The girl from the ghetto, pp. 179 <input type="checkbox"/> Watch assigned videos on Canvas <input type="checkbox"/> Small Groups Discussion: Making friends (Zoom in-class discussion) <input type="checkbox"/> Chapter quiz
<p>Week 9</p>	<p>Module 7: Families and Intimacy</p> <ul style="list-style-type: none"> • Couples, dating, and marriage • Abortion, pregnancy, childbirth; Parenthood; Motherhood; Adoption • Child-free families <p>ASSIGNMENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 7 (Lips, 2017) OR Chapter 9 (Liss et al); View powerpoint slides <input type="checkbox"/> Select a reading from Maternal Theory <input type="checkbox"/> All the women in my family sing: <i>In a family way</i> <ul style="list-style-type: none"> <input type="checkbox"/> Kugler, The Tunnel, p. 122 <input type="checkbox"/> Dorabji, A note to the boy who was my son, pp. 197 <input type="checkbox"/> Carter-Gilkey, pp. 210 <input type="checkbox"/> Turpin, p. 219 <input type="checkbox"/> Munaweera, Thoughts on Mother's Day, p. 227 <input type="checkbox"/> Watch assigned videos on Canvas <input type="checkbox"/> Discussion 4: Can women "have it all"? <input type="checkbox"/> Submit Survey #2 - Week 8 Survey (Due by 10/20) <input type="checkbox"/> Chapter quiz

<p>Week 10</p>	<p>Module 8: Women’s Work</p> <ul style="list-style-type: none"> • Working outside the home; The second shift; Gender pay inequity • Child care and work benefits; Parental leave; Work-life balance <p>ASSIGNMENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 10 (Liss et al); View powerpoint slides <input type="checkbox"/> All the women in my family sing: <i>Trailblazers, Hell-raisers, Stargazers: Careers, work and worth</i> <ul style="list-style-type: none"> <input type="checkbox"/> Edelman, The tireless indispensable, pp. 95 <input type="checkbox"/> Garland, You’re hired! Being African American in Education, pp. 110 <input type="checkbox"/> Woolfolk, Finding Home, pp. 116 <input type="checkbox"/> Chyi, Asian American Punk, pp. 139 <input type="checkbox"/> Watch assigned videos on Canvas
<p>Week 11</p>	<p>Module 9: Physical health and wellness</p> <ul style="list-style-type: none"> • Dealing with illness • Poverty and health; Stress; Health care systems <p>ASSIGNMENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 6 (Liss et al); View powerpoint slides <input type="checkbox"/> All the Women in my family Sing: <i>The cure for what ails you</i> <ul style="list-style-type: none"> <input type="checkbox"/> Lumley, The Payat Paradox, pp. 133 <input type="checkbox"/> Ali, Labor of Love, pp. 279 <input type="checkbox"/> Paschal, A photograph of Martin, pp. 294 <input type="checkbox"/> Bowman-Johnson, Pressing Pause, pp. 299 <input type="checkbox"/> Miller, A kid like mine, pp. 304 <input type="checkbox"/> Watch assigned videos on Canvas
<p>Week 12</p>	<p>Module 10: Mental health</p> <ul style="list-style-type: none"> • Anxiety; Eating disorders; Substance use problems; Depression <p>ASSIGNMENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 13 (Liss et al); View powerpoint slides <input type="checkbox"/> All the Women in my family Sing: <i>The cure for what ails you</i> <ul style="list-style-type: none"> <input type="checkbox"/> Terrero, A letter to my son, pp. 215 <input type="checkbox"/> Allen, pp. 308 <input type="checkbox"/> Johnson, pp.315 <input type="checkbox"/> Jones, pp. 319 <input type="checkbox"/> Topash-Caldwell, Reclaiming Indigenous Space, pp. 47 <input type="checkbox"/> Watch assigned videos on Canvas
<p>Week 13</p>	<p>Module 11: Aging and Getting Older</p> <ul style="list-style-type: none"> • Menopause; Behavioral Frailty; Sexuality and aging; Sex after 60; Grandparenthood <p>ASSIGNMENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 11; View powerpoint slides <input type="checkbox"/> All the women in my family sing: <ul style="list-style-type: none"> <input type="checkbox"/> Diaab, The road to El Camino, pp. 355 <input type="checkbox"/> Watch assigned videos on Canvas <input type="checkbox"/> Discussion 5: Women and aging <input type="checkbox"/> Chapter quiz

Week 14	<p>Module 12: Sexualities</p> <ul style="list-style-type: none"> • Lesbianism; Heteronormative standards; Bisexuality • Sexual scripts; Safe sex, birth control and sexual enjoyment; Sex workers <p>ASSIGNMENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 7 (Liss et al); View powerpoint slides <input type="checkbox"/> Additional Reading: Are we having sex now or what? <input type="checkbox"/> Watch assigned videos on Canvas: The Purity Myth
Week 15	<p>Module 13: Violence against Women</p> <ul style="list-style-type: none"> • Dating and Domestic violence; Human trafficking • Incest, rape and sexual assault; Sexual harassment and intimidation; Murder (femicide) <p>ASSIGNMENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 13; View powerpoint slides <input type="checkbox"/> All the women in my family sing: <ul style="list-style-type: none"> <input type="checkbox"/> Thea, <i>Escape from the Cambodian Killing Fields</i>, pp.62 <input type="checkbox"/> Watch assigned videos on Canvas
Week 16	<p>Module 14: Leadership is for Women</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 14; View powerpoint slides <input type="checkbox"/> Read "To the first lady with Love" (NY Times, 2016) <input type="checkbox"/> All the women in my family sing: <i>A woman's journey is never done</i> <ul style="list-style-type: none"> <input type="checkbox"/> Roberts-Turner, <i>When Life is a Crystal Stair</i>, pp. 342 <input type="checkbox"/> Watch assigned videos on Canvas <input type="checkbox"/> Discussion 6: Women as leader
	<p>Final Projects Due</p>