

San José State University

College of Social Sciences, Department of Psychology

Psychology of Women and Gender

Spring 2025

- PSYC 107-80 LEC, TuTh 3:00pm - 4:15pm
- WGSS 107-80 LEC, TuTh 3:00pm - 4:15pm

Instructor Information

Instructor:	Dr. Leslye Whitehead, M.S., LMFT, Ed.D. (she/her) Senior Lecturer of Psychology & African American Studies
Office Location:	Virtually (Dr. Whitehead's Zoom office hours)
Office Hours:	- Mondays, 4-6pm - Thursdays, 12-1pm - Google Appointments Calendar (All office hours held virtually)
Email:	Leslye.Whitehead@sjsu.edu
Faculty Websites:	Dr. Whitehead's Course HQ ; SJSU People: Leslye Whitehead
Class Days/Time:	Tuesday, Thursday 3:00pm- 4:15pm
Class Location:	This course meets together online, synchronously in a "Zoom classroom". 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 Whitehead 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 will meet using Zoom, 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 Module 0: Orientation module (includes our syllabus)
2. Submit the "Getting To Know You" survey
3. Participate in the "Intro - Meet Your Classmates" Discussion Board
4. Complete the Syllabus Quiz
5. Setup your study plan schedule

To Summarize:

- **We will meet each week on ZOOM for class lectures and discussions.**
- 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. Whitehead

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

About your instructor

My name is Dr. Leslye Whitehead and my pronouns are she, her. Please refer to me as **“Dr. Whitehead”** or **“Professor Whitehead.”** 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 Whitehead 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.Whitehead@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 our class, we will use two (2) texts:

1. Liss, M., Richmond, K. & Erchull, M. J. (2024). [Psychology of Women and Gender \(2nd edition\)](#). W. W. Norton & Company.
 - e-book ISBN: **978-1-324-06359-9**
 - **Links to purchase: SJSU Bookstore, VitalSource, RedShelf**
 - Cost is approximately \$60 for the semester
2. 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.
 - ISBN: **978-0-9972-9621-1** paperback
 - **Our MLK Jr. Library owns a copy - You may access the e-book** free of charge.
 - This text is linked directly in Canvas on the “Library Course Materials” tab.

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 (Couvson), 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 that you will submit through the Canvas course website. In order to use Canvas, you will need access to an electronic device such as a computer, and will need to login using your 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 course meets online, 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

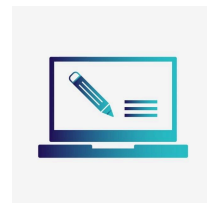
You will need a computer and reliable internet access in order to successfully complete this course. Some of the course material may be accessible by phone or other e-device, but the majority of the course's content may require a full computer/laptop browser and a large bandwidth of data access. Therefore, 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 Whitehead: Leslye.Whitehead@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/waves of feminism and delineate key historical moments within the gender liberation movement.
- 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, disability, 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.

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. The course requirements are as follows:

Assignment	Point Value	Percentage toward Final Grade
Course Orientation	10 points	5%
Syllabus Quiz	10 points	5%
Discussion Post 1	10 points	5%
Discussion Post 2	10 points	5%
Discussion Post 3	10 points	5%
Discussion Post 4	10 points	5%
Discussion Post 5	10 points	5%
Exam 1	20 points	10%
Exam 2	20 points	10%
Exam 3	20 points	10%
Exam 4	20 points	10%
Final Project	50 points	25%

Total: 200 points possible

Assignment Details in Brief

Course orientation module (10 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
- Submit the “Getting To Know You” survey

Graded Assignments in the Orientation Module

- Post on the **introductory discussion board** (Submit using Canvas Studio, or text with photos), 10 points
- Complete the Syllabus Quiz, 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 of 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

Exams (4 exams, 20 points each, 80 points total)

Periodic exams will be taken on Canvas. These exams may be multiple-choice, true/false, or short answer items. The goal of each exam is to assess students’ learning of course materials, including assigned readings and films. Key concepts and application of these concepts to real-world scenarios is expected.

- Exam 1: Chapters 1-4, 20 points

- Exam 2: Chapters 5-7, 20 points
- Exam 3: Chapters 8-10, 20 points
- Exam 4: Chapter 11-13, 20 points

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, video, 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.

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

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](#)

Course Calendar

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

Week	Dates	Course Topics	After Class assignments and notes...
Week 1	Thursday, Jan. 23	<p>Before attending class...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Download and read the Course Syllabus (Google Docs) <p>Class Agenda</p> <p>Orientation Module: Welcome to our Course!</p> <ul style="list-style-type: none"> • Current issues • Getting to know you survey • Syllabus/Q&A re: our course structure 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete Module 0: Orientation <input type="checkbox"/> Setup your Canvas profile, photo and gender pronouns <input type="checkbox"/> Setup your Canvas notifications and email preferences <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)
Week 2	Jan. 28 Jan. 30	<p>Before attending class...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read "La Guera" (Moraga, 1979) <input type="checkbox"/> Read articles in Module 1 <p>Class Agenda</p> <p>Module 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 	<p>Assignments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 1: A feminist psychology of women <input type="checkbox"/> Watch Feminist Voices film: The Changing Face of Feminist Psychology <input type="checkbox"/> Watch clip: Feminism: Women: One Word <input type="checkbox"/> Review Chapter 1 Slides <input type="checkbox"/> Discussion #1: What is feminism?
Week 3	Feb. 4 Feb. 6	<p>Before attending class...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 2 (Liss et al) <input type="checkbox"/> Watch Video: The urgency of intersectionality (Crenshaw, 2016) <p>Class Agenda</p> <p>Module 2: Power and Privilege</p> <ul style="list-style-type: none"> • What is Intersectionality • Solidarity with women of color 	<p>Assignments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Interlocking Oppressions (Carasthesis, 2016) <input type="checkbox"/> Read The Combahee River Collective Statement (1977) <input type="checkbox"/> Review Chapter 2 Slides <input type="checkbox"/> Review Website and Videos: Social Identities and Systems of Oppression National Museum of African American History and Culture <input type="checkbox"/> Watch Video: Legos and the 4 I's of Oppression

<p>Week 4</p>	<p>Feb. 11 Feb. 13</p>	<p>Before attending class...</p> <p>Read All the women in my family sing: <i>Editing Identity: Cultural identity, gender and sexuality</i></p> <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 <p>Class Agenda</p> <p>Module 3: 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 3 (Liss et al) and review the powerpoint slides <input type="checkbox"/> Watch video: Growing up female (1971) - This video is optional <input type="checkbox"/> Submit Survey #1 (Week 4 Assessment)
<p>Week 5</p>	<p>Feb. 18 Feb. 20</p>	<p>Before attending class...</p> <p>Read All the women in my family sing: <i>Editing Identity: Cultural identity, gender and sexuality</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Bryant-Agenbroad, The Bad Black, pp. 20 <input type="checkbox"/> Machanda, The Color of Transparency, pp. 24 <input type="checkbox"/> Crosby-Johnson, From Negro to Black, pp. 28 <input type="checkbox"/> Shiota, AWOL WOC, pp. 33 <input type="checkbox"/> Mila Jam, Home: A Transgender Journey, pp. 38 <p>Class Agenda</p> <p>Module 4: Beyond the Sex/Gender Binary</p> <ul style="list-style-type: none"> ● The myth of the 2 sexes ● Harms of living in a binary world ● Intersex and other genetic differences ● Being non-binary ● Gender pronouns ● The GenderBread Person 	<p>Assignments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 4: Beyond the Sex/Gender Binary <input type="checkbox"/> View powerpoint slides <input type="checkbox"/> Watch video: Intersexion <input type="checkbox"/> Watch video: Gender roles <input type="checkbox"/> Watch clips from Killing us softly 4 <input type="checkbox"/> Watch movie: (un)Veiled <input type="checkbox"/> Watch movie: SextUp <input checked="" type="checkbox"/> Exam 1 (Chapters 1, 2, 3, 4)

Week 6	Feb. 25 Feb. 27	<p>Before attending class...</p> <p>Read All the women in my family sing: <i>In a family way</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> De Leon, A Pink Dress, pp. 187 <input type="checkbox"/> Ward, An Exceptional Father, pp. 204 <input type="checkbox"/> Carter-Gilkey, Rewriting the story, pp. 210 <input type="checkbox"/> Kamal, Scolding other people’s kids, pp. 223 <p>Class Agenda</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 5 (Liss et al); View powerpoint slides <input type="checkbox"/> Watch Film: Miss Representation (Directed by Jennifer Siebel Newsom) <input type="checkbox"/> Watch Movie Short: Throw like a girl: Mone’ Davis (Directed by Spike Lee) <input type="checkbox"/> Watch Film: PUSHOUT (by Dr. Monique Morris Couvson) <input type="checkbox"/> Discussion 2: Reflections on upbringing/gender socialization
Week 7	Mar. 4 Mar. 6	<p>Before attending class...</p> <p>Read All the women in my family sing: <i>But Beautiful: The Beauty Myth</i></p> <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 <p>Class Agenda</p> <ul style="list-style-type: none"> • Biological • Sexual organs • Menstruation • Virginity • Pregnancy and Childbirth • Genital mutilation • Abortion 	<p>ASSIGNMENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 6 (Liss et al); View powerpoint slides <input type="checkbox"/> Watch Video: Red Moon: Menstruation and the Politics of Gender <input type="checkbox"/> Discussion 3: Let her learn and PUSHOUT
Week 8	Mar. 11 Mar. 13	<p>Before attending class...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: Are we having sex now or what? <p>Class Agenda</p> <p>Module 7: 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 video: The Purity Myth <input type="checkbox"/> Submit Survey #2 - Week 8 Survey
Week 9	Mar. 18 Mar. 20	Catch Up Week	<p><input checked="" type="checkbox"/> Exam 2 (Chapters 5, 6, 7)</p>

Week 10	Mar. 25 Mar. 27	<p>Before attending class...</p> <p>Read <i>All the women in my family sing</i></p> <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"/> Ganeshananthan, What's in a name, pp. 174 <input type="checkbox"/> Plummer, The girl from the ghetto, pp. 179 <p>Class Agenda</p> <p>Module 8: Relationships</p> <ul style="list-style-type: none"> • Verbal and nonverbal communication • Patterns of friendship • Small Groups Discussion: Making friends (Zoom in-class discussion) 	<p>ASSIGNMENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 8 (Liss et al); View powerpoint slides <input type="checkbox"/> Watch assigned videos on Canvas
Spring Break	Apr. 1 Apr. 3	Spring Break	Spring Break - No classes
Week 11	Apr. 8 Apr. 10	<p>Before attending class...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select a reading from Maternal Theory <p>Class Agenda</p> <p>Module 9: Reproduction & Mothering</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 9 (Liss et al); View powerpoint slides <input type="checkbox"/> All the women in my family sing <ul style="list-style-type: none"> <input type="checkbox"/> Mush Lee, Stay, pp. 89 <input type="checkbox"/> Kugler, The Tunnel, pp. 122 <input type="checkbox"/> Dorabji, A note to the boy who was my son, pp. 197 <input type="checkbox"/> Carter-Gilkey, Rewriting the story, pp. 210 <input type="checkbox"/> Turpin, Prison Parenting, pp. 219 <input type="checkbox"/> Munaweera, Thoughts on Mother's Day, pp. 227 <input type="checkbox"/> Watch assigned videos on Canvas <input type="checkbox"/> Discussion 4: Can women "have it all"?
Week 12	Apr. 15 Apr. 17	<p>Before attending class...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: Are student teaching evaluations holding back women and minorities? <input type="checkbox"/> Pick one chapter from "Presumed Incompetent" <p>Class Agenda</p> <p>Module 10: 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: Trailblazers, Hell-raisers, Stargazers: Careers, work and worth <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 <input checked="" type="checkbox"/> Exam 3 (Chapters 8, 9, 10)

Week 13	Apr. 22 Apr. 24	<p>Before attending class...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Post to the women and aging discussion <p>Class Agenda</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 ● Dealing with illness ● Poverty and health; Stress ● Health care systems 	<p>ASSIGNMENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 11 (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"/> Diaab, The road to El Camino, pp. 355 <input type="checkbox"/> Watch assigned videos on Canvas <input type="checkbox"/> Discussion 5: Women and aging
Week 14	Apr. 29 May 1	<p>Before attending class...</p> <p>Read All the women in my family sing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Thea, Escape from the Cambodian Killing Fields, pp.62 <p>Class Agenda</p> <p>Module 12: Gender-Based Violence</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 12 (Liss et al); View powerpoint slides <input type="checkbox"/> Watch assigned videos on Canvas
Week 15	May 6	<p>Before attending class...</p> <p>Read All the Women in my family Sing: <i>The cure for what ails you</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Terrero, A letter to my son, pp. 215 <input type="checkbox"/> Allen, Learning to thrive, pp. 308 <input type="checkbox"/> Johnson, The Black Sickness, pp.315 <input type="checkbox"/> Jones, Facing Fear, Finding Light, pp. 319 <input type="checkbox"/> Topash-Caldwell, Reclaiming Indigenous Space, pp. 47 <p>Class Agenda</p> <p>Module 13: Mental health</p> <ul style="list-style-type: none"> ● Anxiety disorders ● 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"/> Watch assigned videos on Canvas <input checked="" type="checkbox"/> Exam 4 (Chapters 11, 12, 13)

Week 16	May 8	<p>Before attending class...</p> <ul style="list-style-type: none"> • Participate in Discussion #6 <p>Class Agenda</p> <p>Module 14: Leadership is for Women</p> <p>Where do we go from here?</p> <ul style="list-style-type: none"> • Shirley Chisholm • Hillary Clinton • Kamala D. Harris 	<ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 14 (Liss et al); 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: A woman's journey is never done <ul style="list-style-type: none"> <input type="checkbox"/> Roberts-Turner, When Life is a Crystal Stair, pp. 342 <input type="checkbox"/> Watch assigned videos on Canvas <input type="checkbox"/> Discussion 6: Women as leaders <input type="checkbox"/> Final Projects "non essay" due by May (final exam date)
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