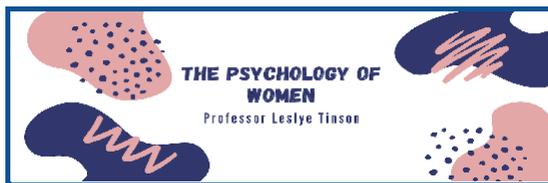


San José State University

College of Social Sciences, Department of Psychology

College of Social Sciences, Department of Women, Gender and Sexuality Studies



The Psychology of Women

PSYC 107: Section 01, CRN #28192

WGSS 107: Section 01, CRN #29609

Instructor Information

Instructor:	Leslye M. Tinson, M.S., LMFT (she/her) Lecturer of Psychology & African American Studies
Office Location:	@ home due to COVID-19 pandemic
Office Hours:	Mondays 12-2pm, OR by appointment (All office hours held virtually)
Email:	Leslye.Tinson@sjsu.edu
Faculty Websites:	SJSU People: Leslye Tinson
Class Days/Time:	<ul style="list-style-type: none">• [REDACTED]• Class discussions: Tuesday and Thursday 9am-10:15am• All other times asynchronously This course is available online using Canvas
Class Location:	This course is a fully online hybrid course, with some synchronous meetings. Meetings will be held virtually using Zoom or Google Meet. All course materials are located on Canvas.

Course Description

PSYC 107 - Psychology of Women, 3 unit(s)

Sex-role development of women in terms of bio-social factors involved in intellectual and personal-emotional functions. Psychological theory and research.

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

Welcome to our online-hybrid course!

[Proceed To Our PSYC 107 Canvas Course](#)

[SJSU Learn Anywhere Portal](#)

Welcome to our course!

Dear Students,

My name is Professor Leslye Tinson and I am excited that you will be joining me in learning this semester! It's an interesting time to be exploring the psychological, biological and sociocultural dynamics of gender, women's rights, transgender liberation and sexual and reproductive freedom. Given the timeliness of these topics, and as governments around the globe continue to legislate women's lives and seek to expand gender oppressions, I am excited for our time together.

This welcome letter provides a brief overview of our first day of class and some logistics. We will cover the course in greater detail by reviewing the syllabus together on our first day of class. Spring 2022 instruction begins on Wednesday, January 26 and classes end on May 16. Finals week is scheduled for May 17-22.

Our course, Psychology of Women starts Thursday, January 27 at 9am.

Required Textbooks for our course:

- Lips, H. M. (2017). *A new psychology of women: Gender, culture, and ethnicity* (4th edition). Waveland Press.
- 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. * [MLK Jr. Library free access](#)

Recommended, but optional:

- Moraga, C., & Anzaldúa, G. (Eds.). (2015). *This bridge called my back: Writings by radical women of color* (4th edition). SUNY Press.

I will be activating our Canvas course soon. The login information for our online meetings will be posted on the Syllabus tab inside Canvas. To successfully login, you will need to use your SJSU Zoom account. Please access the websites below for more information:

- [SJSU Canvas Login Page](#)
- [SJSU Zoom Login Page](#)

During our first class meeting, I'll be hosting a Welcome Session and we will have a brief introductory discussion of our course. This course will require your active participation, so verbal and text contributions in the chat, and collaboration with other students is expected. Since we won't be able to meet in person, we will do our best to simulate active discussions using the technology we have. I hope that you will be able to participate by:

- When possible, consider using a **webcam** or smartphone camera so that you are visible in class.
- As much as possible, be in a space free from distractions, and with good sound and lighting.
- Using a [virtual background](#) (if desired) to remove distractions from our view.
- Using a **headset** or headphones to maintain confidentiality during our class discussions.

This course is scheduled to be fully online. All class meetings will be held on Zoom. You can join from your desktop, laptop, tablet, or smartphone. We will use Google Meet as a backup method if Zoom breaks down, so be sure you have your Canvas Announcement Notifications set to **ON**, as that is how I will notify you of any changes.

In the meantime, please login and review the syllabus and initial readings.

1. Read the Orientation module (includes our syllabus).
2. View Reading Assignment for Week 1.
3. Complete the intro assignment.
4. Setup your individual study plan schedule, calendar important dates, etc.

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

Sincerely,
Professor Tinson

Leslye M. Tinson, M.S., LMFT
Lecturer of Psychology & African American Studies, San José State University
[SJSU Faculty Webpage: Leslye Tinson](#)
Licensed Marriage and Family Therapist #110060, www.leslyetinson.com

About your instructor



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

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

How to contact your instructor

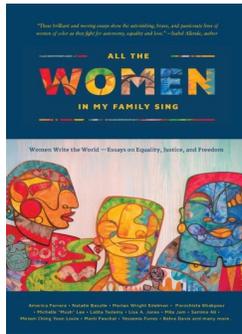
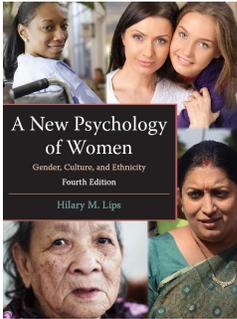
If you have a question as you are moving through the class, please do the following:

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

Textbooks and Materials

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

1. Lips, H. (2017). *A new psychology of women: Gender, culture, and ethnicity* (4th ed.). Waveland Press.
 - ISBN: 978-1-4786-3188-0 paperback
 - [Vitalsource](#)
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 for free using your Library login](#)



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)

I love to read and I love to offer recommendations for reading to my students. The list of books below are books that I recommend to complement our class topic. They are optional for our class, but allow you a deeper dive into a series of topics including Black women's health and other specialty areas of feminist scholarship. Most of these books are classics, award-winning, bestsellers, and come highly recommended!

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. & Anzaldú a, 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)

Also view the [Library Guide on Psychology](#) and the [Library Guide on Women, Gender and Sexuality Studies](#).

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



Program Learning Objectives: B.A. Psychology

1. Knowledge Base of Psychology

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

2. Research Methods in Psychology

Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

3. Critical Thinking Skills

Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

4. Applications of Psychology

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

5. Values in Psychology

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

Student suggested learning path

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

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



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



Assignments (Course Requirements)

Courses are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. Please keep in mind that additional discipline in making sure assignments are completed on time, is the responsibility of the student enrolled in an online course. The course requirements are as follows:

- | | |
|---------------------------------|-----------|
| 1. Course Orientation | 20 points |
| 2. Syllabus Quiz | 10 points |
| 3. Discussion Posts | 50 points |
| 4. Midterm Project | 20 points |
| 5. Surveys | 10 points |
| 6. Honoring Women Final Project | 90 points |

Assignment Details in Brief

Course orientation module (20 points)

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

Graded Assignments in the Orientation Module

- Post on the **introductory discussion board** (Submit using Canvas Studio, or text with photos) - 10 points
- Submit **"Getting to know you"** sheet to instructor - 10 points

Syllabus Quiz (10 points)

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

Discussion Forums (50 points)

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

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

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

Midterm Reflection Assignment (20 points)

Students will submit periodic reflections on the assigned readings and films in the course.

You may submit your work as a journal entry (mini-essay), a slideshow presentation, a blog post (portfolio), podcast style (audio), infographic or video presentation.

- From Canvas: [Midterm Reflection Project: Course assignment instructions](#)

Self Assessments Surveys (10 points)

As a part of supporting your success in the course, you will complete several self-assessments. These assessments will also provide space for the student to communicate directly with the instructor about the course and ways that the course can be improved to enhance student success. Students are not graded on the content of

these evaluations, but points are given upon completion. Students who do not complete the surveys will receive 0 points.

- Survey 1: How are you doing so far? Week 3 of the course 5 points
- Survey 2: Midterm self-assessment Week 7 of the course 5 points

Honoring Women final project (90 points)

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

1. Submit a **proposal** for your research topic. 10 points
2. Submit a **draft outline** of your project 10 points
3. Submit a **first draft of the research script or section of paper**. 10 points
4. **Peer-to-peer feedback** on your classmates' drafts 10 points
5. Submit a **visual presentation** (PowerPoint, video) **OR final paper** 50 points

Final Exam: Honoring Women Project

The final exam for the Psychology of Women course is the "Honoring Women" project. It is worth 90 points toward your grade in the course. This project is split up into 5 parts:

1. Written proposal of topic, 10 points
2. Draft outline of your project, 10 points
3. Literature review draft, 10 points
4. Peer feedback of literature review draft, 10 points
5. Video/oral presentation, 50 points **OR** Final paper submission, 50 points

Assignment 1: Written Proposal for Honoring Women Project

- **10 points - submission of proposal**

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

Requirements of the Proposal

1. Select a chapter topic from the textbook as your primary area of research focus. Remember you will have to do some additional research on the topic, so it's important to think this through and pick something that will keep you interested throughout the rest of the semester.
2. Select a woman or women whom you wish to research and honor as part of this selected area of focus from the textbook. You may want to refer to the "All the Women in My Family Sing" text as an example, or you may choose to honor a family member or friend, or someone notable in that particular area of focus.
3. Outline (in brief) how you envision doing your presentation of this material (e.g. PowerPoint, video, poem, music, interactive class exercise, etc). This can just be a draft plan -- meaning, you can change your plan later on, if needed.
4. Submit your written proposal here on Canvas by the deadline.

5. Example of a topic selection: Chapter 8 - Women and Work, selecting to honor women who have toiled in sweatshops labor. Research would include exploring factors on how the deplorable working conditions (i.e. slavery) have negatively impacted their lives, and yet women face the pressure to do the job anyway, because they have to provide for their families and/or are in countries where the labor standards do not prohibit this form of slavery.

Grading of the Proposal

- a. Please be sure to submit your proposal on time.
 - b. There is a grading rubric at the bottom of this page.
 - c. Professor Tinson will review the proposals and either you will be APPROVED for your topic, OR you will be given feedback/suggestions for revisions of your research topic.
-

Assignment 2: Project Outline and Working Map (Timeline)

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

Assignment 3: Literature Review Draft

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

Assignment 4: Peer review and feedback

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

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

Assignment 5, Option 1: Final Video presentation

- 50 points - oral presentation of project

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

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

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

Assignment 5, Option 2: Final Paper

- 50 points - Final Draft of complete paper

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

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

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

Total pages: Minimum 3 pages of content

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

Assignment Group	Point value of assignment	Percentage Weight toward final grade
Syllabus Quiz Intro discussion post Getting to know you Surveys (2)	10 points 10 points 10 points 10 points	20% of total grade
Discussion Forums (5)	50 points	30% of total grade
Midterm Reflections (1)	20 points	20% of total grade
Honoring Women Project (final project)	90 points	30% of total grade
Total Assignments	200 points	100%

Grading Procedures

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	99%
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 Letter 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 Procedures

Office Hours

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

Email etiquette

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

Dear Professor Tinson:

I am in your psych of women class. I have a question about Chapter 4. Can you help me understand the feminist perspective on depression?

*Thanks,
Jane Smithsonian*

Hi Ms. T:

I would like to meet but can't attend your scheduled office hours. Can we set up an alternate time? I'm available Tuesday and Wednesday 3-5pm.

*Sincerely,
Matt Washington*

Online Classroom Behavior

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

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

Academic Integrity

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

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

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

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

Student Absences

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

Course Incomplete/ Withdrawal/ Grade Changes

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

Statement on Diversity and Inclusiveness

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

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

Mental Health Disclaimer & Support Services

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

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

University Policies

This page contains information relevant to all courses at SJSU.

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

University Resources for Students

- [SJSU Learn Anywhere](#): Student resources for online learning
- [Counseling and Psychological Services \(CAPS\)](#)
- [Peer Connections](#)
- [SJSU Cares](#)
- [Student Technology Resources](#)
- [Writing Center](#)

Waiting list procedures

In accordance with University Policy [F20-1](#), the automated waitlists for most courses will remain active for the first nine days of the semester, through 11:59 p.m. Thursday, February 3. As seats open up in a class, students on the waitlist will be automatically enrolled and will gain access to the Canvas course shell (at 8:00 a.m. and 8:00 p.m.). If a class has open seats, students can enroll through MySJSU from January 26 - February 14.

Graduating seniors who have graduation applications on file for Spring 2022, Summer 2022, and Fall 2022 are automatically moved to the top of the waitlists on a daily basis. Additional [Student Information](#) on the waitlist process is posted on the Registrar's website.

Instructors will receive an email message (to their sjsu.edu email address, after the 8:00 p.m. enrollment process has run) informing them when any students have been enrolled in their classes from the waitlist during the first nine days of the semester. Faculty are encouraged to reach out to these students to inform them of any important messages or assignments they may have missed.

Starting February 4, all students will need a permission number to enroll. If you have space open in your class, please give permission numbers to students requesting them between February 4 - 7 so they are able to adjust their schedules before the drop deadline. As a reminder, the course drop deadline for Spring 2022 is February 7; the add deadline, and Instructor Drop deadline, is February 14. These dates are also listed on the [Registrar's Calendar](#).

Our Course Schedule

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

[Google Slides Deck for PSYC 107](#)

Start Date	Topics, assignments and study materials
Course orientation and introductions	
1/27/2022	<p>Orientation Module: Course Orientation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend orientation meeting, Thursday 1/27 at 9am <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 (PDF) <input type="checkbox"/> Complete the Syllabus Quiz on Canvas <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 introductory discussion forum and video forum (10 points) <input type="checkbox"/> Submit "Getting to know you" sheet to Professor Tinson (10 points) <input type="checkbox"/> Syllabus Quiz (10 points)
Growing up female	
Feb 1 Feb 3	<p>Module 1: Why a global, multicultural psychology of women?</p> <p>In this introductory module, we will examine and challenge our notions of gender. Gender is a social construct, meaning it is defined by the society and changes over time and context. So, what is gender? Why do we specifically need to study women and women's lived experiences? How has the field of psychology treated women, as research subjects, participants and scholars? What are the key historical moments and current perspectives that shape the history of feminist psychology as a field of scholarship?</p> <p>Readings and Videos</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read "La Guera" (Moraga, 1979) <input type="checkbox"/> Read Why this Black woman will not be returning to the Women's March (Holloway, 2018) <input type="checkbox"/> Read from "All the Women in My Family Sing" - Khakpour, Home, pp. 84 (ebook link to MLK Library) <input type="checkbox"/> Read McIntosh's White Privilege, Male Privilege article <input type="checkbox"/> Watch Feminist Voices film: The Changing Face of Feminist Psychology
Feb 8 - no class Feb 10	<p>This Class is An Action!</p> <p>Centering Women of Color in Psychology + Combating white-cis-hetero-patriarchy</p>

	<p>This class is an action! We will center our work together with the theme of combating cisgender heteronormative notions of human existence. We will challenge whiteness as a power structure that subjugates women of color and people of the global majority as “less than.” We will combat narratives that infantilize women as children, helpless babies, and needing to be cared for and ruled over. A key aspect of our work is in decentering long-held standards of white feminism and how psychology and its recent contributions in examining race, culture and ethnicity are paramount to our class. Students will be encouraged to examine their own belief systems, assumptions and stereotypes that impact how gender is expressed, managed and controlled within their own lived experiences. We will chart a path forward for social action and meaningful change.</p> <p><input type="checkbox"/> Read Chapter 1 (Lips, 2017)</p>
<p>Feb 15 - in person Feb 17</p>	<p>Module 2: Gender comparisons and differences</p> <p>In this module, we will discuss the “norms” and expectations that research has drawn in terms of what is same or different across genders. Much of this research centers the construct of gender as a binary system (male or female, either/or, no in-between or variations). The biological, psychological, social and cultural factors of gender will be examined and analyzed.</p> <p>ASSIGNMENTS</p> <p><input type="checkbox"/> Read Chapter 2 (Lips, 2017); View powerpoint slides</p> <p><input type="checkbox"/> 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><input type="checkbox"/> Watch assigned videos on Canvas: Doing Gender, The urgency of intersectionality (slide 10)</p> <p><input type="checkbox"/> Optional video: Growing up female</p> <p><input type="checkbox"/> Discussion 1: What is feminism? (Post by Thursday Reply back by Wednesday 2/9)</p>
<p>Feb 22 - in person Feb 24</p>	<p>Module 3: The female body</p> <p>In this module, we will discuss the various perspectives that define the “female body”, including biology, genetics, sexual organs, reproductive health, menstruation, virginity, pregnancy and childbirth. Controversial topics of female genital mutilation and abortion will be discussed. We will also learn about a third gender, people who are intersex.</p> <p>ASSIGNMENTS</p> <p><input type="checkbox"/> Read Chapter 3 (Lips, 2017); View powerpoint slides</p> <p><input type="checkbox"/> 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><input type="checkbox"/> Watch assigned videos on Canvas: Red Moon, Purity Myth, Intersexion, various clips</p> <p><input type="checkbox"/> Discussion 2: Reflections on upbringing/gender socialization (Post by Thursday, Reply by Monday)</p> <p><input type="checkbox"/> Submit Survey #1</p>
<p>March 1</p>	<p>This Class is An Action!: Reproductive Rights, Justice and Bodily Freedom</p>

	<p>In this special lecture, we will take a deep dive in the topic area of reproductive health, justice and freedom. This includes birthing justice, seeing feminism as inclusive of transgender equity and intersex justice. A specific topic of local concern is the legislative process of anti-abortion groups and lawmakers. In alignment with our theme “This Class is an Action” students will discuss in small groups their stance and identify ways they can amplify these important causes.</p>
<p>March 3 March 8 - in person</p>	<p>Module 4: Gender expectations and identities</p> <p>In this module, we will explore how gender standards are developed within society, how those standards are upheld or challenged, and analyze various psychological theories that attempt to explain gender. Gender socialization (e.g. how we are raised, the rules our families use, how we should behave/dress/act, what we should be interested in), the power of advertising media, gender schemas and self-identity development processes will be analyzed.</p> <p>ASSIGNMENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 4 (Lips, 2017); 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, 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 <input type="checkbox"/> Watch assigned videos on Canvas: Gender roles, Killing us softly 4, (un)Veiled, SextUp <input type="checkbox"/> Submit your Written proposal of Honoring Women Project
<p>Building confidence, assertiveness and relationships</p>	
<p>March 10</p>	<p>Module 5: Femininity, Confidence and Self-Esteem</p> <p>In this module, we will explore what it means to be feminine. What do we need to do to allow girls and women to live with freedom about themselves, their bodies, and self-esteem? What does it take for girls and women to feel powerful, empowered and confident in who they are and what they can do? What role do schools, media and positionality (power) play in our development of self-confidence?</p> <p>ASSIGNMENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 5 (Lips, 2017); View powerpoint slides <input type="checkbox"/> Additional reading: Are student teaching evaluations holding back women and minorities? (From Presumed Incompetent) <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 Film: Miss Representation <input type="checkbox"/> Watch docu-short “Throw like a girl: Mone’ Davis” <input type="checkbox"/> Watch Film: PUSHOUT <input type="checkbox"/> Discussion 3: Let her learn and PUSHOUT (Post by Thursday, Reply back by Monday)

<p>March 15- in person</p>	<p>Module 6: Communication and Friendships</p> <p>Can women be friends? What about the “cat fights”? Does gender impact your communication style? These questions will be examined along with the stereotyped assumptions about girls and womens abilities to communicate effectively and develop and maintain healthy relationships with others.</p> <p>ASSIGNMENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 6 (Lips, 2017); 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"/> Ganeshananthan, 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"/> Discussion: Making friends (Zoom discussion)
<p>March 17 March 22</p>	<p>Module 7: Families and Intimacy</p> <p>Family and more specifically, the process of motherhood, is often considered a milestone of womanhood. What do we think of women who do not have children? Can any woman be a mother? What are the expectations of motherhood, parenthood, and family? Why are women often the caretakers in family households? Is it possible to have it all - family, career and personal life?</p> <p>ASSIGNMENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 7 (Lips, 2017); 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”? (Post by Thursday, Reply back by Monday) <input type="checkbox"/> Submit Survey #2
<p>March 28 - April 1</p>	<p>Spring Recess - Rest</p>
<p>April 5 - in person April 7</p>	<p>Module 8: Women’s Work</p> <p>Men are rarely, if ever, asked how can you be a father and have a job? One of the most popular topics of this course is women and work. We will discuss the gender pay gap, persistent pay and employment inequities, child care and work-life stress, the “second shift” - working at home, caretaking, and developing a balance with career aspirations.</p> <p>ASSIGNMENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 8 (Lips, 2017); 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 <input type="checkbox"/> Midterm Reflection Project Due
Physical health, mental health, and aging	
April 12 April 14	<p>Module 9: Physical health and wellness</p> <p>In this module, we will explore methods and strategies women undertake when dealing with personal illness, poverty, homelessness, declining health, cancers, chronic health issues, stress and navigating the healthcare industry.</p> <p>ASSIGNMENTS</p> <input type="checkbox"/> Read Chapter 9 (Lips, 2017); 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 <input type="checkbox"/> Draft outline for Honoring Women Final Project
April 19 April 21	<p>This Class is An Action!</p> <p>Mind, Body & Spirit Connections</p> <p>This special lecture will help students explore a variety of self-love and self-care movements intended to improve self-confidence, self-esteem, and overall mental and physical health.</p> <ul style="list-style-type: none"> ● Loving our Bodies ● Health at Every Size ● Self-Love as Radical Self-Care ● The Revolution called Rest!
April 26 April 28	<p>Module 10: Mental health</p> <p>In this module, we will explore various mental health problems women face, including anxiety disorders, depression, eating disorders, and substance use.</p> <p>ASSIGNMENTS</p> <input type="checkbox"/> Read Chapter 10 (Lips, 2017); 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 <input type="checkbox"/> Submit draft of research section for final project - submit by May 1

May 3	<p>Module 11: Aging and Getting Older This module will examine aging, the process of menopause, behavioral frailty, notions of sexuality after turning 60 years old, and mortality.</p> <p>ASSIGNMENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 11 (Lips, 2017); 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 (Post by Friday, Reply back by Tuesday) <input type="checkbox"/> Conduct Peer review of draft to classmate as assigned (due to classmate by May 7)
Taking Agency, Living Safely and Leading as Women	
May 5	<p>Module 12: Sexualities</p> <ul style="list-style-type: none"> ● Lesbianism ● Heteronormative standards ● Bisexuality ● Sexual scripts ● Safe sex, birth control and sexual enjoyment <p>ASSIGNMENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 12 (Lips, 2017); View powerpoint slides <input type="checkbox"/> Additional Reading: Are we having sex now or what? <input type="checkbox"/> Watch assigned videos on Canvas <input type="checkbox"/> Peer review of research section of paper- due back to classmate May 7
May 10 May 12	<p>Module 13: Violence against Women</p> <ul style="list-style-type: none"> ● Dating and Domestic violence ● Sex trafficking ● Incest, rape and sexual assault ● Sexual harassment and intimidation ● Murder <p>ASSIGNMENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 13 (Lips, 2017); View powerpoint slides <input type="checkbox"/> All the women in my family sing: <ul style="list-style-type: none"> <input type="checkbox"/> Thea, Escape from the Cambodian Killing Fields, pp.62 <input type="checkbox"/> Watch Rape in the Fields

	<p>Module 14: Leadership is for Women</p> <p>Why do we need women in leadership positions? What does it take to lead? How are women leaders viewed differently than men? What should we do to encourage more women to run for Local, State and National Office! Women are more likely to be egalitarian, democratic leaders who lead with passion, dedication and compassion for others. From board Rooms, Management positions and C-level suites, women leaders are needed! The time is now!</p> <p>Assignments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 14 (Lips, 2017); 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 (Post by Thursday, Reply back by Monday)
Finals Week	Final Projects Due