Course: WMNST325-01: Psychology of Women
Class Meets:  
Instructor: Geneva Robinson Darcuiel, PsyD. 
Email: geneva.robinson@mail.sdsu.edu  
Telephone: 619-917-8336  
Office: AL#330  
Office hours: Monday 1:00pm – 3:00pm or by appointment

REQUIRED TEXT

COURSE DESCRIPTION and OBJECTIVES

First, some clarification about your own knowledge-based pre-requisites- If you know at least a woman or two, you already have some fundamental experiences that are course-related! The subject matter of this course sometimes elicits a nervous reaction. Women sometimes assume the course content is aimed toward turning them into feminists; men often assume they will be ridiculed, blamed, criticized or ignored. Neither is the case. We are here to learn together and from each other. Please keep in mind the shared goal of making this a rewarding learning experience for all participants. You are expected to actively participate by completing all assignments, and demonstrating your understanding of the materials through multiple assignments, activities and exams, and also through your contributions to in class discussions that reflect your thoughtful and in-depth consideration of course concepts and feminist perspectives.

The course is designed to provide students with an integrated and academically rigorous examination of theories, research and subjective experiences in the study of the psychology of women within the social contexts of culture, class, race, sex and gender; similarities and differences; the social construction of these concepts. Because of the nature of the material, your
willingness to introspect regarding course concepts and your own experiential investment in class are essential components of the anticipated meaning-process and of your own learning, and you are expected to actively engage in all course components.

**COURSE FORMAT**

The course is designed to provide students with an integrated and academically rigorous examination of theories, concepts and contexts that shape the psychological development of women; it requires an in-depth investigation of biological, historical, social and cultural factors that shape diverse women's lives, influencing their behaviors, worldviews and experiences of self.

Course content will be organized around the following predominant themes:

- **Women have not yet achieved full equality with men**

- **Women vary widely from one another and there are similarities and differences between women and men**

- **Psychology can contribute to social change**

- **Underlying all of the above concepts and lived experiences is an inherent theme of social justice and activism**
STUDENT LEARNING OUTCOMES

Upon completion of this course, the successful student will be able to:

- Articulate an understanding of women’s multiple realities;
- Critically evaluate the social construction of issues relating to gender;
- Integrate personal perspectives with theories and current research findings and reflect on their significance;
- Access and evaluate online resources relating to women;
- Produce a series of written assignments that synthesize learning outcomes;
- Navigate Blackboard sufficiently well to be able to effectively complete all required coursework.

What I expect from students:

- Carefully review the syllabus and ask for clarification as needed.
- Consistently and actively participate in your own learning process.
- Contribute respectfully, using appropriate language, and with an open mind to constructive deliberation and discussion on topics to be addressed.
- Complete assignments and communicate concerns with the instructor or Graduate Assistant in a timely manner.
- Submit questions to the appropriate source for answers (Blackboard Helpdesk, Registrar’s office, Graduate Assistant, etc.)
- There should be no electronic communication during class time; that is, cell phone, pagers, email should be turned off. Laptops will only be allowed during lecture.

What you can expect from Instructor:

- To develop and implement purposeful learning activities.
- To facilitate creation of a safe learning and teaching community.
- To be reasonably accessible via email, or scheduled “Live classroom” sessions.
- To facilitate collaboration, communication and deliberation on diverse topics to be addressed.
- To recognize and support varied learning styles.
- To clarify assignments and grading criteria and provide direction for resources and research.
- To review and grade student work in a timely manner.
- To provide opportunities that challenge students toward personal insights and accountability.
- To support practical implications and applications of course content.
The Psychology of Women satisfies the University General Education section IV, Explorations of Human Experience: Cultural Diversity requirement.

**WMNST 310, 320, 325, 331, 370, 375, 385**

General Education:
Courses that fulfill the 9-unit requirement for **Explorations** in General Education take the goals and skills of GE Foundations courses to a more advanced level. Your three upper division courses in Explorations will provide greater interdisciplinary, more complex and in-depth theory, deeper investigation of local problems, and wider awareness of global challenges. More extensive reading, written analysis involving complex comparisons, well-developed arguments, considerable bibliography, and use of technology are appropriate in many Explorations courses. This is an **Explorations course in Social and Behavioral Sciences**. Completing this course will help you learn to do the following with greater depth: 1) explore and recognize basic terms, concepts, and domains of the social and behavioral sciences; 2) comprehend diverse theories and methods of the social and behavioral sciences; 3) Identify human behavioral patterns across space and time and discuss their interrelatedness and distinctiveness; 4) enhance your understanding of the social world through the application of conceptual frameworks from the social and behavioral sciences to first-hand engagement with contemporary issues.

Thinking about a Major or Minor in Women's Studies? The program offers exciting courses, is committed to women's issues and social justice, and is adaptable to your interests and concerns. The Women's Studies Major/Minor is not impacted! For more information please contact the Women's Studies Undergraduate Advisor, Dr. Doreen Mattingly, at MATTINGL@mail.sdsu.edu, (619) 594-8033, office AL 315.
COURSE ASSIGNMENTS

All assignments are expected on time and in hard copy form. Emailed assignments will NOT be accepted. Assignments with paper clips, tape or anything besides a staple will NOT be accepted. Late assignments will be docked 20% per week and will only be accepted up to one week after the due date. For example, the Cultural Interview (Due April 15th) will not be accepted after April 22nd.

1. **Feminist Identity development Reaction Journal:** This reaction journal will provide evidence of individual learning and growth. This assignment should be one to two pages in length. Journal writing identifies knowledge gained / comprehension *(What have I learned?)*; uses analysis / synthesis / evaluation in discussing the knowledge / comprehension *(What are some insights that extend this knowledge?)*; makes a personal application *(How might I use this knowledge / comprehension . . . what meaning does it have for me?)* The summary journal should capture learning highlights. (15%)

2. **Community Agency Visit:** Students shall participate in a site visit of a Community Agency that provides some type of social services to women and/or children. This shall consist of a visit/educational tour of a social service center of your choosing in the community. Students will write a reflection about their experience that includes program literature. (4 page maximum) (15%)

Write a brief 3-page paper (APA), which will include the following:

**Community Agency Visit Reflection Paper Questions:**

<table>
<thead>
<tr>
<th>Context</th>
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</thead>
<tbody>
<tr>
<td>1. Describe the Agency Visit, the type of agency and the people the agency services.</td>
</tr>
<tr>
<td>Your personal thoughts</td>
</tr>
<tr>
<td>2. Why did you select this experience?</td>
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<tr>
<td>3. What were your thoughts about this agency and/or the people they serve before the visit?</td>
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</table>

<table>
<thead>
<tr>
<th>Integration of your observations with your readings</th>
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<tbody>
<tr>
<td>4. How do your observations match up/or not match up with the readings on this specific group?</td>
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<tr>
<td>5. How do you make sense of your observations based on your readings?</td>
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<table>
<thead>
<tr>
<th>Personal Reflection</th>
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<tbody>
<tr>
<td>6. Reflect on how your biases/stereotypes have changed/shifted as a result of this visit.</td>
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<tr>
<td>7. What questions are you left with about the women the agency services?</td>
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</table>

3. **Cross-cultural interview:** Interview someone with at least 2 different identities from your cultural group (this person cannot be a classmate). Your task is to
learn as much as you can about this person's culture (e.g. their lived experiences, family of origin, oppression, racism, sexism, privilege, homophobia, accomplishments, etc.). You will design your own interview questions steaming from class readings, discussion and handouts. (15%)

4. Pop Quiz: There will be a number of quizzes given throughout the semester. These in class quizzes will consist of multiple-choice questions based on lectures, videos, discussions, online and/or classroom activities as well as information in the text. Make-up quizzes will not be allowed unless a valid doctors note is presented. (50%)

5. Attendance and Participation: Attendance and participation is vital to the learning process in this class. Regular and consistent attendance is necessary to do well and to create a shared learning environment. Students have a responsibility to each other to come to class on time and actively participate. In addition to completing readings and other assignments, students will be expected to participate in classroom activities and discussions.

| Overview |

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentages</th>
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</thead>
<tbody>
<tr>
<td>Feminist Identity Development Reaction</td>
<td>2/18</td>
<td>15%</td>
</tr>
<tr>
<td>Community Agency Visit</td>
<td>3/18</td>
<td>15%</td>
</tr>
<tr>
<td>Cultural Interview</td>
<td>4/15</td>
<td>15%</td>
</tr>
<tr>
<td>Pop Quiz</td>
<td>Various</td>
<td>50%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
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Grading System (retrieved from Catalog p. 176)

Definition of Grades for Undergraduate Students
Grades and grade points per unit used in reporting are as follows: Grade of A (outstanding achievement; available only for the highest accomplishment), 4 points; B (praiseworthy performance; definitely above average), 3 points; C (average; awarded for satisfactory performance; the most common undergraduate grade), 2 points; D (minimally passing; less than the typical undergraduate achievement), 1 point; F (failing), 0 points; RP (report in progress), not counted in the grade point average; W (withdrawal), not counted in the grade point average; AU (audit), no credit earned and not counted in the grade point average; Cr (credit), signifying units earned, but not counted in the grade point average; NC (no credit), no credit earned and not counted in the grade point average; I (incomplete authorized), no credit earned and not counted in the grade point average until one calendar year has expired at which time it will be changed to an IC (incomplete charged) and will count as an F for grade point average computation; WU (withdrawal unauthorized), will count as an F for grade point average computation.

*Grading: Students are not guaranteed or automatically entitled to A grades. Students earn a grade of A. An A represents Outstanding Academic Achievement.

A Grade: Outstanding Achievement: available for the highest accomplishment
95-100% A
90-94% A-

B Grade: Average; awarded for satisfactory performance
87-89% B+
84-86% B
80-83% B-

C Grade: minimal passing
77-79% C+
74-76% C
70-73% C-

D Grade: unacceptable for undergraduate credit; course must be repeated
Less than 70%

F Grade: below 60%

Grade Dispute
If you have a question concerning the grade on an examination or assignment, you may challenge your grade, in writing, within one week’s time of the return of the examination or assignment. The format used for the challenge must be as follows:

1) Your name, 2) name of assignment or examination, 3) question number if applicable, 4) points given over points value total (e.g. 3/5), 5) accepted answer, 7) rational behind your answer. The case made for your answer should include resources and references including page number of the textbook. If
your rationale is not contained in the required text, a photocopy of the page from your reference with your rationale marked should be included. After the instructor has reviewed the request, you and the instructor will meet to discuss the issue or the instructor will issue a response in writing.

**CLASS SCHEDULE**

<table>
<thead>
<tr>
<th>WEEK #</th>
<th>DUE DATES</th>
<th>CONTENT</th>
<th>TO BE SUBMITTED</th>
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<tbody>
<tr>
<td>1</td>
<td>January 28th</td>
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<tr>
<td>2</td>
<td>February 4th</td>
<td>CHAPTER 1</td>
<td></td>
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<tr>
<td>3</td>
<td>February 11th</td>
<td>CHAPTER 2</td>
<td></td>
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<tr>
<td>4</td>
<td>February 18th</td>
<td>CHAPTER 3</td>
<td>Feminist Identity Development Reaction</td>
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<td>5</td>
<td>February 25th</td>
<td>CHAPTER 4</td>
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<tr>
<td>6</td>
<td>March 4th</td>
<td>CHAPTER 5</td>
<td></td>
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<tr>
<td>7</td>
<td>March 11th</td>
<td>CHAPTER 6</td>
<td></td>
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<tr>
<td>8</td>
<td>March 18th</td>
<td>CHAPTER 7</td>
<td>Agency Visit</td>
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<td>9</td>
<td>March 25th</td>
<td>CHAPTER 8</td>
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<td>10</td>
<td><strong>April 1st</strong></td>
<td><strong>NO CLASS</strong></td>
<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>11</td>
<td>April 8th</td>
<td>CHAPTER 9</td>
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<tr>
<td>12</td>
<td>April 15th</td>
<td>CHAPTER 10</td>
<td>Cultural Interview</td>
</tr>
<tr>
<td>13</td>
<td>April 22nd</td>
<td>CHAPTER 11</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>April 29th</td>
<td>CHAPTER 12</td>
<td></td>
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<tr>
<td>15</td>
<td>MAY 6TH</td>
<td>CHAPTER 13</td>
<td></td>
</tr>
<tr>
<td><strong>FINAL</strong></td>
<td><strong>MAY 13TH</strong></td>
<td></td>
<td><strong>FINAL QUIZ</strong></td>
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The course instructor reserves the right to make changes to the course assignments, requirements, and the schedule. Students will be notified of any such changes with sufficient notice to allow time to alter expectations and work schedule accordingly.
ADMINISTRATIVE NOTES

- Please read this syllabus carefully during the first week of class, and feel free to ask questions immediately, as each student is responsible for understanding and compliance with its contents.
- Students with special needs: Students who need accommodation for disabilities should register with Student Disability Services, 619-594-6473, or online at http://www.sa.sdsu.edu/sds/index.html. Please contact the instructor by the end of the first week of class to make appropriate arrangements to support your successful completion of all class requirements.
- Thoughtful contribution to class and compliance with guidelines is required to obtain full credit.
- You are required to respect all participants in this class, including fellow students, our Graduate Assistant and the instructor.
- Please be aware of the language you choose to use to communicate within Discussion Board, virtual classroom and all other course-related interactions. Racist, sexist, homophobic and other offensive comments do not contribute to creating a safe space for community learning. Should any questionable or offensive contributions come to the attention of the instructor, we will address these as a class.
- Each student is responsible to maintain her/his own back-up copy of all online submissions through the end of the semester. Should Cyberspace, a Black Labrador or a Black hole devour your assignment, it is your responsibility to immediately provide the back-up version.
- Students are responsible to monitor Blackboard every week for announcements, changes, grades, and additional instructions throughout the semester. Any inquiries or challenges regarding grades must be submitted within one week of the date the grade is posted in Blackboard.
- Please plan ahead as late work will result in loss of credit for the assignment.
- There will be no makeup for the Quizzes without valid medical excusal.
- E-mail is generally the most efficient means to reach instructor. Your email subject line must have the specific class and must also include your full name as it appears on SDSU’s response. If you have not received a response within 36 hours (weekdays), please check that you have complied with the above-described format, then re-send, adding “attempt #2” in the subject line.
- Students will be expected to adhere to University standards of academic honesty and integrity as outlined in the Student Academic Honesty Policy. Violations of academic integrity include the following: unauthorized assistance on an examination, unauthorized collaboration on an academic exercise, plagiarism, misappropriation of research materials, unauthorized access of an instructor’s files or computer account, and any other serious violation of academic integrity as established by the instructor. Academic dishonesty will not be tolerated in this class, and the instructor reserves the right to submit any student writing to “Turnitin” for evaluation. Academic dishonesty will result in an automatic zero for the assignment and possibly the course, the incident will be reported to the Dean’s Office, and may result in student suspension or dismissal from the university.
Cheating and plagiarism are extremely serious offenses. For more detailed information, please visit the following website http://infotutor.sdsu.edu/plagiarism/index.cfm and communicate with your professor before turning in any assignment if these expectations remain unclear to you.

. Regarding Plagiarism

Cheating and plagiarism are serious offenses. You are plagiarizing or cheating if you:
- For written work, copy anything from a book, article or website and add or paste it into your paper without using quotation marks and/or without providing the full reference for the quotation, including page number
- For written work, summarize / paraphrase in your own words ideas you got from a book, article, or the web without providing the full reference for the source (including page number in the humanities)
- For an oral presentation, copy anything from a book, article, or website and present it orally as if it were your own words. You must summarize and paraphrase in your own words, and bring a list of references in case the professor asks to see it
- Use visuals or graphs you got from a book, article, or website without providing the full reference for the picture or table
- Recycle a paper you wrote for another class
- Turn in the same (or a very similar paper) for two classes
- Purchase or otherwise obtain a paper and turn it in as your own work
- Copy the work of a classmate
- Use technology or smuggle in documents to obtain or check information in an exam situation

Need help with Writing and Mathematics skills: The Rhetoric and Writing Studies Department (http://rhetoric.sdsu.edu/programs/index.htm) offers courses to help students meet the writing competency requirements. The General Mathematics Program (http://rhetoric.sdsu.edu/programs/general_math_studies/index.htm) offers courses to help students meet Entry-Level Mathematics (ELM) and mathematics competency requirements. Tutoring for EOP students is available at the Educational Opportunity Program and Ethnic Affairs (EOP) office, SS-2209, open M-Th 8:00 – 6:00 and F 8:00 – 5:00.

Need help with personal problems: Counseling and Psychological Services can help with these kinds of worries. To make an appointment with a Counselor, call 594-5220. They are located with Student Health Services (see below) in the Capulli Center on Hardy Ave. EOP students should see their Educational Opportunity Program and Ethnic Affairs counselors, located in SS-2209.