



EFFECTIVE: JANUARY 2002
CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Date: **JUNE 2001**
B: Department/ **PSYCHOLOGY** New
 Program Area: **HUMANITIES & SOCIAL SCIENCES** Course Revision
 If Revision, Section(s) Revised: **L, O, P, Q, R**
 Date Last Revised: **DECEMBER 1992**

C: PSYC 110 D: SOCIAL ISSUES: PSYCHOLOGY OF WOMEN E: 3

Subject & Course No.	Descriptive Title	Semester Credits												
<p>F: Calendar Description: This course will engage in a study of the experiences, realities, and possibilities of women's lives. It will explore both the psychological origins and psychological effects of the female role. This will be discussed through critical analysis grounded in and sensitive to the every day life experience of women in industrialized societies. It will examine female diversity and development, focussing on marriage, family, work and aging.</p>														
<p>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>Lecture: 4 hrs per week / semester</p> <p>Number of Weeks per Semester: 14</p>	<p>H: Course Prerequisites:</p> <p>NONE</p>													
	<p>I: Course Corequisites:</p> <p>NONE</p>													
	<p>J: Course for which this Course is a Prerequisite:</p> <p>NONE</p>													
	<p>K: Maximum Class Size:</p> <p>35</p>													
<p>L: PLEASE INDICATE:</p> <table style="width: 100%;"> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> <td style="text-align: center;">Requested <input type="checkbox"/></td> <td style="text-align: center;">Granted <input checked="" type="checkbox"/></td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>			<input type="checkbox"/>	Non-Credit			<input type="checkbox"/>	College Credit Non-Transfer			<input checked="" type="checkbox"/>	College Credit Transfer:	Requested <input type="checkbox"/>	Granted <input checked="" type="checkbox"/>
<input type="checkbox"/>	Non-Credit													
<input type="checkbox"/>	College Credit Non-Transfer													
<input checked="" type="checkbox"/>	College Credit Transfer:	Requested <input type="checkbox"/>	Granted <input checked="" type="checkbox"/>											

M: Course Objectives/Learning Outcomes

At the conclusion of the course the student will be able to:

1. List the major theoretical approaches of the socialization of women.
2. Discuss the development and maintenance of male/female roles.
3. Discuss past and current responses to sexist stereotypes.
4. Discuss the diversity of the female role within the social context, the home, family and workplace.
5. Discuss the process of aging from a theoretical position.
6. Understand health issues and concerns of females over the adult age span.
7. Redefine the female experience in light of changes within the past 10-15 years, with regards to feminist activism.

N: Course Content

1. Theories and Mechanisms of Socialization
 - a) The dynamics of patriarchy: The role of myth in the development and maintenance of roles.
 - b) Equality and power in the male/female relationship
 - c) Feminist responses to sexist stereotypes
2. Consciousness: Concepts of the Female Experience From the Infant to the Aging Adult (0-100+)
 - a) Female diversity and development
 - b) The politics of the home and the family
 - c) Women in the workplace
 - d) Health issues and the aging process
 - e) Female friendships
3. Images and Visions of the Female Experience
 - a) Redefining the female experience
 - b) Innovative changes
 - c) Feminist activism

O: Methods of Instruction

The course will employ a number of instructional methods to accomplish its objectives and will include some of the following:

- lectures
- seminar presentations
- audio visual materials
- small group discussions
- research projects

P: Textbooks and Materials to be Purchased by Students

A selection of the following reading materials:

Rider, E., (2000) Our Voices: Psychology of Women.
Toronto, Wadsworth.

Forden, C., Hunter, A. E., Birns, B., (1999) Readings in the Psychology of Women: Dimensions of Female Experience.
Needham Heights, MA, Allyn & Bacon.

Reading materials will be updated periodically

Q: Means of Assessment

Evaluation will be carried out in accordance with Douglas College policy. Evaluation will be based on the course objectives and will include some of the following: quizzes, exams, essay type exams, term paper or research project, class participation, seminar discussion, and oral presentation. The specific evaluation criteria will be provided by the instructor at the beginning of the semester.

An example of one evaluation scheme:

Mid term exam	25%
Project	20%
Group presentation	20%
Participation	10%
Portfolio of work	<u>25%</u>
	100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No. Given that this course involves theoretical and empirical analyses of the psychology of women, it is unlikely to be open for PLAR except as a credit transfer from another institution.

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar