

A: Division: **INSTRUCTIONAL** Date: **MARCH 1996**
 B: Faculty: **HUMANITIES & SOCIAL SCIENCES** New Course:
 Department: **PSYCHOLOGY** Revision of Course **DECEMBER 1992**
 Information form:

C: **PSYC 120** D: **SPECIAL TOPIC: GENDER RELATIONS** E: **3**

Subject & Course No.	Descriptive Title	Semester Credit
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F: Calendar Description: The focus of this course will be examination of the biological psychological, and social determinants of gender differences. How gender operates at individual, interpersonal, and cultural levels to structure peoples' lives will be examined. There will be an exploration of how language and social institutions frame the way people think about themselves and others.	Summary of Revisions: (Enter date & section) Eg: Section C,E,F A,B,C,D,M,N,P
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G: Type of instruction: Hrs per week / per semester <div style="display: flex; justify-content: space-between;"> <div> Lecture: 4 Hrs. Laboratory: Hrs. Seminar: Hrs. Clinical Experience: Hrs. Field Experience: Hrs. Practicum: Hrs. Shop: Hrs. Studio: Hrs. Student Directed Learning: Hrs. Other (Specify): Hrs. Total: 4 Hrs. </div> <div> H: Course Prerequisites: NONE </div> </div>	I: Course Corequisites: NONE
	J: Course for which this Course is a Prerequisite: NONE
	K: Maximum Class Size: 35

L: College Credit Transfer <input checked="" type="checkbox"/> x College Credit Non-Transfer <input type="checkbox"/> Non-Credit <input type="checkbox"/>	M: Transfer Credit: Requested: <input checked="" type="checkbox"/> x Granted: <input type="checkbox"/> Specify Course Equivalents or Unassigned Credit as appropriate: SFU PSYC (3) UBC PSYC 1st (3) OU PSYC (3) UVIC PSYC 100 lev (1.5) Other: See current B.C. Transfer Guide
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Claudia Beaven
 Course Designer(s)
Cornelius P. Rea
 Department Chair

[Signature]
 Dean
[Signature]
 Registrar

**PSYC 120 - SPECIAL TOPIC: GENDER
DIFFERENCES**

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Subject and Course Number

N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):

A selection of the following paperback texts:

Basow, S.A. (1992) Gender stereotypes and roles (4th ed.) Pacific Grove, CA:
Brooks/Cole Pub. Co.

Doyle, James A. & Michele A. Paludi (1995) Sex & Gender - The Human Experience,
3rd ed. WCB Brown & Benchmark Pub: Wisconsin, U.S.A.

Textbooks will be updated periodically.

Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content;
Q. Method of Instruction; R. Course Evaluation

O. **COURSE OBJECTIVES:**

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

1. Discuss how gender shapes our lives; individually, interpersonally, and culturally.
2. Discuss the socialization process of males and females.
3. Discuss culturally diverse views of gender.
4. Describe the role of verbal and non-verbal cues in gender-related differences.
5. Describe how language and social institutions frame the way people speak and think.
6. Describe biological and social influences on gender.
7. Describe the social context of aging.
8. Discuss what is meant by and the process of "becoming a gender specific person".
9. Discuss the differentiated meaning, between males and females, of sex, love, and romance.
10. Critically assess the politics of the workplace and the role of the media in relation to gender issues.
11. Challenge the "old" ways of thinking and looking at gender differences.

P. COURSE CONTENT:

1. How Gender Shapes Our Lives
 - individually, interpersonally, and culturally
 - socialization of males and females
2. Social Constructionist Perspective
 - differences in the lives of males and females
 - personality differences
 - social interactions between the sexes
 - gender as social construction rather than biological fact
3. Cultural Perspective
 - ethnocentrism
 - cultural universals
 - changing gender roles
4. Verbal and Non-Verbal Language
 - language as a source of power
 - how language and social institutions frame the way people think and speak
5. The Diversity of Men's and Women's Lives
 - sex, gender, and cognition
 - the diverse opinions and realities of males and females with regards to sex, gender, and cognition.
 - male and female personality differences
 - male and female responses to psychological stresses
6. Becoming a Woman - Becoming a Man
 - becoming a gender specific person: childhood
 - becoming a woman: puberty and adolescence
 - becoming a man: puberty and adolescence
7. Friendship and Romance
 - relationships: men and women
 - relationships: women and women
 - relationships: men and men
 - differentiated meanings of sex, love, and romance
8. Commitments
 - long-term relationships
 - family
 - parenting
9. Knowledge as a Source of Social Change
 - importance of integrating diversity
 - workplace politics
 - need for social change

P. COURSE CONTENT - cont'd

10. Issues Involving Change
- gender in childhood
 - impact of violence in men's and women's lives

Q. METHOD 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 including video, 16mm film, etc.
- small group discussions
- research projects
- practical conditioning demonstrations
- research papers

R. COURSE EVALUATION

Evaluation will be carried out in accordance with Douglas College policy and will include both formative and summative components. Evaluation will be based on some of the following: quizzes, multiple choice exams, essay type exams, term paper or research project, class participation, seminar discussion, oral presentation, etc.

The specific evaluation criteria will be provided by the instructor at the beginning of the semester.

An example of one evaluation scheme:

4 quizzes	40%
Mid term exam	15%
Term paper	15%
Oral presentation	5%
Seminar attendance and participation	5%
Final exam	<u>20%</u>
	<u>100%</u>