



EFFECTIVE: JANUARY 2002

CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Date: **JUNE 2001**
B: Department/ **PSYCHOLOGY** New Revision
 Program Area: **HUMANITIES & SOCIAL SCIENCES** Course
 If Revision, Section(s) Revised: **L,O,P,Q,R**
 Date Last Revised: **MARCH 1996**

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

Subject & Course No.	Descriptive Title	Semester Credits
<p>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.</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 hours per week / semester</p> <p>Number of Weeks per Semester: 14</p>	<p>H: Course Prerequisites: NONE</p> <p>I: Course Corequisites: NONE</p> <p>J: Course for which this Course is a Prerequisite: NONE</p> <p>K: Maximum Class Size: 35</p>	
<p>L: PLEASE INDICATE:</p> <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"/></p> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>		

M: Course Objectives/Learning Outcomes

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.

N: 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 regard to sex, gender, and cognition.
 - male and female personality differences
 - male and female responses to psychological stresses

Course Content Cont'd.

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

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

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 material.
- small group discussions
- research projects

P: Textbooks and Materials to be Purchased by Students

A selection of reading materials such as the following:

Lips, H. M., (2001) Sex and Gender: An Introduction (4th Ed.)
Mountain View, CA, Mayfield.

Minas, A., (2001) Gender Basics: Feminist Perspectives on Women and Men (2nd Ed.)
Toronto, Wadsworth.

Reading materials will be updated periodically

Subject and Course Number

Q: Means of Assessment

Evaluation will be carried out in accordance with Douglas College policy. Evaluation will be based on course objectives and will include 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:

Media Analysis Project	20%
Group Presentation	25%
Participation	10%
Reflection Papers (5)	25%
Exam	<u>20%</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 gender relations, 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