

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

Descriptive Title: \_\_\_\_\_ Section: \_\_\_\_\_ Credit: \_\_\_\_\_ Subject & Course No: \_\_\_\_\_

F: Calendar Description: The focus of this course will be an examination of the biological, psychological, and social determinants of gender differences. How gender operates at individual, interpersonal, and cultural levels to structure people's 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)

Laboratory: \_\_\_\_\_ Hrs.  
 Seminar: \_\_\_\_\_ Hrs.  
 Clinical Experience: \_\_\_\_\_ Hrs.  
 Field Experience: \_\_\_\_\_ Hrs.  
 Practicum: \_\_\_\_\_ Hrs.

I: Course Corequisites:  
 NONE

Prerequisite: \_\_\_\_\_ J: Course for which this Course is \_\_\_\_\_

Studio: \_\_\_\_\_ Hrs.  
 Student Directed Learning: \_\_\_\_\_ Hrs.  
 Other (Specify): \_\_\_\_\_ Hrs.  
 Total: 4 Hrs.

NONE  
 Maximum Class Size: 35

Course Number:

Subject and

a selection of the following paperback texts:

Rosow, S. A. (1992). Gender stereotypes and roles (4th ed.).  
Brooks/Cole Pub. Co.

Textbooks will be updated periodically.

Course Objectives: P. Course Content:

Complete Form with Entries Under the Following Headings: O. Course

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.

**CONTENT:**

P. COURSE CO

Grade: Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12

1 Hand

- 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

**P. COURSE CONTENT - cont'd**

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

**INSTRUCTION**

**Q. METHOD OF INST**

the following:

- lectures
- seminar presentations
- audio visual materials including video, 16mm film, etc.
- small group discussions
- research projects
- modeling demonstrations
- research papers

practical conditions

**COURSE EVALUATION**

R.

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: multiple-choice exams, seminar discussion, oral presentation, etc. essay-type exams, term paper or research project, class participation, 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	25%
Oral presentation	5%
Seminar attendance and participation	15%
<b>Total</b>	<b>100%</b>