



EFFECTIVE: MAY 2004
CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Effective Date: **MAY 2004**

B: Department / **PSYCHOLOGY** Revision New Course
 Program Area: **FACULTY OF HUMANITIES & SOCIAL SCIENCES**

If Revision, Section(s) Revised: **N, P, Q, R**

Date of Previous Revision: **June 2001**

Date of Current Revision: **November 2003**

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 Type 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 / per semester</p> <p>Number of Weeks per Semester: 15</p>	<p>H: Course Prerequisites:</p> <p style="text-align: center;">NONE</p> <p>I: Course Corequisites:</p> <p style="text-align: center;">NONE</p> <p>J: Course for which this Course is a Prerequisite</p> <p style="text-align: center;">NONE</p> <p>K: Maximum Class Size:</p> <p style="text-align: center;">35</p>							
<p>L: PLEASE INDICATE:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; border: 1px solid black;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="width: 5%; text-align: center; border: 1px solid black;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="width: 5%; text-align: center; border: 1px solid black;"><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</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:
<input type="checkbox"/>	Non-Credit							
<input type="checkbox"/>	College Credit Non-Transfer							
<input checked="" type="checkbox"/>	College Credit Transfer:							

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
 - f) A gendered biology
 - g) Sexuality
 - h) Violence against women
3. Images and Visions of the Female Experience
 - a) Redefining the female experience within psychology
 - b) Innovative changes within psychology
 - c) Feminist activism within psychology

O: Methods of Instruction

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
 - f) A gendered biology
 - g) Sexuality
 - h) Violence against women

	<p>Methods of Instruction (cont'd.)</p> <p>3. Images and Visions of the Female Experience</p> <p style="margin-left: 20px;">a) Redefining the female experience within psychology</p> <p style="margin-left: 20px;">b) Innovative changes within psychology</p> <p style="margin-left: 20px;">c) Feminist activism within psychology</p>														
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p>A text such as:</p> <p>Crawford, M. and Unger, R. (2000). <i>Women and Gender: A Feminist Psychology (3rd Ed.)</i>. Boston: McGraw-Hill.</p> <p>and/or</p> <p>A course pack of prepared readings of peer-reviewed theoretical and empirical primary sources (journals selected from PsycInfo and chapters drawn from academic press)</p>														
Q:	<p>Means of Assessment</p> <p>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, and oral presentation. A specific evaluation criteria will be provided by the instructor at the beginning of the semester.</p> <p>An example of one evaluation scheme:</p> <table style="margin-left: 40px;"> <tr> <td>First Test</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Second Test</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Third Test</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Essay Progress Report (Required/No Grade)</td> <td style="text-align: right;">-</td> </tr> <tr> <td>Research Essay</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Scholarly Engagement during Class</td> <td style="text-align: right;"><u>5%</u></td> </tr> <tr> <td></td> <td style="text-align: right;">100%</td> </tr> </table>	First Test	25%	Second Test	25%	Third Test	25%	Essay Progress Report (Required/No Grade)	-	Research Essay	20%	Scholarly Engagement during Class	<u>5%</u>		100%
First Test	25%														
Second Test	25%														
Third Test	25%														
Essay Progress Report (Required/No Grade)	-														
Research Essay	20%														
Scholarly Engagement during Class	<u>5%</u>														
	100%														
R:	<p>Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>														

Course Designer(s): Shelley Moore

Education Council / Curriculum Committee Representative

Dean / Director

Registrar