



**I. GENERAL COURSE INFORMATION**

**Subject and Number:** Psychology 125  
**Descriptive Title:** The Psychology of Gender  
**Course Disciplines:** Psychology  
**Division:** Behavioral and Social Sciences

**Catalog Description:**

This course is an overview of psychological perspectives and research on gender. Topics will include theoretical perspectives on gender, psychological research methods used to study gender, sex-related differences and comparisons, and the influence of gender in areas such as relationships, communication, health, and work.

**Conditions of Enrollment:**

**Recommended Preparation:** Psychology 101 or Psychology 101H AND English 1 or eligibility for English 1A or qualification by appropriate assessment

|                          |   |   |
|--------------------------|---|---|
| <b>Course Length:</b>    | <input checked="" type="checkbox"/> Full Term | <b>Other (Specify number of weeks):</b> |
| <b>Hours Lecture:</b>    | 3.00 hours per week                           | TBA                                     |
| <b>Hours Laboratory:</b> | 0 hours per week                              | TBA                                     |
| <b>Course Units:</b>     | 3.00  |   |

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:**  Effective Date: 6/17/2019  
**Transfer UC:**  Effective Date: Proposed

**General Education:**  
 El Camino College:  
 2C – Social and Behavioral Sciences – General  
**Term:** \_\_\_\_\_ **Other:** \_\_\_\_\_

**CSU GE:**  
 D4 - Gender Studies  
**Term:** \_\_\_\_\_ **Other:** \_\_\_\_\_

D9 - Psychology  
**Term:** \_\_\_\_\_ **Other:** \_\_\_\_\_

**IGETC:**  
 4D - Gender Studies  
**Term:** \_\_\_\_\_ **Other:** \_\_\_\_\_

4I - Psychology  
**Term:** \_\_\_\_\_ **Other:** \_\_\_\_\_

## II. OUTCOMES AND OBJECTIVES

### A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. **Logic of the Scientific Method:** Identify and discuss psychological research methods and evaluate research findings in the area of the psychology of gender.
2. **Fundamental Principles:** Identify, explain, and critique the various theoretical perspectives on sex-related comparisons.
3. **Everyday Application:** Identify and analyze the relationship between gender and behavior and mental processes and apply this knowledge to everyday life situations.

### B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below)

1. Define, identify, and discuss terms related to gender and psychology.
2. Discuss some of the cultural, philosophical, and political issues surrounding gender.
3. Discuss the history of the scientific study of gender.
4. Define, identify, and discuss the psychological research methods used to study gender and examine some of the challenges of conducting such research.
5. Examine gender-role attitudes and the affective, behavioral, and cognitive components of such attitudes.
6. Discuss biological, evolutionary, psychoanalytic, social learning, social role, cognitive, constructionist, and postmodern perspectives on the study of sex-related comparisons.
7. Assess the psychological research on sex-related comparisons in the cognitive and social domains as well as discuss developmental differences in these areas.
8. Identify and discuss individual difference factors and social factors in the area of gender and achievement.
9. Examine the psychological research on gender and communication, especially in the areas of interaction styles, verbal and nonverbal behavior, and influence and leadership.
10. Identify and examine psychological similarities and differences in the friendships of women and men and discuss friendships across the domains of sex, ethnicity, and sexual orientation.
11. Discuss the wide variety of romantic relationships available to women and men (e.g., dating relationships, cohabitating relationships, gay and lesbian relationships) with an emphasis on relationship development, communication, conflict, and conflict-resolution.
12. Examine sex differences in mortality and morbidity and discuss the various explanations for such differences (e.g., biological differences, women's and men's social roles).
13. Discuss how relationship quality, division of labor issues, parenting issues, violence, and partner death impact women's and men's health.
14. Examine how the qualities of the work role and workplace issues such as discrimination and sexual harassment impact women's and men's health.
15. Examine sex differences in rates of depression and suicide, in frequency of eating disorders, in adjustment to chronic illness, and in other areas of mental health.

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

| <b>Lecture or Lab</b> | <b>Approximate Hours</b> | <b>Topic Number</b> | <b>Major Topic</b>  |
|-----------------------|--------------------------|---------------------|---|
| Lecture               | 3                        | I                   | <b>I. Introduction (3 hours, lecture)</b><br>A. Definitions of Terms<br>B. Cultural Differences in the Construal of Gender<br>C. Philosophical and Political Issues Surrounding Gender  |
| Lecture               | 3                        | II                  | <b>II. Methods and History of Gender Research (3 hours, lecture)</b><br>A. The Scientific Method<br>B. Challenges of Conducting Research on Gender<br>C. The History of the Scientific Study of Gender  |
| Lecture               | 3                        | III                 | <b>III. Gender-Role Attitudes (3 hours, lecture)</b><br>A. Attitudes Toward Men's and Women's Roles<br>B. Affective Component: Sexism<br>C. Cognitive Component: Gender-Role Stereotyping<br>D. Behavioral Component: Sex Discrimination                            |
| Lecture               | 4.5                      | IV                  | <b>IV. Sex-Related Comparisons: Observations (4.5 hours, lecture)</b><br>A. Cognitive Abilities<br>B. Social Domains<br>C. Developmental Differences  |
| Lecture               | 4.5                      | V                   | <b>V. Sex-Related Comparisons: Theory (4.5 hours, lecture)</b><br>A. Biology<br>B. Evolutionary Theory<br>C. Psychoanalytic Theory<br>D. Social Learning Theory<br>E. Social Role Theory<br>F. Cognitive Theories<br>G. Constructionist and Postmodern Perspectives |
| Lecture               | 3                        | VI                  | <b>VI. Achievement (3 hours, lecture)</b><br>A. Individual Difference Factors<br>B. Social Factors  |
| Lecture               | 3                        | VII                 | <b>VII. Communication (3 hours, lecture)</b><br>A. Interaction Styles<br>B. Verbal and Nonverbal Behavior<br>C. Influence Ability and Leadership  |
| Lecture               | 6                        | VIII                | <b>VIII. Friendship (6 hours, lecture)</b><br>A. Network Size<br>B. Self-Disclosure<br>C. Changes Over the Lifespan<br>D. Cross-Sex Friendship<br>E. Cross-Ethnic Friendship<br>F. Friendships of Lesbians and Gay Men  |
| Lecture               | 6                        | IX                  | <b>IX. Romantic Relationships (6 hours, lecture)</b><br>A. Relationship Development   |

|                        |     |      |   |
|------------------------|-----|------|---|
|                        |     |      | B. Communication and Conflict<br>C. Gay and Lesbian Relationships<br>D. Cohabiting Relationships  |
| Lecture                | 4.5 | X    | <b>X. Sex Differences in Health: Evidence and Explanations (4.5 hours, lecture)</b><br>A. Sex Differences in Mortality and Morbidity<br>B. Biological Differences<br>C. Health Behaviors<br>D. Men's and Women's Social Roles<br>E. Symptom Perception and Illness Behavior |
| Lecture                | 6   | XI   | <b>XI. Relationships and Health (6 hours, lecture)</b><br>A. Marriage or Romantic Relationship Quality<br>B. Division of Labor<br>C. Domestic Abuse<br>D. Rape and Other Forms of Sexual Coercion<br>E. Parenting<br>F. The Importance of Social Support<br>G. Bereavement  |
| Lecture                | 3   | XII  | <b>XII. Work Roles and Health (3 hours, lecture)</b><br>A. Qualities of the Work Role<br>B. Discrimination<br>C. Sexual Harassment  |
| Lecture                | 4.5 | XIII | <b>XIII. Mental Health (4.5 hours, lecture)</b><br>A. Sex Differences in Depression<br>B. Challenges of Adolescence<br>C. Adjustment to Chronic Illness<br>D. Eating Disorders<br>E. Suicide  |
| Total Lecture Hours    |     | 54   |   |
| Total Laboratory Hours |     | 0    |   |
| Total Hours            |     | 54   |   |

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

During childhood, we acquire not only our gender identity but also many masculine or feminine behaviors and attitudes. Reflect on the kinds of models your parents/guardians were by completing the questionnaire below, indicating whether your mother or father was more likely to complete the task. If necessary, modify or make substitutions so that the items better fit your childhood circumstances (e.g., if you were raised by homosexual parents or a single parent, if you did not have a yard), and consult with the instructor if you need assistance. In a three- to five-page paper, describe the extent to which Social Learning Theory helps explain the extent to which your behaviors and/or attitudes were affected by the model provided by your parents.

1. When you go out, who drives?
2. Who fills out the income tax forms?
3. Who writes the "Thank you" notes for the gifts received?

4. Who is more likely to ask, "Where are my socks?"
5. When the car needs repair, who takes it to the garage?
6. Who does the laundry?
7. Who dusts and vacuums?
8. Who knows where to find the thermometer if someone is sick?
9. Who knows where to find the screwdrivers or wrenches?
10. Who knows where to find the summer clothes?
11. When you had guests for dinner, who made the drinks?
12. When you had guests for dinner, who made the coffee?
13. Who waters the house plants?
14. Who takes care of the lawn?
15. When you went on a trip, who packed the suitcases?
16. When you went on a trip, who packed the car?

**C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:**

1. Conduct brief interviews of at least two men and two women who have combined work and family roles. Preferably, these would be people who have children and work outside the home. Use the list of questions provided below, and create some of your own questions to determine the unique difficulties men and women face. In a four- to six-page paper, apply theories from the *Work Roles and Health* chapter to help make sense of your interview findings.
  - a. Thinking of your contributions to the family, do you consider yourself more as a provider of emotional support or of financial support? Or, do you consider yourself to provide both in equal amounts?
  - b. Do you feel guilty about your choice to work outside the home while your children are young? Why or why not?
  - c. To what extent do you experience conflicts between the demands of your work and your responsibilities as a parent?
  - d. Do you have concerns that parenting demands have weakened your relationship with your spouse/romantic partner?
  - e. Consider your satisfaction as a parent, a spouse/partner, and as a worker. In what ways are you satisfied with your performance in these roles? What would you like to change?
2. Ask two male friends and two female friends to write brief stories about the same specific topic (e.g., current relationship problem, feelings about school, relationship with parents, earliest memory). Type up these stories and remove any information that would identify the author's sex. Distribute these anonymous stories to at least ten of your other friends (tip: you can use email or social media, as long as you have the author's permission for any public sharing), and ask them to (1) guess the sex of the author and what information they used to make this determination, and (2) rate the story on the criteria listed in the *Features of Language* table in the chapter on communication in the text. In a four- to six-page paper, compare the accurate guesses to the inaccurate guesses to see which information was more diagnostic. Use course material to support your analysis.

**D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

- Essay exams
- Objective Exams
- Written homework
- Multiple Choice
- Other (specify):
  - Group work

## **V. INSTRUCTIONAL METHODS**

Demonstration  
Discussion  
Group Activities  
Guest Speakers  
Internet Presentation/Resources  
Lecture  
Multimedia presentations

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

## **VI. WORK OUTSIDE OF CLASS**

Study  
Answer questions  
Required reading  
Written work  
Journal

**Estimated Independent Study Hours per Week: 6**

## **VII. TEXTS AND MATERIALS**

### **A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Vicki S. Helgeson. Psychology of Gender. 6<sup>th</sup> ed. Routledge, 2020.  
Linda Brannon. Gender: Psychological Perspectives. 7<sup>th</sup> ed. Routledge, 2016.

### **B. ALTERNATIVE TEXTBOOKS**

### **C. REQUIRED SUPPLEMENTARY READINGS**

### **D. OTHER REQUIRED MATERIALS**

## VIII. CONDITIONS OF ENROLLMENT

### A. Requisites (Course and Non-Course Prerequisites and Corequisites)

| Requisites | Category and Justification |
|------------|----------------------------|
|------------|----------------------------|

### B. Requisite Skills

| Requisite Skills |
|------------------|
|------------------|

### C. Recommended Preparations (Course and Non-Course)

| Recommended Preparation   | Category and Justification  |
|---|---|
| Psychology 101  | <b>Category:</b> Course<br><b>Justification:</b> This course involves terminology taught in the general psychology course which will give students a better chance of success if taken prior to Psychology 125.                         |
| Psychology 101H   | <b>Category:</b> Course<br><b>Justification:</b> This course involves terminology taught in the general psychology course which will give students a better chance of success if taken prior to Psychology 125.                         |
| English 1   | <b>Category:</b> Course<br><b>Justification:</b> This course involves reading college level textbooks, written homework and answering essay questions. A student's success in the class will be enhanced if they have these skills.     |
| Eligibility for English 1A or qualification by appropriate assessment | <b>Category:</b> Non-Course<br><b>Justification:</b> This course involves reading college level textbooks, written homework and answering essay questions. A student's success in the class will be enhanced if they have these skills. |

### D. Recommended Skills

| Recommended Skills  |
|---|
| Students may benefit by understanding the common psychological perspectives used to understand behavior and mental processes as well as the common research methodologies used in psychology. |
| <u>PSYC 101</u><br>Identify early schools of thought in psychology and contrast them to contemporary subfields in psychology.   |
| <u>PSYC 101H</u><br>Identify early schools of thought in psychology and contrast them to contemporary subfields in psychology.  |
| <u>PSYC 101</u><br>Outline the steps of the scientific method, identify common research methods, and discuss ethical considerations of psychological research.                                |
| <u>PSYC 101H</u><br>Outline the steps of the scientific method, identify common research methods, and discuss ethical considerations of psychological research.                               |
| <u>PSYC 101</u><br>Explain the basics of genetics and assess the combined influence of genes and environment on a variety of human characteristics.   |
| <u>PSYC 101H</u>  |

Outline the steps of the scientific method, identify common research methods, and discuss ethical considerations of psychological research.

PSYC 101

Describe the forces that motivate human behavior, such as instincts, drives, and needs.

PSYC 101H

Describe the forces that motivate human behavior, such as instincts, drives, and needs.

Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and written homework

ENGL 1 – Summarize, analyze, evaluate, and synthesize college-level texts.

ENGL 1 – Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

**E. Enrollment Limitations**

| Enrollment Limitations and Category | Enrollment Limitations Impact |
|-------------------------------------|-------------------------------|
|-------------------------------------|-------------------------------|

**Course created by Angela Simon on 09/30/2016.**

**BOARD APPROVAL DATE: 06/19/2017**

**LAST BOARD APPROVAL DATE: 03/23/2020**

**Last Reviewed and/or Revised by Amy Himsel on 01/31/2020**

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