

1.) DATE: 2/26/2014	2.) COMMUNITY COLLEGE: Pima Community College
3.) COURSE PROPOSED: Prefix: PSY Number: 216 Title: PSYCHOLOGY OF GENDER Credits: 3	
CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;	
Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;	
4.) COMMUNITY COLLEGE INITIATOR: ASU TRANSFER SYSTEMS DEVELOPMENT PHONE:	
7-2424 FAX:	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
MANDATORY REVIEW:	
<input type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).	
POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:	
Core Areas: Select core area... Awareness Areas: Cultural Diversity in the United States (C)	
6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.	
7.) DOCUMENTATION REQUIRED	
<input checked="" type="checkbox"/> Course Description	
<input checked="" type="checkbox"/> Course Syllabus	
<input checked="" type="checkbox"/> Criteria Checklist for the area	
<input checked="" type="checkbox"/> Table of Contents from the textbook required and/or list of required readings/books	
<input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:	
<input checked="" type="checkbox"/> DEC PSY prefix	
<input type="checkbox"/> Elective	
Current General Studies designation(s):	
Effective date: 2014 Fall Course Equivalency Guide	
Is this a multi-section course? <input type="checkbox"/> yes <input type="checkbox"/> no	
Is it governed by a common syllabus? <input type="checkbox"/> yes <input type="checkbox"/> no	
Chair/Director:	Chair/Director Signature:

AGSC Action: Date action taken: Approved Disapproved

Effective Date:

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups of American Indians, Hispanic Americans, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	Common Outline + Sample Syllabus
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	Common Outline + Sample Syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	Common Outline + Sample Syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	

Course Prefix	Number	Title	Designation
			CULTURAL

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
See 2a. In-depth study of culture-specific experiences of gender minority groups	Examines experience of those with different genders, alternative gender expression, and sexual orientation.	Course Outline, Performance Objectives 4-7. See Syllabus Page 6: Class Schedule.
See 2b. Comparative study of experiences of two or more gender or ethnic groups.	Compares experience of men and women. Includes examination of alternative gender expression, sexual orientation, and how gender roles vary within different cultures within the U.S.	Course Outline (pg 1-2): IVA-D, VA-C, VIA-D, VIIA. Syllabus (pg 6) Course Schedule: Gender stereotypes, gender identity, sexual orientation, gender disorders.

Course Content Form

PIMA COMMUNITY COLLEGE

Effective Term: 201320

PSY 216 Psychology of Gender

Initiator: Jeff Neubauer
Campus: Northwest
Date: 03/07/2012

CEU/Credit Hours: 3.00
Lecture Periods: 3.00
Lab Periods:

Description:

Biological and social explanations of gender development and behaviors. Includes research methods used to study gender, biological sexual differentiation, differential socialization and gender stereotyping, gender differences, limitations of traditional gender roles, cross-cultural gender issues, and changing gender roles.

Prerequisite: REA 091 with a C or better (or assessment into REA 112).

Recommendation: Completion of PSY 100A or 100B or PSY 101 before enrolling in this class.

Performance Objectives:

Upon completion of the course, the student will be able to do the following:

1. Compare the different approaches to researching gender.
2. Compare psychology's approach to gender with the biological approach.
3. Discuss the effects of biology, psychology, and culture on differential gender socialization, gender stereotyping and schemas.
4. Summarize psychology's research findings on gender differences.
5. Describe the limitations of the traditional female and male gender roles.
6. Describe cross-cultural gender roles and beliefs.
7. Assess changes in gender roles with regard to attitudes, beliefs, parenting styles, school, the home and the workplace

Outline:

- I. Research Methods Used in the Study of Gender
 - A. Introduction to the study of gender
 - B. History of the study of sex differences in psychology
 - C. Approaches to researching gender
 - D. Gender bias in research
- II. Biological Sexual Differentiation
 - A. Stages of sexual differentiation
 - B. Hormones and chromosomes
- III. Differential Socialization and Gender Stereotyping
 - A. Biological influences
 - B. Theories of gender development, including psychodynamic, social learning, cognitive, and gender schema theory
- IV. Gender Differences
 - A. Cognitive abilities
 - B. Schools
 - C. Workplace and career
 - D. Relationships and sexuality
- V. Limitations of the Traditional Female Gender Role
 - A. Homemaker
 - B. Career woman

- C. Female gender role conflict
- VI. Limitations of the Traditional Male Gender Role
 - A. Success norms
 - B. Male toughness norms
 - C. Anti-femininity norms and homophobia
 - D. Male gender role conflict
- VII. Cross-Cultural Gender Issues
 - A. Roles and beliefs across different ethnic groups within the United States
 - B. Roles and beliefs in the United States compared to those of other cultures
- VIII. Changing Gender Roles
 - A. Changes in attitudes, beliefs and expectations
 - B. Changes in home, parenting, school and the workplace

PSYCHOLOGY OF GENDER
PIMA WEST CAMPUS
PSY 216 CRN: 20364
SPRING 2014
MW 9:10 – 10:25 AM TUCSON H101

Instructor:	Jessie Kosorok Mellor	Office:	Tucson H108
Email:	jnkosorok@pima.edu	Phone:	206-3181
Class Website:	MyPima/D2L	Office Hours:	Mon and Wed 10:30am – 11:30 am Tues & Thurs: 9:00am - 10:30 am

*I prefer to be contacted by email. Please include your FULL NAME in the email and your email MUST include PSY 216 in the subject. This will ensure a timely response. I respond to emails during my business hours of Monday through Friday 9am to 4pm. I only respond to well articulated emails that use spell check and proper punctuation.

Textbooks: Brannon, L. (2011). *Gender: Psychological perspectives, 6th ed.* Boston, MA: Pearson/Allyn Bacon

White, J.W. (2009). *Taking sides: Clashing views in gender, 6th ed.* New York, NY: McGraw Hill

Course Description:

This course will cover biological and social explanations of gender development and behaviors. Our discussions will include research methods used to study gender, biological sexual differentiation, differential socialization and gender stereotyping, gender differences, limitations of traditional gender roles, cross-cultural gender issues, and changing gender roles.

Performance Objectives:

Upon completion of the course, the student will be able to do the following:

1. Compare the different approaches to researching gender.
2. Compare psychology's approach to gender with the biological approach.
3. Discuss the effects of biology, psychology, and culture on differential gender socialization, gender stereotyping and schemas.
4. Summarize psychology's research findings on gender differences.
5. Describe the limitations of the traditional female and male gender roles.
6. Describe cross-cultural gender roles and beliefs.
7. Assess changes in gender roles with regard to attitudes, beliefs, parenting styles, school, the home and the workplace.

Expectations: You are expected to be current with the assigned readings, and will be held accountable for them. The lectures will cover material that is meant to complement the reading assignments.

Class attendance, participation, and courtesy are assumed. Course expectations adhere to the Student Code of Academic Integrity and the Student Code of Conduct of Pima Community College (<http://www.pima.edu/current-students/code-of-conduct/>).

During class, it is expected that you will arrive on time and not leave until class is ended. It is expected you will pay attention and avoid misuse of any technological items (including but not limited to cell phones, iPods, and laptops). You are expected to be prepared to participate in the planned activities and be respectful of fellow students by avoiding use of cell phones, iPods (and the like), and any other items that may disrupt the class.

You can expect me to be organized, fair, encouraging, knowledgeable and supportive of your learning efforts. If you have problems meeting the requirements of this class, please let me know as soon as possible. I want you to succeed and will work with you to accomplish your goals.

It is also my duty to report any fraudulent behavior that includes but is not limited to plagiarism and cheating. Plagiarism means copying or paraphrasing the work of others without proper documentation. Cheating includes cheating on your exams or other materials. If you are caught plagiarizing or cheating, you receive an F as your grade.

Chain of Command: If you have any problems with this class, you should first contact me in order to solve the problem. If you are not satisfied with my solution, you should then take your problem through the appropriate chain of command starting with the department chair, then the division chair, and lastly the vice president for academic affairs.

Laptops: Laptops and similar devices are permitted for class use only, but must be registered with me. Persons using laptops for other purposes during lecture or labs will be asked to leave.

Duty to Report: According to Arizona Law 13-3620, it is my duty to report any abuse, physical injury, neglect and denial or deprivation of medical or surgical care or nourishment of minors. Please remember that sharing personal information in this class is optional and if that information involves minors or the intent to harm yourself or others (regardless of age), I am obligated by law to report the incident. **This means that I, as your instructor, am required to report to the Pima College Police, if you mention in this course, that as a child you were a victim of sexual abuse, physical abuse, or neglect or if you mention that you currently know a child experiencing any form of abuse.**

PSY Student Learning Outcomes (SLO): Pima conducts SLOs in each discipline. The PSY SLO is offered each spring. The purpose of this assessment is to determine the general content knowledge of our students enrolled in PSY courses. You will receive a link to participate in the online assessment. All information is kept confidential and will never be used on an individual level, nor will it impact your performance in this course in any way (with the exception of extra credit). More specific details will be administered prior to the online assessment mid spring semester.

Attendance: Attendance will be taken at the beginning of each class via roll call and is included in your total points. If you wish to earn your full attendance points, this requires you to be to class on time and stay for the entire lecture. If you have missed more than 3 classes (excused or not) prior to March 6th, I will withdraw you from the course (unless you contact me). The last day for you to withdraw from the course is April 10th. If you are not passing the course after that date and do not withdraw on your own and continue to fail the course, your final grade will result in an F. A Withdraw or W granted after the student date of withdraw is only granted on a case by case basis; you must contact me to have me consider your situation under this circumstance. Asking me to give you a W after the student date of withdraw because you "don't want an F" on your transcript is NOT an acceptable circumstance! I will gladly work with you prior to the withdraw date to devise a proactive plan for you in lieu of failing. But this requires your initiative in achieving your grade. Incompletes are also decided on a case by case basis and will only be awarded if you have attended the course 70% of the time, completed 70% of the material, and have at least a 70% in the course. Please note PCC now collects attendance data earlier in the semester and reports to the DOE who is actually attending class prior to our 45th day reports! You may earn missed attendance points back by visiting office hours after you miss a lecture.

IF YOU MISS A CLASS YOU MUST CONTACT ME ASAP TO DETERMINE ANY ADDITIONAL COURSE REQUIREMENTS THAT NEED TO BE TAKEN CARE OF DUE TO THE ABSENCE.

ADA Statement

Pima Community College is committed to providing accommodations for qualified individuals with disabilities in a timely and effective manner. To request a reasonable accommodation, students must be registered with the campus Disabled Student Resources (DSR) office. Accommodations will be made based on eligibility determined by Disabled Student Resources. Services can be requested at any time during the semester.

Requesting services well in advance will help to ensure that resources are available when needed. Please contact a DSR office at 206-6688 or DSRhelp@pima.edu.

ASSIGNMENTS

All work must be typed; no handwritten assignments will be accepted. One-inch margins, 12-point font, double spaced, and APA format only will be accepted. All assignments must be handed in at the beginning of class time. Assignments will **NOT** be accepted by email. Missed random assignments or quizzes cannot be made up. All work must be completed on time. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

Participation

There will be 3 participation assignments or activities, worth 50 points total that will be assigned during the semester. Specific guidelines for each activity will be given in class a week prior to the due date.

Reflection Papers (RP)

Throughout the course, you will submit 2 reflection papers worth 30 points each. Each paper should be one page, double-spaced and pertain to material relevant to the class. Each paper should state topic discussed in class or the text, your personal feelings regarding the topic, and any issues surrounding the topic that are relevant to class and your daily lives. A rubric and example paper will be provided on D2L. References other than the book and lecture are not necessary, but APA citation and reference format are mandatory. All papers will be submitted on D2L ONLY! Visit D2L for the opening windows for submission. All submission windows will CLOSE at the beginning of class time on the due date listed in the course calendar below. Paper submissions MUST be in .DOC or .RTF format. Due to the submission window being open for an extended period of time **ABSOLUTELY NO LATE PAPERS WILL BE ACCEPTED!** It is up to you to be diligent and pay attention to the paper due dates.

Presentation

You will be asked to give a group presentation at the end of the semester. More about the presentation, a rubric, and your specific presentation date will be given later in the semester.

Quizzes

You will have a total of 3 pop quizzes that will be given throughout the semester. All of the quizzes are worth 10 points. Twenty total points are available for the quizzes; your lowest quiz will be dropped.

Exams

There will be three exams throughout the course that are in-class and closed-book. All exams will be a combination of multiple-choice and short answer and each exam will be out of 100 points. A study guide will be posted on the website prior to each exam. You must notify me **PRIOR** to the exam if you are going to miss an exam and why it will be missed. If approved, you will have 48 hours to make-up the exam in the testing center. You must bring your ID to the testing center located in the Santa Catalina building. Their number is 206-6648. Once the class has reviewed the graded exam, no make ups will be allowed!

GRADING

Attendance	20 points	A: 450 – 500 90%
Reflection Papers	60 points	B: 400 – 449 80%
Quizzes (10 pts each*)	20 points	C: 350 – 399 70%
Participation	50 points	D: 300 – 349 60%
Presentation	50 points	F: 299 and below
Exam 1	100 points	
Exam 2	100 points	
Final exam	100 points	

*Lowest Quiz score dropped

It is your responsibility to keep all of your graded assignments. You can check your grade with the online grade book on D2L any time during the semester. It is also your responsibility to notify me of any discrepancies!

CLASS SCHEDULE

Date	Topic	Readings	Assignments
W Jan 22	Introduction/What is Gender?	B (Brannon); W (White)	
M Jan 27	Study of Gender	B: Chap. 1, W : Issue 2	
W Jan 29	Researching Gender	B: Chap. 2	
M Feb 3	Movements	W: Issue 4, 5	
W Feb 5	Theories of Development	B: Chap. 5	
M Feb 10	Development cont.		
W Feb 12	Hormones & Chromosomes	B: Chap. 4	
M Feb 17	Hormones cont.	W: Issue 1	
W Feb 19	Cognitive Abilities & Intelligence	B: Chap. 7; W: Issue 12	RP #1
M Feb 24	Sleep and Gender		
W Feb 26	EXAM 1		
M Mar 3	Gender Stereotypes	B: Chap. 3	
W Mar 5	Gender Identity	B: Chap. 6 ; W : Issues 7 & 3	
M Mar 10	Sexual Orientation	W: Issue 21	
W Mar 12	Emotions & Personality	B: Chap. 8, W: Issue 14	
M Mar 17	NO CLASS	SPRING BREAK	
W Mar 19	NO CLASS	SPRING BREAK	
M Mar 24	Killing us Softly		
W Mar 26	Tough Guise	W: Issue 10	
M Mar 31	Gender Disorders	B: Chap. 15; W: Issue 20	RP #2
W Apr 2	Human Sexuality	B: Chap. 10; W: Issues 11 & 19	
M Apr 7	EXAM 2		
W Apr 9	Relationships	B: Chap. 9	
M Apr 14	Relationships cont.	W: Issues 6, 8 & 9	
W Apr 16	School	B: Chap. 11 ; W : Issue 13	
M Apr 21	Stress, Coping, Treatments	B: Chap. 14 ; W : Issue 20 revisited	
W Apr 23	Careers	B: Chap. 12	
M Apr 28	Careers cont.	W: Issues 15, 16, 17 & 18	
W Apr 30	Health and Fitness	B: Chap. 13	
M May 5	Health and Fitness cont.		
W May 7	Presentations		
M May 12	Presentations		
W May 14	FINAL		

*This schedule is tentative and the instructor reserves the right to make changes if needed. Any changes will be announced in class as well as posted on D2L.

**If you have more than 5 absences by Mar 6th, you will be dropped! The last day for students to withdraw is April 10th!