

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. See column 3 on next page
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:
<input 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.
<input checked="" type="checkbox"/>	<input 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. See column 3 on next page
<input type="checkbox"/>	<input 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
PSY	235	Psychology of Gender	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
Criterion 1	This course evaluates many of the norms that various cultures and subcultures have for gender roles, gender identity and sexual orientation.	See competencies 1,2,5,6,7,8,9. See course outline (I.B, II.B., IV.B., IV.C., VI. C, VII.). See course syllabus (p.3). In addition, see the table of contents (Chapters1-15...each has a section specifically devoted to diversity).
Criterion 2a.	This course is primarily concerned with differences and similarities based on gender within the United States.	All of the comptencies (1-9) directly focus on comparison of men and women. See course outline (I.-VII.) and course syllabus (page 3) for further examples of the areas of comparison. In addition, see the table of contents (Chapters1-15...each has a section specifically devoted to diversity).

Official Course Description: MCCCCD Approval: 04/24/07

PSY235 20076-99999

LEC 3 Credit(s) 3 Period(s)

Psychology of Gender

To assess historical and psychological perspectives on women and men and to evaluate contemporary viewpoints regarding the psychology of women and men.

Prerequisites: PSY101 with a grade of C or better or permission of Instructor.

MCCCCD Official Course Competencies:

PSY235 20076-99999 Psychology of Gender

1. Describe myths and stereotypes surrounding the concept of women and men. (I)
2. Describe theories that relate to the psychological development of women and men. (II)
3. Describe the psychological effects of hormones, pregnancy, and women's and men's physiological structure. (III)
4. Describe sex differences at various ages. (IV)
5. Describe theories of sex role acquisition. (IV)
6. Describe the effects of alternate choice of sex role. (IV)
7. Describe abilities, achievement, and motivation in women compared to men. (V)
8. Describe women's and men's adjustment to life changes and career demands. (VI)
9. Describe minority women's and men's roles and adjustment. (VII)

MCCCD Official Course Outline:

PSY235 20076-99999 Psychology of Gender

I. Introduction

- A. Definitions
- B. Myths and stereotypes
- C. Historical considerations

II. Theories

- A. Psychoanalytic
- B. Social learning
- C. Cognitive-developmental

III. Physical considerations

- A. Physiology
- B. Hormones
- C. Pregnancy

IV. Sex role

- A. Sex differences at different ages
- B. Theories of sex role acquisition
- C. Alternate styles

V. Abilities, achievement, motivation

- A. Cognitive style
- B. Motivation
- C. Gifted women

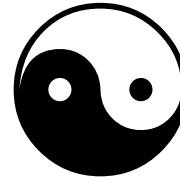
VI. Adjustment

- A. Life changes
- B. Career
- C. Women vs. men
- D. Women and men in therapy

VII. Minority women

- A. Racial minorities
- B. Lesbian women/gay men

Psychology of Gender
PSY 235- Fall 2009
Dr. Timothy Larey
Scottsdale Community College
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www.scottsdalecc.edu/larey
(480)-423-6667
FOB-123



Overview

This course will address differences and similarities between women and men that arise from a variety of factors including genetic, hormonal, evolutionary, social and cultural influences.

Text

Brannon, Linda. Gender: Psychological Perspectives. 5th Edition.

Grading

There will be 4 exams and a term project that will make up your grade for this class (a separate handout will detail this project). If you miss an exam and your absence is unexcused you will receive "zero" points for the exam. You must notify me before the exam takes place for your absence to be excused. I may require written documentation. Final grades will be determined based on the scales below.

Exam1	20%	A	90-100 %
Exam2	20%	B	80-89 %
Exam3	20%	C	70-79 %
Exam4	20%	D	60-69 %
Project	20%	F	< 60 %

Attendance Policy

Many of the exam questions will be based on material covered in class that may not be covered in the book. Therefore, attendance will be very important in determining your success in this class. You are responsible for obtaining materials from your fellow students if you miss class. Excessive absences may result in your being dropped or withdrawn from the class.

Disability Statement

Scottsdale Community College will make reasonable accommodations for persons with documented disabilities. You must notify Disability Resources and Services and your instructor of any special needs that you have. You can contact Disability Resources and Services at (480) 423-6517.

Academic Dishonesty

Academic dishonesty on any assignment will not be tolerated. If a student is caught cheating he/she will receive "zero" points for the assignment. Subsequent infractions will result in withdrawal from the course with a failing grade ("Y") and possible suspension from the college. See the Academic Misconduct policy of the student handbook for more information.

Positive Learning Environment

The Maricopa Community Colleges are committed to working with its employees to maintain an environment free from violence, threats of violence, harassment, intimidation, and other disruptive behavior.

As an **instructor**, I am expected to be professional, courteous, respectful, and empathetic to students and to accomplish the following:

- ◆ Be prepared for each class session
- ◆ Establish a "safe space" for students to feel comfortable asking questions, bringing up issues, and sharing information
- ◆ Clarify assignments and inform students of any adjustments to the class schedule
- ◆ Provide academic feedback and grade assignments in a timely manner
- ◆ Be available for individual consultation

As a **student**, you are expected to be reflective, courteous, respectful, and empathetic to classmates, instructors, and other college staff assisting you in your learning and to accomplish the following:

- ◆ Be respectful of whatever is occurring during class time by not engaging in conversations with classmates, text messaging, answering telephones (all cell phones should be turned off or on vibrate), or engaging in distracting behavior
- ◆ Be responsible for and abide by the policies set forth in this syllabus and the college policies included in the college catalog and the student handbook
- ◆ Be in class and be on time
- ◆ Be prepared for class sessions
- ◆ Participate in class activities
- ◆ Keep up with and turn in assignments by the due dates
- ◆ Follow instructions and complete assignments
- ◆ Ask questions when you don't understand
- ◆ Maintain knowledge of your grade status
- ◆ Put forth your best effort

Please contact me right away about concerns or situations that interfere with your success in the class. Students who continually disrupt the learning environment will be given a verbal warning and may be asked to leave class. Subsequent infractions will be subject to disciplinary action as outlined in the student handbook.

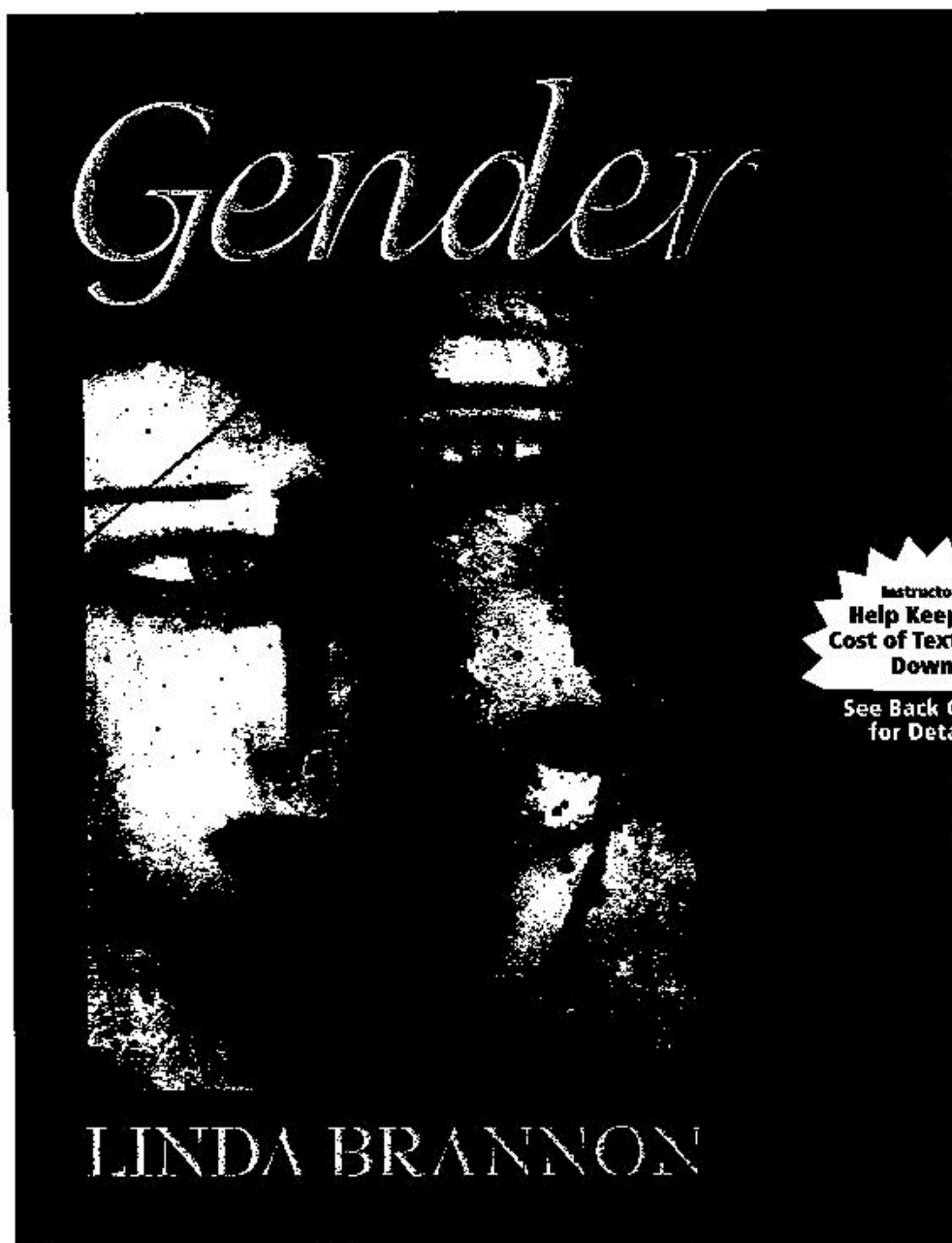
Tentative Class Schedule for PSY 235

Course content may vary from the outline to meet the specific needs of this group.
I will notify you of any changes in course requirements or policies.

	Chapter(s)
Introduction & Methods	1,2
Sexual Differentiation	4
Sociobiology	lecture
EXAM1	
Psychodynamic Theories	5
Gender Identity	5,6
Gender Stereotypes	3
EXAM2	
Abilities & Skills	7,11
Emotions	8
Sexuality	10
EXAM3	
Relationships	9
Mental & Physical Health	13,14
Careers & Work	12
EXAM4	

EXAMINATION COPY

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