## COURSE OUTLINE

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<th>Course Number</th>
<th>Course Title</th>
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<td>PSY 221</td>
<td>Psychology of Women</td>
<td>3 cr.</td>
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**Hours:** 3  
lecture/Lab/Other

**Co- or Pre-requisite:**  
PSY 101 pre-requisite

**Implementation:**  
sem/year  
Fall/2015

### Catalog description:

Exploration of the psychological, biological, and cultural factors influencing the lives of women. Critical analysis of differences and similarities between men and women, gender roles, and the effect of gender on contemporary issues in psychology including physical and emotional health, academic and occupational achievement, relationships, sexual intimacy, violence, and aging.

**Is course New, Revised, or Modified?**  
Revised

**Required texts/other materials:**

Possible texts:

**Revision date:** March, 2014

**Course coordinator:** (Name, telephone number, email address)
Dr. Karen Bearce – bearcek@mccc.edu; 609-570-3564

**Information resources:** (Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc. To request new materials for your course, use the library request form at: www.mccc.edu/student_library_course_form.shtml)

**Other learning resources:** (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)
Course Competencies/Goals:
The student will be able to:

1. Describe and compare the psychological, cultural, and social experiences of women across their lifespan. [GE Goal 1, 5, 8; MCCC Goals A, B, G]

2. Compare and contrast the psychological similarities and differences between males and females. [GE Goal 1, 5, 8; MCCC Goals A, B, G]

3. Describe, compare, and evaluate the major theories of gender development. [GE Goal 1, 5, 8; MCCC Goals A, D, G]

4. Examine and evaluate the experiences of women in various aspects of their lives, including the formation of close and sexually intimate relationships, physical and emotional health, and violence. [GE Goal 5, 8, 9; MCCC Goals B, C, D, G]

5. Examine and evaluate how gender-related expectations influence occupational and educational achievement for women. [GE Goal 5, 8, 9; MCCC Goals B, C, D, G]

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals
Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills
Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.
Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.
Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Unit I: An Introduction to the Psychology of Women
Learning Objectives
The student will be able to...

- Discuss the terminology needed to understand the scientific study of gender. [CG 2, 3]
- Examine the methodological framework necessary for evaluating research on gender. [CG 1, 2, 3]
- Identify commonly-held beliefs about males and females, masculinity and femininity. [CG 1, 2, 4, 5]
- Examine the historical context of gender stereotypic beliefs over time. [CG 1, 2, 3]
• Examine the modern context of gender stereotypic beliefs as they are perpetuated in the modern media. [CG 1, 2, 3, 4, 5]
• Describe and evaluate the various theories/models/concepts that attempt to explain the development of gender roles: the social constructionist view, social learning theory, cognitive developmental theory, gender-constancy concept, and gender-schema theory. [CG 2, 3]

Unit II: Sex and Gender Comparisons in Physical Development and Gender Identity

Learning Objectives
The student will be able to...
• Describe and analyze the process of biological sex differentiation, male/female biological differences, and the implication of those differences. [CG 2, 3]
• Differentiate between the terms sex and gender. [CG 2, 3]
• Explain the gender biases found in medical research and in the medical treatment of women. [CG 1, 2, 3]
• Explain the double standard of aging for women and men and discuss the possible consequences. [CG 1, 2, 3]

Unit III: Sex and Gender Comparisons in Cognitive Abilities and Attitudes about Success

Learning Objectives
The student will be able to...
• Discuss the research on gender similarities and differences with respect to cognitive abilities, intelligence, and learning disabilities. [CG 1, 2, 3, 5]
• Discuss the research on gender similarities and differences with respect to academic achievement and fear of success. [CG 1, 2, 3, 5]
• Discuss the research on the development of career aspirations and attainment for both men and women. [CG 1, 2, 3, 5]

Unit IV: Sex and Gender Comparisons in Relationships and Sexuality

Learning Objectives
The student will be able to...
• Describe the development of friendships for both men and women. [CG 1, 2, 3, 4]
• Discuss the research findings on use of personal space, body posturing, and conversation patterns and its connection to power. [CG 1, 2, 4]
• Compare and contrast the sexual response cycle in females and males. [CG 2, 4]
• Explain how gender role socialization may influence the development of sexual problems for women. [CG 1, 2, 3, 4]
• Discuss the stereotypes associated with pregnancy and motherhood. [CG 1, 4]
• Explain gender similarities/differences in how women and men relate in love relationships. [CG 1, 2, 4]
• Discuss the gender differences with respect to male/female responses to divorce. [CG 1, 2, 4]
• Discuss how culture/ethnicity plays a role with respect to sexual orientation for men and women. [CG 1, 2, 4]
• Discuss the research on lesbian women, bisexual women, and single women. [CG 1, 4]

Unit V: Gender Comparisons in Physical and Mental Health and Violence

Learning Objectives
The student will be able to...
• Discuss the issue of gender in causes, treatments, and biases related to psychological disorders. [CG 1, 2, 4]
• Discuss the role of the media on women’s views of their bodies and the possible relationship this has to eating disorders. [CG 1, 4]
• Discuss the role of gender in depression and substance abuse. [CG 1, 2, 4, 5]
• Discuss the issue of gender with respect to aggression. [CG 1, 2, 4]
• Discuss the issue of violence against women. [CG 1, 3, 4]
• Discuss the role of gender on sexual harassment, sexual abuse, and rape. [CG 1, 2, 3, 4]

Evaluation of student learning:

Students will be required to take a series of chapter quizzes and tests (at least three), each of which may consist of multiple choice, true-false, matching, completion, or essay type questions of any combination of the above. Objective assessments will account for no more than 70% of the overall course grade. [CG 1, 2, 3, 4, 5]

In addition, students will be required to complete a series of writing assignments to assess course content knowledge and critical thinking skills. These writing assignments may consist of ongoing journaling, reflection or reaction papers, research papers, projects, or media critiques. At least one assignment should incorporate information and computer literacy. Students will be expected use APA format in their writings. Written assessments will account for no less than 30% of the overall course grade. [CG 1, 2, 3, 4, 5]

Academic Integrity Statement:
The issue of academic honesty is taken very seriously at Mercer County Community College and in this class. Cheating on assignments or exams and/or plagiarism is not to be tolerated. Students are expected to be responsible for their own work. In this course, cheating/plagiarism will result in, at minimum, a zero for that exam/assignment. Clear cases of intentional cheating will result in failure in the course. Please see the MCCC student handbook for a complete description of MCCC’s academic integrity policy [http://www.mccc.edu/pdf/handbook.pdf].