

COURSE OUTLINE

**Psychology 113  
Psychology of Women**

**I. Catalog Statement**

Psychology 113 is the study of the psychological factors which contribute to the present emotional, sexual, and economic status of women. This course is designed to help the student better understand the experiences of women through the examination of family structure, social structure, female sexuality, and self-esteem.

Total Lecture Unit: 3.0

**Total Course Units: 3.0**

Total Lecture Hours: 48.0

**Total Faculty Contact Hours: 48.0**

Recommended Preparation: Eligibility for English 120 or ESL 151

**II. Course Entry Expectations**

Skills expectations: Reading 5, Writing 5, Listening/Speaking 5, Math 2.

Prior to enrolling in the course, the student should be able to:

1. read at the 10<sup>th</sup>-12 grade level;
2. write somewhat loosely organized short essays;
3. take lecture notes and follow extended and fairly complex oral directions;
4. add, subtract, multiply, and divide using whole numbers, fractions, and decimals.

**III. Course Exit Standards**

Upon successful completion of the required course work, the student will be able to:

1. identify, compare, and contrast the major theoretical perspectives of the psychology of women;
2. discuss the historical perspective of traditional and nontraditional roles of women;
3. define myth, stereotype, gender differences, and gender role and assess the effects each has had on women;
4. identify the theoretical views and misconceptions of women of color, lesbian women, and bisexual women and analyze each, citing research results;
5. describe the changes which occur in female development across the life-span;
6. relate women's writings to the need for creative expression, communication, safety, and relevance;

7. distinguish fact from opinion or belief about female sexuality and biological development;
8. identify psychological disorders most relevant to women and differentiate between major psychotherapies used to treat those disorders;
9. describe the development of the Women's Movement beginning with Seneca Falls and describe the most current critical needs of women in the United States.

<b>IV. <u>Course content</u></b>	<b>Total Faculty Contact Hours = 48 hours</b>
A. Introduction	4 hours
1. History of psychology of women	
2. Issues in research	
B. Gender Issues	4 hours
1. Representation of women and men	
2. Sexism and stereotypes influence behavior	
3. Androgyny	
4. Average gender differences versus individual differences	
C. Female Development Across the Life-span	8 hours
1. Cognitive abilities and achievement motivation	
2. Gender development and gender typing	
3. Self-concept	
4. Education and career	
5. Gender comparison in social and personality characteristics	
6. Cultural influences	
D. Love Relationships	5 hours
1. Characteristics of the love relationship	
2. Heterosexual women	
3. Lesbians and bisexual women	
4. Women of color	
E. Sexuality	6 hours
1. Female sexual anatomy and the sexual response cycle	
2. Sexual behavior and attitudes	
3. Sexual problems	
F. Physical Health and Psychological Health	10 hours
1. Gender comparisons in health care and in health status	
2. Women with disabilities	
3. Sexually transmitted diseases	
4. Women and substance abuse	
5. Women and psychological disorders	
6. Psychotherapeutic treatment of psychological disorders in women	
7. Birth control and abortion	

- 8. Pregnancy, childbirth, and motherhood
  
- G. Violence Against Women 4 hours
  - 1. Women victimization
  - 2. Sexual harassment
  - 3. Rape
  - 4. Battered women
  
- H. Women's Movements 7 hours
  - 1. Historical overview
  - 2. Feminism: the rigid interpretation versus a source of inspiration
  - 3. The backlash against issues concerning women
  - 4. The future of the women's movement

**V. Methods of Instruction**

The following methods of instruction be used in the course:

1. classroom lecture, discussion, demonstrations;
2. DVDs, recordings, and excerpts from women's diaries and journals;
3. guest speakers;
4. small group activities, projects, service learning, presentations;
5. computer laboratory use of internet resources and interactive demonstrations;
6. multimedia;
7. field activities and/or trips;
8. on-line instruction.

**VI. Out of Class Assignments**

The following out of class assignments may be used in the course:

1. homework assignment (e.g. interview women of different ethnicity and/or socioeconomic status [SES]);
2. short papers or essays demonstrating application of concepts and critical thinking skills (e.g. critique of media advertisements using women as objects);
3. volunteering at sites that serve women and children (e.g. volunteering at sites approved by GCC Center for Student Involvement Office);
4. research paper demonstrating use of sources and critical thinking skills (e.g. paper using current professional journals to explain psychological reasons for eating disorders);
5. individual and group projects (e.g. informational poster demonstrations of the volunteer sites).

**VII. Methods of Evaluation**

The following methods of evaluation may be used in the course:

1. four to five in-class objective and/or essay tests requiring demonstration of course exit standards;

2. peer review and critique of student oral presentations on different aspects of female behavior to demonstrate course exit standards;
3. instructor evaluation of in-class presentations of individual or group tasks to practice course exit standards;
4. class participation in individual and group tasks to practice course exit standards.

### **VIII. Textbook(s)**

Brumberg, Jacobs. *The Body Project*. New York: Random House, 1998. Print.  
12<sup>th</sup> Grade Textbook Reading Level. ISBN: 978-0-679-73529-8.

Etaugh, Claire, & Judith Bridges. *Women's Lives A Psychological Exploration*. 3<sup>rd</sup> Edition. New Jersey: Pearson, 2013. Print.  
12<sup>th</sup> Grade Textbook Reading Level, ISBN: 13: 978-0-205-25563-4

Hyde, Janet. *Half the Human Experience*. 8th Edition. Boston: Houghton Mifflin, 2013. Print.  
12<sup>th</sup> Grade Textbook Reading Level. ISBN-13:978-1-111-83409-8

Matlin, Margaret. *The Psychology of Women*. 7th Edition. Belmont: Wadsworth Cengage Learning, 2012. Print.  
12<sup>th</sup> Grade Textbook Reading Level. ISBN: 0-5345-79647

### **IX. Student Learning Outcomes**

Upon successful completion of the required course work, the student will be able to:

1. identify, compare, and contrast the major theoretical perspectives of the psychology of women;
2. define myth, stereotype, gender differences, and gender roles and assess the effects each has had on women;
3. describe the changes which occur in female development across the life-span.