

## PSYC113 : Psychology of Women

### General Information

Author:	<ul style="list-style-type: none"><li>Michelle Stonis</li><li>Calderwood, Michelle</li></ul>
Course Code (CB01) :	PSYC113
Course Title (CB02) :	Psychology of Women
Department:	PSYCH
Proposal Start:	Fall 2025
TOP Code (CB03) :	(2001.00) Psychology, General
CIP Code:	(42.0101) Psychology, General.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000018169
Curriculum Committee Approval Date:	11/27/2024
Board of Trustees Approval Date:	01/21/2025
Last Cyclical Review Date:	11/27/2024
Course Description and Course Note:	PSYC 113 explores the psychological factors that contribute to the present emotional, sexual, and economic status of the American woman. In this course, students will better understand the experiences of women through the examination of family structure, social structure, female sexuality, and self-esteem.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"><li>Credit</li></ul>
Mode of Delivery:	<ul style="list-style-type: none"><li>In-Person</li><li>Remote</li><li>Hybrid</li><li>Online</li></ul>
Author:	No value
Course Family:	No value

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>Psychology</li></ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

## Course Development

### Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Not applicable.

### Grading Basis

- Grade with Pass / No-Pass Option

### Course Support Course Status (CB26)

Course is not a support course

## General Education and C-ID

### General Education Status (CB25)

Not Applicable

### Transferability

Transferable to both UC and CSU

### Transferability Status

Approved

#### IGETC Area

4I-Psychology

#### Area

Psychology

#### Status

Approved

#### Approval Date

09/09/1991

#### Comparable Course

No Comparable Course defined.

#### CSU GE-Breadth Area

E-Lifelong Learning and Self-Development

#### Area

Lifelong Learning and Self-Development

#### Status

Approved

#### Approval Date

No value

#### Comparable Course

No Comparable Course defined.

D-Social Sciences

Social Sciences

Denied

08/28/2023

## Units and Hours

### Summary

**Minimum Credit Units (CB07)** 3

**Maximum Credit Units (CB06)** 3

**Total Course In-Class (Contact Hours)** 54

**Total Course Out-of-Class Hours** 108

**Total Student Learning Hours** 162

### Credit / Non-Credit Options

**Course Type (CB04)**

Credit - Degree Applicable

**Noncredit Course Category (CB22)**

Credit Course.

**Noncredit Special Characteristics**

No Value

**Course Classification Code (CB11)**

Credit Course.

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

 Cooperative Work Experience Education Status (CB10)
**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

**Course Student Hours****Course Duration (Weeks)** 18**Hours per unit divisor** 0**Course In-Class (Contact) Hours**

Lecture 54

Laboratory 0

Studio 0

**Total** 54**Course Out-of-Class Hours**

Lecture 108

Laboratory 0

Studio 0

**Total** 108**Time Commitment Notes for Students**

No value

**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

**Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation****Advisory**

ENGLC1000 - Academic Reading and Writing (in-development)

**Objectives**

- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.

- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

## Entry Standards

Entry Standards	Description
No value	No value

## Course Limitations

Cross Listed or Equivalent Course	Description
No value	No value

## Specifications

Methods of Instruction	
Methods of Instruction	Lecture
Methods of Instruction	Discussion
Methods of Instruction	Multimedia
Methods of Instruction	Collaborative Learning
Methods of Instruction	Demonstrations
Methods of Instruction	Field Activites (Trips)

**Methods of Instruction**

Guest Speakers

**Methods of Instruction**

Presentations

**Out of Class Assignments**

- Homework assignment (e.g., interview women of different ethnicity and/or socioeconomic status [SES])
- Short essays demonstrating the application of concepts and critical thinking skills (e.g., critique of media advertisements using women as objects)
- Volunteering at sites that serve women and children (e.g., volunteering at sites approved by GCC Administration)
- Research paper demonstrating the use of sources and critical thinking skills (e.g., paper using current scholarly journals to explain psychological reasons for eating disorders)
- Individual and group projects (e.g., informational poster demonstrations of the volunteer sites)

**Methods of Evaluation****Rationale**

Presentation (group or individual)

Peer review and critique of student oral presentations on different aspects of female behavior

In-Class Activity (answering journal prompt, group activity)

Instructor evaluation of in-class presentations of individual or group tasks

Exam/Quiz/Test

Four to five in-class objective and/or essay exams

**Textbook Rationale**

No Value

**Textbooks**

Author	Title	Publisher	Date	ISBN
Janet Hyde and Nicole M. Else-Quest	The Psychology of Women and Gender: Half the Human Experience (10th edition)	Sage	2021	978-1544393605

**Other Instructional Materials (i.e. OER, handouts)**

No Value

**Learning Outcomes****Course Objectives**

Discuss the historical perspective of traditional and nontraditional roles of women.

Identify the theoretical views and misconceptions of women of color, lesbian women, and bisexual women and analyze each, citing research results.

Relate women's writings to the need for creative expression, communication, safety, and relevance.

Distinguish fact from opinion or belief about female sexuality and biological development.

Identify psychological disorders most relevant to women and differentiate between major psychotherapies used to treat those disorders.

## SLOs

**Identify, compare, and contrast the major theoretical perspectives of the psychology of women.**

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
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<i>SOC S</i> Social Justice: Gender Studies	Analyze how these formations intersect with other socially salient aspects of identity including but not limited to race, class, and nation
	Articulate connections between global, regional, and local issues pertinent to the study of gender and sexuality.
	Knowledge and skills to critically examine individual experiences, social institutions, and historical perspectives through the lens of gender and sexuality

<i>PSYCH</i> Psychology - AA-T	Communicate how genetics and environmental factors interact to affect behaviors. Students will be able to critically analyze research articles.
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<i>SOC S</i> Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
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<i>ILOs</i> General Education	recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions
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**Describe and evaluate the changes which occur in female development across the life-span.**

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
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<i>SOC S</i> Social Justice: Gender Studies	Analyze how these formations intersect with other socially salient aspects of identity including but not limited to race, class, and nation
	Articulate connections between global, regional, and local issues pertinent to the study of gender and sexuality.
	Knowledge and skills to critically examine individual experiences, social institutions, and historical perspectives through the lens of gender and sexuality

<i>PSYCH</i> Psychology - AA-T	Communicate how genetics and environmental factors interact to affect behaviors. Students will be able to critically analyze research articles.
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<i>SOC S</i> Social Sciences	Demonstrate critical thinking skills and a basic understanding of the complex interrelationships between human kind and the biophysical environment
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<i>ILOs</i> General Education	apply methodologies used by social and behavioral scientists
	recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions

**Define myth, stereotype, gender differences, and gender roles and assess the effects each has had on women.**

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
SOC S Social Justice: Gender Studies	Articulate connections between global, regional, and local issues pertinent to the study of gender and sexuality.  Knowledge and skills to critically examine individual experiences, social institutions, and historical perspectives through the lens of gender and sexuality
SOC S Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
<i>ILOs</i> General Education	recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions

## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

### Lecture Content

#### Introduction (4 hours)

- History of psychology of women
- Issues in research

#### Gender Issues (5 hours)

- Representation of women and men
- Sexism and stereotypes influence behavior
- Androgyny
- Average gender differences versus individual differences

#### Female Development Across the Lifespan (10 hours)

- Cognitive abilities and achievement motivation
- Gender development and gender typing
- Self-concept
- Education and career
- Gender comparison in social and personality characteristics
- Cultural influences

#### Love Relationships (5 hours)

- Characteristics of the love relationship
- Heterosexual women

- Lesbians and bisexual women
- Women of color

**Sexuality (6 hours)**

- Female sexual anatomy and the sexual response cycle
- Sexual behavior and attitudes
- Sexual problems

**Physical Health and Psychological Health (10 hours)**

- Gender comparisons in health care and in health status
- Women with disabilities
- Sexually transmitted diseases
- Women and substance abuse
- Women and psychological disorders
- Psychotherapeutic treatment of psychological disorders in women
- Birth control and abortion
- Pregnancy, childbirth, and motherhood

**Violence Against Women (6 hours)**

- Women victimization
- Sexual harassment
- Rape
- Battered women

**Women's Movements (8 hours)**

- Historical overview
- Feminism: the rigid interpretation versus a source of inspiration
- The backlash against issues concerning women
- The future of the women's movement

**Total Hours: 54**

**Additional Information**

**Repeatability**

Not Repeatable

**Justification (if repeatable was chosen above)**

No Value

**Is it possible this course will have a material fee?**

No Value

**I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liasons>):**

No Value

**What term(s) will this course be offered?**

No Value

**Will any additional resources be needed for this course? (Click all that apply)**

No Value

If additional resources are needed, add a brief description and cost in the box provided.

No Value

## Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value