

**San Bernardino Valley College
Course Outline for Psychology 116
“Psychology of Sex Roles”**

I. CATALOG DESCRIPTION

- A. PSYCH 116: Psychology of Sex Roles
3 hours lecture = 3 units

Survey of the psychological factors which influence the development of sex roles and the extent to which these roles influence the behavior of women and men in various spheres of interpersonal behavior.

Prerequisite: PSYCH 100.

- B. SCHEDULE DESCRIPTION: Survey of the psychological factors which influence the development of sex roles and the extent to which these roles influence the behavior of women and men in various spheres of interpersonal behavior.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon successful completion of this course, students should be able to:

- A. List and discuss components of the sex roles
- B. Identify predictable documented sex differences in (1) physical capabilities (2) mental capabilities, and (3) socio-emotional responsiveness.
- C. Analyze the impact of sex roles on individual personality development (i.e., confidence, fear of success, morality) and interpersonal relationships (i.e., love, power)
- D. Compare and contrast various theories that have been proposed to explain differences in sex roles, drawing from theories in biology, psychology, anthropology, and sociology.
- E. Distinguish among and use the important psychological theories related to sex roles, such as the theories of gender role development and moral development.

IV. CONTENT:

- A. What are sex roles?
 - 1. Terms and definitions
 - 2. Research methods in studying sex roles
- B. Are there actual male-female differences?
 - 1. In love and sex
 - 2. In skills and abilities
 - 3. In power
 - 4. Within gender differences
- C. Explaining sex roles
 - 1. Psychological explanations
 - 2. Biological explanations
 - 3. Sociological explanations
 - 4. Anthropological explanations
- D. Gender and Race
- E. Implications and Applications
- F. Changing sex roles
 - 1. Within oneself
 - 2. Differences in different eras

V. METHODS OF INSTRUCTION:

The course is designed under the lecture/discussion format. The instructional methods to be used include:

- A. Lecture
- B. Class and group discussions of significant issues and topics
- C. Relevant videotapes and films
- D. Written assignments on personal issues, both in and out of class
- E. Skill exercises
- F. Small group activities
- G. Research papers
- H. Field trips
- I. Computer-Assisted Instruction

VI. TYPICAL ASSIGNMENTS:

- A. Reading both in and out of class in preparation for exams and paper-writing on sex role issues, such as difference between male behaviors and masculine behaviors
- B. Class and group discussion of significant issues and topics in preparation for exams and paper-writing on sex role issues, such as the difference between heterosexual, homosexual, bisexual, and asexual roles

- C. View relevant videotapes and films in preparation for exams and paper-writing on sex role issues, such as the development masculinity and femininity over the lifespan
- D. Written assignments on sex role issues frequently graded.
- E. Skill-development exercises either written or demonstrated
- F. Small group activities, such as development of communication skills
- G. Research papers on self-chosen, personally relevant topic.
- H. Field trips to specific educational or career-skill workshops

VII. EVALUATION

A. **Methods of Evaluation:** This will vary from instructor to instructor, but may include true-false tests, multiple choice tests, or sentence completion tests. In addition, written components such as essay tests, writing tasks (i.e. journals, summary reviews, interpretive essays, and/or term projects) may be included. Telecomputing can include downloading and uploading reading and writing tasks, on-line discussion, and computer tutorials.

B. **Frequency of Evaluation:** This will depend on the type of evaluation (i.e. “objective” or essay). Evaluation will take place periodically throughout the semester with enough frequency to be sufficient to measure student progress and will be sensitive to the various learning styles of students. Typically, this could be weekly quizzes or papers, or could be one or two midterm exams, plus a final exam and/or semester project.

Student assignments outside of class are assumed to be the equivalent of 6 hours per week and may include reading, computer-assisted instruction, writing tasks, preparing for exams, and/or study group discussions.

Grading may be comparative within a class or may be based on an absolute standard.

C. **Typical Exam Questions:** These might include essay questions asking students to describe research-based sex differences due to a) physical, and b) socio-cultural causes or could be multiple-choice questions asking students which statement is a sex role differences between current American makes and their counterparts in 1900.

VII. TYPICAL TEXT(S):

Tarvis, C. and Wade C. The Longest War. 2nd ed., Orlando, FL.: Harcourt Brace Jovanovich. 1984

Doyle, J. The Male Experience. 2nd ed., S.I.: Wm. C. Brown Publishers, 1986.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None