

Curriculum Action Request (CAR) (Form 4-93) - Maui Community College
Cover Sheet 12/14/2000

ORIGINAL

Curriculum Committee Number 2000.32

This is an experiment and draft of a new cover sheet to be attached in front of all CAR forms to help with routing and timeliness of consideration. For now the official signature section remains at the end of CAR form as usual.

COURSE ALPHA/NUM PSY 202 PROPOSAL TYPE Addition

Author: BK. Grossman Ext: 259 Date:

Consulted: no

Consulted: yes, with Lynn YANKOWSKI, Leeskin

Consulted with discipline group curriculum representative Date: 4/1/01

Signed by Unit Chair/Other Appropriate Date:

Sent to Curriculum Committee Date: 4/1/01

Passed by Curriculum Committee, Signed by Chair Date:

Approved by Academic Senate, Signed by Chair *may refer to sign* Date: 5/3/01

Forwarded to Dean of Instruction by Curriculum Chair Date: 6/29 2001

Received by Dean of Instruction's Office Date Stamp: 30 June 2001

Signed by Dean of Instruction Date: Maui Community College

Forwarded to Provost Date:

Received by Provost's Office Date Stamp:

Signed by Provost Date: 7/25/01

Returned to Curriculum Chair for Distribution Date:

Distribution:

Aldrich input Date:

Catalog/Addendum Date: 7/01

Letter and copy sent for Articulation, if appropriate Date:

Letter and copy sent to Chancellor's Office, if appropriate Date:

Author notified Date:

Counselors notified Date:

Other: _____ Date:

Original filed in master Curriculum File in Dean's Office Date:

Notes:

data from re

bk2: 1 24/200

Curriculum Action Request (CAR) (Form 4-93) - Maui Community College

ORIGINAL
2000.32

Date Submitted to Curriculum Committee: 4/1/2001

1. a. **General type of action:** program x course Alpha/No. PSY 202

b. **Specific type of action:** (check appropriate action below)

Addition <u> x </u> regular <u> </u> experimental	Deletion: <u> </u> course <u> </u> from program _____ _____	Modification in: <u> </u> credits <u> </u> title <u> </u> number and/or alpha <u> </u> prerequisites <u> </u> description: <u> </u> program <u> </u> Other:
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2. Reason for this curriculum action:

To provide students with an additional Social Science elective in the Psychology area. To increase MCC's offerings in the psychology area. This course is taught at UH Manoa and should provide students with an articulated option.

3. Existing course: _____

Alpha/Number	Title	credits
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4. a. Proposed/modified course:

PSY	202	Psychology of Women	3
Alpha	Number	Title (60 positions max. spaces count)	credits

b. Psych of Women
Abbreviated title (16 positions max.)

c. New Course Description and/or page number in catalog of present course description, if unchanged or modified:

Surveys topics in psychology relevant to women's lives: socialization of gender, mental health, achievement, motivation, lifespan issues, cultural topics, and other related issues.

5. a. **Prerequisites:** PSY 100 or consent

b. **Corequisites:**

c. **Recommended preparation:**

6. a. **Semester Offered:** fall spring fall/spring x as needed

b. Proposed semester/year of first offering: Fall semester 2002 year

c. other scheduling considerations? no yes, explain:

7. **Student contact hours per week:** lecture 3 hrs lab hrs lecture/lab hrs other hrs, explain:

8. **Revise current MCC General Catalog pages:** page 114, 115 Other:

9. **Course grading:** letter grade only credit/no credit either audit

10. **Special fees required:** no yes, explain:

11. **Will this request require special resources (personnel, supplies, etc.)?** no yes, explain:

12. **a. Maximum enrollment:** 35 Rationale, if applicable:

b. Is this course restricted to particular room type? no yes, explain type of room required:

13. Course fulfill requirement for _____ program(s)

Course is elective for A.S., AAS, ATS program(s)

Course is Social Science elective for the AA degree.

14. Course increase decreases makes no change
in # of credit required for the program(s) affected by this action

15. **Is this course cross-listed?** no yes, identify course:

16. **Is this course taught at another UH campus?** no, specify why this course is offered at MCC: yes, specify campus, course, Alpha and Number:
PSY 202 at Manoa, KCC, LCC, and WCC

17. a. Course is articulated at (check those that apply):
 UHCC UH Manoa UH Hilo UH WO Other/PCC

b. Course is appropriate for articulation at (check those that apply):
 UHCC UH Manoa UH Hilo UH WO Other/PCC

c. Course is not appropriate for articulation at (check):

UHCC UH Manoa UH Hilo UH WO Other/PCC

d. Course articulation information is attached no yes

Proposed by:

B. Griesemer 4/1/2001
Originator/Program Coordinator Date

Approved by:

Margi Kelm 07/11/01
Academic Senate Chair Date

Requested by:

Kurtin Dudley 4/1/2001
Originator/Program Coordinator Date
Unit Chair

Approved by:

Joseph J. Rubini 7/9/01
Academic Senate Chair Date
Dean of Instruction

[Signature] 5/7/01
Curriculum Chair Date

[Signature] 7/25/01
Provost

A telephone number, e-mail address, or mailing address at which we can contact the proposer, Division Chair or curriculum rep during the summer: BK.Griesemer@mauicc.hawaii.edu

MAUI COMMUNITY COLLEGE
COURSE OUTLINE

1. COURSE TITLE: PSY 202
Psychology of Women

NUMBER OF CREDITS: Three (3)

ABBREVIATED COURSE TITLE: Psych of Women

DATE OF OUTLINE: March 26, 2001
2. COURSE DESCRIPTION: Surveys topics in psychology relevant to women's lives: socialization of gender, mental health, achievement, motivation, lifespan issues, cultural topics, and other related issues.
3. CONTACT HOURS PER WEEK: Lecture – Three (3)
4. PREREQUISITES: PSY 100 or consent

COREQUISITES: None

RECOMMENDED PREPARATION: None

APPROVED BY _____ DATE _____

5. GENERAL COURSE OBJECTIVES

To provide a comprehensive overview of the major topics relevant to the current study of psychology of women and gender. To survey the major theories and issues involved in understanding the impact of gender on thinking and behaving. To develop a working understanding of general theories, terms, and research in the areas of psychology of women and of gender. To provide a forum for students to analyze and discuss ideas and theories about contemporary social phenomena commonly understood to be "women's issues," such as domestic violence, childrearing practices, and discrimination.

6. SPECIFIC COURSE COMPETENCIES:

At the conclusion of this course, students should be able to:

1. discuss psychology as a science and how gender has and has not influenced its progress and theories;
2. discuss the scientific method and methodological issues; discuss the basic components of an empirical study; understand the factors that can confront validity;
3. discuss how mythology, religion, culture, ethnicity, history and science have interacted to influence our past and current view of women and men;
4. discuss how biological paradigms have impact both the historical and current views of women and men;
5. discuss the major theories in psychology as viewed through the lens of "gender as a factor" and relate how these theories have, together, shaped psychology's view and treatment of women, including, but limited to: Freud, Deutsch, Erikson, Horney, social learning theory (Albert Bandura), gender schema theory (Sandra Bem), sociobiology (E. O. Wilson), cognitive-developmental model (Larry Kohlberg), and moral development (Larry Kohlberg, Carol Gilligan);
6. discuss the empirical evidence for gender differences, including stereotypes for both women and men;
7. relate the process of lifespan development on woman with a focus on age and the context of development, including culture and ethnicity;
8. discuss the social bases, biological bases, and historical roots for gender differences in abilities, motivation and achievement;

9. discuss aspects of sexuality, including meaning, love, social aspects, physical interests and needs in heterosexual, homosexual, transexual and bisexual relationships;

10. discuss current issues, such as domestic violence, childrearing practices, discrimination, women and depression, women and eating, women and health, and women in the media and relate how these issues are informed by psychology as a field;

11. develop study, personal, and time management skills that will help set reasonable goals that can be accomplished.

7. RECOMMENDED COURSE CONTENT

With approximate timeline for each topic.

Introduction to course and field	2 weeks
Research methodology	1 week
Myths, religions, cultures and ethnicity	1 week
Biological perspectives	1 week
Major theories viewed “with a gender lens”	2 weeks
Gender stereotypes and gender differences	1 week
Lifespan development	2 weeks
Abilities, achievement, and motivation	1 week
Sexuality and intimate relationships	1 week
Education, work and social Issues	1 week
Current issues and additional topics	2 weeks

8. RECOMMENDED COURSE REQUIREMENTS

Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to:

Written or oral examinations
In-class and out-of-class exercises
Homework assignments
Quizzes
Projects or research (written reports and/or class presentations)
Attendance and/or class participation
Development of a Portfolio
Service Learning

9. TEXT AND MATERIALS:

An appropriate text(s) and materials will be chosen at the time the course is to be offered from those currently available in the field. Examples include:

Possible Texts:

Lips, Hilary M. A New Psychology of Women: Gender, Culture, and Ethnicity. New York: Mayfield Publishers, 1999.
Unger, R. & Crawford, M. Women and Gender: A Feminist Psychology. New York: McGraw-Hill, 1992.
Hyde, J.S. Half the Human Experience: The Psychology of Women, 5th ed. Lexington, MA: D.C. Heath, 1996.
Beall, A.E. & Sternberg, R.J. The Psychology of Gender. New York: Guilford Press, 1993.

Materials:

Possible Recommended Readings:

Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. Women's Ways of Knowing: The Development of Self, Voice, and Mind.
Fausto-Sterling, A. Myths of Gender: Biological theories about Women and Men.
Gilligan, C. In a Different Voice: Psychological Theory and Women's Development
Gilligan, C. , Lyons, N. P., & Hanmer, T. J. (Eds.) Making Connections: The Relational Worlds of Adolescent Girls at Emma Willard School.
Jordan, J. V., Kaplan, A. G., Miller, J. B., Stiver, I P., Surrey, J. L. Women's Growth in Connection: Writings from the Stone Center.
Miller, J. B. Toward a New Psychology of Women.

Other: Appropriate films, videos, or internet sites

Television programs
Guest speakers
Other instructional aids

10. EVALUATION AND GRADING

Examinations:	20- 80%
In-class exercises:	0- 20%
Homework:	0- 20%
Quizzes:	0- 20%
Projects/research:	0- 40%
Attendance	0- 20%
Class Participation	0- 40%
Service Learning	0- 20%
Other	0- 20%

11. METHODS OF INSTRUCTION

Instructional methods vary considerably with instructor's teaching style and students learning style. Thus, specific instructional methods will be at the discretion of the instructor teaching the course. Suggested techniques might include, but are not limited to:

- Lecture, problem solving and class exercises or readings
- Class discussions or guest lecturers
- Audio, visual presentations
- Internet usage
- Student class presentations
- Group or individual projects
- Other contemporary learning techniques (e.g. service learning)

COURSE ARTICULATION FORM (GENERAL EDUCATION CORE)

ORIGINATING CAMPUS: MCC DATE SUBMITTED: 4/1/2001
 COURSE ALPHA & NUMBER: PSY 202 SEMESTER CREDITS: 3
 COURSE TITLE: PSYCHOLOGY OF WOMEN
 DATE OF OUTLINE: (Fall or Spring) SPRING Year 2001

(** Representative outline, no multiple syllabi, please.)

1. Articulation committee to review this course:

Standing Committees

- Written Communication []
- Mathematical & Logical Thinking []
- World Civilizations []
- Languages []
- Arts & Humanities []
- Natural Science []
- Social Science

2. The information in this item is required by the reviewing committee so that it has a starting point for reviewing the course. It is the responsibility of the submitting campus to do the necessary research to provide this information.

In the opinion of the originating campus, this course is equivalent to the following and/or meets the criteria for the indicated core categories. Every core category space, except your own campus, must be filled in (can include 'none'). An equivalent course, if known, may be helpful to committee members but is not required.

Receiving Campus	Equivalent Course (Alpha and Number)	Core Category
UH Hilo	-	<u>Social Science - Psy</u>
UH Mānoa	<u>PSY 202</u>	<u>SS</u>
UH West O'ahu	-	<u>SS</u>
Hawai'i CC	-	<u>SS</u>
Honolulu CC	-	<u>SS</u>
Kapi'olani CC	<u>PSY 202</u>	<u>SS</u>
Kaua'i CC	-	<u>SS</u>
Leeward CC	<u>PSY 202</u>	<u>SS</u>
Mau'i CC	-	-
Windward CC	<u>PSY 202</u>	<u>SS</u>

3. If submitted electronically, I understand that this outline will be posted to a publicly accessible web site to enable open access for reviewing committees and campuses. The outline will be taken off the site upon completion of the review.

 Typed Name or Signature

Note: if submitting in printed form, 20 copies are required for distribution for appropriate review.