



PSYC-104: PSYCHOLOGY OF GENDER

Also listed as: PSYC-104H

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

PSYC - Psychology

Course Number

104

Course Title

Psychology of Gender

Short Title

Psychology of Gender

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

No

**Fully Online Delivery Requirements:**

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

PSYC-104H

C-ID (Admin Only)**CB 00**

CCC000276348

Course Title

Honors Psychology of Gender

Approved Cal-GETC Area

AREA-4

Approved Second Cal-GETC Area**Approved Third Cal-GETC Area****Catalog Description**

This course examines traditional and contemporary psychological theories and research regarding gender development and its influence on social and psychological functioning. The course evaluates gender and its intersectional identities through various psychological lenses across the spectrum in different social and individual contexts. Some of the topics covered in this course are gender development, gender bias, stereotypes, discrimination, gender based violence, and other ideas related to diverse gender and sexual identities.

Codes**TOP Code (CB 03)**

2001.00 - Psychology, General

CIP Code

42.2899 - Clinical, Counseling and Applied Psychology, Other.

**Repeatability Code**

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Psychology (Masters Required)	End

GE Information**Check GE Types Requested**

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas**Approved Cal-GETC Area**

AREA-4

Learning Objectives**Learning Objectives**

Learning Objective
1. Explain the processes by which psychologists conduct research and identify sources of gender bias in the research process, including examining things such as sex biases, heteronormative biases, and binary assumptions evident in research.
2. Elaborate on the psychological, social and cultural complexity and diversity inherent in the study of gender role development and gender identity.
3. Compare and contrast the different psychological perspectives and explain how theoretical principles relate to a variety of gender issues.
4. Evaluate the intersection between, sex, gender, gender expression, and orientation, and the range of diversity expressed in each of these realms.
5. Appraise psychological theories that are prevalent in explaining gender variations.
6. Assess and compare past and current psychological research that addresses historical and contemporary gender related topics.
7. Synthesize the psychological, sociological, biological, and multicultural factors that influence gender roles and the diversity of gender expression.
8. Evaluate how gender influences social interactions in every day life and explain how the study of gender has real world implications.
9. Analyze the impact of gender on one's own personal, social, emotional, and intellectual functioning and well-being, including an analysis of gender and sexual minority groups.

Honors Objectives

1. Scrutinize a variety of explanations that account for historical and contemporary research results related to gender.
2. Synthesize various gender topics and concepts to explain, understand, and improve our own and others' behavior and cognitive understanding of gender.
3. Appraise diverse interpretations and norms related to gender and related identities across cultures.

Learning Outcome Information**Course Learning Outcomes**

Learning Outcome
1. Students will analyze different psychological theories that address the development of one's own gender identity and the connection to one's physical and psychological health and functioning.

2. Students will evaluate empirical research on topics related to gender and articulate the ways in which these studies align with concepts taught in the class, while also considering whether the research is representative and inclusive consistent with current APA standards.

3. Students will appraise the individual, social, and cultural factors that influence gender and related identities, and discuss the ways in which diverse communities are impacted, particularly as it relates to gender bias, homophobia, and transphobia.

Content

Course Lecture Content

1. Introduction to Gender & Sexuality
 - a. Definitions of Terms
 - b. Analysis of the Spectrum of Gender Identities
 - c. Intersections of Gender with Sex, Gender Expression, Sexual Orientation
 - d. Interconnectedness to other elements of social identity including Race, Class, etc.
 - e. Attitudes toward Lesbians, Gay, Bisexual, Transgendered (LGBT) Persons, and other gender and sexual minorities.
2. The Scientific Study of Gender & Sexuality
 - a. Research approaches and methodologies used to study the diversity of sex and gender
 - b. Challenges in conducting research on sex and gender, and variations
 - c. Evaluating bias within research, including gender biases, sex biases, heteronormativity, and other ways in which gender and sexual minorities may not be represented in the research.
 - d. Inclusive Research Design and Design Justice
 - i. Community Participatory Research Approaches
3. Analysis of Gender and Sexual Identities through the different Psychological Perspectives
 - a. Biological Psychology
 - b. Developmental Psychology
 - i. Prenatal Development
 - ii. Sexual Differentiation
 - c. Health Psychology
 - d. Industrial Organizational Psychology
 - e. Educational Psychology
 - f. Social Psychology
 - g. Clinical Psychology
 - h. Sociocultural Psychology
 - i. Cognitive Psychology
4. Historical and Contemporary Psychological Theories related to Gender and Sexual Development
 - a. Evolutionary Theory
 - b. Psychoanalytic and Psychodynamic
 - c. Learning Theories
 - d. Biological
 - i. Genetics
 - ii. Hormones
 - iii. Endocrine and Reproductive Systems
 - e. Cognitive Development Theory
 - f. Gender Schema Theory
 - g. Cognitive Gender Identity Theory
 - h. Sociocultural Theories
 - i. Feminist Theories
5. Understanding Gender Roles
 - a. Attitudes and cultural variations
 - b. Division of Labor

6. Implicit Bias, Stereotypes, Prejudice, and Discrimination
 - a. Implications of Stereotypes and Prejudice
 - b. Stereotype Threat
 - c. Hostile & Benevolent Sexism
 - d. Homophobia
 - e. Transphobia
 - f. Heteronormativity
 - g. Gender and Sexual Revolution
 - h. LGBTQ+ Activism & Social Movements
 - i. Guidelines for Gender and Sexual Inclusion
7. The Study of Sexuality and Sexual Behaviors
 - a. Kinsey Scales
 - b. Masters and Johnson
 - c. National Health and Social Life Survey
 - d. Childhood Sexuality: Exploration and Abuse Sexual Orientation
8. Gender diversity and variations across psychological areas
 - a. Intelligence
 - b. Lifestyle and Health
 - c. Nutrition and Exercise
 - d. Self Esteem, Self Concept, and Self Efficacy
 - e. Reproduction Health
 - f. Sexual Health
 - g. Education
 - h. Expectations of Performance
 - i. Access and Success Differences
 - j. Workplace Gender Bias
 - k. Harassment and Discrimination
 - l. Achievement Motivation
 - m. Communication
9. Interpersonal and Romantic Relationships
 - a. Characteristics Desired in a Mate
 - b. The Nature of Romantic Relationships, including Concepts of Intimacy, Love, and Sexuality.
 - c. Relationship Satisfaction, Conflict Management, and Violence
 - d. Maintaining and Dissolving Relationships
10. Criminal Behavior and Victimization
 - a. Hate Crimes Toward Gender and Sexual Minorities Mental Health
 - b. Gender Differences in Prevalence Rates
 - c. Variations in Symptology and Coping Mechanisms Influences of race, class, culture, etc.
11. Relevant Gender and Sexual Psychological Disorders
 - a. Gender Bias in Diagnosis & Therapy
 - b. Gender Identity Disorder
 - c. Promoting Overall Gender and Sexual Health
 - d. Promoting Psychological Health for Gender and Sexually Expansive Identities
 - e. Treating Gender and Sexual Assault Survivors
 - f. Feminist Therapy Approaches

Honors Content

In addition to the topics covered in PSYC 104, Honors students will be required to expand their understanding of gender, and related identities, by engaging in primary research that explores the depth and complexity of gender in a variety of settings and across

cultures. Some topics that may meet this requirement include physiology of gender, societal stigmas associated with gender, gender variations, developmental and genetic factors related to gender, how gender intersects with other social identities, individual and societal biases toward gender and related identities including homophobia, cisnormativity, heteronormativity, and transphobia.

Additionally, Honors students may be asked to engage in one or two additional assignments allowing them to gain a more in depth exposure to applied areas of gender including but not limited to:

A detailed analysis of their own gender identity and the intersection with other elements of their social identity, including race, age, class, etc. and the impact on their lives and psychological functioning from two different psychological lenses.

A qualitative examination of the way in which our binary conceptions of gender and sexuality impact others who may have a diverse identities.

Visiting a Pride Center or Gender Equity Center at a neighboring university with an analysis of how those resources may aid student success and well-being; or

Proposing an applied approach to better understanding any of the other gender related topics of interest to the student, and advocating for positive social change to better support individuals with diverse identities.

The Honors Program requires students complete at least 2 assignments to demonstrate mastery of this content not to exceed a total of 12 pages. Therefore, the student can choose any combination of assignments outlined below which align with their individual academic interests and program requirements.

Methods of Instruction

Method

Lecture

Integration

Lectures, with supporting visual materials, will be provided to help students understand the research techniques by which we study gender, and to learn the related theories, perspectives, and concepts associated with studying the complexity of gender and its intersections with other aspects of our psychological functioning. Lectures will include diverse and representative materials ensuring that different cultural and social identities are fully represented throughout the body of the content, and considering how diverse gender identities intersect with other identities to affect social and psychological functioning.

DE Adaptations for MOI

Lectures will be posted in an electronic format within the CMS, with appropriate closed captioning and other accessibility tools as needed.

Method

Film/video Viewing and Discussion

Integration

Multimedia materials can be used to enhance students' learning experiences as part of a cohesive review of the various themes within social sciences exploring gender, including the impact that gender is having in personal, social, and intellectual development, as well as evaluating gender roles in a multicultural context.

Audio-visual materials will be utilized to enhance students' learning experiences as part of a cohesive review of the various topics that apply to Psychology of Gender. Personal stories and case studies highlighting the diversity of gender and sexual identities from different social and cultural groups should be viewed and analyzed to better understand relevant concepts. Video clips and films allow students to observe psychological methods, processes, and human behavior in a variety of settings and contexts allowing students to observe and assess other individual, social, cultural, and environmental influences on gender and sexual development and psychological functioning.

DE Adaptations for MOI

Accessible video clips, and links to video material, will be posted in the CMS with appropriate closed captioning and other accessibility tools as needed.

Method

Papers and Reports

Integration

(REQUIRED) Students will be taught how to use online databases and electronic tools to locate empirical research related to gender and analyze that research. Reviewing and analyzing empirical research, and using that research to inform any research papers or projects, will help to model and apply APA formatting and research methodology, as well as promoting a rich understanding of the complexity of Psychology of Gender. Research papers will also cultivate students' ability to synthesize research and knowledge gained from other scholarly sources through an analysis of a psychological issue related to gender.

DE Adaptations for MOI

Instructions can be provided through electronic presentations, and instructional videos, posted within the CMS in a manner that meets accessibility requirements. Students can then submit their papers electronically through an assignment submission link within the CMS, using appropriate plagiarism checks.

Method

Service Learning

Integration

Students can apply gender related psychological principles, theories, and concepts to work they do within community organizations, schools, or health facilities. Upon completion of their community work, they will connect their experiences back to course content evidenced by a paper, presentation, discussion, or other creative project that demonstrates their learning.

DE Adaptations for MOI

For online courses, students can partner with organizations that allow in person or remote service learning opportunities if needed. Assignments reflecting on service learning experiences will be submitted through the CMS in an appropriate and accessible format, and/or shared with peers through Discussion Forums.

Method

Visiting Lecturers

Integration

Guest speakers will be invited to offer lectures on specialized areas or practices related to Gender and Sexuality, in order to enhance student learning and offer them insight into the diversity of human identities and experience, and expose students to various applications of the content within the field of psychology and other career fields.

DE Adaptations for MOI

Guest Speakers can join the class using accessible video conferencing tools synchronously or asynchronously. Instructors may also elect to post videos/media interviews of guest speakers, with closed captioning as needed. All asynchronous materials should be posted within the CMS with appropriate accessibility tools.

Method

Group Projects

Integration

Students will experience group processes and dynamics through group projects and collaborative activities that allow them to work with meaningful and relevant content related to the Psychology of Gender, and related identities. Furthermore, this approach allows students further opportunity to gain greater awareness of individual, social, and cultural diversity in order to better understand the diversity of identities and human experience and their impact on psychological functioning.

DE Adaptations for MOI

Group Projects may be facilitated through the Groups features within the CMS and all instructions and final products and work product can be submitted in electronic format through the CMS with appropriate accessibility tools and options for peer discussion and feedback.

Additional Methods of Instruction for Honors

Over and above the various instructional methods used in the Psychology 104 course, honors students will have additional interactions with faculty to enhance the depth of their understanding of the subject and/or field of psychology of gender, and its application and relevance to everyday life and experiences.

1. Professor and student meetings will occur on a regular basis, but no less than three times over the course of the semester. Meetings can be with an individual honor student, or can include group meetings with all honor students in that class. Meetings can be used to discuss the specifics of the class, such as the various required honors and course assignments. Additionally, the meetings can be used to facilitate discussions about readings and other content items, and opportunities to offer continued feedback and guidance on honors projects. Finally, the meetings can also address any and all issues pertinent to the student and college life, including career options, university transfer information, or other relevant discussions. Meetings can be held in person or via an online video conferencing tools if needed for online meetings.
2. Instructor may also consider integrating field trips for Honors students aimed at exploring prospective careers, as well as relevant exhibits, labs, or social environments where students can observe and apply theories and concepts related to Psychology of Gender, or other related issues. Field trips can be in person or facilitated via virtual tours and events for online courses as needed.
3. Instructor may provide instruction and guidance for Honors students in the preparation of literature reviews, and other empirical based writing assignments for experimental and nonexperimental studies that allow the students to gather, analyze, synthesize, and summarize relevant research on a given topic and potentially develop original research to expand their understanding of such topic in accordance with APA ethical standards and guidelines. These types of instructions can be provided via recorded lectures posted online in the CMS with appropriate accessibility features, or via video conferencing options for online courses.
4. Instructor may also support student learning through working with students on applied activities and assignments that allow them to demonstrate their learning through things such as awareness campaigns, presentations on bias and prejudice, stigma and discrimination toward those with diverse gender and sexual identities, gender based violence and related trauma and its impact on mental health, or other related activities that demonstrate the various ways in which the concepts from the course are applied within relevant fields of practice. All such activities can be facilitated virtually via video conferencing, or videos and resources can be submitted through the CMS with appropriate accessibility features as needed.
5. Instructor can also facilitate meetings, discussions, and assignments that support students in exploring career options related to studying, and/or supporting gender diversity, or other related specialties. Students can then demonstrate their assessment of opportunities, as well as their compatibility with the profession through written assignments and/or class presentations. All such activities can be facilitated virtually via video conferencing, or videos and resources can be submitted through the CMS with appropriate accessibility features as needed.
6. Instructors may also utilize Student Presentations as an alternative means of instruction allowing Honors students to demonstrate their more advanced and detailed analysis of the content and sharing their learning with their peers. This process not only showcases the additional work and expertise of the Honors Students, but it also benefits their colleagues who are able to learn from their peers and can cultivate additional leadership skills for the Honors Students. Presentations can be facilitated in person or online using digital presentation tools, videos and closed captioning, or video conferencing tools with appropriate accessibility tools as needed.

Methods of Evaluation

Method

Class Participation

Integration

Class participation will encourage additional analysis of related psychological topics, and allow students to examine and describe psychological, social, and cultural factors related to gender development and functioning. Evaluation of class participation will be based on in-class assignments, student discussions, and involvement in interactive activities. Evaluation of such activities will determine accuracy of student understanding, and the extent to which a student can apply concepts and class learning to real life.

DE Adaptations for MOE

Class participation in regular discussion forums and blogs within the CMS will encourage additional cognitive processing of psychological topics, and allow students to examine and describe the components of historical and contemporary related to gender. This can also be accomplished through video conferencing providers using accessibility tools as needed.

Method

Research Projects

Integration

Empirical article summaries require students to analyze psychological research and methods that are adopted to study gender. Empirical article summaries and/or literature reviews will evaluate students' ability to critically examine published research and apply appropriate research concepts and terminology related to gender through their ability to analyze psychological research, accurately distinguish and evaluate experimental and non-experimental research methods, and apply APA writing style accurately.

DE Adaptations for MOE

Written analyses of articles should be submitted through the CMS, using the appropriate plagiarism checks when appropriate, and/or posted within threaded discussions or blogs, to allow for peer critique and interaction.

Method

Exams/Tests

Integration

Exams can be a combination of objective questions and essays on important concepts related to gender (covered in class, in the textbook or in other assigned reading material) that demonstrate analysis and application of key concepts.

DE Adaptations for MOE

Exams and Tests can be administered directly through the CMS as multiple choice, short answer, or essay exams. Furthermore, essay exams can be submitted through appropriate plagiarism checking resources provided by the CMS or the college.

Method

Group Projects

Integration

Students can work in groups to prepare a group presentation for the class on topics such as a Gender Dysphoria, Hypermasculinity and the impact on Sexual Violence, History of Feminism, and other topics related to psychology. Group projects can assess the ability with which students can work together to analyze a particular psychological topic, concept, or theory related to gender and sexual identities and the diversity thereof. Projects can be evaluated through a written self or peer reflection, in addition to the instructor's evaluation of the accuracy of the content and the student's ability to apply the psychological theories and concepts discussed related to gender.

DE Adaptations for MOE

Students can use collaborative online tools, video conferencing and other mechanisms to work together on the analysis and construction of the presentation and delivery options. All final projects can be uploaded through the CMS electronically. Students can then comment on other presentations through a Discussion Forum and offer each other feedback and critique, or they can vote on presentations. All instructions and tools will be uploaded to the CMS with closed captioning and other accessibility tools as needed.

Method

Research Projects

Integration

Research projects can be used to assess students' ability to evaluate scholarly research and synthesize that information into a comprehensive analysis of a contemporary psychological issue related to gender.

DE Adaptations for MOE

Written projects will be submitted through the CMS with appropriate plagiarism checks, and/or posted within threaded discussions or blogs, to allow for peer critique and interaction.

Evaluation of Honors assignments

Honors students will be evaluated on the basis of successful completion of regular course work and honors supplemental assignments.

Literature reviews, and other empirical based writing assignments, will be analyzed based on accuracy with which the research is summarized, relevance and integration of references, the scope with which multiple sources representing varied perspectives are integrated, accuracy of content, insight and originality of the work, the synthesis of information and the critical analysis of the relationships between sources, and accordance with APA formatting guidelines. Furthermore, consideration should be given to the quality of the writing to ensure that it meets standards of expectation for college level writing.

Correlational and experimental studies will be assessed according to the quality of the hypothesis, execution of the research, and adherence to APA in the presentation of the research proposal and/or findings. The research studies should be evaluated for accuracy of understanding. Presentations and application papers will be assessed for clarity, quality of the method selected, the detail writing, depth and accuracy of the Method description, accuracy of content, organization, and the quality, accuracy, and analysis of the results and conclusions drawn.

Applied activities will be assessed based on the proper application of methods and processes, insight and originality of the work, application to one's life and/or culture, and critical analysis of how those issues affect other areas of psychological functioning.

Research presentations and papers will be assessed for clarity, quality and originality of writing and arguments, depth and accuracy of content, organization, and relevance to psychological functioning.

Papers and presentations on either interviews of professionals, or visits to related institutions or exhibits, will be assessed based on the depth to which the content was explained and connected back to theories, concepts, or related careers within the field of psychology.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Conduct a research study or literature review on a gender related topic such as: Gendered Art; Gender Based Violence; Gender Disparities in Science, Medical, and Technology careers; Gender and Religion, or Social and Biological Aspects of Aggression that may account for Gender Differences in Violence and Criminality; Cross-Cultural Perspectives of Gender; History of Feminism; Social and Psychological influences on Gender Roles; Generational Differences in Perspectives of Gender; or Gender and Mental Health. After gathering and reviewing your scholarly sources, prepare a 5 to 7 page written paper with an appropriate Reference and Title Page, in accordance APA formatting and writing guidelines.

How assignment will be adapted in online format

Assignment instructions will be posted in electronic format within the CMS with closed captioning and other accessibility tools as needed. Students can submit their assignments electronically through the Assignment Pages within the CMS. Feedback can be provided through the use of Rubrics and/or grading comments within the CMS. Grading and feedback may be provided within two weeks of submission, or as needed based on the depth and complexity of the assignment.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Review scholarly research articles such as Hancock & Greenspan (2010) Emergence and development of the psychological study of lesbian, gay, bisexual, and transgender issues; Finkel & Eastwick (2009). Arbitrary social norms influence sex differences in

romantic relationships; or Hoffman (2011). Boys will be boys? Not in these families. Then, construct an essay addressing the relevant psychological theories and concepts that apply. Be sure to use, underline, define, and provide examples for relevant key terms, concepts, and theories that may apply..

How assignment will be adapted in online format

Assignment instructions will be posted in electronic format within the CMS with closed captioning and other accessibility tools as needed. Students can submit their assignments electronically through the Assignment Pages within the CMS. Feedback can be provided through the use of Rubrics and/or grading comments within the CMS. Grading and feedback may be provided within two weeks of submission, or as needed based on the depth and complexity of the assignment.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Personal Assessment and Application Assignments. - Visit the assigned website to take the implicit bias association test related to gender and sexual identities. Construct a paper sharing your results and analyzing what may have contributed to the development of your own personal biases or conceptions of mental illness. Include a reflection on how you may have been affected by stereotypes and/or discrimination related to your gender and sexual identity over the course of your life, or how it may have impacted someone you know. Propose a solution to combat stereotypes, prejudice and discrimination against those with diverse gender and sexual identities.

How assignment will be adapted in online format

Assignment instructions will be posted in electronic format within the CMS with closed captioning and other accessibility tools as needed. Students can submit their assignments electronically through the Assignment Pages within the CMS. Feedback can be provided through the use of Rubrics and/or grading comments within the CMS. Grading and feedback may be provided within two weeks of submission, or as needed based on the depth and complexity of the assignment.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Work with your assigned group to develop a project engaging the college community on the topic of gender in order to share your knowledge and raise awareness about the diversity and complexity of gender and how that impacts areas of psychological functioning.

How assignment will be adapted in online format

Assignment instructions will be posted in electronic format within the CMS with closed captioning and other accessibility tools as needed. Students can submit their assignments electronically through the Assignment Pages within the CMS. Feedback can be provided through the use of Rubrics and/or grading comments within the CMS. Grading and feedback may be provided within two weeks of submission, or as needed based on the depth and complexity of the assignment.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Research a diverse historical figure that has contributed to the field of Psychology and/or Women and Gender Studies. This can include a prominent historical figure that has contributed to advancements in the scientific study of gender and sexuality, or has contributed to expanding the rights of individuals with diverse gender and sexual identities, or has developed more effective inclusive therapy and healthcare approaches for people with expansive gender identities. Then, prepare a paper or presentation conveying your findings.

In addition to providing a brief biography and explaining their contribution to the field, consider the biases and barriers they may have faced in their own personal and professional lives. Also, consider the impact of their work on diverse communities and how it may contribute to greater representation and inclusion within the sciences.

Through researching these figures, you should be able to gain important knowledge and perspectives about people from different cultures or groups with which they may have limited familiarity, gaining a greater appreciation for diversity and broadening your understanding for scientific work and figures beyond those represented in typical textbooks.

Your work will be evaluated based on your ability to analyze and apply relevant psychological terms, theories, and concepts learned from the course materials and the impact of individuals based on their diverse social, psychological, and cultural experiences.

How assignment will be adapted in online format

Assignment instructions will be posted in electronic format within the CMS with closed captioning and other accessibility tools as needed. Students can submit their assignments electronically through the Assignment Pages within the CMS. Feedback can be provided through the use of Rubrics and/or grading comments within the CMS. Grading and feedback may be provided within two weeks of submission, or as needed based on the depth and complexity of the assignment.

Honors Assignments**Assignment**

Honors students are expected to complete all of the assignments associated with the regular section of Psyc 104 as well as complete either Assignment A or B, and one of Assignments C-F:

A. Analyze empirical research within the field of psychology of gender aimed at understanding biases and prejudices toward people of diverse gender and sexual identities. Then, propose alternative viewpoints or solutions to address this issue, within a written assignment that applies APA formatting requirements. This should include an examination of various empirical studies, preparing a literature review synthesizing the information, while also providing a novel argument or viewpoint that may present an alternative perspective of examining the issue. This content should then be integrated into a cohesive paper on the topic, consistent with APA writing style. A minimum of five empirical articles should be included within a 6 to 8 page paper.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research
Inclusivity

Justify how the assignment reflects the Academic Rigor and Research Core Value

Students will conduct primary research and apply research ethics and processes consistent with the APA code of ethics, as well as demonstrate scholarly writing skills in accordance with APA formatting guidelines.

Justify how the assignment reflects the Inclusivity Core Value

This assignment requires students engage in a more in depth analysis of biased assumptions and stereotypes that often unconsciously inform our attitudes and behaviors. The activity further challenges them to critically analyze those processes and the impact on marginalized groups, in order to expand their awareness and thus their ability to counter such processes, and propose alternative views or solutions that may support a more inclusive society for gender and sexual minorities.

Assignment

B. While adhering to the APA Code of Ethics, design a correlational study or experiment to investigate a topic related to the psychology of gender, and or perceptions thereof. Develop the materials needed to conduct the study, in accordance with APA guidelines and Code of Ethics. Gather and analyze the data using appropriate statistical techniques, report the results in APA format in a written report ranging from 6 to 8 pages.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Students will conduct primary research and apply research ethics and processes consistent with the APA code of ethics, as well as demonstrate scholarly writing skills in accordance with APA formatting guidelines.

Assignment

C. Interview two or more people with different social identities. The interview should focus on understanding their views on the diversity of gender and sexual identities. Then analyze their responses based on the learning from the course and share your analysis in a written paper. Note that their views may be influenced by their generation, ethnicity, gender, culture, etc. For example, a grandparent and an adolescent may share different perspectives regarding the development of one's gender identity, factors that may have influenced one's gender expression and roles, appreciation for the complexity of gender beyond the binary, and compare the content from the two interviews etc. Write a paper (4 to 6 pages in main body), including an application of the core concepts of the class to the information obtained within the interview, your own observations about the gender identity of the person interviewed, and a critical examination as to how and why the two views may differ from one another, including consideration of the sociocultural context in which each individual grew up.

Required or Optional

Required

Honors Core Values

Engagement
Inclusivity

Justify how the assignment reflects the Engagement Core Value

Students will engage with community members as part of the interview process. They will also need to engage the audience who may either be reading their work or hearing their presentation.

Justify how the assignment reflects the Inclusivity Core Value

This assignment requires students to engage in a more in depth analysis of social and cultural factors that shape biased assumptions and stereotypes that often unconsciously inform our attitudes and behaviors.

Assignment

D. Visit an outside event, Pride Center, or Gender Equity Center at another institution featuring a concept related to gender and prepare a class presentation discussing the analysis and implications of the event. For example, students can visit a museum exhibit related to gender, a university gender studies program or research lab, a PRIDE or Gender Equity Center. Local facilities to consider may include the UCR Gender Studies Department and Center; the Cal State San Marcos Gender and Equity Center, the San Diego State University Pride Center, or the Palomar Pride Center. Students should analyze the content and/or support services presented in these facilities, and the ways in which their understanding and analysis of the issue was expanded as a result of their visit. Analysis should be submitted in a 4 to 6 page report and analysis on their experience.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Students will engage with professionals in the field or other related professionals as part of their visit. They will also need to engage the audience who may either be reading their work or hearing their presentation.

Assignment

E. Research a prospective career within the field of Gender Psychology of Gender Studies including interviewing someone within the field, visiting Gender Equity Centers, or PRIDE Centers, and/or researching factual career information through the Bureau of Labor Statistics to assess the salary, duties, educational requirements, and other relevant information about the career field. Then, prepare a written paper, and/or presentation sharing their findings with the class, which will include an assessment as to whether this career may align with their personal, professional, and lifestyle goals. The paper shall be 4 to 6 pages, with a total page limit for all honors papers not to exceed 12 pages.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research
Holistic Well-being

Justify how the assignment reflects the Academic Rigor and Research Core Value

Students will conduct career research and demonstrate scholarly writing skills in accordance with APA formatting guidelines.

Justify how the assignment reflects the Holistic Well-Being Core Value

Students will reflect on the career information gained through their research, as well as their own personal goals and lifestyle desires, and determine whether this career may align with their goals and offer them the financial means, flexibility, and opportunity to engage in work that supports their sense of meaning and purpose in life, and supports their overall long term well-being.

Assignment

F. Prepare a scholarly presentation of your research findings for the classmates. Your presentation should be no less than 15 minutes, with a 5 minute Q & A. You will also be required to develop visual aids for the presentation either through use of a slide deck, or the development of a research poster, which will be used to share your research and findings with the class. Slides and/or posters should address all of the key sections of the research and be developed in accordance with APA guidelines. Presentations to your Honors Colleagues, or at a research conference can be substituted for an in class presentation.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research
Engagement
Leadership

Justify how the assignment reflects the Academic Rigor and Research Core Value

Presentations will be based on primary research and demonstrate compliance with research ethics and processes consistent with the APA code of ethics, as well as demonstrate scholarly writing skills in accordance with APA formatting guidelines.

Justify how the assignment reflects the Engagement Core Value

Presentations allow students to engage with their colleagues in the delivery of an engaging presentation and by facilitating a question and answer session. Should students elect to do a poster style presentation they also will field questions in a more informal approach allowing them to engage peer initiated questions and discussions.

Justify how the assignment reflects the Leadership Core Value

Presentations allow students to demonstrate leadership as they are engaging in critical analysis of their findings and proposing alternative research or solutions. The presentation elements allows them to share and defend their rationale for such recommendations while also considering how it may relate to other ideas that arise during the course of the presentation and dialogue with the audience.

Course Materials**Textbooks**

Helgeson, V.S., Balhan, K. M., & Winterrowd, E. (2025). Psychology of Gender/Sex, 7th Edition, Routledge Publishing, ISBN 9781032638966

Else-Quest, N. M. & Shibley Hyde, J. (2025). The Psychology of Women and Gender: Half the Human Experience +, 11th Edition, 9781071924303

Brannon, L. (2024). Gender: Psychological Perspectives, 8th Edition, Routledge Publishing, ISBN-13: 9781032407401

Other Resources

APA Manual
DSM V
Safe Zone Training

Open Educational Resources

McRaney, K., Bridley, A., & Daffin, L. (2021). The Psychology of Gender, Washington State University, Pressbooks. <https://opentext.wsu.edu/psychology-of-gender/>

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The very nature of the course, and all of the content and assignments, are designed specifically to study the diversity of gender and sexual identities, the intersections with other important social identities, and the implications to psychological and social health and functioning through a variety of psychological lenses and perspectives.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Instruction will incorporate culturally relevant course materials using both formative and summative assignments with an emphasis on scaffolding to enable students to gain familiarity and confidence with discussing related Gender and Sexual concepts, analyzing literature and academic texts, and applying theories, concepts, and knowledge from the fields of Gender Psychology and/or Women and Gender Studies. This course prioritizes student growth and learning by facilitating student participation, interactive discussions, and critical assessment of related research and literature.

Additionally, the course utilizes a variety of instructional methods, assessments, and assignments in order to support diverse learning styles and allow students to demonstrate their learning through a variety of methods. This variation not only supports diverse leaning styles, but also increases accessibility and engagement for many neurodiverse students. Furthermore, the applied activities are evidenced based practices to increase success outcomes for diverse students, which have been historically marginalized in higher education.

Interactions**Explain how the course will incorporate student-to-student interaction.**

This course facilitates student-to-student interaction through in-class interactive discussions and collaborative student activities and assignments in and outside of class. Students will analyze, discuss, and critique research related to Gender and Sexuality. Both instructional methods and assignments will encourage group activities to allow for collaborative discussion, critique, analyses, and application of concepts, theories, and central themes related to the discipline. Group activities are expected to foster community and encourage student connection with the material and one another.

For online classes, student to student interactions can be facilitated via discussions, groups discussions and pages, collaborative WIKIS, and other collaborative technology within the CMS or by way of video conference tools where students can engage in either Asynchronous or Synchronous discussions.

Explain how the course will incorporate instructor-to-student interaction.

The course will utilize an active learning environment to promote critical thinking and help students develop a more accurate understanding of Gender and Sexuality. In addition to providing lectures that deliver content to students, instructors will also serve as a facilitator for the students to expand their understanding and analysis of the content and guide discussions and class activities that offer students more hands on opportunities to learn relevant terms, concepts, theories, and processes. Additionally, the instructor will guide the students through both individual and group projects, in order to scaffold the learning of the content. Student and faculty-led groups will be facilitated to stimulate discussion, encourage understanding on key concepts, readings, research and scholarship in the field and better understand the various factors that contribute to our understanding of commonalities and differences within the human experiences as they relate to gender and sexuality.

For online courses, instructor to student interaction will be facilitated by way of announcement, discussion comments, grading comments, Inbox messages, emails, and other technologies that allow the student to provide written, audio, or video feedback for students and/or meet virtually with the student to discuss their work and progress in the course.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interaction will be achieved through the assigned readings and assignments. Students will also interact with the content through the practical lab activities and applied learning activities. Class and homework activities will contribute to the students' learning as they apply the course learning concepts, critical thinking, and problem-solving skills in a safe, real-world context. Student essays and projects will also reflect their understanding of content, clarity of thought and opinions, and voice any remaining questions or concerns.

For online courses, these interactions will be facilitated through the various features within the CMS, as well as through the use of other technologies that enhance the learning and interaction opportunities within the class.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Taking notes during readings, lectures, and lab activities will allow student-to-self interaction. This will help students assess their understanding and identify areas for added clarification. Writing assignments such as journals and thought papers will also help students with their metacognition. Student-to-self interaction will be achieved through the use of in-class and online discussions for both face to face and online courses, where students will be expected to write their thoughts first before sharing them in both small group and large group discussions. Additionally, reflection activities will be utilized to help students consider their understanding of the material, themselves, their learning process, and the diversity of experiences that contribute to the mind body relationship.



For online classes, these reflections can be submitted privately through journals, or where appropriate through discussion or assignments. Comments can be provided as appropriate from either peers or the instructor in order to promote reflective and intentional learning.

Key: 2674