COURSE SYLLABUS
Southeast Missouri State University

Department of Psychology
Title: Gender and Intimacy
Course No.: IU304
New: Summer, 2007

I. Catalog Description and Credit Hours of Course:

An analysis and evaluation of societal, behavioral, and cultural influences of gender-related phenomena on women’s and men’s intimate relationships. (3 hours)

II. Interdisciplinary Nature of the Course:

The purpose of this course will be to assist students in developing an extensive understanding and critical analysis of women’s and men’s intimate relationships. In particular, this course will examine the association between gender and intimacy from an interconnected perspective that emphasizes cultural-societal (i.e., Social Systems) influences as well as behavioral-psychological (i.e., Behavioral Systems) influences on how women and men experience their intimate relations. More specifically, this course will incorporate knowledge, concepts, and methods of inquiry from these two perspectives. The overall strategy of the course will be to demonstrate how the dynamic interplay between particular social institutions and gender affects the development of women’s and men’s social relations.

In looking at gender and intimate relations from the Behavioral Systems perspective, the course will help students to acquire a rich understanding of how gender roles and gender identity affect human intimacy. Gender conceptions will be examined in terms of psychological and physical development, including the impact of family and friends, interpersonal communication styles, and psychological adjustment. The impact of gender conceptions on the intimate, emotional relationships between men and women will also be examined.

In addition, the course will examine gender and intimate relations from the Social Systems perspective. These two aspects of people’s lives (gender and intimacy) have been determined, in part, by society’s past and present understanding of gender. Society provides its members with institutions related to gender (e.g., schools, recreation facilities, medical facilities, employment, social participation, and support agencies), institutions that can either foster the development of “healthy” intimate relations or contribute to the development of “dysfunctional” personal and social relationships. This course will examine the nature of past and present conceptions of gender within the context of people’s intimate relationships. By understanding these ideas and concepts, students will develop a critical and informed capacity to conceptualize the interactive impact of gender on intimacy, as well as the ability to understand society’s response to the changing nature of women’s and men’s notions about gender and intimacy.

One of the additional important goals of the course is for students to integrate knowledge learned during this dual-perspective examination of gender and intimacy. This will allow them to comprehend and analyze the dynamic gender-related influences on people’s personal and interpersonal relations in society, contributing to their ability to think about and live in an interdependent universe. Students will synthesize these concepts through the use of readings, written assignments, discussion of videos, and presentation activities. Several course-related activities will be used to demonstrate to students how the social institutions in their own society exert an impact on their own personal notions of gender (and gender-related phenomena), and how these notions of gender, in turn, contribute to the nature of their own intimacy-related beliefs, attitudes, and behaviors. The literature from these two disciplinary approaches—Behavioral and Social Systems—will be used to help students understand the nature of these interrelationships.
III. Prerequisites:
Completion of the lower-level University Studies requirements in Behavioral Systems and Social Systems categories.

IV. Objectives of the Course:
A. To help students develop the skills to locate and integrate information relevant to the interactive nature of intimacy and gender. (US Objectives 1, 2, 7)
B. To encourage students to analyze the impact of gender-related phenomena on the nature of people’s intimate relations. (US Objectives 2, 7, 9)
C. To introduce students to the process by which ideas about intimacy and gender are exchanged, integrated, and evaluated. (US Objectives 2, 3, 6, 7)
D. To enhance students’ knowledge and understanding of the reciprocal influence between gender and intimacy-related behaviors, thoughts, and feelings. (US Objectives 1, 2, 3, 6, 7)
E. To increase students' ability to analyze and evaluate the determinants of human relations by helping them to understand the nature of gender-related behavioral influences, and to examine relationships in light of these gender-related considerations. (US Objectives 1, 2, 3, 6, 7)
F. To acquaint students in a systematic and comprehensive manner with social-behavioral theories and research pertaining to intimacy and gender. (US Objectives 1, 4)
G. To promote students’ examination of the interactive involvement of gender and intimacy in such areas as gender roles, gender comparisons, cultural influences, communication tendencies, power and conflict problems, relationship dissolution concerns, and interventions for relationship problems. (US Objectives 1, 2)
H. To facilitate students’ ability to analyze and evaluate how different cultural considerations, social institutions, and past private experiences (related to both gender and intimate relationships) influence individuals’ contemporary notions of gender and intimacy. (US Objectives 2, 3, 5, 6, 7)
I. To promote the development of students’ critical thinking ability so that they can understand the benefits of a diverse and pluralistic society, especially regarding gender-related influences on people’s intimate relations. (US Objectives 2, 5, 7, 9)

V. Expectations of Students:
A. Students are expected to attend class; actively participate in the class discussion, oral and written assignments; and make constructive comments on their peer’s work.
B. Students are expected to prepare a group PowerPoint project, using the resources that they and their group members identify.
C. Students are expected to present a group PowerPoint presentation to the entire class.
D. Students are expected to complete the weekly VIDEO assignments.
E. Students are expected to complete the weekly INTERACTIVE assignments, including their own response and their commentary on another student's response.

F. Students are expected to perform successfully on the weekly quizzes.

G. Students are expected to participate in the classroom discussions on the assigned readings.

H. Students are expected to successfully complete the final exam.

I. Students are expected to complete any additional written assignments.

VI. Course Outline:

A. Introduction: (US Objective 1, 4, 9): (3 hrs)
   1. Historical overview of gender and relationships in Western/nonwestern society
   2. Gender and intimacy in Western/nonwestern society today
   3. Current research methodology and ethical research issues

B. Interpersonal attraction: (US Objective 1, 2, 3, 4, 7) (6 hrs)
   1. Theories of attraction
   2. Love and romance
   3. Sexuality

C. Gender and Sex: (U. S. Objective 2, 4, 6, 7, 9) (6 hrs)
   1. Distinction: Sex or Gender?
   2. Scientific and Research Bias
   3. Social Science Views of Gender and Sex

D. Physical/Psychological Development of Gender: (U. S. Objective 1, 4, 6, 7) (6 hrs)
   Current topics, issues, & central themes in the following areas:
   1. Prenatal Events, Hormones, and Sex Differences
   2. Gender Role Identity and Acquisition
   3. Myths and Realities of Gender Comparisons

E. The Social Roles/Cultural Perspective: (U. S. Objective 1, 3, 4, 5, 7) (6 hrs)
   Current topics, issues, & central themes in the following areas:
   1. Status, Roles, and Norms: Shaping Gender Roles
   2. Gender Socializers: Parents, Media, Teachers, and Peers
   3. Cultural Universals and Gender Roles

F. Adjustment Issues with Gender and Intimacy: (U. S. Objective 3, 4, 7) (6 hrs)
   Current topics, issues, & central themes in the following areas:
   1. Communication Issues with Women and Men (Verbal and Non-verbal)
   2. Social/Interpersonal Power Issues with Women and Men
   3. Women and Men: Fairness, Selfishness, and Altruism

G. Relationship Endings and Gender: (U. S. Objective 2, 3, 6, 7, 9) (6 hrs)
   Current topics, issues, & central themes in the following areas:
1. Gender Issues with Conflict and Dissolution
2. Causes/Coping with Loneliness
3. Women’s and Men’s Adjustment to Relationship Endings

H. Intimacy/Gender and Mental Health: (U. S. Objective 2, 3, 5, 7, 9) (6 hrs)

Current topics, issues, & central themes in the following areas:
1. Gender and Personal/Social Adjustment Today and Tomorrow
2. Social Interventions for Intimacy and Gender
3. Changing Perspectives on Intimacy and Gender: Better Adjustment

VII. Textbooks (2) and Readings (2):


   The Disch book is an anthology of 73 chapters on gender-related topics, including reviews, descriptions, and readings that discuss the influence of biological, psychological, social, and cultural considerations on gender. This book is more scholarly in its content than are most traditional textbooks; in addition, the various chapters were written by professionals from a wide variety of disciplines. The chapters are organized in eleven sections: (I) It’s not just about gender (e.g., “Angry women are building: Issues and struggles facing American Indian women today”); (II) Gender socialization (several of these chapters focus on multiple concepts of gender, as viewed by a variety of cultures and societies); (III) Embodiment; (IV) Communication; (V) Sexuality; (VI) Families; (VII) Education; (VIII) Paid work and unemployment; (IX) Violence (several chapters in this section focus on the works of MacKinnon and Dworkin); (X) Health and illness; (XI) A world that is truly human.


   The Brehm et al. text is a book that will complement the main textbook, applying concepts addressed in the first textbook to specific topic areas such as marriage, divorce, fairness, selfishness, power, conflict, dissolution, loneliness, and other features of people’s social networks. Many of the chapters in the second book are very applied in emphasis, dealing with gender-related issues from the perspective of the behavioral and social literature.


   The Medicine book chapter discusses the conception of gender in American Indian cultures, including concepts such as the “third” and “fourth” gender.


This book chapter represents the seminal ideas of Catharine A. MacKinnon and Andrea Dworkin (of the Indianapolis and Minneapolis anti-pornography ordinance fame) who argue that concepts such as pornography and gender are constructed as a tool for the oppression of women.

VIII. Basis of Student Evaluation:

Students will be evaluated through a variety of the following activities: discussion group participation, several VIDEO activities, several INTERACTIVE class activities, a group PowerPoint presentation, and weekly quizzes.

A. Assignments:

1. Preparation Activities for the Group PowerPoint Project: Students in the course will be assigned to small groups, and then they will be required to prepare a group project, based on a researched and thoughtful scholarly work. This project will demonstrate the student's integration and synthesis of the issues, concerns, and problems related to both intimacy and gender. Their project will be based on an interdisciplinary approach that emphasizes the behavioral and social perspective of the course, and the resulting project will relate both of these perspectives to issues relevant to gender and intimacy. In particular, students will review the literature on women's and men's interpersonal relationships from an interdisciplinary perspective (i.e., from an integrated perspective on gender and intimacy); such a view will help facilitate the development of their ability to make informed judgments about the nature of gender related influences on women's and men's interpersonal relations, and the solutions related to the fostering of healthy intimate relations. The project will be part of the course experience; it will require significant reflection and evaluation of the topic, so that students can demonstrate their ability to generalize what they have learned to human existence in a socially interdependent world with other humans and their human institutions. (University Studies Objectives 1, 2, 3, 4, 5, 6, 7, 9).

2. Presentation of Group PowerPoint Project. In order to prepare the students in the course for a future employment situation where they can effectively deliver relevant information in an electronic medium and where they can learn to effectively participate in cooperative activities designed to accomplish some shared goal, the students in this class will be required to complete an in-class Group PowerPoint presentation (face-to-face presentation to the class). To achieve the goals of their PowerPoint project, each group will have a web-based forum where they can communicate and exchange ideas with other members of their group. This website will also specify the specific directions and requirements for this group project (e.g., 20 slides minimum; everyone equally involved; format requirements; minimum 20 journal references). Afterwards, their PowerPoint files will be posted on the course website, where the students in this course will go to view each of the respective group PowerPoint files. They will then evaluate each group’s presentation skills, subject matter content, creative innovativeness, and the sophistication of PowerPoint usage (a course web page will describe these evaluation criteria). Half of the grade on this assignment will be based on the scores provided by other student members of the class, and the other half of the grade will be provided by the course instructor (University Studies Objectives 1, 2, 3, 4, 5, 6, 7, 9).
3. **VIDEO Activities.** Students will be required to participate in weekly VIDEO activities where they will watch a video and afterwards respond to 1-4 questions about the material in the video. The videos themselves will be brief in nature (5 to 15 minutes). These weekly VIDEO assignments will provide one of the opportunities for written expression. The questions for discussion on assignments will address both the video content as well as an analysis of the issues presented in the video. The quality of their responses will be evaluated by the instructor (minimum of one page in length). (University Studies Objectives 2, 3, 4, 6, 7, 9).

4. **INTERACTIVE Activities.** Each week the students will also be required to respond to a controversial topic related to the course content; these weekly assignments will involve a written “interactive” format. For example, the students will be asked to provide 2 responses, one favoring a particular topic and one opposing the topic (and they will be asked to provide rationales for their responses). Then, other students will be required to provide a commentary on the responses, identifying which argument is more persuasive to them (and why). This activity is designed to have students interact with each other on topics where different perspectives may be possible (one page minimum length for each posting). Such interactive activities are designed to provide the students with the opportunity to become aware of the different views (and rationales) that people may have for controversial topics related to gender and intimacy. All of these INTERACTIVE activities will be evaluated by the instructor, based on the quality of the students’ initial responses to the discussion topics and based on the quality of their interactive responses. (University Studies Objectives 1, 2, 3, 6, 7, 9).

5. **Weekly Quizzes.** The students in the class will also be expected to successfully complete a number of weekly quizzes (which include a variety of question formats) on the assigned readings. The weekly quizzes will be administered online and/or will take no more than 10 minutes of class time. The quizzes will serve to determine whether the students have understood the nature of the assigned reading material, and to motive the students to read the assigned material in a timely and responsible fashion (e.g., textbooks, assigned library materials, assigned articles). The quizzes will be evaluated by the instructor based on accuracy and understanding of the course material (University Studies Objectives 1, 2, 3, 4, 5, 6, 7, 9).

6. **Classroom Discussions.** The students in this class will also be expected to participate in several classroom discussions on the assigned readings and also on other topics related to the course. (University Studies Objectives 2, 3, 4, 6, 7, 9)

7. **Final Exam.** The students in the class will also be expected to complete the final exam for the course (University Studies Objectives 1, 2, 3, 4, 5, 6, 7, 9).

8. **Other Written Assignments.** Additionally, the students in this course will be required to participate in several other impromptu writing exercises, often used in conjunction with classroom discussions. (University Studies Objectives 2, 3, 4, 6, 7, 9)

**B. Value of course activities:**

1. Preparation Activities for the Group Project ................. 50 points
2. Presentation of PowerPoint Group Project ................. 50 points
3. VIDEO activities (15 @ 10 points each) ................. 150 points
4. INTERACTIVE activities (15 @ 10 points each) ....... 150 points
5. Weekly Quizzes (15 @ 30 points each) ................. 450 points
6. Class Discussions (10 @ 5 points each) ..................... 50 points
7. Final Exam ................................................................. 10 points
8. Other Written Assignments (10 @ 5 points each) ............. 50 points
   Total number of class points ..................................... 960 points

Final grades will be based on the following grading system:
   A = 90% or more of the available points.
   B = Between 80% and 89% of the available points.
   C = Between 70% and 79% of the available points.
   D = Between 60% and 69% of the available points.
   F = Below 60% of the available points.

IX. Justification for Inclusion in the University Studies Program:

A. Objective 1: Demonstrate the ability to locate and gather information.
   2. Content: In order to successfully respond to the course activities, the students must learn to communicate, locate, and gather information from a variety of sources including assigned readings, journals, electronic databases, internet media, and other sources. In particular, the content of the course will include instruction on the use of various databases involving a computerized literature search for sources about gender and intimacy. Additionally, students will be asked to participate in a class project where they will identify material for their group PowerPoint project, thereby directly using the methods and procedures that are useful for identifying and obtaining information about intimacy and gender.
   3. Teaching Strategies: Lectures/discussion sessions will permit the instructor to introduce many topics about intimacy and gender to the students. Additionally, the students themselves will be required to identify relevant topics that interest them. Moreover, the instructor will direct the students to the extant resource material at Kent Library, including its printed holdings and digital databases. More specifically: (1) the students will be taught techniques used in the identification of scholarly literature on the course content (e.g., students will be taught to use various electronic databases to prepare a literature review); (2) the instructor and/or other knowledgeable individuals will demonstrate the use of the library, the course website, and the discussion forums for the class; (3) the course will include a website describing how to use databases to locate information relevant to intimacy and gender; and (4) the instructor (and other resource persons) will guide students individually as they conduct research for their PowerPoint presentation.
   4. Student Assignments: The students in this class will have to demonstrate mastery of this objective through the satisfactory completion of the following types of assignments: Preparation Activities for the Group Project, Presentation of the PowerPoint group project, and some INTERACTIVE activities will require each student to work in a small group format where they cooperatively complete a scholarly research project that addresses a relevant topic on gender-intimacy, based on a multidisciplinary perspective of behavioral and social systems. To accomplish this, they will be required (1) to locate and gather information from both the behavioral and social sciences—including the use of resources beyond the required readings; (2) to not only locate and gather information but also integrate such information as well as demonstrate the ability to synthesize this information in class discussion and written assignments; (3) to retrieve reference material from....
databases (e.g., *PsycINFO* and *PsycArticles*) on a specific topic related to the course (e.g., relationship dissolution, gender role identity and acquisition); (4) to perform a simple data collection to experience basic information collection on the topic of gender and intimacy; (5) to develop an annotated bibliographic reading list to be used in their PowerPoint project; and (6) to complete assignments wherein they demonstrate their knowledge of various electronic data bases (e.g., *PsycINFO* and *PsycArticles*).

5. **Evaluation of Student Performance**: Students will be evaluated on their ability to locate, retrieve, and integrate information from a variety of diverse sources in their class discussions, the course forums/conferences, and their scholarly project. Students will also be evaluated on the basis of the quality of the literature searches that they conduct and the information that they collect as they work on their group project preparation and presentation, as well as those interactive activities that require literature searches. This information will be evaluated in terms of how well students integrate this information into the written activities that they complete for these assignments.

B. **Objective 2**: Demonstrate capabilities for critical thinking, reasoning, and analyzing.

1. **Emphasis**: Significant.

2. **Content**: One of the most important objectives of this course will be to promote and develop the student's ability to analyze and synthesize information about gender and women's/men's interpersonal relationships. The content of the present course will serve as a vehicle for fostering the student's use of critical, rational thought for understanding the interactive nature of gender and intimacy. All sections of the course outline (A-H) will be implemented so as to provide numerous examples of how analytical reasoning and thinking can be applied to a wide range of topics on the interdependent nature of gender and intimacy. For example, the students in the course will be asked to analyze the strengths and flaws of specific arguments that attempt to distinguish between sex and gender (section C.3), to synthesize a number of journal articles and text chapters that address an issue (e.g., "gender and loneliness" -- section G.2), and/or to describe how they would design and implement an investigation on a specific topic (e.g., gender and power -- section F.2).

3. **Teaching Strategies**: Several pedagogical classroom techniques will be used to develop skills associated with critical thinking, reasoning, analysis, and synthesis. (1) The instructor will encourage the active involvement and interaction of students in class debates and discussions on controversial topics related to gender/intimacy. (2) Also, classroom demonstrations will be used (e.g., to reveal myths about gender comparisons). (3) The instructor will role model the application of reasoning abilities (either orally or in written format), and then students will be asked to critique the reasoning that the instructor used. (4) Students will be asked to engage in a class discussion where they analyze and draw conclusions from theory and research on a selected topic (e.g., nonverbal communication -- section F.1). (5) Students will observe the instructor synthesize a number of separate research findings with a particular theoretical view. (6) Also, students may be asked to prepare a written assignment in which they first conduct an analytical review of the literature on a specific topic related to gender and intimate relations, and then to design a research investigation that addresses a question related to that topic. (7) The instructor will require students to conduct discussions and/or debates on specific content areas (e.g., a discussion on changing "cultural universals" about women and men).
brief, the students must be able to justify what they are doing and show that their work is reasonable and sound in nature.

4. **Student Assignments:** Because of the importance given to this objective, (1) students frequently will be asked to develop and demonstrate critical thinking skills in a variety of formats: individual and group class presentations, interactive activities, and written assignments and quizzes. (2) Students will construct either a class presentation or a written assignment during the semester, in which they will be asked to present their opinions and the basis for these opinions. (3) They also will be assigned sections from the books (e.g., "Power and violence in women's and men's premarital relationships") and will be asked to evaluate the information/issues in class and/or group discussions. (4) Moreover, the students in this course will be given an assignment that requires them to perform a critical analysis of a selected portion of the course content (sections A-H). (5) Additionally, they will complete a project that reviews and critiques literature in a topic area on how both gender and intimacy conjointly affect and are affected by each other. (6) Students will also participate in discussions where they will be required to analyze, compare, contrast, and evaluate essay/case study material.

5. **Evaluation of Student Performance:** The extent to which the students develop and demonstrate critical thinking skills will be evaluated through their responses on all five types of assignments. Grades on class discussions will be determined by both participation and quality of critical thinking skills demonstrated.

C. **Objective 3:** Demonstrate effective communication skills.

1. **Emphasis:** Significant.

2. **Content:** An important objective of this course is to promote the development of students’ ability to communicate information effectively and succinctly to others, both in written and oral formats. To accomplish this objective, the students will be asked to prepare a PowerPoint project, plus their VIDEO and INTERACTIVE assignments. For these activities, the students will be provided guidelines that describe good, effective oral/written skills. In addition, when the instructor reviews the written assignments, s/he will make suggestions to improve the clarity, organization, and analysis/synthesis of the work. Good presentation skills will also be taught as the students interact with one another in the INTERACTIVE assignments and the group project. In summary, the writing assignments, the PowerPoint project, the group discussions, the class presentations--these aspects of the course are designed to promote the successful development of effective communication skills.

3. **Teaching Strategies:** A variety of teaching techniques will be used to assist students in the development of their abilities to effectively and cogently express their own ideas and viewpoints, including class discussions, group debates, interactive discussions, and writing exercises. Also, participation in active learning exercises such as role playing and individual/group presentations will provide several opportunities for the students to develop their communication skills within a cooperative learning context. In addition, a website will be developed that shows the students effective PowerPoint skills. Also, the students will be given an evaluation form for their PowerPoint presentation, to emphasize the manner in which their PowerPoint presentation will be evaluated.
4. **Student Assignments:** To help students develop, improve, and practice both their oral and written communication skills, they will be required to prepare class presentations on topics listed in the course outline and to discuss course content within the class. While it is important that students pursue this goal in an individual fashion, so as to sharpen their own communication skills, group activities/discussions (presentation of the PowerPoint group project, some interactive activities, some video activities) will also be used in the course to further develop their ability to communicate effectively in face-to-face academic settings. In brief, students will be expected to participate in active learning activities, to complete several essay questions (on some assignments), to complete several writing assignments, and to engage in a scholarly PowerPoint presentation.

5. **Evaluation of Student Performance:** The instructor in this course will assess the extent to which students make progress toward the development and refinement of their own communication skills. Specifically, the instructor will evaluate the students' communication skills on the VIDEO and INTERACTIVE assignments. In addition, the students' contribution to class discussions will be included in this assessment. Also, the students will be required to submit multiple drafts of their PowerPoint presentation to the instructor (and the Writing Center), so that there will be significant opportunities to revise the manuscript, based on multiple feedback opportunities from the instructor (and others). In short, students will be evaluated on the clarity, organization, and thoroughness of their ability to communicate.

D. **Objective 4:** Demonstrate an understanding of human experiences and the ability to relate them to the present.

1. **Emphasis:** Some.

2. **Content:** The students will study how gender and intimacy are related to certain aspects of contemporary society (e.g., certain institutions). The students will be shown how social institutions related to gender exert a powerful shaping force on the development of their human experiences (e.g., intimate relationships). Thus, an emphasis will also be placed on understanding the role that gender-related ideas play in shaping the world around them, a world that in turn influences their own intimate relations. Existing theoretical concepts and assumptions will be reviewed in the class to order to enhance the students' understanding of women’s and men’s intimacy/closeness within the context of their social perspectives on gender. Also, a large portion of the course content will address how various definitions of gender and intimacy have evolved and developed into contemporary constructs (e.g., historical definitions of sex versus gender, etc.).

3. **Teaching Strategies:** The reading materials will provide the students with adequate historical material to demonstrate to them the on-going reciprocal relationship between gender and various human experiences. Information presented to the class, assigned readings, videos, guest presenters, written reports, group discussions, and debates will be used to help students understand the historical roots of contemporary approaches to defining gender and intimacy. An historical focus involving “the past vis-à-vis the present” is expected to help students (a) increase their understanding of contemporary social approaches to gender/intimacy and (b) develop their ability to understand how people’s past and present social institutions can be related to contemporary issues involving gender.

4. **Student Assignments:** Students will be asked to read pertinent material in the texts
and other readings (e.g., "mental health and gender"), to participate in classroom experiences that sensitize them to a variety of human experiences, and to engage in activities that extend from the classroom setting to naturalistic field settings. A frequent question that students will be asked to answer in class discussions is "How do you think that this came to occur (e.g., gender differences in salary for equally talented women and men)?" Classroom discussion also will encourage students to consider the personal experiences and unique perspectives of other students, some perhaps older than them and others perhaps younger. It is anticipated that these and other class discussions will provide students with the opportunity (a) to realize that others may appreciate life from a different yet equally valuable perspective and (b) to understand how different perspectives may have developed in other individuals. Such classroom activities are expected to help students develop the ability to adopt the perspective of others, and to thereby be able to better understand the nature of people's interpersonal processes within the context of gender-related phenomena.

5. **Evaluation of Student Performance:** The instructor will utilize several techniques to evaluate students' ability to understand social experiences associated with gender and intimacy—as well as students' ability to relate these experiences to present and past events. In part, this evaluation will be based on the quality of the students' communication skills, as well as in their participation in group discussions. In addition, students' knowledge and understanding will be evaluated through the use of weekly quiz questions, the INTERACTIVE activities, and the written responses to video clips. Group project preparations and presentations also will require demonstration of an understanding of human experiences and the ability to relate them to the topic of group project.

E. **Objective 5:** Develop an understanding of various cultures and their interrelationships.

1. **Emphasis:** Some.

2. **Content:** The present course is also designed to help students to appreciate the unique gender-related phenomena that are manifested in women's and men's interpersonal behaviors and experiences in a variety of different cultures. This will be accomplished by using the text(s) and other assigned readings to introduce students to cross-cultural findings in a number of areas associated with women's and men's intimate relations. Cultural factors associated with gender and intimacy, both within and outside the United States, will be discussed (especially in sections E, F, and G in the Course Outline). The course will also focus on the effect of diverse views about gender and intimacy, and will give special consideration to the biased nature of sexism within the context of maladaptive interpersonal relations.

3. **Teaching Strategies:** Lecture/discussion sessions will place considerable emphasis upon the importance of each individual student becoming exposed to a variety of cross-cultural experiences. The students will be asked to read material from the assigned readings on different cultures, to participate in class discussions with individuals from different cultural backgrounds (where possible), and to attend to videotapes on the interrelationships of one culture to another. Additional material will also be used to note cultural distinctions in the understanding of gender/intimacy. The teaching strategies will be used to create an awareness of the influence that various cultures have had on the development of people's notions about gender.
4. **Student Assignments:** VIDEO and INTERACTIVE assignments and class discussion will be the major student assignments. The students in this course will read a chapter and/or view a video on a cross-cultural topic concerned with women’s and men’s intimate relations, and then they will be asked to participate in a class discussion on the material. Students will also be expected to discuss cultural differences in intimate relations and gender with a member of a cultural and/or ethnic background different from their own (where possible).

5. **Evaluation of Student Performance:** Students' contributions to class discussions will be evaluated by the instructor. Fulfillment of at least one interactive activity as a written assignment to interview a person from a different culture or background will be expected. Finally, the course quizzes also will provide the instructor with the opportunity to evaluate the students' understanding of cultural perspectives and cultural interrelations—as they relate to the interactive nature of gender and close relations. Students will also be required to demonstrate their level of understanding of how different cultural lifestyles can contribute to different views of gender and intimacy—though interactive activity essay assignments and their PowerPoint project.

F. **Objective 6:** Demonstrate the ability to integrate a breadth and diversity of knowledge and experience.

1. **Emphasis:** Significant.

2. **Content:** A course that focuses on the study of “gender vis-à-vis intimacy” has its basis in the study of society and human behavior, and the understanding of this topic is aided by an emphasis on the role of social institutions and societal needs. To appreciate the importance of gender/intimacy, one must appreciate and understand the inter-relationship of these societal forces. To understand the full reciprocal impact of gender and society, many facets of these issues must be explored. The present course content will emphasize the integration of knowledge/experiences encountered by women/men in the development of their intimate relationships. One of the main goals of this course will be to help students develop the ability to successfully integrate research findings, diverse theories, their own personal experiences, and the experiences of others into a better understanding of gender and intimacy. For this purpose, the course will be designed to enhance students' exposure to methods that encourage them to gather and synthesize knowledge from several perspectives. In particular, students will be presented with several sources of information and opinions about dysfunctional and functional human behaviors, institutions, and families, so that they can develop the skills and capabilities necessary for systematically integrating this information into their understanding of the course material.

3. **Teaching Strategies:** The instructor will use a number of teaching strategies to promote students' ability to effectively integrate diverse information dealing with gender and intimate relations. Lectures will be used to demonstrate the integration of this information. In addition, discussions and writing assignments will be used to challenge and extend students' own ability to integrate similar knowledge and experience.

4. **Student Assignments:** The students in this class will be asked to read the assigned material in the textbook and other readings (e.g., "Costs of gender role stereotyping"); to participate in class discussions and other class activities; and to
deliver to the class either oral and/or written presentations on the material assigned to them. In addition, students will share with their discussion groups a brief position paper on their research as part of the preparation for group project; this will constitute an opportunity for students to receive feedback from a variety of sources and to integrate this information into their research-based PowerPoint presentations. In addition, students will participate in group and class discussions where they will be asked to consider and integrate information from a variety of sources (e.g., personal experience, opinions or experiences of others, theory, data-bases, and research will be related to VIDEO or INTERACTIVE activities).

5. **Evaluation of Student Performance:** In order to evaluate the ability of students to integrate a broad, diverse set of information and experiences related to gender/intimacy, the instructor will use the students’ oral and written contributions to the class; the instructor’s evaluation of the students will be based on the strength/quality of their integration of this knowledge and experience. Also, the students’ skills at integrating information will be assessed through the use of weekly quizzes that require the students to effectively evaluate and synthesize a variety of diverse course material (i.e., “application” oriented exam questions will be used in the course).

G. **Objective 7:** Develop the ability to make informed, intelligent value decisions.

1. **Emphasis:** Significant.

2. **Content:** One of the primary goals of this course is to foster a rich and open-minded atmosphere in which student may contemplate moral and ethical issues related to gender and intimacy, and then be able to choose and to clarify their own personal values in an informed and intelligent manner. Within such a context, the present course on “gender and intimacy” will expose students to a broad and diverse literature on sex/gender and intimacy--literature that is designed to increase their ability to reflect upon and to develop their own personal values about how people’s own personal perspectives on gender and intimacy interact to influence their society’s institutions, and in turn influence their own perspectives on gender/intimacy. Various course content will focus on the clarification of personal values, the understanding and appreciation of the values of others and other cultures, and the manner in which such values can impact the beneficial and/or detrimental nature of women’s and men’s intimate relations.

3. **Teaching Strategies:** The instructor will employ teaching strategies that provide students with the opportunity for investigating ethical considerations related to gender and intimacy. Techniques will be used in the course to expose the students to the perspectives and value orientations held by others in the class (e.g., during and after lecture sessions, there will be a period for questions, answers, and responses). Course material will challenge the students to re-consider their own values pertaining to gender and intimacy. Discussions of and reactions to controversial articles/issues presented in the various readings will occur throughout the semester.

4. **Student Assignments:** To accomplish this objective, the instructor will require that students engage in small group discussions wherein they share their own private values and views about gender and intimacy with their classmates. Also, they will be asked to consider the nature of their own personal values (about gender and intimacy) and the basis for these values in their oral and written projects.
preparation for the group project, video or interactive activities). Selected articles from the readings will also be used to facilitate class discussions (e.g., "Sexual responsibility: Sexuality transmitted diseases", "Unhealthy sexuality: Date rape"). Students will also be required to complete written projects where they discuss how different societies have different values about gender and intimacy, and how societal values about gender/intimacy have changed in the United States (some video or interactive activities). Other writing assignments will ask students to state and to explain the basis for their values and opinions about issues/problems related to gender and intimacy (preparation for the group project, presentation of the PowerPoint group project). Debates, discussion assignments, and/or panel discussions will also be used to have students consider the most effective strategies to use in handling different sources of stress associated with gender/intimacy.

5. **Evaluation of Student Performance**: In order to evaluate how well students can make informed, intelligent value decisions, the instructor will grade the students' work. Essay items on weekly quizzes, group projects, video activities, interactive activities, discussions, written reports, and class discussions will be used; each of these will allow students to demonstrate their ability to make informed value decisions. For each of these techniques, grades related to this objective will emphasize students' ability to explain their values and to provide the rationale/support for these value positions.

H. **Objective 8**: Develop the ability to make informed sensitive, aesthetic responses.

1. **Emphasis**: Not emphasized.

2. **Content**: Not emphasized.

3. **Teaching Strategies**: Not emphasized.

4. **Student Assignments**: Not emphasized.

5. **Evaluation of Student Performance**: Not emphasized.

I. **Objective 9**: Demonstrate the ability to function responsibly in one's natural, social, and political environment.

1. **Emphasis**: Some.

2. **Content**: This course on gender and intimacy is inherently concerned with the development and refinement of students' capability to function responsibly in their social environment. Gender has significantly impacted our social institutions, and issues such as marital and social egalitarianism will provide students with the opportunity to explore the reciprocal inter-dependence between gender and facets of society. The course will promote the ability of students to personally function more responsibly in all facets of their environment, and especially in regards to their ability to relate in an effective interpersonal manner to members of their own and the other gender. Insights gained from the course are expected to enhance students' ability to understand the nature and complexity of women's and men's interpersonal relationships, as lived in a value laden and diverse society. Numerous aspects of
the course are designed to help students develop their ability to function responsibly as a member of their social community and as a member of a more intimate "smaller community."

3. **Teaching Strategies:** A number of strategies will be used to help students develop their ability to function responsibly in their social environments. In particular, they will be asked to participate in group discussions on topics associated with women’s and men’s intimate relationships (e.g., gender issues associated with relationship conflict and dissolution). Since this group activity is similar to what will be part of their future careers, the students must be able to function responsibly in their present group environment in order to succeed in this course. Thus, the group activities are designed to encourage student involvement with their course peers.

4. **Student Assignments:** To achieve this objective, students will be asked to consider the effectiveness of various types of relationships (e.g., traditional heterosexual superior-subordinate relations between men and women), whether they feel that such types of interpersonal relations would benefit themselves and/or others, and what alternative, equally or more beneficial, types of human relationships are possible (INTERACTIVE assignment). Students also will be required to read and to discuss information from the textbook and other readings pertaining to this issue (e.g., "Social/interpersonal power issues with women and men" and "Social interventions for intimacy and gender"). Additionally, students will be responsible for arranging discussions and/or debates on the effectiveness of different therapeutic techniques for fostering interpersonal adjustment in women’s and men’s intimate relations.

5. **Evaluation of Student Performance:** Students’ ability to function in a reasonable and responsible way in their environment will be evaluated based on weekly quizzes over the course content (sections A-H in the course outline), group discussions (INTERACTIVE assignment), and their performance on oral and written assignments. These graded activities will be used to evaluate how well the students can use the “gender and intimacy” literature to address issues related to responsible behavior in their environment.

**X. Background:**

The appropriate listing of this course is under the Interdisciplinary category of the University Studies Program (i.e., as a IU300 level course). This placement is entirely appropriate, because the topic of this course is concerned with the integration of information from the Social and Behavioral categories. The instructor for this course--IU304: Gender and Intimacy--should have an advanced degree in the social or behavioral sciences, preferably a doctorate in psychology. S/he should be familiar with the interdisciplinary, multidimensional nature of gender and have familiarity with the concept of intimacy as conceived in different historical and present day cultures around the world. Guest lecturers should have expertise in this interdisciplinary field and a grasp of how this information relates in a general manner to gender and interpersonal effectiveness.

**XI. Class Size:**

The optimal class size for the course is 20 students.