



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Sociology 113
Descriptive Title: Gender and Society

Course Disciplines: Sociology

Division: Behavioral and Social Sciences

Catalog Description: Through this course, students will explore the concepts of sex and gender from a sociological perspective. Course content will examine shifts in attitudes, the social construction, and the importance of gender, both femininities and masculinities, in our everyday lives. Students will examine the methods sociologists use to study gender as well as how gender shapes and is shaped by the family, work, education, politics, media, the criminal justice system, health, religion, interaction, and performance. This course also analyzes the interlocking nature of gender with other major organizing principles of life such as race, class, age, and sexuality.

Conditions of Enrollment: Recommended Preparation

Sociology 101
AND

Eligibility for English 1A

Course Length: Full Term Other (Specify number of weeks):

Hours Lecture: 3.00 hours per week TBA

Hours Laboratory: 0 hours per week TBA

Course Units: 3.00

Grading Method: Letter
Credit Status Associate Degree Credit

Transfer CSU: Effective Date: Proposed

Transfer UC: No

General Education:

El Camino College: 2C – Social and Behavioral Sciences – General

Term:

Other:

CSU GE:

D4 - Gender Studies

Term:

Other:

D10 - Sociology and Criminology

Term:

Other:

IGETC:

4D - Gender Studies

Term:

Other:

4J - Sociology & Criminology

Term:

Other:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

Theoretical Perspectives

- Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as functionalism, conflict, and interactionist sociological paradigms to the study of sex and gender in everyday life.
- 1.

Sociological Concepts

- Students will demonstrate an understanding of sociological concepts, such as the social construction of gender, intersectionality, gender socialization, gender norms, sex segregation, patriarchy, and gender inequality by applying them to social scenarios.
- 2.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Define and explain the key sociological theories used to study the sociology of sex and gender.

Objective Exams

2. Identify basic concepts and terminology utilized in the analysis of the sociology of sex and gender.

Written homework

3. Classify the differences between sex and gender and distinguish a sociological approach from other approaches such as biological determinist approaches.

Objective Exams

4. Explain how men and women experience gender role expectations, norms, rewards, costs, identities, and social institutional life (e.g. family, work, healthcare, education) differentially and inequitably.

Term or other papers

5. Explore and describe the multiplicity and heterogeneity of masculinities and femininities.

Essay exams

6. Identify agents of socialization and provide examples of ways that those agents impart societal gender norms.

Class Performance

7. Understand and explain gender as a performative accomplishment.

Term or other papers

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	6	I	The Sociology of Sex and Gender A. Sociological Perspectives 1. The Sociological Imagination 2. Structural Functionalism 3. Conflict Theory 4. Symbolic Interaction B. Contemporary Feminism 1. Liberal Feminism 2. Socialist/Marxist Feminism 3. Radical Feminism 4. Multicultural and Global Feminism C. History of Feminist Movement
Lecture	4	II	Biology, Sex, and Gender A. Biological Sex B. Social Construction of Gender
Lecture	4	III	Gender, Sexuality, and Culture A. Binary Constructions of Gender B. Challenging Binary Constructions of Gender
Lecture	6	IV	Gender Socialization: Teaching, Learning, and Doing Gender A. Agents of Socialization 1. Family 2. Peer Groups 3. Schools 4. Media B. Theoretical Perspectives on Learning Gender 1. Psychoanalytic Theories 2. Social Learning Theories 3. Cognitive Development Theories 4. Sociological Theories
Lecture	6	V	Intersections of Race, Class, and Gender A. The Interlocking Nature of Racism, Classism, and Sexism B. Intersectionality
Lecture	4	VI	Men and Masculinity A. Hegemonic Masculinity B. Subordinated Masculinities
Lecture	4	VII	Gender, Work, and the Economy A. Gender and Class Stratification B. Sex Segregation in the Workplace C. Intersections of Family and Work
Lecture	4	VIII	Gender and Intimate Relations A. Sexuality and Sexual Orientation B. Diverse Intimate Relationships C. Violence in Families and Intimate Relationships
Lecture	4	IX	

			Gender and Health A. Gender and Mortality B. Heteronormativity, Sexism, and Healthcare C. Gender, Sport, and Fitness D. The Politics of Reproduction E. The Intersection of Race and Gender in Health and Healthcare
Lecture	4	X	Gender and Education A. An Historical Overview of Women and Men in Education B. Gendered Classrooms and Schools: Contemporary Trends and Social Problems C. Women and Men in Higher Education D. Women Faculty and Administrators in Institutions of High Education
Lecture	4	XI	Gender, Politics, Government, and the Military A. Gender and Public Office B. Women and Men in the Military
Lecture	4	XII	The Future of Gender Issues A. Social Movements and Social Change B. The Changing Economy and Changing Attitudes C. Toward Gender Neutrality
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

After watching *Miss Representation*, meet with your group and discuss the ways in which gender is portrayed by the media and how these popular representations then shape how people think about women in politics. In pairs, first brainstorm and list the various ways that gender is portrayed in the media. Next, identify and list the various assumptions and portrayals of women in politics. Third, in a two- to three-page paper, analyze the relationship between the gendered portrayals in the media and prevailing statistics and attitudes about women in politics as discussed in *Miss Representation*.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. After reading Barbie Girls Versus Sea Monsters: Children Constructing Gender by Michael Messner, write a three- to four-page response paper that describes and discusses how gender is socially constructed. In your response, first describe the event and groups observed by Messner. Next, the bulk of your discussion should

focus on the social construction of gender on the following three levels: the interactional level, the level of structural context, and the level of cultural symbol. Analyses should describe in detail the various ways that gender differences were constructed and maintained at this event and through 1) the practices of the AYSO organizational structure and 2) among individual participants.

2.

Using the data from the Census Bureau and the Bureau of Labor Statistics provided, investigate pay inequality in the US between men and women. Of the ten occupations presented, choose one profession or trade and compare the wages of men and women in these employment fields. Write a ten-page paper that provides a socio-historical analysis of the relationship between gender and that particular employment sector. Next, describe and interpret the wage differences between men and women demonstrated by the Census Bureau and Bureau of Labor Statistics of the chosen employment field. Finally, incorporate three theoretical perspectives covered in class and in your readings into your analysis. All papers must include an introduction and conclusion and draw on at least four outside sources.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams

Objective Exams

Written homework

Class Performance

Term or other papers

V. INSTRUCTIONAL METHODS

Demonstration

Discussion

Group Activities

Internet Presentation/Resources

Lecture

Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study

Answer questions

Required reading

Problem solving activities

Written work

Observation of or participation in an activity related to course content

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Michael Kimmel. The Gendered Society. 6th ed. Oxford University Press, 2016.

Renzetti, Curran, and Maier. Women, Men, and Society. 6th ed. Pearson, 2012.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Course Recommended Preparation AND Sociology-101	
Non-Course Recommended Preparation Eligibility for English 1A	Students who have college-level reading skills will understand, analyze, and interpret sociological concepts and theoretical perspectives discussed in assigned readings. Students who demonstrate college-level research and writing skills will have better success with the written assignments in this course.

D. Recommended Skills

Recommended Skills
Students who have successfully completed Sociology 101 prior to taking other sociology courses will have a strong foundation in sociological concepts and theoretical perspectives, ensuring a greater level of student success in other sociology courses. SOCI 101 - Identify and describe key theoretical perspectives in sociology, including functionalism, conflict, and interactionism. Analyze the strengths and weaknesses of each perspective relative to a variety of social situational circumstances. SOCI 101 -

Classify and define micro and macro elements of social structure, including status, role, social groups, organizations, and institutions.

SOCI 101 -

Describe major social institutions and evaluate their impact on individuals and groups in American society. Discuss historical and contemporary changes in these institutions.

A student needs college-level reading skills to understand, analyze, and interpret sociological concepts and theoretical perspectives discussed in assigned readings. In addition, students will need to demonstrate college-level research and writing skills in a variety of writing assignments. ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion.

ENGL 84 -

Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support.

ENGL 84 -

Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.

ENGL A -

Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Melissa Fujiwara on 09/23/2016.

BOARD APPROVAL DATE: 11/20/2017

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by Melissa Fujiwara on 09/23/2016