

# SOC 0027 - SOCIOLOGY OF GENDER

---

## Catalog Description

Hours: 54 lecture

Description: A cross-cultural comparison of gender roles, gender identities, and sexualities viewed from sociological perspectives.

Examines the social construction of gender inequities and the debates on sex and gender. Analyzes the impact of social, cultural, and political factors on gender expectations and practices. (C-ID SOCI 140) (CSU, UC)

## Course Student Learning Outcomes

- CSLO #1: Deconstruct the binary expectation in defining sex and gender.
- CSLO #2: Apply sociological theory and critical analysis to the study of gender.
- CSLO #3: Evaluate the impact of social stratification systems on the experience of gender and gendered relations.
- CSLO #4: Analyze the impact of social institutions, social movements, and policies on the experience of gender.

## Effective Term

Fall 2024

## Course Type

Credit - Degree-applicable

## Contact Hours

54

## Outside of Class Hours

108

## Total Student Learning Hours

162

## Course Objectives

1. Differentiate between the terms sex and gender and discuss their differences within the larger social context of gendered relations.
2. Compare and contrast sociological perspectives used to interpret sex and gender.
3. Identify the main agents of gender socialization and their impact on gender construction.
4. Describe gender ideology and practices in multiple social institutions and across cultures and societies.
5. Identify the intersections of multiple diversities (i.e., race, ethnicity, class, and sexuality) affecting gender relations.

6. Outline the process by which people negotiate power and gender boundaries through their relationships with others (including violent relationships).

7. Identify social and political movements challenging gender inequalities and gender practices.

## General Education Information

- Approved College Associate Degree GE Applicability
  - AA/AS - Social Sciences
  - AA/AS - Multicultural Studies
- CSU GE Applicability (Recommended-requires CSU approval)
  - CSUGE - D4 Gender Studies
  - CSUGE-D0 Sociology/Criminology
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
  - IGETC - 4D Gender Studies
  - IGETC - 4J Sociology/Criminology

## Articulation Information

- CSU Transferable
- UC Transferable

## Methods of Evaluation

- Classroom Discussions
  - Example: 1. The faculty will divide students up into groups and ask them to engage in a conversation detailing their weekend using no gender indicators. Instructor will facilitate a dialogue with students discussing gendered communication and the influence of the gender binary. In a large group discussion, instructor will facilitate student discussion of the impact of gender socialization, aid students in evaluating the binary approach to gender often employed in our culture, and critique gender expectations in U.S. cultures. (Objectives 1, 3) 2. After assigned readings in sociological theory, the professor will divide students into groups designated by specific key theory. Groups will discuss, then present arguments for the social construction of gender based in their designated theory. (Objective 2) 3. Film clips, photos, court cases, and examples of campaigns and activism will be utilized by the faculty member to support class discussion about the impact of social movements on gender inequalities. (Objective 7)
- Essay Examinations
  - Example: Examination sample essay questions: a. Why is violence a social relationship? b. How does the construction of gender lead to role-playing in violent interactions? c. Using the articles on masculinity and violence, in what ways are power and the exertion of power seen as "natural" male traits?
- Objective Examinations
  - Example: Instructor will create a variety of multiple choice, true/false, or matching exam questions addressing course content. For example, According to the textbook, how do gender ideologies operate around the world? a) All societies throughout history have viewed gender through a gender binary. b) In the 1600s and 1700s, societies around the world acknowledged three, four, or five genders, but today all societies view gender through a gender binary. c) Most societies throughout history have acknowledged three, four, or five genders. d) Some societies view gender through

a gender binary while others acknowledge three, four, or five genders.

- Reports
  - Example: 1. Instructor will create reaction paper assignments to various articles, readings, film clips, and/or images. Instructor will evaluate reaction papers for the support provided for each cultural and theoretical perspective. First, the student's own cultural reaction, then the ability to step back and evaluate it from the culture itself. This same technique will be required on exams, where short essay questions that ask for a similar culturally reactive response will be used for the evaluation of specific case studies.

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. The faculty will divide students up into groups and have them discuss their weekend plans without using any gender indicators. Instructor will facilitate a dialogue with students to discuss the prevalence of gender in our communication styles and organizing of groups and experiences. In a large group discussion, instructor will facilitate student discussion of the impact of gender socialization, aid students in evaluating the binary approach to gender often employed in our culture, and critique gender expectations in U.S. cultures.
2. After assigned readings in sociological theory, the professor will divide students into groups designated by specific key theory. Groups will discuss, then present arguments for the social construction of gender based in their designated theory.
3. Film clips, photos, court cases, campaigns and activism will be utilized by the faculty member to support class discussion about the impact of social movements on gender inequalities.

Distance Learning

1. Faculty will provide film clips, photos, court cases, and examples of campaigns and activism to support and facilitate class discussion via discussion board or video chat technologies about the impact of social movements on gender inequalities. Student will respond to prompt by faculty and comment on classmates' posts to engage with the material both with instructor and classmates

## Typical Out of Class Assignments

### Reading Assignments

1. Read the assigned pages from the textbook on the social construction of sexuality and be prepared to discuss the topics during class meetings/online discussions. 2. Read a classic children's book, looking for gendered language and references. Come prepared to discuss in class.

## Writing, Problem Solving or Performance

1. Choose two magazine advertisements from popular magazines; using research methods discussed in class, evaluate these advertisements. One advertisement should be geared toward women and the other geared toward men. Compare, critique and discuss the two advertisements,

using a critical analysis. Consider the following questions: How does the composition, message(s), image(s) compare? What are the messages in each? What is positive/negative in the advertisements? How do the advertisements impact the gender socialization of women and men? 2. The purpose of this assignment is to inspire thought about your own gender schemas, and to assess the impact of gender schema from public sources. These cognitive networks of associations that guide our perceptions about gender begin taking shape early in childhood. We begin accumulating information as to what is "girl-like" and "boy-like," and we are continually adding information to our schema to enable us to understand and form expectations about males and females. One place that this begins is with the toys that we give our children, are given to our children, or that our children are simply exposed to on TV, magazines, and during a simple errand. For this assignment, I want you to invoke your critical observation skills and spend some time perusing toy stores (i.e. Toys r' Us) and/or toy sections of multi-purpose stores (i.e. Target). While observing, consider the following questions: 1. Are there gender-specific sections? 2. How are the toys divided up? 3. Can you distinguish between 'girl-toys' and 'boy-toys'? If so, how? For your written assignment, address the following questions: 1. What messages about gender are given through toys and/or the gendered and separate sections of toy stores? 2. What is the impact of these messages? 3. Is it possible to raise children and avoid gender specific messages? Would you want to? (Why/why not?) 4. What is the relationship between toys and socialization? What is the impact on adulthood? 5. Make sure to reference key theory and course concepts in your written analysis.

## Other (Term projects, research papers, portfolios, etc.)

Interview a parenting couple regarding the gender division of labor in their household(s). How are the roles of parenting divided? The roles of household chores? Do they practice a traditional relationship, egalitarian or somewhere in between? How did they come to decide what roles each partner would take - was it assumed or discussed? How satisfied is each partner in the roles as currently defined/practiced? Add your own questions as you see necessary. Alternatively, interview a single parent. Discuss challenges/benefits to single parenting. Discuss gender roles in the household. Do they have same-sex child(ren)? Opposite sex child(ren)? What gender socialization are they passing onto their child(ren)? Add your own questions as you see necessary.

## Required Materials

- The Gendered Society Reader
  - Author: Michael Kimmel
  - Publisher: Oxford University Press
  - Publication Date: 2013
  - Text Edition: 5th
  - Classic Textbook?: No
  - OER Link:
  - OER:
- Gender: Ideas, Interactions, and Institutions
  - Author: Lisa Wade & Myra Marx Ferree
  - Publisher: WW Norton
  - Publication Date: 2022
  - Text Edition: 3rd
  - Classic Textbook?: No
  - OER Link:
  - OER:

- Fight Like a Girl: How to be a Fearless Feminist
  - Author: Seely, Megan
  - Publisher: NYU Press
  - Publication Date: 2019
  - Text Edition: 2nd
  - Classic Textbook?: No
  - OER Link:
  - OER:
- The Macho Paradox
  - Author: Jackson Katz
  - Publisher:
  - Publication Date: 2006
  - Text Edition:
  - Classic Textbook?: No
  - OER Link:
  - OER:

**Other materials and-or supplies required of students that contribute to the cost of the course.**