

## SOCIC131 : Sociology of Sex, Gender, and Sexuality

### General Information

Author:	<ul style="list-style-type: none"><li>Alec Griffin</li><li>Cummings, Nakyssha</li><li>King, Sarah</li></ul>
Course Code (CB01) :	SOCIC131
Course Title (CB02) :	Sociology of Sex, Gender, and Sexuality
Department:	Social Science
Proposal Start:	Fall 2018
TOP Code (CB03) :	(2208.00) Sociology
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000310837
Curriculum Committee Approval Date:	11/15/2013
Board of Trustees Approval Date:	12/19/2013
External Review Approval Date:	03/10/2014
Course Description:	This course is an examination of sex, gender, and sexuality in the modern world, particularly in the United States, and includes historical, cross-cultural, psychological, sociological, and political aspects. The focus of this course is analysis and discussion of sex and gender relations in the home, family, and the work place, politics, law, the mass media, and health care systems.
Submission Type:	Mandatory Revision  Changing the title to better match course content and to make the course is more approachable to students. We have also reduced the number of SLO's to make them less repetitive.
Author:	No value

### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"><li>Sociology</li></ul>
Alternate Master Discipline Preferred:	<ul style="list-style-type: none"><li>Anthropology</li><li>Psychology</li><li>Women's Studies</li></ul>
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

### Course Development Options

Basic Skills Status (CB08)

Course Special Class Status (CB13)

Grade Options

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

**Rationale For Credit By Exam/Challenge**

No value

**Course Support Course Status (CB26)**

No value

Course is not a special class.

**Allowed Number of Retakes**

0

**Retake Policy Description**

Type:|Non-Repeatable Credit

- Letter Grade Methods
- Pass/No Pass

**Course Prior To College Level (CB21)**

Not applicable.

Allow Students To Audit Course

## Associated Programs

Course is part of a program (CB24)

**Associated Program**

**Award Type**

**Active**

CC Liberal Arts: Social & Behavioral Sciences

A.A. Degree Major

Summer 2018 to Fall 2020

CSU General Education (CSU GE Breadth) (In Development)

Certificate of Achievement

Fall 2021

Intersegmental General Education Transfer Curriculum Certificate of Achievement (In Development)

Certificate of Achievement

Fall 2021

Associate in Arts in Sociology for Transfer Degree

A.A. Degree for Transfer

Fall 2019 to Spring 2020

Political Science Associate in Arts Degree for Transfer (AA-T)

A.A. Degree for Transfer

Spring 2020 to Spring 2020

CSU General Education (CSU GE Breadth)

Certificate of Achievement

Fall 2020

Law, Public Policy, and Society Associate in Arts Degree for Transfer

A.A. Degree for Transfer

Fall 2020

Intersegmental General Education Transfer Curriculum Certificate of Achievement

Certificate of Achievement

Fall 2020

Political Science Associate in Arts Degree for Transfer	A.A. Degree for Transfer	Spring 2020 to Summer 2020
Sociology Associate in Arts for Transfer Degree	A.A. Degree for Transfer	Spring 2020 to Fall 2021
Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree	A.A. Degree Major	Fall 2020
Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree (In Development)	A.A. Degree Major	Spring 2022

## Transferability & Gen. Ed. Options

### Course General Education Status (CB25)

No value

#### Transferability

Transferable to both UC and CSU

#### Transferability Status

Approved

Cerro Coso General Education Requirements	Categories	Status	Approval Date	Comparable Course
Area 2.1	Social & Behavioral Sciences Social	Approved	No value	No Comparable Course defined.
Area 6	Diversity	Approved	No value	

CSU General Education Certification	Categories	Status	Approval Date	Comparable Course
Area D.4	Social Sciences Gender Studies	Approved	No value	No Comparable Course defined.

Intersegmental General Education Transfer Curriculum	Categories	Status	Approval Date	Comparable Course
Area 4.J	Social and Behavioral Sciences Sociology & Criminology	Approved	No value	No Comparable Course defined.

## Units and Hours

### Summary

<b>Minimum Credit Units (CB07)</b>	3
<b>Maximum Credit Units (CB06)</b>	3
<b>Total Course In-Class (Contact) Hours</b>	54
<b>Total Course Out-of-Class Hours</b>	108
<b>Total Student Learning Hours</b>	162
<b>Faculty Load</b>	0

### Credit / Non-Credit Options

**Course Credit Status (CB04)**

Credit - Degree Applicable

**Course Non Credit Category (CB22)**

Credit Course.

**Non-Credit Characteristic**

No Value

**Course Classification Status (CB11)**

Credit Course.

Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

### Weekly Student Hours

	<b>In Class</b>	<b>Out of Class</b>
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Activity	0
<b>Total</b>	54
<b>Course Out-of-Class Hours</b>	
Lecture	108
Laboratory	0
Activity	0
<b>Total</b>	108

### Time Commitment Notes for Students

No value

### Faculty Load

**Extra Duties:** 0

**Faculty Load:** 0

## Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
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No Value	No Value	No Value	No Value
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## Pre-requisites, Co-requisites, Anti-requisites and Advisories

### Advisory

#### ENGLC070 - Introductory Composition

Students are expected to read and comprehend a college-level textbook explaining complex sociological theories. In addition, they must critically analyze scholarly articles for a research paper. They are also required to write 5-10 page papers as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from errors. The ENGL C070 advisory level ensures students have the skills necessary for success in these assignments.

## Entrance Skills

Entrance Skills	Description
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No value	No value
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## Limitations on Enrollment

Limitations on Enrollment	Description
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No value	No value
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## Specifications

### Methods of Instruction

Methods of Instruction	Written work
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Rationale	No value
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Methods of Instruction	Presentations (by students)
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Rationale	No value
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<b>Methods of Instruction</b>	Outside reading
<b>Rationale</b>	No value
<b>Methods of Instruction</b>	Lecture
<b>Rationale</b>	No value
<b>Methods of Instruction</b>	Instruction through examination or quizzing
<b>Rationale</b>	No value
<b>Methods of Instruction</b>	In-class writing
<b>Rationale</b>	No value
<b>Methods of Instruction</b>	Group Work
<b>Rationale</b>	No value
<b>Methods of Instruction</b>	Discussion
<b>Rationale</b>	No value
<b>Assignments</b>	
<p>Reading - Assigned readings from text book, example: "Read pgs 387-415 in your text. Pay close attention to the sections on domestic violence and be ready to discuss it in class."</p> <p>Research paper - 1500 word research paper on an assigned topic that requires a literature search, selection of research relevant to the topic assigned, critical analysis of the research based on scientific method and sociological theory and sound reasoning in supporting or refuting a particular sociological stance on the topic assigned.</p>	
<b>Methods of Evaluation</b>	<b>Rationale</b>
Project	Group Projects that allow students to work with others in assigned groups to present their perspective of a common personal event as explained by social issues. Scored with a rubric.
Research Paper	Research Paper that requires students to critically evaluate social science research data, analyze theory and use current research along with historical and current theory to explain and support their own perspective on issues relevant to their own lives. Scored with a rubric.
Tests	Exams that allow students to demonstrate their knowledge of gender theory, identify major theorists, distinguish between theory and application, and match theorists to their theories.
<b>Equipment</b>	
No Value	

**Textbooks**

Author	Title	Publisher	Date	ISBN
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Ryle, R.	Questioning Gender: A Sociological Exploration 3rd ed.	Sage Publications Inc.	2018	
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**Other Instructional Materials**

No Value

**Materials Fee**

No

**Learning Outcomes and Objectives****Course Objectives**

Compare and contrast sociological perspectives used to interpret gender relations.

Differentiate between the terms sex and gender and discuss their differences within the larger social context of gendered relations.

Identify the main agents of gender socialization and their impact on children's and adult's gender construction.

Describe gender ideology and practices in multiple social institutions and across cultures and societies.

Identify the interplay of race, ethnicity, class, and sexuality affecting gender relations.

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

Identify social and political movements to change gender inequalities and gender practices.

**CSLOs**

Analyze the impact of race, ethnicity, and class on sex, gender, and sexuality.

Expected SLO Performance: 70.0

Discuss how sex, gender, and sexuality are socially constructed.

Expected SLO Performance: 70.0

Identify and describe the sociological methods and theories used to study sex, gender, and sexuality.

Expected SLO Performance: 70.0

Describe the main political, social, and historical movements that addressed sex and gender inequalities in the United States.

Expected SLO Performance: 70.0



# Outline

## Course Outline

1. Introduction to the Sociology of Gender and the Issues of Women and Men
  - a. Sociological and Gender Perspectives
  - b. The Sociology of Knowledge
  - c. Sociological Theory and the Analysis of Race; Class and Gender
2. Major Theoretical Paradigms and Research Methods in Sociology
  - a. Feminism and the Sociological Imagination
  - b. Feminist Scholarship and the Academic Disciplines
3. Biological; Psychological; and Socio-Cultural Construction of Sex and Gender
  - a. Biological Sex Differences
  - b. Theoretical Perspectives on the Formation of Gender
  - c. Limitations of the Socialization Perspective
4. Gender; Agents of Socialization; the Socialization Process; and Gender Development
  - a. Socialization and the Formation of Gender Identity
  - b. The Family
  - c. Education
  - d. The Media
  - e. Variations of Masculinity and Femininity
5. Gender; Language; Communication; and Social Interactions
  - a. Sexism; Science; and Society
  - b. Women and Educational Thought
  - c. The Status of Women in Academic Institutions
6. Gender; Intimate Relations; Family Relations; and Lifespan
  - a. Love and Intimate Relationships
  - b. Friendship
  - c. Gay and Lesbian Relationships
  - d. Women; Families; and Households
  - e. Historical Perspectives on Modern Families
  - f. Feminist Perspectives on Families and Households
  - g. Portraits of Contemporary Households
  - h. Families and Social Problems
7. Gender and the Social Construction of Sexuality
  - a. Sexuality and Intimate Relationships
  - b. The History of Sexuality in the United States
  - c. Contemporary Sexual Attitudes and Behavior
  - d. Race; Sexuality; and Power
  - e. Sexual Development over the Life Cycle
8. Gender and the Economy
  - a. Sociological Perspectives on Work and Gender
  - b. The Contemporary Status of Women
  - c. The Contemporary Status of Men
  - d. Work Environments for Men and Women
  - e. Explaining Gender Stratification
  - f. Policies for Economic Equity
  - g. The Political Economy of Housework
9. Gender; Health; and Reproduction
  - a. The Social Structure of Health
  - b. Gender; Health; and Social Problems
  - c. The Politics of Reproduction: Birth Control; Abortion; and Childbirth
  - d. Gender and the Health Care System
10. Gender and Religion
  - a. Sociological Perspectives on Religion
  - b. Patriarchy and Feminism in the History of Religion
  - c. Gender; Religiosity; and the Church
  - d. Women's Status in the Church
  - e. Religion; Racism; and Social Change
  - f. Religion as a Basis for Antifeminism
  - g. Faith; Feminism; and Spirituality
11. Gender; Crime; and Deviance
  - a. Origins of Deviance Theory
  - b. Sociological Perspectives on Crime and Deviance
  - c. Gender in the Criminal Justice System

12. Politics and Social Change

- a. Theory; Politics; and Social Change
- b. The Women's Movement
- c. Feminism and Social Reform
- d. The Men's Movement
- e. Father's rights and family law

## Delivery Methods and Distance Education

**Delivery Method:** Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face  
Online  
Hybrid  
Interactive

**Rigor Statement:** Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

All assignments in distance education courses (online, hybrid and iTV) of SOCI C131 are the same as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually, and students in hybrid sections will submit some of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online and hybrid courses is presented virtually. Instead of onsite lectures, hybrid and online courses will use videos and written lecture notes.

**Effective Student-Instructor Contact:** Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

forums  
message  
chat  
email  
face2face  
discussion  
phone  
itv

**Software and Equipment:** What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

software Computer with internet connection, CD, DVD, audio playback, and printer.

**Accessibility:** Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology.

Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

itv  
LMS  
publisher

**Class Size:** Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

class\_size Hybrid