

**College of San Mateo**  
**Official Course Outline**

1. **COURSE ID:** SOCI 160    **TITLE:** Sociology of Sex and Gender  
**Units:** 3.0 units    **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours  
**Method of Grading:** Grade Option (Letter Grade or Pass/No Pass)  
**Recommended Preparation:**  
    ENGL 100, or ENGL 105 or equivalent
  
2. **COURSE DESIGNATION:**  
**Degree Credit**  
**Transfer credit:** CSU  
**AA/AS Degree Requirements:**  
    CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science
  
3. **COURSE DESCRIPTIONS:**  
**Catalog Description:**  
    Analysis of biological concepts of sex and social constructs of gender, both at a macro level (economy, politics and religion) as well as a micro level (interpersonal relations, power, and sexual identities). Its primary focus will be contemporary United States society, but it will also include a historical and global comparative analysis.
  
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
    Upon successful completion of this course, a student will meet the following outcomes:
  1. Compare and contrast sociological perspectives used to interpret gender relations.
  2. Differentiate between the terms sex and gender and discuss their differences within the larger social context of gendered relations.
  3. Identify the main agents of gender socialization and their impact on children's and adults' gender construction.
  4. Describe gender ideology and practices in multiple social institutions and across cultures and societies.
  5. Identify the interplay of 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 to change gender inequalities and gender practices.
  
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
    Upon successful completion of this course, a student will be able to:
  1. Demonstrate increased tolerance and cultural understanding through learning about sex and gender.
  2. Integrate the interrelationships among the traditional cultural, economic, political, and social forces with contemporary understandings of these elements regarding sex and gender.
  3. Compare and contrast sex and gender diversity within the contemporary United States with other nationalities and ethnic groups.
  4. Understand how sex and gender relationships have been defined and influenced by religions, politics, history, culture and language and in turn have affected the development of contemporary society.
  
6. **COURSE CONTENT:**  
**Lecture Content:**
  1. The Social Construction of Gender/Gender Identification:
    - A. Sociological Perspectives on Gender
    - B. Sex Chromosomes and Sexual Differentiation
    - C. Exploration of nature versus nurture debates
    - D. Genetic research on sexual orientation
    - E. Bem's Enculturated Lens Theory of Gender
    - F. The social construction of gender expectations- childhood through adulthood
  2. Histories of Institutionalized Sexism:
    - A. Archeological Record: Gender, Evolution and Culture
    - B. Colonial and Early American Differences in Citizenship Rights
    - C. Suffrage Rights
    - D. Women's Rights/Sexual Liberation

- E. Protections against sexual violence and harassment under the law
- 3. Gender Socialization and Reproductive Rights:
  - A. Learning Gender
  - B. Growing Up Feminine or Masculine
  - C. Early Peer Group Socialization
  - D. US history of birth control access
  - E. Roe v. Wade and Abortion rights debates
  - F. Institutionalization/Medicalization of Childbirth
  - G. The regulation of women's bodies
  - H. The construction of 'mother' by the state/state's needs
- 4. Schools and Gender:
  - A. An Historical Overview of Women and Men in Education
  - B. Educating Girls and Boys: elementary schools, secondary schools and colleges and graduate schools
  - C. Structuring More Positive Learning Environments
  - D. Gender, Education and Empowerment.
- 5. Gender and Intimate Relationships:
  - A. Sociological constructs of the family
  - B. Evaluating the Functionalist Perspective of the family
  - C. Sexuality, Sexual Orientation, and Reproductive Freedom
  - D. Varieties of intimate Relationships
  - E. Violence in families and intimate relationships
- 6. The Gendered Division of Labor- Domestically (US) and Internationally:
  - A. The Second Shift
  - B. White/ Blue /Pink collar work
  - C. Wage gap
  - D. Maquiladora ( factory) production and women's roles
  - E. Transnational mothering
  - F. Informal economy
- 7. The Intersection of Identities:
  - A. Intersections of racism, sexism, classism
  - B. Perspectives 'from below' (the incorporation of women of color and their perspectives)
- 8. Mass Media and Popular Cultural representations:
  - A. Embedded sexism in Mass Media portrayals
  - B. Cultural Consequences of visual representations- eating disorders explored, sexual violence in society, embedded racism
- 9. Social Movements:
  - A. Local and national movements- numerous types of movements to be explored in current and historical context

## 7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion
- D. Other (Specify): Class presentations may combine lecture, exhibits, group discussion, student exercises and reports. Audio-visual materials are utilized as appropriate.

## 8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

### **Writing Assignments:**

Writing assignments may include summaries of scholarly articles and current events, oral histories, and essays.

### **Reading Assignments:**

Reading from the textbook and additional instructor-provided sources.

### **Other Outside Assignments:**

Other outside assignments may include library research and oral presentations.

## 9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation

- B. Exams/Tests
- C. Group Projects
- D. Homework
- E. Oral Presentation
- F. Papers
- G. Projects
- H. Quizzes
- I. Written examination

10. **REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Sandy, Peggy. *Fraternity Gang Rape: Sex, Brotherhood, and Privilege on Campus*, ed. NYU Press, 2007
- B. Wolf, Naomi. *The Beauty Myth: How Images of Beauty Are Used Against Women*, ed. Vintage Books, 2007
- C. Tichenor, Veronica Jaris. *Earning More and Getting Less: Why Successful Wives Can't Buy Equality*, ed. Rutgers University Press, 2005
- D. Johnson, Allan G.. *The Gender Knot: Unraveling Our Patriarchal Legacy*, 3rd ed. Temple University Press, 2014
- E. Johnson, Allan G.. *Privilege, Power and Difference*, ed. McGraw-Hill College, 2005
- F. Connell, R.W. *Masculinities*, ed. University of California Press, 2005
- G. Ehrenreich, Barbara and Arlie Hochschild (eds.). *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*, ed. Owl Books, 2004
- H. Renzetti, Claire M. & Curran, Daniel J.. *Women, Men, and Society*, 5th ed. Allyn & Bacon, 2003
- I. Roscoe, Will. *Changing Ones: Third and Fourth Genders in Native North America*, ed. Palgrave Macmillan, 2000
- J. Kimmel, Michael S.. *The Gendered Society*, ed. Oxford University Press, 2000
- K. Connell, R.W. *Gender and Power*, ed. Stanford University Press, 1987
- L. Levi-Strauss, Claude. *The Elementary Structures of Kinship*, ed. Tavistock, 1969
- M. Robbins, R.H. and S.N. Larkin. *Cultural Anthropology: A Problem Based Approach*, ed. Thompson Nelson, 2007
- N. Kimmel, Michael S. *Manhood in America: A Cultural History*, ed. The Free Press, 1996
- O. Mead, Margaret. *Sex and Temperament in Three Primitive Societies*, ed. William Morrow, 1935
- P. Crooks, R.L., K. Baur. *Our Sexuality*, 13 ed. Cengage, 2017
- Q. Carroll, J.L.. *Sexuality Now: Embracing Diversity*, 6th ed. Cengage, 2019

**Origination Date:** September 2012

**Curriculum Committee Approval Date:** March 2019

**Effective Term:** Fall 2019

**Course Originator:** Minu Mathur