

I. CATALOG DESCRIPTION:

A. Department Information:

Division: Humanities and Social Science  
Department: Sociology  
Course ID: SOC 145  
Course Title: Sociology of Gender  
Lecture: 3 hours  
Units: 3  
Prerequisite: None  
Departmental Advisory: ENGL 015 or eligibility for ENGL 101

B. Catalog Description:

Examines the changing roles of women and men in contemporary American society. A sociological and humanistic approach will be utilized to analyze gender roles in major social institutions: the family, religion, education, work, mass media, law medicine, and political and economic structures.

C. Schedule Description:

Examines the changing roles of women and men in contemporary American Society.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon completion of the course, the student should be able to:

- A. Identify, describe, and critically evaluate gender roles of women and men in historical perspective.
- B. Identify, describe, and critically evaluate class and racial/ethnic variations in gender role organization in contemporary U.S. society.
- C. Understand and describe how gender roles are established, maintained and changed.
- D. Identify, describe, and critically evaluate the methods of research used by sociologists of gender, class, race and ethnicity.
- E. Identify, describe, and critically evaluate the methods of research used by sociologists of gender, class, race and ethnicity.
- F. Use library resources to locate current as well as classic research in the sociology of gender and write a critical essay.
- G. Draw conclusions regarding contemporary U.S. society's views of gender roles.
- H. Analyze social interaction between genders using sociological concepts and insights.
- I. Critically analyze the information presented and apply this information to an understanding of their own lives.

IV. CONTENT:

- A. Introduction; sociological perspective applied to issues of gender identity, gender roles, e.g., gender, sex, femininity, masculinity, androgyny, prejudice, stereotype, discrimination
- B. Historical review of gender roles in the U.S.  
Theoretical foundations for the sociological and humanistic study of gender roles
- C. The interrelationship of race, class and gender in the U.S.
- D. Contemporary view of gender roles in the U.S.
- E. Gender roles in major social institutions, e.g., family, religion, etc.
- F. Social interaction: the impact of gender identity and gender roles
- G. Violence and abuse
- H. Communication and conflict resolution

V. METHODS OF INSTRUCTION:

Methods of instruction will vary from one instructor to the other, but may include: lecture; class discussion; small group work, including discussion, projects and presentation; audio-visual aids; research papers; and examinations; will include written work such as research paper, journal, essays, etc.

Specific methods may include:

- a. Assigned readings from the texts and supporting references as specified in the course syllabus.
- b. Class participation – discussion and group activities.
- c. Research outside of class.
- d. Individual or group class presentations of research findings.
- e. Journal writing.
- f. Reaction papers which ask students to respond to specific content presented in class and/or read outside of class.

VI. TYPICAL ASSIGNMENTS:

- A. Research Assignment: Devise a set of interview questions designed to encourage interviewees to discuss gender roles in their personal lives. Interview women and men who are representative of the major racial and ethnic groups in Southern California.
- B. Journal Assignment: Michael Kimmel, in his book Manhood in America: A Cultural History, states that “Men have no history.” What does he mean by this statement? Is it reasonable to make the same statement regarding women? Why or why not? How does the experience of being a man and the experience of being a woman factor into your answer?

VII. EVALUATION(S):

Specific techniques of evaluation will vary from one instructor to another, will include writing, and may include:

- a. Examinations on assigned readings and lectures. The format of the examinations may be multiple-choice, short answer, true/false, completion and/or essay. (Note: short answer and essay are needed to develop and use critical thinking skills.)
- b. Reaction papers which ask students to respond to specific content presented during lectures or within the assigned readings.  
Example: You have been presented information through readings, lectures, discussions, and films of class, generational, racial, and ethnic variations in gender role organization in contemporary U.S. society. What have you learned about this that is of personal value to you?

- c. Journal writing with entries relating sociological and humanistic theories to personal experiences.
- d. Individual or group class presentations summarizing research on assigned topics.

A specific grading scale will be made clear in the course syllabus.

VIII. TYPICAL TEXT(S):

All are college level:

Beneke, Timothy. Proving Manhood: Reflections on Men and Sexism. Berkeley and Los Angeles: University of California Press, 1997.

Coltrane, Scott. Gender and Families. Thousand Oaks, CA: Pine Forge Press, 1998.

Doyle, James A. and Michele A. Paludi. Sex and Gender The Human Experience. Boston: McGraw Hill, 1998.

Kimmel, Michael. Manhood in America: A Cultural History. New York: The Free Press, 1996.

Rothenberg, Paula S. Race, Class and Gender in the U.S.: An Integrated Study, 4<sup>th</sup> Edition. New York: St. Martin's Press, 1998.

Schwartz, Pepper and Virginia Rutter. The Gender of Sexuality. Thousand Oaks, CA: Pine Forge Press, 1998.

Tannen, Deborah. You Just Don't Understand: Women and Men in Conversation. New York: Ballantine Books, 1990.

Wolf, Naomi. The Beauty of Myth: How Images of Beauty Are Used Against Women. New York: William Morrow, 1990.

VIII. OTHER SUPPLIES REQUIRED OF STUDENTS:                   None.