

SOCI-140: SOCIOLOGY OF SEX AND GENDER

Effective Term

Fall 2026

CC Approval

12/06/2024

AS Approval

02/13/2025

BOT Approval

02/20/2025

COCI Approval

05/15/2025

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Sociology (Master's Degree)	

Subject Code

SOCI - Sociology

Course Number

140

Department

Sociology

Division

Social Sciences (SOCS)

Full Course Title

Sociology of Sex and Gender

Short Title

Sociology of Sex and Gender

CB03 TOP Code

2208.00 - Sociology

CIP Code

45.1101

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

Update CB code. Textbook update, addition of DEI statement.

SECTION B - Course Description

Catalog Course Description

Sociological analysis of the historical, contemporary, and cross-cultural constructions of gender in the US. Students will explore how institutions shape gender (macro-analysis), and how individuals are socialized to "do" gender (micro-analysis).

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites

Advisory Prerequisite(s)

Eligibility for ENGL-C1000 or appropriate placement.

SECTION D - Course Standards

Is this course variable unit?

No

Units

3.00

Lecture Hours

54

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval

Is this course offered through Distance Education?

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

SECTION E - Course Content

Student Learning Outcomes

Upon satisfactory completion of the course, students will be able to:

1. Use a variety of sociological theories to analyze the institution of gender.
2. Identify the main agents of socialization and explain their impact on the construction of gender and sexuality.
3. Demonstrate an understanding of current issues and socio-political movements related to sex and gender.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Compare and contrast sociological perspectives used to interpret gender relations.
2. Differentiate between sex and gender and discuss their differences within the larger context of gendered relations.
3. Identify the main agents of gender socialization and their impact on children's and adults' gender construction.
4. Demonstrate understanding of the interplay of race, ethnicity, social class, and sexuality with gender.
5. Explain the process by which people negotiate power and gender boundaries in their relationships with others.
6. Identify social and political movements to change gender inequalities and gender practices.

Course Content

1. Introduction to basic terms and concepts, including:
 - a. Sex
 - b. Gender
 - c. Sexuality
 - d. Sexual orientation
 - e. Patriarchy
 - f. Intersectionality
2. Major theoretical paradigms in sociology
 - a. Functionalism
 - b. Conflict/feminist theory
 - c. Queer theory
 - d. Symbolic interactionism
 - e. Sociobiological theory
3. Construction of sex and gender
 - a. Biological
 - b. Psychological
 - c. Socio-cultural
4. Socialization process
 - a. Agents of socialization
 - i. Family
 - ii. School
 - iii. Peers
 - iv. Media
 - b. Gender development
5. Social interactions
 - a. Language
 - b. Communication
6. Gender across the lifespan
 - a. Family relations
 - b. Intimate relations
7. Social construction of sexuality
 - a. Binary and non-binary
 - b. Sexual orientations
8. Variations of gender
 - a. Masculinity
 - b. Femininity
9. Intersections of gender with other social identities, such as:

- a. Race/ethnicity/culture
 - b. Sexual orientation
 - c. Social class
10. Gender and social institutions, including:
- a. Education
 - b. Politics
 - c. Religion
 - d. Work
 - e. Health
 - f. Media
 - g. Crime/criminal justice
11. Gender politics in the US
- a. Women's movements
 - b. Men's movements
 - c. LGBTQ movements
12. Current topics/debates related to sex & gender

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Activity	Watch a commercial and analyze it for problematic messages about sexuality and/or gender.
Discussion	After watching "The Mask You Wear" discuss whether or not you agree with the filmmakers that boys are made to wear a mask. How is it the same or different for girls?
Lecture	Lecture on the three waves of the feminist movement explaining the key themes, goals, strategies, influential people, and outcomes of each wave.
Group Work	Work together to design a genderless doll. Reflect on the choices your group made to render the doll "genderless".

Online Adaptation

Types	Examples of learning activities
Activity	Watch a commercial and analyze it for problematic messages about sexuality and/or gender.
Discussion	After watching "The Mask You Live In" compose an original response to the prompt: "Based on the documentary and/or your own experience, do you agree that boys are made to wear a mask? Why/why not? How is it the same or different for girls?" Engage with other students, asking questions and providing feedback on their responses.
Group Work	Collaborate with classmate using group pages to find articles/videos/blogs that discuss gender-neutral preschools and/or parenting techniques. Create a summary of the strategies used to de-emphasize gender in the early stages of socialization.
Lecture	Watch/listen to recorded lecture on the three waves of the feminist movement.

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Discussion Boards
 E-mail Communication
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	Multiple-choice and short-answer questions to assess comprehension of assigned readings and other materials.
Essays/Papers	Interview someone who works in a field that is not typical of their gender (for example, a woman in the military or a man in elementary education). Ask the three background questions I have provided, plus three of your own. Summarize their responses and use at least one social theory to explain the findings of your interview in a 2-3 page paper.
Oral Presentations	Select an influential feminist from the list provided. Create a presentation with images and video clips to describe their personal history and the social context in which they lived. Share the ways that their work has influenced social policy, theory, and/or culture.
Class Participation	Work with a partner to analyze media examples shared in class (advertisements, childrens books, news clips, etc.) to identify gender stereotypes.
Homework	Write a short paper explaining how the concepts of sexism and androcentrism differ. How do they intersect to create disadvantages for women and feminine individuals in the spheres of work and family? Provide examples of sexism and androcentrism that you have seen in your own life.

Assignments

Reading Assignments

Read "Oppression" by Marilyn Frye. Be prepared to discuss whether you agree or disagree with Frye's argument. Read Chapter 2 of the textbook and take the reading module quiz online to check for comprehension.

Writing Assignments

Select a film from the list provided and analyze it through a sociological perspective. Use examples from the film to explain how gender was constructed during the time/place in which the film was set. Compare and contrast the gender norms in the film to those in contemporary US society.

Outside-of-Class Assignments

Interview one of the following: a woman working in a male-dominated profession (law enforcement, military, firefighter, etc.), a man working in a female-dominated profession (elementary school teacher, nurse, secretary, etc.), a heterosexual man doing a career that is perceived as homosexual (hair dresser, fashion designer, flight attendant, etc.), or a homosexual man doing a career that is perceived as heterosexual (athlete, military, construction worker, etc.). Ask the three questions provided and supplement with three unique questions of your own. Summarize the highlights of the interview and present them to the class.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Wade, L. and Ferree, M.

Title

Gender: Ideas, Interactions, Institutions

Edition/Version

3

Publisher

W.W. Norton & Co.

Year

2022

ISBN

978-1-324-04405-5

Material Type

Textbook

Author

Ryle, R.

Title

Questioning Gender: A Sociological Exploration

Edition/Version

5

Publisher

Sage

Year

2023

ISBN #978-1071884034

SECTION G - Diversity, Equity and Inclusivity**How does your course and/or course outline of record reflect strategies for accommodating and engaging diverse student populations, advancing equitable outcomes, and fostering inclusion for all students?**

Viewing society through a critical lens is a central feature of all sociology courses. This course embraces a strong commitment to equity and inclusion by featuring the work of individuals from a wide range of cultural, racial, and gender identities. The materials assigned provide students with access to a wide variety perspectives, fostering deeper understanding and critical engagement with the subject matter. The books, articles, videos, and other cultural artifacts used in this course have been thoughtfully curated to include Latinx/Chicanx, Black/African-American, Asian and Pacific Islander (specifically, Filipino), and Queer perspectives to reflect the demographic makeup of the student population at NVC and that of the larger community. This approach not only broadens students' academic horizons but also cultivates a learning environment where all students feel respected and represented.

Course Codes (Admin Only)**Local GE Approval Dates**

Local GE Area	Approval Date
Local GE Area B: Social and Behavioral Science	

CB00 State ID

CCC000593470

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No