



SOCI-112: GENDER AND SOCIAL INTERACTION

Also listed as: PSYC-112

Effective Term

Fall 2023

BOT Approval Date

06/23/2022

Discipline

SOCI - Sociology

Course Number

112

Course Title

Gender and Social Interaction

Short Title

Gender & Social Interaction

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48.00 - 54.00

Total Out of Class Hours

96.00 - 108.00

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:



- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Cross Listed Course(s)

PSYC-112

C-ID (Admin Only)

CB 00

CCC000581728

Course Title

Gender and Social Interaction

C-ID (Admin Only)

C-ID SOCI 140

Catalog Description

This course explores the micro-social and structural aspects of gender both in the U.S. and around the world. Micro-social aspects include the construction of gender roles and interpersonal communications, interactions and relationships. Structural aspects include analyses of the economic and political aspects of gender, the representation of gender in the media, differential access issues, and the effects on individual opportunity.

Codes

TOP Code (CB 03)

2208.00 - Sociology

CIP Code

45.1101 - Sociology.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective

1. Analyze the relationship between gender and various socialization agents.
2. Differentiate between and interpret various critical and multicultural perspectives on sexual identity.
3. Examine the social relationship between the economy, politics, crime, deviance, media and gender roles.
4. Appraise various social institutions as sites for the perpetuation of inequalities based on race/ethnicity, nationality, sex/gender, sexual orientation, and social class through content analysis of various literary and media artifacts.
5. Analyze the effects of unequal representation of minority groups in various social institutions.
6. Evaluate the roles of various agents of socialization (i.e., the family, education, peers, religion, the media, government) in social conflict and political struggle as they reflect, resist, and reproduce dominant culture and ideology.
7. Assess the ways in which individuals play a part in the social construction of gendered identities.
8. Examine and critically analyze various nationalities, cultures, subcultures and communities with respect to various constructions of masculinity and femininity.
9. Compare and contrast overt and covert social messages regarding gender roles and body image in the media.
10. Evaluate and critique the social influence of toys on the childhood construction of gender identity.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

Analyze the relationship between gender and various socialization agents.

Evaluate various social institutions as sites for the perpetuation of inequalities based on race/ethnicity, nationality, sex/gender, sexual orientation, and social class through the content analysis of various literary and media artifacts.

Analyze how each of us as individuals plays a part in the social construction of reality.

Program Learning Outcomes

Learning Outcome

Apply Sociological concepts and theoretical perspectives as they relate to modern daily life.

Define and apply various Sociological concepts and theory to oral and/or written presentation of evaluated work.

Define Sociology, its concepts and theoretical perspectives to oral and/or written presentation of evaluated work.

Explore connections between institutional and societal (domestically and globally) developments in Sociology.

Identify the various types of careers available with an undergraduate and/or graduate degree in Sociology.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Personal
and Professional Responsibility
Civic

Content

Course Lecture Content

1. Introduction to Gender Studies, Society and Theory
 - a. Difference between gender and sex
 - i. Transgender, cisgender, and a Gender Continuum
 - b. Sociological perspectives and gender
 - i. Intersectional theory
 - ii. Feminist theory
 - iii. Standpoint theory
 - iv. Functionalism, conflict theory, and symbolic interactionist
 - c. Sociobiological perspectives and gender
 - d. Social-Psychological perspectives and gender
2. Research Methods and Gender Studies
 - a. Traditional research methods
 - b. Methodological applications in gender studies
 - c. Research ethics
3. Gender and Sexuality
 - a. Heteronormativity
 - b. Prevalence of violence in same-sex relationships
4. Gender, Culture and Cross Culture (global and domestic)
 - a. Social construction of gender (masculinity and femininity)
 - b. Gender binary
 - c. Gender norms and roles (traditional and contemporary)
 - d. Transnationalism
5. Social Movements and Political Activism
 - a. Feminism
 - b. #MeToo
 - c. Chicana Feminism
 - d. Black Feminism
 - e. Indigenous Feminism
6. Gender Socialization Through the Life Cycle
 - a. Gender socialization through the institution of the family, peer groups, educational institutions, religious institutions, mass media
 - b. Public policy, enforcement and social stigma
7. Gender Roles and Gender Role Development
 - a. Theories of gender role development
 - b. Gender Identity
 - c. Gender role performance and gender conformity
8. Gender in the Family
 - a. Division of labor
 - b. Wage gap and second shift
9. Alternative and Atypical Perspectives on Gender Identity

- a. Ideal and real culture in relationship to gender identity
 - b. Gender identity and intersex status
 - c. Gender dysphoria
 - d. Public and private expression of gender identity
10. Symbols of Gender
- a. Use of body to express gender identity
 - b. Hair, clothes, makeup, tattoos as a social statement
 - c. Bodybuilding, dieting, disordered eating as a form of social control
11. Gender Discrimination and Prejudice
- a. Patriarchal and matriarchal cultural systems
 - b. Workplace and income inequality
 - i. The Glass Ceiling
 - ii. The Glass Escalator
 - c. Life expectancy and health
 - d. Poverty and gender
12. Gendered Aggression
- a. Rape as an expression of gendered power
 - b. Sexual harassment
 - c. Cultural threats to non-conformity

Methods of Instruction

Method

Discussion

Integration

Discussion will be guided by faculty incorporating topics outlined in Gender and Social Interaction course content as they relate to groups and institutions in society to demonstrate, explain and reinforce critical thinking, sociological concepts, and theories. For example, students may be provided with statistics on the rates of poverty by gender identity, and asked to examine, analyze, and interpret these rates to engage in a discussion with their peers, applying sociological theory to their interpretation. Students may demonstrate public speaking, critical thinking and integrate course content to classroom discussions.

DE Adaptations for MOI

Discussions will be guided by faculty incorporating topics outlined in Gender and Social Interaction course content. Discussions will demonstrate, explain, and reinforce established sociological concepts and theoretical perspectives as they relate to groups and institutions within the framework of gender in society to reinforce critical thinking and in alignment with Learning Objectives. Online course offering discussions will be administered through the CMS and may be offered in the form of discussion forum, real-time video/audio/teleconferencing, blog, group journal or other features of the CMS. Hybrid course offerings may incorporate discussions in face-to-face setting as described in Methods of Instruction or through the CMS as described in DE Methods of Instruction. All discussion materials and delivery methods must meet accessibility guidelines.

Method

Lecture

Integration

Lecture in which presentations of Gender and Social Interaction course content to illustrate, explain and reinforce sociological concepts and theories. For example, students may be presented a digital slide presentation that defines the difference between sex and gender, sex roles and gender roles, and the social construction of gender and how it varies among cultures. Lectures may incorporate audio/visual aids, print material, streaming services, closed captioned videos, and/or digital slide presentations.

DE Adaptations for MOI

Lecture in which presentations of Gender and Social Interaction course content to illustrate, explain and reinforce sociological concepts and established sociological theories and may be administered in a face-to-face, hybrid or fully online environment and incorporate established learning objectives. Online lectures may be delivered in the form of slide presentations, real-time video/audio/teleconferencing, video/audio recordings and/or readings utilizing other features within the CMS. Lectures may incorporate

supplemental materials available through MSJC Library or other online resources. Hybrid course offerings may include lectures in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. All lecture materials and delivery methods must meet accessibility guidelines.

Method

Visiting Lecturers

Integration

Visiting lecturers may speak and/or offer a presentation on a topic covered in the course content. Guest speakers from Planned Parenthood, Black Women for Wellness, PFLAG, Alternatives to Domestic Violence, Riverside Rape Crisis Center or other content specialists may offer presentations in face-to-face or through CMS or other video conferencing platform. Presenters should provide information on the type of services offered by their organization, what its missions and visions are, and how the agency or their personal experience serves the community. Faculty should facilitate post-presentation debriefing to help students make connections between information presented and sociological concepts and theories. Post-presentation debriefing may be administered through CMS or other video conferencing platform.

DE Adaptations for MOI

Visiting Lecturers may offer presentations through CMS or other video conferencing platform. Faculty should facilitate post-presentation debriefing to help students make connections between information presented and sociological concepts and theoretical perspectives as outlined in Course Content. Visiting Lecturers may deliver presentations in the form of live video/audio/teleconferencing, video/audio recording, real-time discussion forum or other features of the CMS. Post-presentation debriefing will be administered through CMS and may be in the form of discussion forum, group discussion, live video/audio, recorded video/audio or other feature of the CMS. Hybrid course offerings may include Visiting Lecturer presentations in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. All Visiting Lecturer presentation and post-presentation debriefings must meet accessibility guidelines

Methods of Evaluation**Method**

Papers

Integration

Through papers, students apply sociological concepts to their own life experiences, the community, and the society or sub-cultural groups in which they live or interact. These may take the form of analytic essays, sociological journals, observational studies, research papers, and research projects. For example, students may be asked to use an internet search engine to explore the concepts "girl toys" and "boy toys", using the search results to compare, contrast, and apply sociological theory to interpret their findings. Exercises will be evaluated based on the following criteria: demonstration of organization and clarity, critical thinking, identification, understanding and application of sociological concepts to societal groups and/or institutions.

DE Adaptations for MOE

Online evaluation and interpretation of research may be administered collaboratively and/or individually through CMS and may be presented in the form of discussion forum, blog, essay, audio/video presentation, live stream, or other digital presentation methods. Evaluation materials may be accessed using online resources through MSJC Library and presented through the CMS. Assignment submissions will be evaluated based on the demonstration of organization and clarity, critical thinking, identification, understanding and application of sociological concepts. Instructor feedback will be provided in a timely manner through the CMS, including, but not limited to, gradebook comments, discussion forum, live stream meeting, chat feature or inbox messaging. Hybrid course offerings may include evaluation and interpretation of research in face-to-face environments utilizing methods and feedback outlined in Methods of Evaluation and/or through the course management system as described in DE Methods of Evaluation. All materials, delivery, and instructor/student communication must meet accessibility and confidentiality guidelines. Feedback should be provided to students within one week.

Method

Exams/Tests

Integration

Exams and/or tests should cover the major sociological themes outlined in course content. A combination of essay, multiple choice and/or short answer questions may be included. For example, students may be tested on the application of sociological theory to analyze and interpret political activism such as Indigenous Feminism or social movements such as #MeToo. Exams/tests will be evaluated based on the following criteria: demonstration of concept/theory identification, understanding and application of various components related to societal groups and institutions.

DE Adaptations for MOE

Exams and/or tests should formatively cover the major sociological themes of the course content. Exams and/or tests administered fully online will be administered and evaluated through CMS. Hybrid course offerings may include exams/tests in a face-to-face setting as outlined in Methods of Instruction or through the CMS as outlined in DE Methods of Instruction. The format may include multiple choice, short answer, essay or other format. Exams/tests will be evaluated based on the demonstration of identification, understanding and application of major topics as described in Course Content in alignment with Learning Objectives. Instructor feedback may be presented through grade book comments, inbox or other confidential means of communication through the course management system and within one week of assignment submission. All exams/tests must meet accessibility guidelines.

Method

Quizzes

Integration

Quizzes will be given periodically to ensure that students are learning course concepts. For example, quizzes can be used to determine if students can accurately recall major sociological theoretical perspectives on gender or to identify examples of gender discrimination or prejudice. Quizzes will be evaluated based on the following criteria: demonstration of identification, understanding and/or application of topics outlined in course content.

DE Adaptations for MOE

Quizzes administered online will be evaluated through CMS. Hybrid course offerings may include quizzes in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. Quizzes will be evaluated based on the demonstration of identification, understanding and application of topics as described in Course Content in alignment with Learning Objectives. Instructor feedback may be presented through grade book comments, inbox or other confidential means of communication through the course management system and within one week of assignment submission. All quizzes must meet accessibility guidelines.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Using concepts and theoretical perspectives, students will complete a writing assignment on the topic of gender role performance in public settings. For this writing assignment, students will examine patterns of social interaction in relationship to public performance of gender role performance. Find a public place that is busy with social interaction, a place where people meet to talk in small groups (e.g., a college campus, the library, a coffee house, the break room at work, health club, a shopping mall, a bar, etc.) Without being intrusive, carefully observe and compile field notes describing observations of the patterns of gender role performance in small groups containing both men and women. Does gender affect personal performance in public spaces in relation to demeanor, the use of personal space and body language such as staring, smiling and touching? What, if anything, might be concluded about the expectations associated with gender role performance in public spaces? Write an essay applying concepts and theories related to your observation of gender role performance in public.

How assignment will be adapted in online format

Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. In online or hybrid format, students will submit the assignment through the CMS and will be provided

with instructor feedback through the grade book function, messaging, or other form of confidential communication and within one week of assignment submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

After reviewing the article introducing them to Bernie Madoff, the financier behind a Ponzi scheme that negatively impacted both individuals and organizations, you will examine how mass media portrays and explores crime and deviance differently based on socioeconomic factors. You will need to navigate through the FBI database of crimes, which focuses primarily on certain crimes, excluding those that would be understood as white-collar crime, to help formulate your argument. You will also work collaboratively with classmates to apply sociological theories to these differences in mass media.

How assignment will be adapted in online format

Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. In an online or hybrid format, students may engage with each other through discussion board forums or video conferencing platforms, both of which may be used synchronously or asynchronously, and submit their assignment through the CMS. Instructors should provide feedback through the grade book function, messaging, or other form of confidential communication and within one week of assignment submission. Any material for students and communications must meet accessibility guidelines.

Course Materials**Textbooks**

Baca Zinn, M., P. Hodagneu-Sotelo, M. Messner, S. Nawyn (2019). Gender Through the Prism of Difference Oxford. ISBN: 9780190948559

Dines, G., J. Humez, B. Yousman (2020). Gender, Race, and Class in Media Sage. ISBN: 9781544393421, eText ISBN: 9781544393445

Kramer, Laura Kramer and Beutel, Ann (2015). The Sociology of Gender: A Brief Introduction Oxford University Press. ISBN: 978-0199349432

Andersen, Margaret (2020). Thinking About Women. Pearson. ISBN: 9780137505562

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Race, ethnicity, gender, sex, ableism, age and socioeconomic status are foundational demographic concepts within the discipline of sociology. This course revision incorporates more specific and direct wording in Course Lecture Content in relation to specific government policies/practices, diversity, sociohistorical factors surrounding various aspects of gender. In addition to lectures/discussions that include general information about the differences in sex and gender, this course also incorporates an intersectional perspective that introduces students to the ways in which race, ethnicity, class, sexuality, and ability interact with gender. For example, students are exposed to the beginnings of Chicana Feminism as a result of the perpetual disregard of women's participation

in The Chicano Movement. This will help students better understand the relationship between broad social forces (macro-systems) and their influence within small group and individual gender experiences (micro-systems). Subtopics throughout the course are varied and align with course learning objectives.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The intersection of race, ethnicity, socioeconomic status, sexual orientation, sex, gender, and accessibility are emphasized in course content, assignments, assessments, methods of instruction and evaluation, fostering inclusive exploration of sociological concepts and theories and their application to daily life. A variety of course material delivery options including print and OER formats, film/documentaries, digital presentations, and articles authored by culturally competent scholars allows students to see themselves in course readings, coupled with multiple approaches for assignments, activities and assessments align critical thinking, analysis and the exploration of sociological perspectives in relation to gender, enabling students to reflect on and engage with the material in diverse formats. Students learn, interact with each other and faculty through peer-to-peer discussions, group activities, written and oral presentations of assignments, assessment-feedback, methods of instruction and evaluation, which fosters students ability to apply these skills to the world in which they live.

Interactions

Explain how the course will incorporate student-to-student interaction.

Activities and assignments may be tailored for groups to foster peer engagement in research, evaluation, analysis and presentation. Students have multiple opportunities for peer-to-peer discussions, group and other collaborative activities, which may be utilized in face-to-face and online/hybrid courses. Students may collaborate in research and writing group or individual essays or presentations or other assessments incorporating topics such as sociocultural expectations of gender, lifelong gender socialization, and gender in the context of family, among others. Using features available through CMS, such as discussion forums, video conferencing platforms, and breakout rooms promote community, while maintaining privacy and can be utilized in face-to-face, online and/or hybrid courses.

Explain how the course will incorporate instructor-to-student interaction.

Faculty may deliver lectures, facilitate group discussions by explaining and clarifying sociological concepts, theoretical perspectives and providing examples for the application of the topics such as gender identity, use of the body to express gender, or workplace inequality, in addition to other topics within society and individual lived experiences. Faculty should model the process of critical thinking, understanding intersectionality, incorporating sociological, sociohistorical, sociocultural, and sociopolitical factors in analysis and application while encouraging students to make connections between course content and student observations of the world in order to help students understand their learning process. Various features of the CMS may be used to facilitate virtual field trips, visiting lecturers (guest speakers), conferences in face-to-face and online course offerings.

Explain how the course will incorporate student-to-content interaction.

Students may engage with a number of assigned and self selected topics and supplemental resources. Examples include but are not limited to video/audio recorded lectures from guest speakers such as grassroots political organizations, digital slide presentations of textbook material, and mass media publications highlighted trending topics such as gendered violence, graphics/images (charts/tables) and text/audio resources highlighting demographic characteristics as they relate to gender. Student interaction through activities, assignments, assessments and evaluations and faculty and peer feedback provide opportunities for students to identify strengths, areas for improvement and discover new interests. Faculty will provide, demonstrate and model examples of the ways in which students may interact with course content as students develop academic analytical, applicable skills and other skills.

Explain how the course will incorporate student-to-self interaction (metacognitive).

The course incorporates numerous sociological concepts and various theoretical perspectives in the study of gender. Student engagement in the processes of analysis, critical thinking, research, discussions and activities with topics such as the poverty associated with gender, gender continuum, and comparison of historical and modern trends that emphasize equity, diversity and culture along with various instructional and evaluation methods encourages students to apply learnings to their lives, observations of the world and reflect on their individual learning processes. Additionally, the exploration of the intersection of sociological constructs, sociohistorical, sociocultural, and sociopolitical structures and personal experiences and observations fosters self-reflection and the development of their own unique worldview in relation to gender.