

Bergen Community College
Division of Business, Social Sciences & Public Services
Department of Social Sciences

Departmental Policy Syllabus

SOC-120 Sociology of Gender Roles

Date of Most Recent Syllabus Revision: March 5, 2009

Course Typically Offered: Fall ___ Spring ___ Summer ___ Every Semester ___x___ Other _____

Syllabus last reviewed by: BCC General Education Committee _____ Date: _____

(Most courses need review Ad Hoc Committee on Learning Assessment _____ Date: _____

by only one of the following) Curriculum Committee: _____ Date: _____

An individual classroom syllabus for this course must include as much of the following information as is applicable:

Basic Information about Course and Instructor

Semester and Year:
Course and Section Number: [e.g., SOC-120-001]
Meeting Times and Locations:

Instructor:
Office Location:
Phone:
Departmental Secretary: [optional]
Office Hours:
Email Address:

Course Description

SOC-120 is the study of the changing roles of men and women in contemporary society. Topics of discussion include the biopsychosocial bases for differentiation in sex roles, male and female roles in a cross-cultural perspective, changing expectations for men and women in work and sports, the sexual revolution, and the consequences of sex role change.

3 lectures, 3 credits
Prerequisites: None
C-requisites: None
Social Science Elective
General Education Course
Diversity Course

Student Learning Objectives/Means of Assessment

Objectives: Upon successful completion, the student will be able to:	Means of Assessment: This outcome will be measured by one or more of the following:
1. describe the concept of gender from sociological, psychological, cultural, and biological perspectives.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
2. explain the meanings of the basic concepts, terms, and theories (functional, conflict, interactionist, and feminist theories) used by sociologists in the study of gender.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
3. describe the procedures and methods used by sociologists in the study of gender.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
4. explain that there are a number of valid sociological solutions to problems created by societal differences in handling gender.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
5. describe the duration of total human history that has created our present day notions of gender.	Objective tests, essay questions, oral reports, class discussions, and writing assignments

6. explain the relationship between our societal notions of gender and the individual.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
7. describe a broad biopsychosocial background against which to view their own understanding of gender compared to more academic views.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
8. describe important views and theorists within gender literature.	Objective tests, essay questions, oral reports, class discussions, and writing assignments

Course Content

This course is designed for the students to:	
<ol style="list-style-type: none"> 1. apply competing perspectives and theories in understanding the changing roles of men and women in America (i.e., conservative, liberal, and radical perspectives, as well as functionalism, conflict theory, and symbolic interactionism) to a variety of social phenomena and institutions); 2. apply the perspective of cultural relativism when viewing the diverse social world in which we all live; 3. utilize the scientific method and the unique tools developed by sociologists and gender researchers to objectively analyze social environments; 4. use critical thinking skills to analyze and evaluate the ways in which sociologists and gender researchers examine their social world; and 5. state and support their own views on the changing roles of men and women in America, as well as related issues addressed in the course, both orally and in writing, with logical rigor and clarity. 6. gain an historical overview of men's and women's changing roles in America; 7. gain a broad understanding of biopsychosocial and cultural influences on men's and women's changing roles; 8. recognize important views and theorists within gender studies; 9. understand economic, education, work, political, and social diversity of men's and women's roles; 10. understand the role of violence and fear differences in men's and women's lives as it relates to power and control; and learn about the lives of minority men and women in America and their needs 	
<p>Topic headings that are preceded by an asterisk (*) are considered essential topics in this course. The coverage of additional topics in this class are at the discretion of the individual instructor.</p>	
<ol style="list-style-type: none"> I. Introduction - What is sociology? What is the sociological perspective? What are notions of level one and level two social reality? II. What is sociology of gender roles? Why use sociology to study gender roles? What perspectives may we use to study gender roles? III. Sex and Gender: An Overview <ol style="list-style-type: none"> A. Basic Distinction: Sex or Gender? B. Bias: A Fundamental Issue C. The Study of Gender: Sharing Perspectives IV. The Biological Perspectives <ol style="list-style-type: none"> A. The Politics of Biology 	

- B. Prenatal Events and Sex Differences
 - C. Hormonal Factors – Hormones and Behavior
 - D. Sex Chromosomal Abnormalities
 - E. Sociobiology: A Brewing Storm in the Social Sciences
- V. The Sociological Perspective
- A. Gender Role Identity: Definitions and Measurement Issues
 - B. Measurement of Gender Role Identity in Children and Adults
 - C. Gender Role Preference, Identification, Orientation
 - D. Concept of Femininity/Masculinity
 - E. Androgyny
 - F. Gender Role Acquisition
 - G. Sigmund Freud and Erik Erikson
- VI. The Social Roles Perspective
- A. Status, Roles and Norms: The Building Blocks of Gender Roles
 - B. Gender Norms for Men and Women
 - C. Socialization and Socializing Agents (Parents, Media, School and Peers)
- VII. The Cultural Perspective
- A. Contents of Culture, Characteristics of Culture, Ethnocentrism and Cultural Relativism
 - B. Cultural Variation Studies (Margaret Mead and Native American Gender Roles)
 - C. Cultural Universals and Gender Roles
- Issues
- VIII. Interpersonal Power
- A. Gender Differences in Acquisition and Use of Power
 - B. Strategies of Power Use
 - C. Effect of Romantic Relationships
 - D. Sexual Victimization (Rape, Domestic Violence)
- IX. Communication Patterns
- A. Verbal and Non-Verbal Communication
 - B. Linguistic Sexism
 - C. Body Position and Posture
 - D. Valuing of Male and Female Communication Styles
- X. Education and Work
- A. The Educational System and Gender
 - B. The Workplace and Gender
 - C. Job Segregation
 - D. Sexual Harassment
- XI. Religion and Politics
- A. Religions and Gender Roles
 - B. Women in the Old and New Testament
 - C. Politics and Gender
 - D. Women in Politics: The Revolutionary Period and Women's Involvement
 - E. The Rise of Feminism
 - F. Political Barriers and Women Politicians
- XII. Mental Health and Gender
- A. Sex Relations and Mental Illness

- B. Gender Comparison in Mental Illnesses
- C. Eating Disorders, Depression, Antisocial Personality
- D. Therapies

The Future

- XIII. Social Movements and Gender
 - A. The Women's Movement
 - B. Feminism from the Late Middle Ages to Modern Day
 - C. The Men's Movement
 - D. Changing Perspectives on Gender

Special Features of the Course (if any) [to be designated by the instructor]

E.g., the use of learning technologies in the course (Internet, PowerPoint, etc.); the inclusion of technological literacy and/or information literacy learning in the course; etc.

Course Texts and/or Other Study Materials

Valuable Texts for Reference:

Sex and Gender: The Human Experience, by James Doyle and Michele Paludi, Brown & Benchmark Publishers, Madison, WI.

The Gendered Society, by Michael Kimmel and Amy Aronson, University of California Press.

What is Gender? Sociological Approaches, by Mary Holmes, Sage Publications.

Research, Thinking, Writing, and/or Examination Requirement(s)

All students in the Sociology of Gender course will be expected to engage in one or more written assignments. These assignments may be essay questions on one or more tests, an essay test, or a short written report based on outside readings or activities. Students should be encouraged through classroom activities to think about, analyze, and use basic sociological concepts in the analysis of sociology of gender related issues. Memorization of key concepts and theories should be thought of as the first, not the final, stage of learning significant course materials.

Grading Policy

In determining a student's semester grade, a minimum of three, and preferably more, grading mechanisms should be employed. Multiple choice, matching, fill-in, true/false, and short answer questions are appropriate. Term projects and research reports may be utilized, as well as essay questions based on outside readings should be considered. If a web site for the course is developed (this is encouraged), students may also be evaluated on the basis of their participation in online discussions. Online exams are acceptable, if they are one of several assessment tools.

Grading System:

Students will be presented with a grading system for the course on the first day of the semester. The grading system will include, at a minimum, two or three components:

1. A scale for determining grades A-F, such as the following:
 - a. A = an average of 90 or higher
 - b. B+ = an average between 87 and 89
 - c. B = an average between 80 and 86
 - d. C+ = an average between 77 and 79
 - e. C = an average between 70 and 76
 - f. D = an average between 65 and 60
 - g. F = an average lower than a 65

2. An explanation for the value of course components can include as per the following:
 - a. 3 tests: each test represents 25% of the final grade for a total of 75%
 - b. 1 short paper: represents 20% of final grade
 - c. attendance/participation represents 5% of final grade, or if online,
 - d. 5 online discussions: each discussion is 20% of final grade for a total of 100%

Attendance Policy

BCC Attendance Policy:

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Sociology Discipline Attendance Policy:

The discipline has agreed to leave attendance policies up to the discretion of each course instructor.

Attendance Policy in this Course:

To be determined by the instructor

Other College, Divisional, and/or Departmental Policy Statements [optional but recommended]

Examples:

Code of Student Conduct.
 Statement on plagiarism and/or academic dishonesty.
 ADA statement.
 Sexual Harassment statement.
 Statement on acceptable use of BCC technology.
 Statement on the purpose and value of faculty office hours.

Student and Faculty Support Services [optional but recommended]

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc.
 Include a statement on the BCC Library.

Example:

Student and Faculty Support Services

The distance Learning Office-for any problems you may have accessing your online courses	Room C-334	210-612-5581 psimms@bergen.edu
Smartthinking Tutorial Service	On Line at:	www.bergen.edu/library/learning/tutor/smart/index.asp
The Tutoring Center	Room L-125	201-447-7908
The Writing Center	Room L-125	201-447-7908
The Online Writing Lab (OWL)	On Line at:	www.bergen.edu/owl
The Office of Specialized Services (for Students with Disabilities)	Room S-131	201-612-5270 www.bergen.edu/oss
The Sidney Silverman Library	Room L-226	201-447-7436

Include a Course Outline and Calendar

The Course Outline and Calendar must include all of the following elements;

- A daily or (at least) weekly schedule of topics to be covered.
- Dates for exams, quizzes, or other means of assessment.
- Due dates for major assignments-e.g., due dates for the paper(s), due dates for the project(s) etc.
- Any required special events-e.g., a lecture by a visiting speaker, a dramatic performance etc.
- A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.

Sample Format for Course Outline and Calendar

UNIT #	TOPIC	ASSIGNMENT
Week 1	Introduction: What is Sociology, What is the Sociological Perspective, and What is the Sociology of Gender Roles?	<i>Gender Roles: A Sociological Perspective</i> , by Linda L. Lindsey, Prentice Hall, Chapter. 1
Week 2	Sex and Gender: An Overview	<i>Gender Roles: A Sociological Perspective</i> , by Linda L. Lindsey, Prentice Hall, Chapter. 2
Week 3	The Biological Perspectives of Gender Roles	<i>Gender Roles: A Sociological Perspective</i> , by Linda L. Lindsey, Prentice Hall, Chapter. 3
Week 4	The Sociological Perspective of Gender Roles	<i>Gender Roles: A Sociological Perspective</i> , by Linda L. Lindsey, Prentice Hall, Chapter. 4
Week 5	The Social Roles Perspective	<i>Gender Roles: A Sociological Perspective</i> , by Linda L. Lindsey, Prentice Hall, Chapter. 5
Week 6	The Social Roles Perspective	<i>Gender Roles: A Sociological Perspective</i> , by Linda L. Lindsey, Prentice Hall, Chapter. 5
Week 7	I The Cultural Perspective	<i>Gender Roles: A Sociological Perspective</i> , by Linda L. Lindsey, Prentice Hall, Chapter. 6
Week 8	Interpersonal Power	<i>Gender Roles: A Sociological Perspective</i> , by Linda L. Lindsey, Prentice Hall, Chapter. 7
Week 9	Communication Patterns	<i>Gender Roles: A Sociological Perspective</i> , by Linda L. Lindsey, Prentice Hall, Chapter. 8
Week 10	The Gender of Education and Work	<i>Gender Roles: A Sociological Perspective</i> , by Linda L. Lindsey, Prentice Hall, Chapter. 9
Week 11	The Gender of Religion and Politics	<i>Gender Roles: A Sociological Perspective</i> , by Linda L. Lindsey, Prentice Hall, Chapter. 10

Week 12	Mental Health and Gender	<i>Gender Roles: A Sociological Perspective</i> , by Linda L. Lindsey, Prentice Hall, Chapter. 11
Week 13	Social Movement and Gender – The Women’s Movement	<i>Gender Roles: A Sociological Perspective</i> , by Linda L. Lindsey, Prentice Hall, Chapter. 12
Week 14	Social Movements and Gender – The Men’s Movement	<i>Gender Roles: A Sociological Perspective</i> , by Linda L. Lindsey, Prentice Hall, Chapter. 12
Week 15	Any Project/Paper Presentations and Review	
Week 16	Test 3/Final Exam, Chps. 10-12 Final Essay Papers/Projects Due, If Assigned	

Note to Students: This Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.