

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

Departmental Policy Syllabus

SOC-121 Changing Roles of Women

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-121-001]
Meeting Times and Locations:

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

Course Description

SOC-121 is an introductory, interdisciplinary study of the changing roles of women with an emphasis on analyzing women's roles utilizing basic sociological perspectives. From an historical and contemporary context, topics of discussion include feminism and the women's movement, biological, psychological, social and cultural influences on gender, the media and gender, gender and families, and women's gains and non-gains in education, work, and politics. In each instance, the course will utilize fundamental concepts, theories and data to explore changing women's roles.

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. demonstrate the ability to apply basic sociological theories in understanding the changing roles of 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)	Objective tests, essay questions, oral reports, class discussions, and writing assignments
2. apply the perspective of cultural relativism when viewing the diverse social world in which we all live.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
3. utilize the scientific method and the unique tools developed by sociologists and feminist researchers to objectively analyze social environments.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
4. use critical thinking skills to analyze and evaluate the ways in which sociologists and feminist researchers examine their social world.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
5. state and support their own views on feminism and the changing roles of women in America, as well as related issues addressed in the course, both orally and in writing, with logical rigor and clarity.	Objective tests, essay questions, oral reports, class discussions, and writing assignments

Course Content

<p>This course is designed for the students to:</p> <ol style="list-style-type: none"> 1. gain an historical overview of women's changing roles in America; 2. gain a broad understanding of feminism; 3. recognize important views and theorists within feminist literature/women's studies; 4. understand the economic and social diversity of women's roles; 5. understand women's gains and non-gains in education and work; 6. recognize the importance of political power for women's issues and social issues in general; 7. understand the role of violence as power and control; and 8. learn about the lives of minority 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> <p><u>Part I – Introduction</u> Chp. 1: Studying Women: Feminist Perspectives*</p> <p><u>Part II Gender, Culture, and Sex</u> Chp. 2: The Social Construction of Gender* Chp. 3: Gender, Culture, and the Media: The Social Construction of Knowledge*</p>

Chp. 4: Sexuality and Intimate Relationships

Part III Gender and Social Institutions

Chp. 5: Gender, Work, and The Economy*

Chp. 6: Gender and Families*

Chp. 7: Women, Health, and Reproduction

Chp. 8: Women and Religion*

Chp. 9: Women, Crime, and Deviance

Chp. 10: Gender, Education, and Science*

Chp. 11: Women, Power, and Politics*

Part IV Gender and Social Change: Frameworks of Feminism

Chp. 12: Women and Social Reform, Liberal Feminism*

Chp. 13: Contemporary Frameworks in Feminist Theory*

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:

Women's Roles in 20th Century America by Marta May, Praeger Press, 2008.

Women's Lives: Multicultural Perspectives, by Kirk and Okazawa-Rey, McGraw Hill, 3rd. Edition, 2004.

Women's Voices, Feminist Visions, McGraw Hill, 2nd Edition, 2004.

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

All students in the Changing Roles of Women 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 the changing roles of women. 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
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Week 1	Part I: Introduction: Studying Women: Feminist Perspectives	<i>Thinking About Women: Sociological Perspectives on Sex and Gender</i> , by Margaret L. Andersen, Pearson Publishers, Chapter. 1
Week 2	Part IV: Gender and Social Change: Frameworks of Feminism: Women and Social Reform, Liberal Feminism	<i>Thinking About Women: Sociological Perspectives on Sex and Gender</i> , by Margaret L. Andersen, Pearson Publishers, Chapter. 12
Week 3	Contemporary Frameworks in Feminist Theory	<i>Thinking About Women: Sociological Perspectives on Sex and Gender</i> , by Margaret L. Andersen, Pearson Publishers, Chapter. 13
Week 4	Part II Gender, Culture, and Sex: The Social Construction of Gender	<i>Thinking About Women: Sociological Perspectives on Sex and Gender</i> , by Margaret L. Andersen, Pearson Publishers, Chapter. 2
Week 5	Gender, Culture, and the Media: The Social Construction of Knowledge	<i>Thinking About Women: Sociological Perspectives on Sex and Gender</i> , by Margaret L. Andersen, Pearson Publishers, Chapter. 3
Week 6	Test 1 and Sexuality and Intimate Relationships	<i>Thinking About Women: Sociological Perspectives on Sex and Gender</i> , by Margaret L. Andersen, Pearson Publishers, Chapter. 4
Week 7	Part III Gender and Social Institutions: Gender, Work, and The Economy	<i>Thinking About Women: Sociological Perspectives on Sex and Gender</i> , by Margaret L. Andersen, Pearson Publishers, Chapter. 5
Week 8	Gender and Families	<i>Thinking About Women: Sociological Perspectives on Sex and Gender</i> , by Margaret L. Andersen, Pearson Publishers, Chapter. 6
Week 9	Women, Health, and Reproduction	<i>Thinking About Women: Sociological Perspectives on Sex and Gender</i> , by Margaret L. Andersen, Pearson Publishers, Chapter. 7
Week 10	Test 2 and Women and Religion	<i>Thinking About Women: Sociological Perspectives on Sex and Gender</i> , by Margaret L. Andersen, Pearson Publishers, Chapter. 8

Week 11	Women, Crime, and Deviance	<i>Thinking About Women: Sociological Perspectives on Sex and Gender</i> , by Margaret L. Andersen, Pearson Publishers, Chapter. 9
Week 12	Gender, Education, and Science	<i>Thinking About Women: Sociological Perspectives on Sex and Gender</i> , by Margaret L. Andersen, Pearson Publishers, Chapter. 10
Week 13	Women, Power and Politics	<i>Thinking About Women: Sociological Perspectives on Sex and Gender</i> , by Margaret L. Andersen, Pearson Publishers, Chapter. 11
Week 14	Women, Power and Politics Continued	<i>Thinking About Women: Sociological Perspectives on Sex and Gender</i> , by Margaret L. Andersen, Pearson Publishers, Chapter. 11
Week 15	Presentation of Special Projects and Review	
Week 16	Test 3/Final Exam, 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.