



El Camino College
COURSE OUTLINE OF RECORD – Official

Subject:	SOCI
Course Number:	113H
Descriptive Title:	Honors Gender and Society
Division:	Behavioral and Social Sciences
Department:	Sociology
Course Disciplines:	Social Science
Catalog Description:	Through this honors course, students will explore the concepts of sex and gender from a sociological perspective. Course content will examine shifts in attitudes, the social construction, and the importance of gender, both femininities and masculinities, in our everyday lives. Students will explore the methods sociologists use to study gender as well as how gender shapes and is shaped by the family, work, education, politics, media, the criminal justice system, health, religion, interaction, and performance. Students will analyze the interlocking nature of gender with other major organizing principles of life such as race, class, age, and sexuality. This honors course is enriched through extensive reading, writing and research assignments. <i>Note: Students may take either Sociology 113 or Sociology 113H. Duplicate credit will not be awarded.</i>
Prerequisite:	
Co-requisite:	
Recommended Preparation:	SOCI 101 Eligibility for English 1A/English C1000 or equivalent
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	propose
Transfer UC:	Yes
Effective Date:	propose
General Education ECC:	Area 2C - Social and Behavioral Science
Term:	
Other:	

CSU GE:	Area D - Social Sciences
Term:	
Other:	
IGETC:	Area 4 - Social and Behavioral Sciences
Term:	
Other:	
Student Learning Outcomes:	SLO #1 Theoretical Perspectives Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as functionalism, conflict, and interactionist sociological paradigms to the study of sex and gender in everyday life. SLO #2 Sociological Concepts Students will demonstrate an understanding of sociological concepts, such as the social construction of gender, intersectionality, gender socialization, gender norms, sex segregation, patriarchy, and gender inequality by applying them to social scenarios
Course Objectives:	1. Define and explain the key sociological theories used to study the sociology of sex and gender. 2. Identify basic concepts and terminology utilized in the analysis of the sociology of sex and gender. 3. Classify the differences between sex and gender and distinguish a sociological approach from other approaches such as biological determinist approaches. 4. Explain how men and women experience gender role expectations, norms, rewards, costs, identities, and social institutional life (e.g. family, work, healthcare, education) differentially and inequitably. 5. Explore and describe the multiplicity and heterogeneity of masculinities and femininities. 6. Identify agents of socialization and provide examples of ways that those agents impart societal gender norms. 7. Understand and explain gender as a performative accomplishment.
Major Topics:	I. The Sociology of Sex and Gender (6 hours, lecture) A. Sociological Perspectives 1. The Sociological Imagination 2. Structural Functionalism 3. Conflict Theory 4. Symbolic Interaction B. Contemporary Feminism 1. Liberal Feminism 2. Socialist/Marxist Feminism 3. Radical Feminism 4. Multicultural and Global Feminism C. History of Feminist Movement II. Biology, Sex, and Gender (4 hours, lecture) A. Biological Sex

- B. Social Construction of Gender

III. Gender, Sexuality, and Culture (4 hours, lecture)

- A. Binary Constructions of Gender
- B. Challenging Binary Constructions of Gender

IV. Gender Socialization: Teaching, Learning, and Doing Gender (6 hours, lecture)

- A. Agents of Socialization
 - 1. Family
 - 2. Peer Groups
 - 3. Schools
 - 4. Media
- B. Theoretical Perspectives on Learning Gender
 - 1. Psychoanalytic Theories
 - 2. Social Learning Theories
 - 3. Cognitive Development Theories
 - 4. Sociological Theories

V. Intersections of Race, Class, and Gender (6 hours, lecture)

- A. The Interlocking Nature of Racism, Classism, and Sexism
- B. Intersectionality

VI. Men and Masculinity (4 hours, lecture)

- A. Hegemonic Masculinity
- B. Subordinated Masculinities

VII. Gender, Work, and the Economy (4 hours, lecture)

- A. Gender and Class Stratification
- B. Sex Segregation in the Workplace
- C. Intersections of Family and Work

VIII. Gender and Intimate Relations (4 hours, lecture)

- A. Sexuality and Sexual Orientation
- B. Diverse Intimate Relationships
- C. Violence in Families and Intimate Relationships

IX. Gender and Health (4 hours, lecture)

- A. Gender and Mortality
- B. Heteronormativity, Sexism, and Healthcare
- C. Gender, Sport, and Fitness
- D. The Politics of Reproduction
- E. The Intersection of Race and Gender in Health and Healthcare

X. Gender and Education (4 hours, lecture)

	A. An Historical Overview of Women and Men in Education B. Gendered Classrooms and Schools: Contemporary Trends and Social Problems C. Women and Men in Higher Education D. Women Faculty and Administrators in Institutions of High Education XI. Gender, Politics, Government, and the Military (4 hours, lecture) A. Gender and Public Office B. Women and Men in the Military XII. The Future of Gender Issues (4 hours, lecture) A. Social Movements and Social Change B. The Changing Economy and Changing Attitudes C. Toward Gender Neutrality
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
Primary Method of Evaluation:	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Write a book proposal for a hypothetical academic book entitled <i>Contemporary Masculinities: A Sociological Approach</i>. Book proposals can take various forms (do some online searching for big academic publishing companies) but most book proposals have key components that publishers require authors to include. Write your assignment (hypothetical book proposal) in sections using the following headings: Cover Photo, Book Title: <i>Contemporary Masculinities: A Sociological Approach</i>, Book Description, Keywords, Annotated Table of Contents, Sociological Contribution, Target Audience, Collegiate Market Consideration, Comparable/Competing Book Titles, Author Positionality Statement, Back Cover Endorsement. Make sure to follow the guidelines below: Cover Photo: Do some online searching for a photo you think would be relevant and catchy for the cover of your book. Try gettyimages, shutterstock, pexels, or take/make your own picture for the front of your book. Put the image at the top of your paper. Book Title: <i>Contemporary Masculinities: A Sociological Approach</i>: Write a brief justification for why this should be the title of your book. Book Description: Describe the book in roughly 200-250 words. What is the book's purpose, distinctive or unique features, contribution, short summary, and intended audience? What is special about your book? Think of this description as the advertising component of the book. It serves as a "pitch" to attract an audience (and publishers). Keywords: List FIVE keywords that could be "searchable" words for people interested in your book. Choose words that are relevant and specific to your book concepts. Annotated Table of Contents: Organize your book around THREE main Section Themes you think are relevant for your proposed book on masculinities. Perhaps you want to choose key concepts from Chapter 5 (Wade & Ferree 2022) or do some searching online for how other books on masculinities organize their content. When you have decided on

	<i>the titles/content of your Section Themes, write a paragraph-length description for each chapter including the following information:</i> Section Themes 1-3: <i>What is each section's title, focus, key concepts, relevance, main point, contribution, relationship to the title, etc.?</i> Sociological Contribution: <i>Discuss in a paragraph how this specific book makes a contribution to Sociology as a discipline. Why is it important and how will it expand or advance the discipline?</i> Target Audience: <i>Who is the intended reader/audience of your book? Who do you think might benefit from reading it? How might they benefit from reading it? How will you sell your book to them and in what format will it be available?</i> Collegiate Market Consideration: <i>Identify TWO different college courses that could use this book as required reading. List their course titles. How would your book ideally be used, for instance, at El Camino College or another college/university? How would students benefit from your particular book in their course?</i> Comparable/Competing Books: <i>Find TWO existing books on masculinities that have been published in the social sciences. For each book, cite it using ASA format. Then, below each citation, write a brief description of each book in your own words and how it compares/competes with your proposed book. You might include what that particular book is lacking (or its strengths) and how your book relates.</i> Author Positionality Statement: <i>Write your own positionality statement for the book proposal. Make sure to include relevant identity/social category information, education, personal and/or professional relevance, and why you are qualified to write the book. Have a little fun and be creative (if you wish) with your statement for this assignment.</i> Back Cover Endorsement: <i>Identify ONE living person who could write a "blurb" on the back of your book to describe its content to potential readers, vouch for you as the author, sing the book's praises, etc. Name the person, list their affiliation/relevance/relationship to the content, and describe in a sentence or two why they would be an ideal choice for your book's back cover.</i> Turn in your assignment as one PDF document.
Critical Thinking Assignment 1:	Read the USA Today Article, "School Superintendents are Overwhelmingly Male" and watch the three-minute news clip "Six local school chiefs offer tips for aspiring superintendents" embedded at the top of the article. Write your responses to the following questions: 1. In a short paragraph, what is the overall focus of the USA Today article? How does it relate to this week's lecture topic? 2. What does the USA Today article suggest about why more women aren't superintendents? What is the importance of representation and mentorship? 3. What is the difference (and relationship) between a superintendent and a principal? What educational degree(s) does each position require? How might those expectations

	matter in terms of leadership positions in educational institutions (especially in terms of intersecting identities)? 4. Why superintendent jobs are overwhelmingly male (and what might be holding women back from the job)? 5. Discuss the three main sociological theories as they pertain to educational leadership, specifically in terms of intersections of gender and race/ethnicity.
Critical Thinking Assignment 2:	Academics are tasked with writing research papers and presenting their research at a range of academic conferences. This assignment focuses on the latter and requires you to create a research presentation similar to one you would give at a research conference. Choose a recently published (within the past five years) peer-reviewed journal article in sociology regarding some aspect of masculinities related to the course. Make sure it is empirical (uses a study of some sort with either qualitative or quantitative methods). Create an oral presentation (no more than 8 minutes) with 10-12 visual slides (e.g. PowerPoint) that discuss the study's background, literature, research question(s), methodology, limitations, main findings, contributions, and directions for future research. Record your presentation with speaker view and your slides and submit it along with a pdf of the original journal article and your PowerPoint slides for your grade.
Other Evaluation Methods:	Essay Exams, Presentation, Term or Other Papers, Written Homework
If Other:	
Instructional Methods:	Demonstration, Discussion, Group Activities, Lecture, Multimedia presentations
If other:	Internet Presentation/Resources
Work Outside of Class:	Answer questions, Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Problem solving activity, Required reading, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	Wade, Lisa and Myra Marx Ferree. Gender: Ideas, Interactions, Institutions. 3rd Edition. Norton, 2023. Zinn, Maxine Baca, Pierrette Hondagneu-Sotelo, Michael A. Messner and Stephanie Nawyn. Gender Through the Prism of Difference. 6th Edition. Oxford U, 2019.
Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite	
Category	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	

Requisite Skill:	
Requisite Skill and Matching skill(s): Bold the requisite skill(s). if applicable	
Requisite course:	Sociology 101
	Students who have successfully completed Sociology 101 prior to taking other sociology courses will have a strong foundation in sociological concepts and theoretical perspectives, ensuring a greater level of student success in other sociology courses.
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	SOCI 101 - Identify and describe key theoretical perspectives in sociology, including functionalism, conflict, and interactionism. Analyze the strengths and weaknesses of each perspective relative to a variety of social situational circumstances. SOCI 101 - Classify and define micro and macro elements of social structure, including status, role, social groups, organizations, and institutions. SOCI 101 - Describe major social institutions and evaluate their impact on individuals and groups in American society. Discuss historical and contemporary changes in these institutions.
Requisite Skill:	Eligibility for English 1A/English C1000 or equivalent
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable	A student needs college-level reading skills to understand, analyze, and interpret sociological concepts and theoretical perspectives discussed in assigned readings. In addition, students will need to demonstrate college-level research and writing skills in a variety of writing assignments. Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support. Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel. Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Kassia Wosick
Date:	04/08/2024
Original Board Approval Date:	01/13/2025
Effective Term:	FALL 2026