STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK

COURSE OUTLINE


Prepared By: Diane Lynn Gusa, PhD
Updated By: Dr. Amani M. Awwad

School of Business and Liberal Arts
Department of Social Science
June 2015
A. **TITLE:** Sociology of Gendered Lives

B. **COURSE NUMBER:** SOCI 330

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE COURSE:**

E. **COURSE LENGTH:** Full Semester (15 Weeks)

F. **SEMESTER(S) OFFERED:** Fall or Spring.

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** 3 hours weekly face-to-face, online or hybrid.

H. **CATALOG DESCRIPTION:**

This course focuses on social changes in gender relations, gender inequalities and the social construction of gender. Using sociological theories different social institutions and spheres of society will be analyzed. Topics will include creation of gender differentiation, power, privilege, gendered performances, masculinities, femininities, sexualities, social inequalities and subordination. We will also look at social movements concerned with gender. Three hours lecture per week.

I. **PRE-REQUISITES/CO-COURSES:** SOCI 101 or SOCI 105 or permission of instructor.

J. **GOALS (STUDENT LEARNING OUTCOMES):**

By the end of this course, the student will be able to:

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<tr>
<th>Course Objective</th>
<th>Institutional SLO</th>
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<tr>
<td>b. Identify &amp; apply a range of key terms in the study of gender.</td>
<td>1. Critical thinking.</td>
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<td>c. Discuss gendered verbal communication, gendered interaction, gendered family</td>
<td>2. Communication skills.</td>
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<td>dynamics, institutional socialization and research on gender issues.</td>
<td>4. Inter/intrapersonal skills.</td>
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<td>d. Evaluate and articulate how social construction of gender is maintained through</td>
<td>1. Critical thinking.</td>
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<td>Socialization, ideology, culture, and social institutions.</td>
<td>3. Communication skills.</td>
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<td>e. Critique the effects of gendered ideologies on a person's participation in</td>
<td>1. Critical thinking.</td>
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<td>various social institutions.</td>
<td>3. Communication skills.</td>
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K. **TEXTS:** To be determined by instructor. Suggested texts:

L. **REFERENCES:**
Murnen, Smolak, Mills, & Good (2003). Thin, sexy women and strong, muscular men: grade-school children's responses to objectified images of women and men. *Sex Roles 49* (9-10), 427-437,


Weiss, K., (2010). Male Sexual Victimization: Examining Men’s Experiences of Rape and Sexual Assault *Men and Masculinities, 12* (3) 275-298


M. **EQUIPMENT:** Technology Enhanced Classroom

N. **GRADING METHOD:** A-F

O. **MEASUREMENT CRITERIA/METHODS:** At discretion of instructor.
Suggested activities: discussions, quizzes, exams, projects, written work, field research, case studies, debates, panel discussions.

P. **DETAILED COURSE OUTLINE:**
I) Introduction- U.S. social construction of gender
   A) The early years: entering a gendered society
      1) Gendered communication in the families
      2) The “gender curriculum”
         (a) Curricular content
         (b) Educational processes
      3) Gendered Media
         (a) Prevalence of media in cultural life
         (b) Gendered Language in media

II) Doing Gender
   A) Gender interactions
      (a) Gender differences in personal relationships
      (b) Gender styles of communication
      (c) Gender and the human body
      (d) Gender Sexuality
   B) Gender and Social Institutions
      1) Institutional stereotypes of men and women
         (a) Gender of marriage and family
         (b) Gendered communication systems in organizations
         (c) Gender and health
         (d) Gender in popular culture
         (e) Gender and power

III) Gender Social Issues
   A) Social construction of inequality
   B) Gendered Violence
      (a) Social construction of gendered violence
      (b) Social foundations of gendered violence
      (c) Gender policing
      (d) Resisting gender violence

IV) Undoing gendering: Social Action Movements
   A) Women’s Movements
   B) Men’s Movements