

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



**COURSE OUTLINE**

**SOCI330-Sociology of Gendered Lives.**

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**School of Business and Liberal Arts  
Department of Social Science  
June2015**

- 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-2-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:

<b><i>Course Objective</i></b>	<b><i>Institutional SLO</i></b>
a. Define gender & gender Socialization in the U.S.	3. Communication skills.
b. Identify & apply a range of key terms in the study of gender.	1. Critical thinking 3. Communication skills.
c. Discuss gendered verbal communication, gendered interaction, gendered family dynamics, institutional socialization and research on gender issues.	1. Critical thinking. 2. Communication skills 4. Inter/intrapersonal skills.
d. Evaluate and articulate how social construction of gender is maintained through Socialization, ideology, culture, and social institutions.	1. Critical thinking. 3. Communication skills.
e. Critique the effects of gendered ideologies on a person's participation in various social institutions.	1. Critical thinking. 3. Communication skills.

**K. TEXTS:** To be determined by instructor. Suggested texts:

- Wood, Julia T. (2012). *Gendered Lives: Communication, Gender, & Culture* (10<sup>TH</sup> Edition). Wadworth Cengage.
- Ryle, Robyn (2011). *Questioning Gender: A Sociological Exploration*. Pine Forge Press.
- Lorber, J., Moore, L.J., (2010). *Gendered Bodies: Feminist Perspectives* (2<sup>nd</sup> edition) Oxford University Press.

**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,

Rich M, Woods ER, Goodman E, Emans SJ, DuRant RH. (1998). Aggressors or victims: gender and race in music video violence. *Pediatrics* 101(4): 669-74.

Liebler Carol M. (2010). [Me\(di\)a Culpa?: The “Missing White Woman Syndrome” and Media Self-Critique](#), *Communication, Culture & Critique*. p. 549–565.

Butler, J. (1990). *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge.

(2010). Too Ashamed to Report: Deconstructing the Shame of Sexual Victimization. *Feminist Criminology* 5: 286-310

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

Kane, E., (2006). "No Way My Boys Are Going to be like That!" Parents' Responses to Children's Gender Nonconformity. *Gender & Society* 20: 149-176

Connell, R.W. 1995. *The Social Organization of Masculinity*. Masculinities. Berkeley: University of California Press. Pp. 67-86.

**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**