

01. Action: Add Course Revise Course Deactivate Course Delete Course Distance Education

02. Course Number and Title: SOC 223--Gender and Society

03. Specify the first semester/year the new course or change will take effect: Fall 2016

04. Offered as Short Term Only:

05. Open Entry/Exit: Yes No

Student Units	Weekly Hours	Total Weeks	Student Units
A. Lecture	3.0	17.5	3.0
B. Lab			
D. Other*			
Total	3.0	17.5	3.0

Service Units***	Weekly Hours	Total Weeks	Teaching Units
A. Lecture (100%)	3.0	17.5	3.0
B-1. Studio (83%)			
B-2. Lab (83%)			
C. Practicum (70%)			
D. Activity (66%)			
E. Other Hours**			
Total	3.0	17.5	3.0

06. Maximum class size: 35 Previous Max: n/a

07. Times taken for Credit: 1

08. Grading Systems: Letter Pass/No Pass
Other:

09. Primary Method of Instruction: Lecture
Distance Learning: 100% or % Hybrid

10. Stand-Alone Course - may lead to future program:
 Yes No Pilot

11. Basic Skills Math, English and ESL courses, how many levels below transfer if applicable:

Material fee: Previous fee:

Notes:

12. College of Marin New Degree Previously approved Degree

This Course satisfies the requirement for following degree(s):
A.A. in Behavioral Sciences

13. Skills Certificate (< 18 Units):

Cert. Achieve.(18+):
 New: added to certificate Revised prev. app. for certificate

14. COM General Education Requirement:
- A-Natural Science F-American Institutions
 - B-Social and Beh. Sc. G-Cross-Cultural Studies
 - C-Humanities H-Physical Activity
 - D-Comp., Written COMGE-Revisee
 - E-Comm. and Anal. Thinking COMGE-New

15. CSU General Education Requirement

- U.S. Hist. Const., and American Ideals requirement
- A. English Language Comm. and Critical Thinking:
 - A-1 A-2 A-3
- B. Scientific inquiry and quantitative reasoning:
 - B-1 B-2 B-3 B-4
- C. Arts and Humanities:
 - C-1 C-2
- D. Social Sciences:
 - D-0 D-1 D-2 D-3 D-4
 - D-5 D-6 D-7 D-8 D-9
- Lifelong Understanding and Development

16. CSU Elective CSU Major: Sociology
 New: Submit for CSU G.E. Revised prev. app. for CSU G.E.

17. IGETC UC/CSU General Education Requirement

- 1. English Communication 1-A 1-B 1-C
- 2. Math Concep and Quant 5-A 5-B Lab
- 3. Arts and Humanities 3-A 3-B
- 4. Social and Beh. Sci.
- 5. Physical/Bio. Sciences
- 6. UC Requirement Lang.

18. UC Elective UC Major: Sociology
 New: Submit for UC IGETC Revised prev. app. for UC IGETC

19. Please submit for consideration for the Cross-Cultural Studies Requirement. This course is being proposed to satisfy the requirements listed below:

- Sonoma State Requirement UC Berkeley Requir.
 - COM Cross-Cultural Studies Requirement (Area G)
- List other school and requirement below:

Initiated By:	Contact Info.	Date	Curriculum Committee	
Susan Rahman				
Department Chair	Dean's Review		VP Student Learning	Board Date
UDWC			Office Use Only	<input type="checkbox"/> Banner <input type="checkbox"/> Create PDF
			TOP Code:	

COLLEGE OF MARIN	COURSE OUTLINE	12/14/2015 11:33:21 PM
Course Information	Course Content	SOC_223
A. Reason for: New Course		
This is a new course		
B. Repetition Rationale for additional times for credit (Refer to Title 5, Sections: 58161, 55753, 55763, 55041 and 56029):		
20. Primary Goal:	Associate Degree	
21. Cross Listed-Course: List discipline number and title of cross-listed course(s) and give reasons for cross listing. Note: Each cross-listed course must have its own course on file and be signed by the department chair.		
Sociology/Behavioral Science 223. Both a Behavioral Science and Sociological approach to studying gender will be incorporated in this course.		
22. Interdepartmental Considerations: (Department affected by this recommendation must have that department chair's signature.)		
N/A		
23. Department Feasibility: Can the department commit the following resources necessary to support the course as proposed? Note: Approval by the Curriculum Committee does not imply approval for funding. Please use the appropriate sections of the Mini Program Review for funding requests if needed.		
<input checked="" type="checkbox"/> Facilities <input checked="" type="checkbox"/> Equipment <input checked="" type="checkbox"/> Staff Support <input checked="" type="checkbox"/> Teaching Units		
If any of the resources above are not checked as feasible, please comment below:		
N/A		
24. Required Learning Resources: If applicable, please explain how the budgetary and equipment learning resources needs have been coordinated within the department and/or Media Services (cost of tapes, CDs, DVDs, license fees, computers, lab equipment, etc.). For distance education courses, complete the Distance Education (DE) form.		
Lecture with visual aids ie Prezi/powerpoint, group activities and discussions, Audio/visual equipment-DVD's, computer/online access.		
25. Library Resources and Information Literacy: What library resources will be used to support the course as proposed? Check all that apply. Please contact reference librarians for more information about applicable resources.		
<input checked="" type="checkbox"/> Online Public Access Catalog <input checked="" type="checkbox"/> World Wide Web Sites <input type="checkbox"/> Online Databases <input checked="" type="checkbox"/> Periodicals <input checked="" type="checkbox"/> Reference Books		
Provide examples of how the library resources are used in this course to encourage information literacy:		
Library support would be needed to conduct research for group projects and individual research papers. Librarians would assist students in using online databases and other appropriate research tools.		
26. Course Description: For revised courses, please copy the formatted and copy-edited course description provided in the most recent course catalog. Revise as necessary. For new courses, please list course number, title, student units, any prerequisites, corequisites, advisories or other limitations on enrollment, lecture and lab hours, the times course may be taken for credit if more than one, or if course is offered in a distance learning format. Limit to four sentences. If there are prerequisites, corequisites, or advisories, please remember to complete the appropriate matrices in the "Pre-Matrix" page.)		
Cross-Listed Course Behavioral Science 223 Sociology 223 Gender and Society Lecture 3.0 hours per week 3.0 units		

COLLEGE OF MARIN	COURSE OUTLINE	12/14/2015 11:33:21 PM
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<p>This course examines the ways in which social constructions of gender both influence and are influenced by the cultural organization of and individual expressions of sexuality. The course explores the intersections among sexuality, culture, gender, and the body and examines a variety of sexualities and emphasizes the multifaceted nature of power, privilege, and oppression.</p>		
<p>27. Course Content: Outline the major topics with subtopics to be covered by all sections of the course. Best practices suggest an outline of about 15-30 topics/subtopics. A representative sequence from the beginning of the course to the end is preferred. Content should be applicable to multiple textbooks.</p>		
<p>Lecture Topics:</p>		
<p>Foundations of Studying Gender Sociological theories Psychological theories Anthropological theories Queer Theory Feminist theories</p> <p>What is Gender? Historical context Sex vs. Gender Social Construction Gender roles Role of the media Gender expectations Gender boundaries Gender identity vs. sex Gender binary Gender as a spectrum</p> <p>Gender Stratification Pay inequity Intersection of race, class and gender in the United States Sexual assault Power Discrimination based on gender and sexual orientation</p> <p>Gender in a Global context Women leaders worldwide Power Sexual assault Access to resources</p> <p>Race, Class and Gender Intersectional approach Can we really study one without the other? Differing realities for women</p> <p>Where do we go from here? Status of women Working towards equity Shifting attitudes and becoming active Policy advocacy</p>		

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Lab Topics:		
<p>28: Student Learning Outcomes (SLOs) for first time taken for credit: Please list the broad and assessable outcomes using active verbs to describe what students will be able to do upon successful completion of the course. 3-5 SLOs are recommended. "Upon successful completion of this course, students will be able to:"</p>		
<p>Student Learning Objectives Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize and critically examine the development of the gendered individual as an integrated physiological, psychological, and social being as a result of gendered expectations and behaviors in society. 2. Identify the internal and external influences that promote gender portrayals in society, and ultimately influence the development and display of gender throughout a person's life. 3. Critically examine their own individual behavior in reference to issues surrounding gender and the social and natural environment, human sexuality, nutrition, health stress, family, aging and death. 4. Demonstrate an understanding of the construction of gender and its effects on society. 5. Identify diverse presentations of gender in society, dependent on social situation. 6. Critically analyze actions and behaviors of people in society in reference to gender. 		
<p>SLOs for Additional Repetitions (if applicable): Please list distinct SLOs for each repetition of the course.</p>		
<p>29. Course Objective(s): For UC transferable courses, please list more discrete objectives that list specific skills students will learn. Best practices suggest 5-10 detailed objectives.</p>		
<ol style="list-style-type: none"> 1. To gain an understanding of how a variety of concepts, theories, and methods are used to explain social life in general and gender in particular using a sociological/behavioral sciences approach. 2. To acquire knowledge about a wide variety of topics related to gender, with a focus on culture, the family, the economy, and the state. 3. To obtain the information and develop the critical thinking skills needed to form opinions and make informed choices about issues related to gender. 4. To examine traditional views of gender and understand how gender roles dictate behavior. 5. To be able to identify gender as a spectrum and learn how the binary system of gender does not incorporate all people. 6. Assess how gender influences family dynamics. 7. Understand how the educational system perpetuates and challenges ideas of gender. 8. Discuss gender discrimination in the workplace. 9. Evaluate gender discrimination in the political system. 10. Investigate the role the media plays in defining masculinity and femininity. 		
<p>30. Critical Thinking: Give several representative examples using active verbs of how critical thinking processes or activities occur in this course. Best practices suggest 3-5 examples. These examples can relate to SLOs and course objectives.</p>		
<ol style="list-style-type: none"> 1. Analyze and synthesize material from various sources to gain an understanding of Gender. 2. Analyze social, psychological and cultural influences regarding gender beliefs and behavior. 3. Assimilate scientific research into opinions about political and ethical aspects of gender. 4. Examine one's own beliefs and assumptions about gender expectations. 5. Through a self study, look at how gender norms shape attitudes and behaviors. 		
<p>31. Methods of Instruction: Lecture</p>		
<p>Explain how these methods will be used to teach this course.</p>		
<p>Lectures will deliver important course content and invite dialogue. Student presentations will share knowledge gained over the course of the semester. Action research will help students take knowledge learned into the community and teach others. Group activities will stimulate different types of idea generation and provide different ways of</p>		

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engaging with the material.		
32. Assignments and Methods of Evaluation: Describe at least 1-2 representative examples of each.		
Students will be given exams, short-answer, multiple-choice. Students will write a paper examining their own gender identity and how culture and socialization has shaped it. Students will present in small groups to the class on topics related to gender and cross-cultural issues.		
33. Out-of-Class Assignment Example: Please describe or use language directly from a representative out-of-class assignment that clearly demonstrates independent work.		
<p>Students will interview two people in their lives who vary in age and ask them specific questions about gender (questions will be provided).</p> <p>The goal for the students will to be to understand that gender expectations are by nature social constructs and that there is nothing natural about the gender roles they are expected to fall into. When interviewing the multi-aged participants the questions will be geared towards what types of things were allowed form mebers of their gender (ie. growing up was it common to see men wearing nail polish? or growing up who were the people who fixed your family car etc..)</p>		
<p>34. Representative Assigned Texts, Lab Manuals, and/or Resource Materials: Please list several representative texts, at least one representative text published within the past five years. If no texts are five years old or more recent, please provide an explanation.</p> <p>For each text, provide the author, title, publisher location, and publication date. (Example: Last Name, First Name. The Book Title. Publisher Location: Publisher. Year published.)</p>		
<p>Wade & Ferree 2015 Gender: Ideas Interactions Institutions ISBN 9780393931075</p> <p>Mohanty, C. 2004. Feminism Without Borders: Decolonizing Theory, Practicing Solidarity. Duke University Press. ISBN: 0822330210</p> <p>Ryle, R. Questioning Gender: A Sociological Exploration. Sage. ISBN: 9781452275864</p>		
<p>35. Accessibility: Please verify that the instructional materials for any section offered of this course will be created under the guidelines of the Federal Americans with Disability Act, including the following: Videos are closed captioned</p> <p>Outside web or audiovisual resources (such as YouTube content) are closed captioned</p> <p>Resources on Moodle are ADA accessible.</p> <p>For questions regarding the accessibility of any other documents or resources, please contact the Assitive Technology Specialist at DSPS.</p>		
<p><input checked="" type="checkbox"/> The materials have been reviewed for accessibility</p>		