

## Tompkins Cortland Community College

# Master Course Syllabus

**Course Discipline and Number: SOCE 121**

**Year: 2023-2024**

**Course Title: Introduction to Gender and Sexuality Studies**

**Credit Hours: 3**

- I. Course Description:** This course is designed for students in any degree program as an introduction to the interdisciplinary study of gender and sexuality. The course explores how many disciplines (e.g., biology, psychology, sociology, history, literature, economics, and the arts) grapple with issues and theories of gender and sexuality. The course examines the intersection of social, cultural, economic, and political forces that shape the understanding of gender and sexuality, and how that understanding has changed over time. This course fulfills the SUNY GEN ED Social Sciences requirement. Prerequisite: Prior completion of, or concurrent enrollment in, ENGL 100. Fall semesters.  
(3 Cr., 3 Lec.).

### II. Additional Course Information:

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| 1. This course is required in the Liberal Arts and Sciences Gender and Sexuality Studies A.S.       |
| 2. SOCE 121 can be used to fulfill a social science or liberal arts elective in any degree program. |

### III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

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| 1. Identify major issues related to gender and sexuality in multiple disciplines.                                       |
| 2. Compare discipline-specific methodologies for studying issues of gender and sexuality.                               |
| 3. Use concepts of gender and sexuality to analyze a cultural artifact, historical event, or current social phenomenon. |

### IV. Tompkins Cortland General Education & SUNY Competency Goals

#### ☒ **Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)**

This course introduces two of the primary categories for analysis that current social science research uses. Understanding the formation and maintenance of gender and sexuality categories is essential for all social science disciplines, as well as STEM and humanities disciplines. This course provides substantive strategies for students to analyze not only content in other courses but also the methodologies by which that content is acquired and judged. Students will learn to identify hierarchies in institutions and who benefits from those hierarchies.

#### ☒ **Social/Global Awareness**

Issues of gender and sexuality are prominent in culture and social discourse. Students encounter multiple messages regarding these issues, and many more students are questioning their own relationship to gender and sexuality in their own lives, educational careers, and jobs. This course gives students a space to learn about current research that offers a deeper and broader context to the students' everyday lives. Students will practice analyzing social, political, and cultural phenomena in the United States and other global regions.

### ☒ Information Management

This course will demonstrate the need for valid sources and will require students through outside research to identify the relevance and competence of information sources.

☐ This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

## V. Essential Topics/Themes

1. Intersectionality of race, class, sexual orientation, nationality, ability, and other constructs
2. Heteronormativity
3. Performativity of gender and biological essentialism
4. Dis/ability feminism
5. Black, indigenous, and Chicana feminisms in North America
6. Postcolonial feminism
7. Reproductive legislation
8. Labor laws
9. Historical views on gender and sexuality
10. Representations of gender and sexuality in the arts
11. Activism and change

## VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Participation, can include attendance, classwork, and homework	10 – 25%
2. Vocabulary project, could be a portfolio, journal entries, or essay(s)	10 – 20%
3. Presentation or guided discussion using an assigned reading	5 – 15%
4. Shorter writing assignments, could be completed in class or outside of class, reading responses, summaries, or analyses of outside sources	20 – 40%
5. Project synthesizing <u>outside research and</u> fundamental concepts to analyze a cultural artifact, historical event, or current social phenomenon	20 – 35%

## VII. Texts – ☐ Required      ☒ Recommended      ☐ Used for more than one course (list courses)

1. Susan Ferguson, <i>Race, Gender, Sexuality, and Social Class: Dimensions of Inequality and Identity</i> , 3 <sup>rd</sup> edition (Los Angeles: Sage, 2019).
2. L Ayu Saraswati, et al. <i>Introduction to Women's, Gender, and Sexuality Studies: Interdisciplinary and Intersectional Approaches</i> (Oxford: Oxford University Press, 2017).
3. Milian Kang, et al. <i>Introduction to Women, Gender, and Sexuality Studies</i> (Amherst: U Mass Press, 2017). online
4. Michael Kimmel, <i>The Gendered Society</i> , 6 <sup>th</sup> ed. (Oxford: Oxford University Press, 2016).

*Editions listed are current as of date of syllabus. More recent editions may be used.*

## VIII. Bibliography of Supplemental Materials

1. Thomas Laqueur, <i>Making Sex: Body and Gender from the Greeks to Freud</i>
2. Linda Nicholson, ed., <i>The Second Wave: A Reader in Feminist Theory</i> (New York: Routledge, 2010).
3. Nancy Bonvillian, <i>Women and Men: Cultural Constructs of Gender</i> , 5 <sup>th</sup> edition (Lanham, MD: Rowman & Littlefield, 2021).
4. Combahee River Collective Manifesto

Editions listed are current as of date of syllabus. More recent editions may be used.

## IX. Other Learning Resources

### Audiovisual:

Gonads podcast from RadioLab  
Emily Quinn, "How We Think about Biological Sex Is Wrong" TEDTalk  
*The Heart* podcast  
Amanda Montañez, "Visualizing Sex as a Spectrum," *Scientific American*, Aug. 29, 2017

**Electronic:** None specified

**Other:** None specified

**Attendance Policy:** To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

**Services for Students with Disabilities:** It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.

**Academic Integrity:** Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.