SOCIOLOGY OF GENDER

SOC 031-W01 (21228): September 1-December 21, 2025
Online Instruction; 3 Units

Instructor: Professor Victor P. Corona, Ph.D.
Email | Zoom
Office: GC 380E
Phone: 310-287-4230
Office hours: Monday, 1-3p; Wednesday, 1-3p; Friday, 1-3p, or by appointment

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Welcome!

Welcome to our Sociology of Gender course! I am here to support your educational journey and work with you to achieve academic success. Please consider my classroom a safe space and a place for dialogue, learning, and growth. If you feel that you are struggling with the course, please reach out to me as soon as possible.

Course Description

This course is a sociological analysis of gender from both a micro and macro level perspective. This analysis will include the role of gender in socialization, cross-cultural expectations, interpersonal interactions, its expanding definition and the gender hierarchy. A particular emphasis is placed on the political, social and economic status of various genders from an intersectional perspective.

Course Objectives

1. Define the sociological perspective and scientific method including theoretical perspectives and research methods relating to sex/gender; analyze intersections with race, ethnicity, social class, and sexual orientation.
2. Discuss the biological and social constructions of gender and sex (chromosomes, hormones, cultural norms); sex and gender fluidity and variations including cross cultural differences and similarities.
3. Assess childhood influences by agents of socialization including education, religion, the family and mass media; including cross cultural differences and similarities
4. Discuss the interaction of media and society, including the sexualization of young girls, women and men of color, links between violence and masculinity including cross cultural differences and similarities.
5. Evaluate gender roles, housework, parenting, family structure. Define and discuss sexual orientation, the roles of heteronormativity including cross-cultural similarities and differences.
6. Analyze workplace issues (e.g., harassment and discrimination), work and family balance, class stratification and poverty including cross-cultural similarities and differences.
7. Analyze the intersections of gender and politics/government, political representation and gender categorization including cross-cultural similarities and differences.
8. Analyze the intersection of the criminal justice system and gender; rates and experiences of crime, including domestic and dating violence, rape, stalking, criminality and victimization including cross-cultural similarities and differences.
9. Discuss reproductive issues, health care, and health issues as they affect differently gendered bodies; including cross-cultural similarities and differences.

Course Student Learning Outcomes

At the end of the course, a successful student will be able to:

- Apply theories and research in the field of the sociology of gender to interpret the construction of gender in the US.
- Apply theories and research in the field of the sociology of gender to interpret the intersection of power and gender dynamics in the US.

Required Textbook

Introduction to Gender Studies (available for free online)

After Week 5, all readings will be available either on Canvas or as links in the schedule below.

Assessment

Task	Description	% of Final Grade
Discussion Boards	Each course session will have corresponding discussion boards. Be thorough in your answers and then read your classmates' responses. There are 28 discussion boards available throughout the semester. You must complete 25 of them.	25/28 discussion boards worth 3% each: **75% of total**
Quizzes	For the first 5 weeks of the semester, you will complete quizzes testing you on the content from the week's assigned chapters. The final module on gender and climate change also includes a quiz. You must complete 5 of the 6 quizzes available.	5/6 quizzes worth 5% each: **25% of total**

Grading and Drop Policy

Written material will be graded primarily according to four criteria:

1. Are you demonstrating that you have read and understood the material?
2. Have you evaluated the reading in light of course concepts and your own critical thinking?
3. Are you articulating a reasonable set of arguments based on our class lectures and discussions?
4. Have you proofread what you are submitting? Is your work free of typos and errors?

Out of fairness to all students in the class, I cannot accept late work submitted without prior approval by me. In cases of last-minute emergencies, please contact me as soon as possible to discuss your situation. In cases of severe illness, be prepared to provide a doctor's note.

Students who do not complete Discussion Board #1 will be designated as "no shows" and then dropped from the course. Students will also be dropped if they stop participating in the class: if you miss three assignments in a row, you will be dropped.

Final Grading Scheme

Letter Grade	Range
A	90% to 100%
B	80% to 89%
C	70% to 79%
D	60% to 69%
F	59% and below

Policy on Use of Artificial Intelligence

The whole point of higher education is to grow and develop in your understanding of the world and your place in it. *Do this work on your own and do not cheat*. The use of Artificial Intelligence (AI) like ChatGPT is prohibited. Platforms like Grammarly and QuillBot may be used to improve your writing, but not to generate answers to Discussion Boards.

I will be using three AI detectors to evaluate your work. If I observe that you have used AI in your work, you will receive a zero for the assignment and further disciplinary action may be taken.

Safe Space Classroom

Our classroom is a safe space for dialogue, learning, and growth for all students. Respect is necessary for all communication among participants in the course, including both in-class participation and online exchanges. No discrimination of any kind will be tolerated. I would like to emphasize that this includes any form of misogynistic, homophobic, transphobic, or racist commentary or slurs.

Know Your Rights

Please consult the website below regarding what to do if federal immigration officials seek campus access to conduct an enforcement action at LACCD colleges:
https://www.laccd.edu/offices/advocacy/know-your-rights

Disabled Students Programs and Services

West Los Angeles College recognizes and welcomes its responsibility to provide an equal educational opportunity to all disabled individuals. The Office of Disabled Students Programs and Services (DSP&S) has been established to provide support services for all verified disabled students pursuing a college education. DSP&S students may qualify for: priority registration, registration assistance, special parking permits, sign language interpreters and assistive technology (WLAC College Catalog). For any questions, please contact the Office of Disabled Student Programs and Services (DSP&S) at the Heldman Learning Resources Center (HLRC), Room 119, (310) 287-4450. Or feel free to inquire about program eligibility and services at: http://www.wlac.edu/dsps/index.aspx

Academic Dishonesty Policy

Please refer to the LACCD Student Code of Conduct as it relates to student dishonesty (Board Rule 9803.28):

> "Violations of academic integrity of any type by a student provides grounds for disciplinary action by the instructor or college. Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade. For more information on the Standards of Student Conduct refer to the college catalog available in the hardcopy and online at www.wlac.edu."

Or please feel free to look at the following links:
http://wlac.edu/academics/pdf/WLAC_Catalog_Academic.pdf
http://www.wlac.edu/academicsenate/documents/BPP_Academic%20Integrity%20Classroom.pdf

Plagiarism is fraud. College and District policies will be strictly enforced if you are caught plagiarizing.

Library

West has an excellent library. Make use of it! At the website below, you can chat with a librarian, get answers to your questions, reserve a study room, learn how to print your materials, and other useful

resources. The Library is also a quiet place to sit, read the chapters from our textbook, and complete the Discussion Boards and Quizzes due each week.

https://www.wlac.edu/academic-services/library

Basic Needs

The Basic Needs Program supports students by connecting them to on and off-campus resources and community referrals. Basic needs encompass those very necessities to survive: food and shelter. Service hours vary, but appointments can be made by calling (310) 287-4487. Bi-monthly pop-up pantries occur each 1st and 3rd Thursday of the month from 12 PM - 3 PM (see dates), or until our supplies run out. Note that sometimes, due to holidays, we change the pop-up dates.

Dream Resource Center

The Dream Resource Center seeks to serve undocumented and housing/food insecure students with information and resources. These resources are intended to promote college access, persistence, and completion and transfer by creating a safe and supportive environment, building leadership skills, and promoting equity as well as civic and community engagement. All communications are private. Call the Center at 310-287-4310 or 310-287-4530 or email: wlac-dreamcenter@laccd.edu

Health and Wellness Center and TimelyCare

WLAC recognizes the pressure and anxiety that the rigor of college classes might create for new students, returning students, transfer students, undocumented students, veterans, students who are parents, and all the other life situations that students face. We promote the physical, emotional, and mental well-being of our West students by providing access to quality affordable medical care. Services are designed to help students meet their educational, career, and day-to-day goals by encouraging students to care for their well-being.

The Health Center will address students' medical and health concerns by phone at 323-268-9191 (*mention that you are a WLAC student.*)

TimelyCare is a virtual health and well-being platform that's available 24/7 and is also free for West students.

Career Center

Access low-cost self-assessments, information about college majors, and professional resources to help students build confidence in choosing an educational and career path! Also, get career advice, attend workshops, and learn about internships and job search. You may meet a career counselor in person at the HLRC building, room 112, or *make an online appointment (30-minute to 1-hour slots)*.

Live Chat is also available or you can email WLAC-CareerCenter@laccd.edu or call 310-848-7400

Child Care

The Child Development Center was established to provide services to student-parents while attending WLAC. As a participant in this program, the parent has responsibilities toward the children and faculty to ensure that the program operates for the benefit of everyone involved.

The Center is open Mon-Fri, 8 am to 4 pm. Call 310-287-4357 or email: cdc@wlac.edu

Veterans Office

Thank you for your service to our country. Resources for student veterans at West are available. (I am a former civilian employee of the U.S. Army. I want to ensure that you are able to access the resources available to you. Please let me know if you need assistance.)

Title IX - Discrimination and Sexual Misconduct

Title IX (of the 1972 Education Amendments) protects students and staff alike from discrimination based on sex, including sexual harassment and sexual assault, which are forms of sexual misconduct. Under Title IX, all people in the educational environment must be treated equitably, regardless of sex, sexual orientation or expression, and/or transgender identity.

If you have experienced or learned of a possible violation of Title IX and/or would like to know about options, resources (including confidential services), the law, or District policy, please do not hesitate to contact a Title IX Coordinator.

Title IX website

Deputy Title IX Coordinator at West: Dr. Genice Sarcedo-Magruder, Regional Equity & Title IX Officer and Dean

- *Phone (310) 287-4275, Email sarcedg@piercecollege.edu*

District Title IX Coordinator: Brittany Grice, Director of Diversity, Equity, and Inclusion

- *Phone (213) 891-2315, Email titleix@email.laccd.edu*

Also, see our Options and Resources brochure.

Important Dates

- Last date to drop with a refund/no fee owed: September 14, 2025 *
- Last date to enroll with a permission number: September 14, 2025
- Last date to drop this class without a "W": September 14, 2025
- Last date to drop with a "W": November 23, 2025

* Some fees are not refundable even if the class is dropped on or before this date.

About Your Instructor

I'm a sociologist and author of a 2017 book about New York nightlife. My B.A. (Yale, 2003) and Ph.D. (Columbia, 2009) are both in sociology. I was born in Mexico City and raised in Westchester County, New York. I moved to LA in 2018 and love it here! **Please address me as either "Professor Corona" or "Dr. Corona." I use he/him/his pronouns. I will address you by whatever name and pronouns you prefer.**

Schedule

Week 1. 9/1-9/5	**Chapter 1: Introduction** **Chapter 2: Sex and Gender – What's the Difference?** ❑ DISCUSSION BOARD #1 DUE 9/3 AT 10PM ❑ QUIZ #1 DUE 9/5 AT 10PM ***Students who do not complete Discussion Board #1 will be designated as "no shows" and dropped from the course.***
Week 2. 9/8-9/12	**Chapter 3: Know Your Role! An Exploration into Gender Roles** **Chapter 4: Gender Inequality** ❑ DISCUSSION BOARD #2 DUE 9/10 AT 10PM ❑ DISCUSSION BOARD #3 DUE 9/12 AT 10PM ❑ QUIZ #2 DUE 9/12 AT 10PM
Week 3. 9/15-9/19	**Chapter 5: Gender, Language, and Media** **Chapter 6: Gender, Emotions, and Relationships** ❑ DISCUSSION BOARD #4 DUE 9/17 AT 10PM ❑ DISCUSSION BOARD #5 DUE 9/19 AT 10PM ❑ QUIZ #3 DUE 9/19 AT 10PM
Week 4. 9/22-9/26	**Chapter 7: Gender, Sex, and Sexuality** **Chapter 8: Gender and Education** ❑ DISCUSSION BOARD #6 DUE 9/24 AT 10PM ❑ DISCUSSION BOARD #7 DUE 9/26 AT 10PM ❑ QUIZ #4 DUE 9/26 AT 10PM
Week 5. 9/29-10/3	**Chapter 9: Gender and Work** **Chapter 10: Gender, Deviance, Crime, and Punishment** ❑ DISCUSSION BOARD #8 DUE 10/1 AT 10PM ❑ DISCUSSION BOARD #9 DUE 10/3 AT 10PM ❑ QUIZ #5 DUE 10/3 AT 10PM
Week 6. 10/6-10/10	**Case Study #1: Black Feminism** Patricia Hill Collins, *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment* (excerpts available on Canvas) ❑ DISCUSSION BOARD #10 DUE 10/8 AT 10PM ❑ DISCUSSION BOARD #11 DUE 10/10 AT 10PM
Week 7. 10/13-10/17	**Case Study #2: Dating** Kristen Roupenian, "Cat Person," *The New Yorker* Adam Popescu, "Why People Ghost — and How to Get Over It," *New York Times* ❑ DISCUSSION BOARD #12 DUE 10/15 AT 10PM ❑ DISCUSSION BOARD #13 DUE 10/17 AT 10PM
Week 8. 10/20-10/24	**Case Study #3: Sex Work** Yasmina Katsulis, "Gender, Sex Work, and Social Justice," Sociologists for Women in Society Ronald Weitzer, "Sociology of Sex Work," *Annual Review of Sociology*, p.

	213-221 ❑ DISCUSSION BOARD #14 DUE 10/22 AT 10PM ❑ DISCUSSION BOARD #15 DUE 10/24 AT 10PM
Week 9. 10/27-10/31	**Case Study #4: Gender and Nightlife** Ashley Mears, *Very Important People: Status and Beauty in the Global Party Circuit*, Princeton University Press (excerpt) Mary Nell Trautner, "Doing Gender, Doing Class: The Performance of Sexuality in Exotic Dance Clubs," *Gender & Society* (available on Canvas) ❑ DISCUSSION BOARD #16 DUE 10/29 AT 10PM ❑ DISCUSSION BOARD #17 DUE 10/31 AT 10PM
Week 10. 11/3-11/7	**Case Study #5: Drag Queens and Drag Kings** BBC, "The Fabulous History of Drag" William Berlind, "Is Murray Hill's Showbiz Dream Finally Coming True?" *New York Times* ❑ DISCUSSION BOARD #18 DUE 11/5 AT 10PM ❑ DISCUSSION BOARD #19 DUE 11/7 AT 10PM
Week 11. 11/10-11/14	**Case Study #6: Trans* Feminism** Jack Halberstam, "Toward a Trans* Feminism," *The Boston Review* ❑ DISCUSSION BOARD #20 DUE 11/12 AT 10PM ❑ DISCUSSION BOARD #21 DUE 11/14 AT 10PM
Week 12. 11/17-11/21	**Case Study #7: Gender and Political Representation** Grace Segers, "How Gender Redefined the 2024 Election," *The New Republic* Claire Cain Miller, "Many Gen Z Men Feel Left Behind. Some See Trump as an Answer," *New York Times* ❑ DISCUSSION BOARD #22 DUE 11/19 AT 10PM ❑ DISCUSSION BOARD #23 DUE 11/21 AT 10PM
Week 13. 11/24-11/28	**Case Study #8: Gender and Reproduction** Christine Overall, "Think Before You Breed," *New York Times* Centers for Disease Control and Prevention, "About Teen Pregnancy" ❑ DISCUSSION BOARD #24 DUE 11/26 AT 10PM ❑ DISCUSSION BOARD #25 DUE 11/28 AT 10PM
Week 14. 12/1-12/5	**Case Study #9: Gender and Religion** Pew Research Center, "The Gender Gap in Religion Around the World" ❑ DISCUSSION BOARD #26 DUE 12/3 AT 10PM ❑ DISCUSSION BOARD #27 DUE 12/5 AT 10PM
Week 15. 12/8-12/12	**Case Study #10: Gender and Climate Change** Explainers by United Nations Women, United Nations Climate Change, and the Global Gender and Climate Alliance (available in Canvas module) ❑ DISCUSSION BOARD #28 DUE 12/10 AT 10PM ❑ QUIZ #6 DUE 12/12 AT 10PM