

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> SOC 335		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Gender and Gender Relations <b>Course Short Title:</b> Gender & Gender Relations															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department:</b> School of Culture, Media, and Society													
<b>Calendar Description:</b> Students explore sociological experience and construction of gender, including gender identity and expressions, as well as broader social structures such as gender institutions and ideologies. Students focus on how gender interacts with other factors such as race and class, and critically engage with gender binary and gender spectrum concepts.															
<b>Prerequisites (or NONE):</b>		45 credits including 6 credits of SOC. Note: As of January 2025, prerequisites will change to 45 credits including SOC 101 and 3 additional credits of SOC.													
<b>Corequisites (if applicable, or NONE):</b>															
<b>Pre/corequisites (if applicable, or NONE):</b>															
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: <b>SA 335</b> Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>25</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar	60									<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	60														
<b>Total hours</b>	<b>60</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b> October 2023													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> November 10, 2023													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> January 26, 2024													

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Describe the concepts of sex, gender, gender identity, gender expression, and gender ideology.
2. Interrogate taken-for-granted ideas about gender.
3. Identify the major patterns of gender hierarchies in historical and cross-cultural perspectives.
4. Analyze how individual experiences are shaped by gender ideologies, e.g. heteropatriarchy, heteronormativity, and homonormativity.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Quizzes/tests:	30%	Assignments:	70%	%
	%		%	%

**Details:**

Participation: 10%

Preparation: 20% (in-class summarization and reflection assignments for readings; group discussion leader; etc.)

Written assignments and/or presentations: 40%.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Combination of seminar, class discussion, video, in-class activities, assignments, and mini-lectures. A high level of student preparation and participation is expected.

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Siltanen, J. & Doucent, A.	Gender Relations in Canada: Intersedctionalities and Social Change (2 <sup>nd</sup> edition)	2017
2. Other	Journal articles retrievable via UFV Library	e.g. Special Issue of Australian Feminist Studies (2020): Gender & Indigeneity	2020
3. Online resource	Select excerpts/chapters from e-books available via UFV Library	e.g. Connell, RW (1987) Gender and Power Society: The Person and Sexual Politics. Stanford, CA. Stanford University Press	1987
4. Online resource	Select excerpts/chapters from e-books available via UFV Library	e.g. Risman, BJ (1998) Gender Vertigo: American Families in Transition. New Haven: Yale University Press	1998

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- Introduction to social constructions of sex, gender, and sexuality explaining gender difference.
- Regimes, systems, structures
- Social, historical context, and change
- Breaking the binary: Queer Theory
- Intersectionality Theory
- Regulating gendered lives
- Resisting gender ideologies
- Creating gender and doing gender

Overarching themes integrated throughout all topics:

- Resistance to heteronormativity and heteropatriarchy
- Embracement of lived experience