



Department of  
Behavioral Sciences

### **SOC-15: Modern Social Problems**

Santa Rosa Junior College  
Fall 2025 ONLINE Syllabus  
Instructor: Dr. Dan Morgan

#### *Contacting Me*

**E-mail:** You can e-mail me through Canvas, and at [dmorgan@santarosa.edu](mailto:dmorgan@santarosa.edu) **E-mail is the most efficient way to reach me.**

**Telephone:** Phone messages are forwarded to me by the Department of Behavioral Sciences: (707) 527-4228 or (707) 527-4226.

**Zoom:** There are no required, synchronous meetings for this class. I am able to host individual and small group meetings via Zoom.

#### *Course Description*

This course offers a sociological analysis of the social construction of gender and sexuality, historically and cross-culturally. It critically examines masculinities, femininities, the non-binary spectrum, and intersectionality. It analyzes the macro-level of how institutions shape gender as well as the micro-level of how individuals are socialized into gender and how they "do" gender. It examines gender inequalities in institutions such as the family, education system, workplace, religion, mass media, health care, and politics.

**Course Reading: All readings are free and available in the Canvas course.**

***Sociology of Gender*** by Heidi Esbensen

<https://openoregon.pressbooks.pub/socgender/>

A PDF of this textbook is also available on the Canvas course home page

***Sociology of Gender: An Equity Lens*** by Nora Karena

<https://openoregon.pressbooks.pub/socgender1e/>

A PDF of this textbook is also available on the Canvas course home page

I have added other readings specific to course topics, which you will find in specific course modules.

### Methods of Evaluation/Basis of Grade

<b>30 - 50%</b>	<b>Writing</b>
<b>40 - 60%</b>	<b>Quizzes/Exams</b>
<b>0 – 20%</b>	<b>Additional projects, class participation</b>

<b>Assessment</b>	<b>Points</b>	<b>Percentage of Final Grade</b>
<b>Discussions (15 points, 12 Weeks)</b>	180	45%
<b>3 Quizzes (@ 10 points each)</b>	30	8%
<b>3 Reflective Essays @ 10 points each</b>	30	8%
<b>Final Exam</b>	160	39%
<b>Total Possible Points</b>	<b>400</b>	<b>100%</b>

<b>Letter Grade</b>	<b>Percentage</b>
<b>A</b>	<b>90% to 100%</b>
<b>B</b>	<b>80% to 89%</b>
<b>C</b>	<b>70% to 79%</b>
<b>D</b>	<b>60% to 69%</b>
<b>F</b>	<b>Below 60%</b>

Weekly Schedule	
Week 1	<p>Introductions, Our Genders</p> <p>Read: <a href="#">Esbensen Chapter 1: Sociology of Gender</a></p> <p>Graded Discussions: 15 points</p>
Week 2	<p>Social &amp; Cultural Constructions of Gender</p> <p>Read:  <a href="#">Esbensen Chapter 2: Construction of Gender</a>  <a href="#">Karena Chapter 2: Gender as a Social Construct</a> </p> <p>Graded Discussions: 15 points</p>
Week 3	<p>Sociological Perspectives on Gender</p> <p>Read:  <a href="#">Esbensen 5.3 Three Sociological Theories</a>  <a href="#">Karena Chapter 1.4 Applying Sociology to the Study of Gender</a> </p> <p>Graded Discussions: 15 points</p>
Week 4	<p>Gender Socialization</p> <p>Read:  <a href="#">Esbensen 6.5 Gender Socialization Inside Family and Childhood</a>  <a href="#">Karena 2.2 A Process, and a System, and a Social Institution</a> </p> <p>Graded Discussions: 15 points</p>
Week 5	First Reflection Paper and Quiz
Week 6	<p>Gender and Labor</p> <p>Read:  <a href="#">Esbensen Chapter 8: Work</a> </p> <p>Graded Discussions: 15 points</p>
Week 7	<p>Gender and Families</p> <p>Read:  <a href="#">Esbensen Chapter 6: Family</a> </p> <p>Graded Discussions: 15 points</p>
Week 8	<p>Sexual Identities, Behavior and Outcomes</p> <p>Read:  <a href="#">Esbensen 3.5 Sexuality</a>  <a href="#">Karena 2.5 Gender Expression</a>  <a href="#">Social Construction of Western Sexual Identities (see Canvas lecture)</a> </p>

	Graded Discussions: 15 points
Week 9	<p>Sex and Gender in the Mass Media</p> <p>Reading: This week, each student will locate a relevant story or article from current media and start your own thread in this week's graded discussions. This post will include a potential quiz question and reflection paper topic for week 10.</p> <p>Graded Discussions: 15 points</p>
Week 10	Second Reflection Paper and Quiz
Week 11	<p>Gender and Education</p> <p>Read:</p> <p><a href="#">Esbensen Chapter 7: Education</a></p> <p>Graded Discussions: 15 points</p>
Week 12	<p>Gender, Politics, and Power</p> <p>Read:</p> <p><a href="#">Karena Chapter 5: Gender And Power</a></p> <p>Graded Discussions: 15 points</p>
Week 13	<p>Gender, Deviance, and Violence</p> <p>Read:</p> <ul style="list-style-type: none"> <li>• <a href="#">Dating App Facilitated Sexual Assault: A Retrospective Review of Sexual Assault Medical Forensic Examination Charts</a> (see Canvas lecture)</li> <li>• <a href="#">Preventing sexual violence in sexual orientation and gender diverse communities: A call to action</a> (see Canvas lecture)</li> <li>• <a href="#">Non-binary experiences of (gender-based) violence at work</a> (see Canvas lecture)</li> </ul> <p>Graded Discussions: 15 points</p>
Week 14	<p>Social Movements and Change</p> <p>Read:</p> <ul style="list-style-type: none"> <li>• <a href="#">Types of Social Movements</a> (see Canvas Lecture)</li> <li>• <a href="#">Neuroqueer frontiers: Neurodiversity, gender, and the (a)social self</a> (see Canvas lecture)</li> </ul> <p>Graded Discussions: 15 points</p>
Week 15	Third Reflection Paper and Quiz
Week 16	Wrap-Up

Week 17:	Final Exam Week
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### Explanation of Graded Components

**Discussions:** The weekly discussions are an integral part of the course. Meaningful virtual classroom discussions promote understanding of the major concepts and principles underlying the complex relationship between our society and technology. I will lead these discussions, asking questions and providing feedback to your responses. Each student will respond to the initial questions and respond to the other students in the course.

In the Discussion areas of the course, you, as a student, can interact with your instructor and classmates to explore questions and comments related to the content of this course.

Discussions will be open Monday, 8:00 a.m. through **Sunday, 11:59 p.m. Santa Rosa TIME**. The graded discussions are not chat rooms or blogs. Use academic language as opposed to text message language or tweets. For example, "I" is a proper noun, always capitalized. Discussions will be graded according to the rubric found at the end of this course syllabus.

Rationale:

1. Participation in graded discussions promotes understanding of course material, concepts, and terminology.
2. Discussing concepts and experiences with one another allows us to better understand one another, our cultures, and values.
3. Attendance and participation promote student engagement with other students, adding value to the learning.
4. Participation in graded discussions promotes faculty/student engagement in the class.

**Reflection Papers:** There are five reflection papers assigned to this course, relevant to course content that we are covering at that particular time. Example: the first reflection paper assignment will address concepts covered during week 1, in a way that shows what it means to you, the student. Guidelines: 1-2 pages in length, double-spaced. Include an additional cover page. No reference page is required.

Rationale:

1. Reflection papers allow you to think more deeply and consciously about your actions or behaviors surrounding a particular part of your life or experience.
2. Reflection papers allow you to develop expertise in understating the sociological imagination.
3. Reflection papers help you to study for the quizzes and the final exam.

**Quizzes and Final Exams:**

Rationale:

1. Studying for exams engages students with course material.
2. The exam-taking process affirms the accuracy of course terminology.

3. Exams are used as learning tools as well as learning assessments as you prepare the literature review.

Allow yourself plenty of time to upload assignments and to complete the exams. All assignments must be completed before the due date.

### **Access for Students with Disabilities**

It is the policy of the Sonoma County Junior College District to provide equal educational opportunities for students with disabilities in accordance with state and federal law and regulations including the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and Title 5 of the California Administrative Code. Pursuant to Title 5, the District has developed the Disability Resources Department to assist students with disabilities in securing appropriate instruction, academic accommodations and auxiliary aids. It is the intent of the District that such individuals be served by regular classes and programs whenever possible. To that end, students with disabilities shall be admitted to courses and programs and matriculate through such courses and programs on an equal basis with all other students. To ensure equality of access for students with disabilities, academic accommodations and auxiliary aids shall be provided to the extent necessary to comply with state and federal law and regulations. For each student, academic accommodations and auxiliary aids shall specifically address those functional limitations of the disability, which adversely affect equal educational opportunity. When the severity of the disability of an otherwise qualified student precludes successful completion of a course required for graduation from SRJC, despite an earnest effort on the part of the student to complete the course and despite provision of academic accommodations and/or auxiliary aids, a course substitution or waiver of the course requirement shall be considered.

The District will maintain specific criteria and procedures to implement this policy.

### **Academic Integrity Statement**

Sonoma County Junior College District (SCJCD) holds that its primary function is the development of intellectual curiosity, integrity, and accomplishment in an atmosphere that upholds the principles of academic freedom. All members of the academic community - student, faculty, staff, and administrator - must assume responsibility for providing an environment of the highest standards, characterized by a spirit of academic honesty and mutual respect. Because personal accountability is inherent in an academic community of integrity, this institution will not tolerate or ignore any form of academic dishonesty. Academic dishonesty is regarded as any act of deception, benign or malicious in nature, in the completion of any academic exercise. Examples of academic dishonesty include cheating, plagiarism, collusion, and other academic misconduct.

### **SRJC Attendance Policy**

#### **A. Attendance**

1. Students are expected to attend, and in the case of online classes, participate in, all sessions/modules of the course in which they are enrolled.
2. A student may be dropped from any class when that student's absences exceed ten percent (10%) of the total hours of class time.
3. With advanced notice and appropriate documentation, members of the U.S. Military Armed Services and Reservists shall have their absences accommodated due to service obligations

provided that satisfactory academic progress is being made prior to suspending their studies. For the purpose of this policy, a student is making satisfactory academic progress so long as, at the start of the absence, the student has the potential to pass the class after completing the remaining assignments.

#### B. Nonattendance

1. Students who fail to attend the first class meeting may be dropped by the instructor. For classes that meet online, students who fail to log on and initiate participation by 11:59 p.m. Pacific Time of the first day of the class may be dropped by the instructor. The start date for full semester online classes is the official first day of the semester; for short-term classes, the first day will be specified in the schedule of classes.

2. Instructors are required to drop all No-Show students immediately following the second class meeting. A No-Show is an enrolled student who has not attended any class meeting of the course. For classes that meet online, a No-Show is an enrolled student who has not logged on and initiated active participation by 11:59 p.m. Pacific Time of the second day of the class.

#### C. Excessive absence defined

1. Instructors shall state in each course syllabus what constitutes excessive absence for that course. **In this course, excessive absence is defined as failure to participate in graded discussions during **one** weekly module. Be sure to make your first discussion post each week by Wednesday.**

2. Any student with excessive absences may be dropped from the class.



# Appendix: Reflection Paper Grading Rubric

	Poor	Fair	Good	Excellent	
<b>Depth of reflection</b> 3 possible points	Poor Writing demonstrates lack of reflection on the selected topic, with no details.	Fair Writing demonstrates a minimal reflection on the selected topic, including a few supporting details and examples.	Good Writing demonstrates a general reflection on the selected topic, including some supporting details and examples.	Excellent Writing demonstrates an in-depth reflection on the selected topic, including supporting details and examples that evidence the <i>sociological imagination</i> .	
<b>Quality of Information</b> 3 possible points	Poor Information has little to do with the course themes.	Fair Information clearly relates to course themes, but no details and/or examples are given.	Good Information clearly relates to course themes. It provides 1-2 supporting details and/or examples.	Excellent Information clearly relates to the main topic. It includes several supporting details and/or examples.	
<b>Structure &amp; Organization</b> 3 possible points	Poor Writing unclear, disorganized. Thoughts are not expressed coherently.	Fair Writing is unclear, and thoughts are not well organized. Thoughts are not expressed in a logical manner.	Good Writing is mostly clear, concise, and organized with the use of excellent sentence/paragraph structure. Thoughts are expressed in a logical manner.	Excellent Writing is clear, concise, and well organized with the use of excellent sentence/paragraph structure. Thoughts reflect the <i>sociological imagination</i> .	
<b>Grammar</b> 1 possible point	Poor There are numerous spelling or grammar errors per page of writing reflection.	Fair There are more than five spelling or grammar errors per page of writing reflection.	Good There are no more than five spelling or grammar errors per page of writing reflection.	Excellent There are no more than three spelling or grammar errors per page of writing reflection.	