Syllabus - SOC 301 Fall 2017
Lec A1

SOCIOLOGY OF GENDER

**Time:** Mondays and Wednesdays 9:30am-10:50 am  
**Location:** SAB 326

**Instructor:** Dr. Robyn Lee  
**Email:** robyn5@ualberta.ca  
**Office:** Tory 6-9  
**Office Hours:** Mondays and Wednesdays 11:30-12:30 and by appointment

**TA:** Natasha Myette myette@ualberta.ca

**Prerequisite:**  
SOC 100 or permission of the instructor

**Course Description:**

This course will explore critical perspectives on gender. We will examine a variety of sociological approaches to the study of gendered behaviours, structures, and institutions. Different theoretical perspectives will be drawn upon in order to better understand gender roles and how these roles develop. We will interrogate the influence of gender on areas such as sport and health, education, media, paid employment, reproduction, care work, and violence. Throughout the course we will explore how the effects of gender intersect with race, class, and sexuality.

**Learning Outcomes:**

1. Understand some of the ways that gender is produced through social forces and institutions  
2. Recognize how we ‘do gender’ in a variety of different ways through our interactions with other people and social institutions  
3. Develop skills in oral and written communication  
4. Understand a variety of sociological approaches to the study of gender  
5. Apply a gender analysis to a variety of social issues

**Required Readings:**


Additional required readings posted on eClass.
IMPORTANT DATES:

Course Drop and Add (on Bear Tracks)    September 18
Course Withdrawal Deadline (50% refund)    October 5
Thanksgiving (University closed)    October 9
Reading Week (No classes)    November 13-17
Course Withdrawal Deadline (No fee refund)    December 1
Classes End    December 8

COURSE EVALUATION:

10% Pop Quizzes
Short quizzes will be held during class. The dates will not be announced in advance and you will need to be present in class to complete them. Your grade will be made up of your top 5 grades on these quizzes.

5% Discussion Forum Posts
You are expected to post on the eClass discussion forums. These posts need to be consistent with the guidelines posted on the forum (e.g. be respectful of others, no personal attacks). These can be critical responses to the readings or discussion of current events, etc. As a guideline, I suggest 5-7 posts throughout the course, depending on length.

25% Midterm exam
The midterm will be held in class on October 18 and will cover material from the first half of the course.
Representative exam questions will be discussed in class and posted on eClass.
Missed midterm exams will require documentation and will be scheduled in the week following the original midterm date.

30% Final Exam
The final exam will be held during the exam period, tentatively scheduled for December 20 at 9:00am. The final exam will cover material from the entire course, but will focus on the second half.
Representative exam questions will be discussed in class and posted on eClass.

30% Essay Assignment
Due December 6 (in class)
Length: 5-7 pages (double spaced, 12 point font)
In your essay, you will discuss an example of what West and Zimmerman call “doing gender”. This can be a social issue or event, or a media representation of gender, such as an advertising campaign. You can also analyze a film, novel, or other piece of creative work. Drawing on the course readings and our class discussions, explain how they relate
to the issue or event. Your essay MUST draw upon at least one course reading, but you are encouraged to draw upon multiple course readings in your analysis.

**COURSE SCHEDULE**

**INTRODUCTION TO THE COURSE**
September 6

**THE SOCIAL CONSTRUCTION OF GENDER**
September 11
West, Candace and Zimmerman, Don H. “Doing Gender.” Chapter 5 in *The Gendered Society Reader*.

**INTERSECTIONALITY**
September 13

**GENDER AND COMMUNITY**
September 18
Ruby, Tabassum F. “Listening to the Voices of Hijab”. Chapter 6 in *The Gendered Society Reader*.

**BIOLOGY**
September 20

September 25
Sapolsky, Robert M. “Testosterone Rules”. Chapter 2 in *The Gendered Society Reader*.
MASCULINITIES
September 27

October 2

October 4

October 9  Thanksgiving – No Class

SEXUALITIES
October 11
Tsui, Lily and Elena Nicoladis: “Losing It: Similarities and Differences in First Intercourse Experiences of Men and Women.” Chapter 17 in *The Gendered Society Reader*.
Beres, Melanie. “It just happens': Negotiating Casual Heterosexual Sex.” Chapter 18 in *The Gendered Society Reader*
Mulé, Nick. “Same-Sex Marriage and Canadian Relationship Recognition-One Step Forward, Two Steps Back: A Critical Liberationist Perspective.” Chapter 19 in *The Gendered Society Reader*

VIOLENCE
October 16
Sanday, Peggy. “Rape-Prone versus Rape-Free Campus Cultures.” Chapter 35 in *The Gendered Society Reader*
Namaste, Viviane K. “Genderbashing: Sexuality, Gender, and the Regulation of the Public Space.” Chapter 38 in The Gendered Society Reader.

October 18 – Midterm exam (in class)

MEDIA
October 23
SPORT AND HEALTH
October 25
Lee, Susan S. “Women’s Perspectives on Disability, Underemployment, and Health,” Chapter 30 in *The Gendered Society Reader*.

October 30
Jackson, Steven. “Globalization, Corporate Nationalism, and Masculinity in Canada: Sport, Molson Beer Advertising, and Consumer Citizenship.” Chapter 34 in *The Gendered Society Reader*.
Thebeuge, Nancy “It’s Part of the Game”: Physicality and the Production of Gender in Women’s Hockey. Chapter 8 in *The Gendered Society Reader*.

EDUCATION
November 1
Lindberg, Tracey. “What Do You Call an Indian Woman with a Law Degree: Nine Aboriginal Women at the University of Saskatchewan College of Law Speak Out.” Chapter 26 in *The Gendered Society Reader*.
Beagan, Brenda. “Micro Inequities and Everyday Inequalities: 'Race', Gender, Sexuality, and Class in Medical School.” Chapter 27 in *The Gendered Society Reader*

EMPLOYMENT
November 6

November 8
Ranson, Gillian. “No Longer ‘One of the Boys’: Negotiations with Motherhood, as Prospect or Reality, among Women in Engineering.” Chapter 20 in *The Gendered Society Reader*.
Evans, Joan A. “Cautious Caregivers: Gender Stereotypes and the Sexualization of Men Nurses’ Touch.” Chapter 28 in *The Gendered Society Reader*.
Pacholok, Shelley. “Gendered Strategies of Self: Navigating Hierarchy and Contesting Masculinities.” Chapter 29 in *The Gendered Society Reader*

November 13 and November 15 **Reading Week: No classes**
CARE WORK
November 20

November 22

REPRODUCTION
November 27

November 29
Film: House of Surrogates

ENVIRONMENT
December 4

December 6 – Review
Sociology Department Undergraduate Grading Scale

<table>
<thead>
<tr>
<th>Letter</th>
<th>Numerical Grade</th>
<th>GPA</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90+</td>
<td>4.0</td>
<td>Exceptional work and achievement</td>
</tr>
<tr>
<td>A</td>
<td>86–89</td>
<td>4.0</td>
<td>Excellent and displays high comprehension of material</td>
</tr>
<tr>
<td>A-</td>
<td>82–85</td>
<td>3.7</td>
<td>Great work with good comprehension of material</td>
</tr>
<tr>
<td>B+</td>
<td>78–81</td>
<td>3.3</td>
<td>Good and better than average comprehension</td>
</tr>
<tr>
<td>B</td>
<td>74–77</td>
<td>3.0</td>
<td>Solid understanding of course material</td>
</tr>
<tr>
<td>B-</td>
<td>70–73</td>
<td>2.7</td>
<td>Satisfactory to good performance</td>
</tr>
<tr>
<td>C+</td>
<td>66–69</td>
<td>2.3</td>
<td>Satisfactory work</td>
</tr>
<tr>
<td>C</td>
<td>62–65</td>
<td>2.0</td>
<td>Slightly exceeds minimum requirements</td>
</tr>
<tr>
<td>C-</td>
<td>58–61</td>
<td>1.7</td>
<td>Meets minimum requirements</td>
</tr>
<tr>
<td>D+</td>
<td>54–57</td>
<td>1.3</td>
<td>Poor engagement with course material</td>
</tr>
<tr>
<td>D</td>
<td>50–53</td>
<td>1.0</td>
<td>Barely acceptable work</td>
</tr>
<tr>
<td>F</td>
<td>0–49</td>
<td>0.0</td>
<td>Unacceptable engagement with course material</td>
</tr>
</tbody>
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Policy for Late Assignments
Late papers will be marked down 5% percent for each day past the deadline, and will not be accepted after one week past the deadline. Please contact me in advance if you will have difficulty meeting a deadline for health or personal reasons.

If a student fails to write the final exam, he or she must formally apply to his or her Faculty within two working days following the missed exam in order to be considered for a deferral. The date for the Sociology department deferred exams is Saturday, January 13th at 9:00am in BUS 1-10. The decision to grant a deferred final exam is not the instructor’s. Deferred examinations are intended to accommodate students who have experienced an incapacitating illness or severe domestic affliction; applications based on minor or inconsequential ailments will not be approved. Please also note that as stated in the Calendar, “a deferred examination will not be approved if a student (a) has not been in regular attendance where attendance and/or participation are required, and/or, (b) excluding the final exam, has completed less than half of the assigned work.”

Required Notes
“Policy about course outlines can be found in the Evaluation Procedures and Grading System section of the University Calendar.”

Academic Integrity
“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at http://www.governance.ualberta.ca/en/CodeofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx ) and avoid any behaviour that could
potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

**Learning and working environment**

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the Office of the Student Ombuds. Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL.

**Academic Honesty**

**All students** should consult the information provided by Student Conduct and Accountability regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the Academic Integrity Undergraduate Handbook and Information for Students). If in doubt about what is permitted in this class, ask the instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the Academic Discipline Process.

**Recording of Lectures**

“Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).”

**Attendance, Absences, and Missed Grade Components**

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult the Calendar regarding Attendance and Examinations sections of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.
Student Accessibility Services

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Student Accessibility Services, contact their office immediately (1-80 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381).