

Syllabus - SOC 301 Winter 2018
Lec B1
SOCIOLOGY OF GENDER

Time: Tuesdays and Thursdays 11:00am-12:20pm

Location: CAB 239

Instructor: Dr. Robyn Lee

Email: robyn5@ualberta.ca

Office: Tory 6-9

Office Hours: Tuesdays and Thursdays 1:30-2:30 and by appointment

TA: Megan McKenna (mmckenna@ualberta.ca)

Prerequisite:

SOC 100 or permission of the instructor

Course Description:

This course will explore critical perspectives on gender, with an emphasis on the Canadian context. 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 and change over time. 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
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 contemporary social issues

Required Readings:

Siltanen, Janet, and Doucet, Andrea. 2017. *Gender Relations in Canada: Intersectionalities and Social Change*. Second Edition. Toronto: Oxford University Press.

Additional required readings posted on eClass.

Important Dates:

Classes Begin	January 8
Course Drop and Add (on Bear Tracks)	January 19
Course Withdrawal Deadline (50% refund)	February 7
Easter (University closed)	March 30 and April 2
Reading Week (No classes)	February 19-23
Course Withdrawal Deadline (No fee refund)	April 6
Classes End	April 13
Final Examination Period	April 16-28

COURSE EVALUATION:

5% 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.

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% Photo Essay Project – Due March 6

For this assignment, you will create a digital photo essay of gender in everyday life. The assignment requires taking photographs of yourself or other people “doing gender”, or challenging or “undoing” gender (suggested number of photographs: 6-8), and writing an essay-format response for each photograph that explains what is happening. Detailed instructions for this assignment will be posted on eClass and discussed in class.

15% Midterm Exam – February 27 (in class)

The midterm will be held in class on **February 27** 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.

25% Intersectional Approaches to Social Issues Project – Due April 12

For this project, you will identify a social problem or issue and explore possibilities for addressing it through critical analysis of readings from the course. You **must** apply an intersectional lens to your analysis of the problem/issue (see chapter 7 in the textbook). Suggested length: 5-7 pages. Detailed instructions for this assignment will be posted on eClass and discussed in class.

25% Final Exam

The final exam will be held during the exam period. 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.

COURSE SCHEDULE

INTRODUCTION TO THE COURSE

January 9

SOCIOLOGICAL UNDERSTANDINGS OF GENDER

January 11

Chapter 1 in *Gender Relations in Canada*, pp. 1-37.

SEX, GENDER, AND BIOLOGY

January 16

Chapter 2 in *Gender Relations in Canada*, pp. 38-68.

January 18

Wall, Sean Saifa. 2010. "I am the 'I'". In *Gender Outlaws: The Next Generation*. Ed. Kate Bornstein and S. Bear Bergman. Berkeley, CA: Seal Press, pp. 107-111.

January 23

Fausto-Sterling, Anne. 2000. "Sex Glands, Hormones, and Gender Chemistry," In *Sexing the Body: Gender Politics and the Construction of Sexuality*, New York: Basic Books, pp. 146-169.

HEGEMONIC GENDER: MASCULINITIES AND FEMININITIES

January 25

Chapter 3 in *Gender Relations in Canada*, pp. 70-100.

January 30

Pascoe, C. J. 2005. "Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse. *Sexualities*, 8(3): 329-346.

DOING AND UNDOING GENDER

February 1

Chapter 4 in *Gender Relations in Canada*, pp. 102-32.

February 6

West, Candace and Don H. Zimmerman. 1987. "Doing Gender", *Gender and Society* 1(2): 125-151.

February 8

Risman, Barbara. 2009. "From Doing to Undoing: Gender as We Know It". *Gender and Society*. 23(1): 81-84.

Butler, Judith. 2004. *Undoing Gender*. "Introduction: Acting in Concert". New York: Routledge, pp. 1-16.

February 13

Butler, Judith. 2004. *Undoing Gender*. "Gender Regulations". New York: Routledge, pp. 40-56.

February 15

Wallace, j. 2013. "We're Having a Stanley." In *Chasing Rainbows: Exploring Gender Fluid Parenting Practices*. Ed. Fiona Joy Green and May Friedman. Toronto: Demeter Press, pp. 90-98.

February 20 and 22 – Reading Week – No Class

February 27 – **Midterm Exam (In Class)**

GENDER, WORK, AND FAMILIES

March 1

Chapter 5 in *Gender Relations in Canada*, pp. 133-156.

March 6 – **Photo Essay Due**

Hochschild, Arlie Russell. 1993. "Gender, Status, and Feeling." In *The Managed Heart: Commercialization of Human Feeling*. University of California Press. pp. 62-68.

hooks, bell. 2004. "Work: What's Love Got to Do With It?" In *The Will to Change: Men, Masculinity, and Love*, pp. 91-106.

March 8

Kimmel, Michael. 2013. "White Men as Victims: The Men's Rights Movement". *Angry White Men: American Masculinity at the End of an Era*, New York: Nation Books, pp. 99-134.

March 13

Taylor, Tiffany. 2011. "Re- examining Cultural Contradictions: Mothering Ideology and the Intersections of Class, Gender, and Race". *Sociology Compass*. 5(10). 898-907.

Film: The Motherload

GENDER AND CITIZENSHIP

March 15

Chapter 6 in *Gender Relations in Canada*, pp. 157-185.

INTERSECTIONALITY

March 20

Chapter 7 in *Gender Relations in Canada*, pp. 186-211.

March 22

Anderson, Kim. 2010. "Affirmations of an Indigenous Feminist." In *Indigenous Women and Feminism: Politics, Activism, Culture*. Ed. Sheryl Suzack et al. Vancouver: UBC Press, pp. 81-91.

SEXUALITIES AND GENDER

March 27

Weeks, Jeffrey. 2017. "Sexuality and the Historian." In *Sex, Politics, and Society: The Regulation of Sexuality Since 1800*. Fourth Edition. London and New York: Routledge, pp. 1-23.

March 29

Simpson, Leanne Betasamosake. 2017. "The Sovereignty of Indigenous People's Bodies", In *As We Have Always Done: Indigenous Freedom Through Radical Resistance*. Minneapolis: University of Minnesota Press, pp. 95-118

April 3

Simpson, Leanne Betasamosake. 2017. "Indigenous Queer Normativity", In *As We Have Always Done: Indigenous Freedom Through Radical Resistance*. Minneapolis: University of Minnesota Press, pp. 119-144.

GENDERING BODIES

April 5

Kafer, Alison. 2013. "Introduction: Imagined Futures," In *Feminist, Queer, Crip*. Bloomington: Indiana University Press, pp. 1-24.

April 10

Halberstam, Jack. 2017. "Making Trans* Bodies." In *Trans*: A Quick and Quirky Account of Gender Variability*. Oakland, CA: University of California Press, pp. 22-44.

April 12 – **Intersectionality Project Due**

Final Review

Sociology Department Undergraduate Grading Scale

Letter	Numerical Grade	GPA	Description
A+	90+	4.0	Exceptional work and achievement
A	86-89	4.0	Excellent and displays high comprehension of material
A-	82-85	3.7	Great work with good comprehension of material
B+	78-81	3.3	Good and better than average comprehension
B	74-77	3.0	Solid understanding of course material
B-	70-73	2.7	Satisfactory to good performance
C+	66-69	2.3	Satisfactory work
C	62-65	2.0	Slightly exceeds minimum requirements
C-	58-61	1.7	Meets minimum requirements
D+	54-57	1.3	Poor engagement with course material
D	50-53	1.0	Barely acceptable work
F	0-49	0.0	Unacceptable engagement with course material

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, May 5, 2018 at 9:00am, location 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 Course Requirements, Evaluation Procedures and Grading 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/CodesofConductandResidenceCommunityStandar>

ds/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).