

**Syllabus - SOC 301 Winter 2017**  
**Lec B1**

**SOCIOLOGY OF GENDER**

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

**Location:** TB 45

**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:** Elaine Laberge elaberge@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 that gender is a social construction rather than merely 'natural'
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:**

Kimmel, Michael, Amy Kaler and Amy Aronson (eds). 2015. *The Gendered Society Reader* (3rd Canadian Edition). Don Mills: Oxford University Press.

Additional required readings posted on eClass.

### **Important Dates:**

Course Drop and Add (on Bear Tracks)	January 20
Course Withdrawal Deadline (50% refund)	February 8
Easter (University closed)	March 25 and 28
Reading Week (No classes)	February 20-24
Course Withdrawal Deadline (No fee refund)	April 5
Classes End	April 12

### **Evaluation:**

#### **10% Participation**

Participation will be evaluated through completion of in-class activities using eClass.

#### **25% Midterm exam**

The midterm will be held in class on **February 28** and will cover material from the first half of the course.

#### **35% Final Exam**

The final exam will cover material from the entire course, but will focus on the second half. The final exam will be held during the scheduled exam time, tentatively April 19 at 9:00am, but subject to change according to university exam timetables.

#### **30% Essay Assignment**

Due in class **April 11**

Length: 4-6 pages (double spaced, 12 point font)

For this assignment, you will explore how gender is being produced and transformed in the contemporary context in relation to texts we have read in this course. Essay questions and detailed assignment directions will be posted on eClass. Topics will include intersectionality, sports and health, media, work, reproduction, and sexualities.

### **In-course feedback:**

In order to best facilitate your learning in this course, I will be asking you to anonymously complete two short in-class questionnaires. As well, I am happy to receive comments in person or by e-mail.

## COURSE SCHEDULE

### INTRODUCTION TO THE COURSE

January 10

West, Candace and Don H. Zimmerman. "Doing Gender." Chapter 5 in *The Gendered Society Reader*

### BIOLOGY AND THE SOCIAL CONSTRUCTION OF GENDER

January 12

Lorber, Judith. 2006. "Night to His Day: The Social Construction of Gender" in Estelle Disch *Reconstructing Gender: A Multicultural Anthology*. Massachusetts: McGraw-Hill. Pp. 53-65.

Lorber, Judith. "Believing Is Seeing: Biology as Ideology." Chapter 3 in *The Gendered Society Reader*

Fausto-Sterling, Anne. "The Five Sexes: Why Male and Female Are Not Enough." Chapter 4 in *The Gendered Society Reader*

Martin, Emily. 1991. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." *Signs*, 16(3), 485-501.

### INTERSECTIONALITY

January 17

Collins, Patricia Hill. 2002. "Some Group Matters: Intersectionality, Situated Standpoints, and Black Feminist Thought" in T. Lott and J. Pittman, *A Companion to African-American Philosophy*. Blackwell, 205-229.

January 19

McIntosh, Peggy. 2006. "White Privilege: Unpacking the Invisible Knapsack." In Estelle Disch *Reconstructing Gender: A Multicultural Anthology*. Massachusetts: McGraw-Hill, pp. 71-76.

Iwama, Marilyn. "'At Dawn, Our Bellies Full': Teaching Tales of Food and Resistance from Residential Schools and Internment Camps in Canada." Chapter 25 in *The Gendered Society Reader*.

### MASCULINITIES

January 24

Connell, R.W. and James W. Messerschmidt. 2005. "Hegemonic Masculinity: Rethinking the Concept." *Gender and Society*. 19 (6). 829-859.

January 26

Halberstam, Judith. "An Introduction to Female Masculinities: Masculinity Without Men." *Female Masculinity*. Durham, N.C.: Duke University Press, 1998. pp. 1-43.

## SEXUALITIES

January 31

Rubin, Gayle. "Thinking sex: Notes for a radical theory of the politics of sexuality" in *Culture, Society and Sexuality: A Reader* (Eds. Richard Parker and Peter Aggleton). Routledge: 150-187.

February 2

Rich, Adrienne. 1980. "Compulsory Heterosexuality and Lesbian Existence", *Signs: Journal of Women in Culture and Society* 5(4): 647-668

February 7

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

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*

## MEDIA

February 9

Jiwani, Yasmin. "Helpless Maidens and Chivalrous Knights: Afghan Women in the Canadian Press." Chapter 32 in *The Gendered Society Reader*.

Jacques, Alison. "You Can Run But You Can't Hide: The Incorporation of Riot Grrrl into Mainstream Culture." Chapter 33 in *The Gendered Society Reader*.

Jackson, Steven. "Globalization, Corporate Nationalism, and Masculinity in Canada: Sport, Molson Beer Advertising, and Consumer Citizenship." Chapter 34 in *The Gendered Society Reader*.

## SPORT AND HEALTH

February 14

February 16

Ziegler, Elizabeth M., and Tamara Isadora Huntley. "It Got Too Tough to Not Be Me: Accommodating Transgender Athletes in Sport." *JC & UL* 39 (2013): 467-509.

Theberge, Nancy "It's Part of the Game": Physicality and the Production of Gender in Women's Hockey. Chapter 8 in *The Gendered Society Reader*

Bordo, Susan. "The Body and the Reproduction of Femininity." Chapter 13 in *The Gendered Society Reader*.

Wakewich, Pamela. "Contours of Everyday Life: Women's Reflections on Embodiment and Health Over Time." Chapter 15 in *The Gendered Society Reader*

Lee, Susan S. "Women's Perspectives on Disability, Underemployment, and Health," Chapter 30 in *The Gendered Society Reader*.

Reading Week – no classes

February 28 **Midterm exam – in class**

## VIOLENCE

March 2

Sanday, Peggy Sanday. "Rape-Prone versus Rape-Free Campus Cultures." Chapter 35 in *The Gendered Society Reader*

Dobash, Russell et al. "The Myth of Sexual Symmetry in Marital Violence." Chapter 36 in *The Gendered Society Reader*

Guruge, Sepali, Nazilla Khanlou, and Denise Gastaldo. "Intimate Male Partner Violence in the Migration Process: Intersections of Gender, Race and Class." Chapter 37 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*

Casey, Erin, et al. "Context, Challenges, and Tensions in Global Efforts to Engage Men in The Prevention of Violence Against Women: an Ecological analysis." Chapter 41 in *The Gendered Society Reader*

## PAID EMPLOYMENT

March 7

Hochschild, Arlie Russell. 1993. "Gender, Status, and Feeling." *The Managed Heart: Commercialization of Human Feeling*. University of California Press. pp.162-184.

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

March 9

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*

## CARE WORK

March 14

Coltrane, Scott. "Household Labour and the Routine Production of Gender." Chapter 23 in *The Gendered Society Reader*

Doucet, A. (2006). "Estrogen-filled worlds": Fathers as Primary Caregivers and Embodiment. *The Sociological Review*, 54(4), 696–716.

March 16

Stiell, Bernadette and Kim England. "Domestic Distinctions: Constructing Difference among Paid Domestic Workers in Toronto." Chapter 31 in *The Gendered Society Reader*  
Martin-Matthews, Anne. "Situating 'Home' at the Nexus of Public and Private Spheres: Aging, Gender, and Home Support Work in Canada." Chapter 22 in *The Gendered Society Reader*.

## REPRODUCTION

March 21

Almeling, R. 2011. Selling Genes, Selling Gender: Egg Agencies, Sperm Banks, and the Medical Market in Genetic Material. *American Sociological Review*. 72(3): 319-340.  
Roberts, Dorothy. 2009. "Race, Gender, and Genetic Technologies: A New Reproductive Dystopia?" *Signs* 34 (4): 783-804.

March 23 Film: *House of Surrogates*

March 28

Pande, A. 2009. "'It May Be Her Eggs But It's My Blood': Surrogates and Everyday Forms of Kinship in India." *Qualitative Sociology*, 32(4), 379-397.

## EDUCATION

March 30

Hooks, bell. "Black and Female: Reflections on Graduate School." In *Reconstructing Gender: A Multicultural Anthology* (4th ed.) edited By Estelle Disch, pp. 388-394.  
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*

## GENDERING SOCIAL CHANGE

April 4

MacGregor, Sherilyn. 2009. "A Stranger Silence Still: The Need for Feminist Social Research on Climate Change." *The Sociological Review*. 57: 124-140.  
Smith, Andrea. 2005. "Beyond Pro-Choice versus Pro-Life: Women of Colour and Reproductive Justice." *NWSA Journal*. 17 (1): 119-140.

April 6

Steenbergen, Candis. "Feminism and Young Women: Still Alive and Kicking." Chapter 39 in *The Gendered Society Reader*.  
Rodgers, Kathleen and Melanie Knight. "'You Just Felt the Collective Wind Being Knocked Out of Us': The Deinstitutionalization of Feminism and the Survival of Women's Organizing in Canada. Chapter 40 in *The Gendered Society Reader*.

April 11- 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 and final exams 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 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/CodesofConductandResidenceCommunityStandards/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.



**In this course**, attendance and participation is graded based on completion of ongoing in-class assignments.

**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](mailto:sasrec@ualberta.ca); Email; phone 780-492-3381).