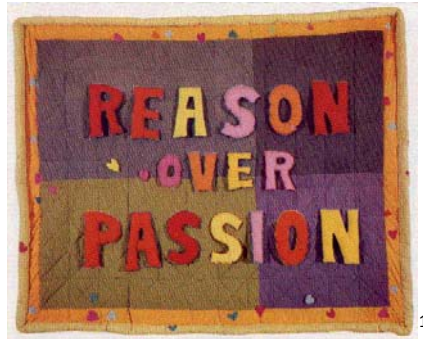


University of Alberta
Department of Sociology
Sociology 301, A1: Sociology of Gender, Summer 2009
Days and Time: Mondays and Wednesdays 9am- 11:50am
Room: BUS 2-9
Instructor: Tonya Davidson



Contact Information

Office: Tory 4-14

E-mail: davidsontonya@yahoo.com

Website: www.tonya-davidson.ca

Office hours: Wednesdays 1-3pm

Required Texts:

1. The Gendered Society Reader: Canadian Edition (2008) Eds. Michael Kimmel, Amy Aronson and Amy Kaler
2. Other Readings: other readings will be in a binder marked *Reserved Readings SOC 301* in the Sociology, main office, 5th floor Tory.

Course Description:

This course begins with the premise that gender is a defining axis along which individuals experience and produce their social worlds. From the minutiae of hacky sack to the gravity of relationships, choice of work, family dynamics, global conflicts, colonial practices, food, and health, gender is operating.

At some level sociologists have been addressing gender relations since the advent of the discipline. The myriad ways in which we understand the social world as gendered are paralleled in complexity by the sociological lenses we have for explaining this gendered world. This course will begin with understanding some feminist critiques of the exclusion of women in sociological thought. Sociological perspectives that address gender that we will explore include: psychoanalytic thought, Marxist thought, post-structural thought.

American feminist Gloria Steinem termed the ‘feminist click’ as the moment of self-awareness and radicalization. This is also a moment of sociological imagination— connecting personal experiences with broader forces of a gendered society. This course aims to offer various modes of analysis for

¹ “Reason Over Passion” by Canadian artist Joyce Wieland.

understanding a gendered society; to connect everyday observations (Oilers hockey riots! Line-ups at the Funky Pickle!) to sociological and feminist understandings of gender.

Assignments:

Participation (15%): Students are required to submit discussion questions for 2 of the course readings. A sign-up sheet will be circulated on the first day of class.

Mid-term exam (15%): The in-class midterm exam (quiz), on July 22 will consist of 5 short answer questions worth 3 marks each. We will review the week prior to the exam to highlight possible areas for study.

Essay (35%): Submit a 6-8 page essay responding to an everyday gendered moment. The paper must engage with the course material, cite at minimum 3 course readings and incorporate at least 3 external academic sources. See handout given out on the first day of class.

Final exam (35%): The exam will comprise of a combination of essay questions and short answer questions, scheduled during the exam period.

Term Schedule:

Class 1, July 6: Introduction & Gender and the Sociological Imagination

** no readings

Class 2, July 8: Multiple Epistemologies

Readings: Dorothy Smith: Women's Perspective as a Radical Critique of Sociology

Reserved Reading: Naples, Nancy (2003) "Standpoint Epistemology: Explicating Multiple Epistemologies" In *Feminism and Method* London: Routledge

Class 3, July 13: Gender and Labour

Valerie Preston, Damaris Rose, Glen Norcliffe and John Holmes: Shift Work, Childcare and Domestic Work: Divisions of Labour in Canadian Paper Mill Communities

Bernadette Stiell and Kim England: Domestic Distinctions: Constructing Differences Among Paid Domestic Workers in Toronto

Reskin, Barbara: Bringing the Men Back In: Sex Differentiation and the Devaluation of Women's Work`

Class 4, July 15: Gender, Intersectionality and Critical Race Theory

Tracey Lindberg: What Do You Call an Indian Woman with a Law Degree: Nine Aboriginal Women at the University of Saskatchewan College of Law Speak Out
Reserved Readings:

hooks, bell. (1994). *Gangsta Culture—Sexism and Misogyny: Who Will Take the Rap?*
hooks, bell. (1994). *Columbus: Gone But Not Forgotten*
McIntosh, Peggy. (1988). “White Privilege: Unpacking the Invisible Knapsack” *Race, Class and Gender in the United States* Ed. Paula S Rothenberg. New York: Worth Publishers, 163-168

Class 5, July 20: Feminist Poststructural Theory

Shawna Pomerantz, Dawn Currie and Deirdre Kelly: *Sk8ter Girls: Skateboarders, Girlhood, and Feminism in Motion*.

Reserved Readings: Weedon, Chris (1997) “Discourse, Power and Resistance” In *Feminist Practice & Poststructuralist Theory* Malden: Blackwell Publishing

Class 6, July 22: Gender and Psychoanalytic Thought

****** Mid-term exam for the first 90 minutes of this class******

Reserved Readings: Kimmel, Michael (2004) “So That Explains It’: Psychological Perspectives on Gender Development” In *The Gendered Society* New York: Oxford University Press.

Mulvey Laura (1975) “Visual Pleasure and Narrative Cinema” In *A Critical and Cultural Theory Reader* (eds). Antony Easthope and Kate McGowan. Toronto: University of Toronto Press.

Class 7, July 27: Gendered Bodies * Guest Lecture

Readings: Susan Bordo: *The Body and the Reproduction of Femininity*
Karen McGarry: *Mass Media and Gender Identity in High Performance Canadian Figure Skating*
Pamela Wakewich: *Contours of Everyday Life: Women's Reflections on Embodiment and Health Over Time*
Anne Fausto-Sterling: *The Five Sexes: Why Male and Female are Not Enough*

Class 8, July 29: Queering Gender Studies: Love & Sexualities

Patricia Gagné, Richard Tewksbury, and Deanna McGaughey: *Coming Out and Crossing Over: Identity Formation and Proclamation in a Transgender Community*
Francesca M. Cancian: *The Feminization of Love*

Reserved Readings:

Reserved Readings: Jason Shultz. (1995) “Getting Off on Feminism.” *to be real*. Ed. Rebecca Walker. New York: Anchor Books, 107-126.

August 3- NO CLASS. CIVIC HOLIDAY

Class 9, August 5: Gender and Symbolic Interaction

Readings: Candace West and Don H. Zimmerman: Doing Gender

Brenda Beagan: Micro Inequities and Everyday Inequalities: "Race", Gender, Sexuality, and Class in Medical School

Evans, Joan A.: Cautious Caregivers: Gender Stereotypes and the Sexualization of Men Nurses' Touch

Class 10, August 10: Gender, Crime and Violence * PAPERS DUE *** * Guest Lecture**

Barron, Christie and Dany Lacombe: Moral Panic and the Nasty Girl

Michael Kaufman: The White Ribbon Campaign: Involving Men and Boys in Ending Global Violence Against Women

Carol Cohn: Wars, Wimps and Women: Talking Gender and Thinking War

Class 11, August 12: Gender, Race and Space

Reserved Readings: Razack, Sherene (2002) "Gendered Racial Violence and Spatialized Justice" In *Race Space and the Law: Unmapping a White Settler Society* Toronto: Between the Lines.

The Cultural Memory Group (2006). "Calgary and Edmonton: Lest We Forget" In *Remembering Women Murdered by Men: Memorials Across Canada*. Toronto: Sumach Press.

Mitchell, Allyson (2002) "The Writing's on the Wall: Feminist and Lesbian Graffiti as Cultural Production" In *Turbo Chicks: Talking Young Feminists* Toronto: Sumach Press.

Conversion of marks to grades:

The following scale will be used to convert raw marks into final grades *at the end of the course*. I will not curve the grades.

Descriptor	Letter Grade	Percentage (out of 100)
Excellent	A+	90-100
	A	86-89
	A-	82-85
Good	B+	78-81
	B	74-77
	B-	70-73

Satisfactory	C+	66-69
	C	62-65
	C-	58-61
Poor	D+	54-57
Minimal Pass	D	50-53
Fail	F	0-49

Academic Integrity

- “Policy about course outlines can be found in 23.4 (2) in the University Calendar”
- “The University is defined by tradition as a community of people dedicated to the pursuit of truth and advancement of knowledge, and as a place where there is freedom to teach, freedom to engage in research, freedom to create, freedom to learn, freedom to study, freedom to speak, freedom to associate, freedom to write and to publish. There is a concomitant obligation upon all members of the University community to respect these freedoms when they are exercised by others. For these freedoms to exist, it is essential to maintain an atmosphere in which the safety, the security, and the inherent dignity of each member of the community are recognized. The enduring value of University life and of Degrees the University confers is also dependent upon the integrity of the teacher-Student learning relationship and upon the honesty and soundness of the evaluation process. Conduct by any member of the University Community that adversely affects this relationship or process must, therefore, be considered a serious offence.”
- Please familiar yourselves with the University of Alberta *Student Code of Behaviour* which outlines the University’s dedication to academic integrity and honesty. The Code is here: http://www.uofaweb.ualberta.ca/gfcpolicymanual/content.cfm?ID_page=37633

Late Policy

Without extension or a discussion with the instructor, the research papers will be deducted 5% a day as a late penalty.

If exams are missed a medical certificate is require to obtain permission to write them at a later date.

If the discussion questions are not received on their specific due date, students will receive 0.

SOCIOLOGY OF GENDER 301

SYLLABUS ADDENDUM

Course Prerequisites: SOC 100 or SOC 300

“Policy about course outlines can be found in 23.4 (2) of the University Calendar” (GFC 29: 2003)

Don't Cheat:

“The University of Alberta is committed to the highest standards of 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 www.ualberta.ca/secretariat/appeals.html) and avoid any behavior which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offense. Academic dishonesty is a serious offense and can result in suspension or expulsion from the University” (GFC 2003)

Final Exam: has been scheduled for August 13 at 11:30 am.