

**Women & Sociological Theory
SOC 4033 / WOME 4011 WDE
January-April 2025**



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COURSE DESCRIPTION

Welcome to **SOC 4033 Women & Sociological Theory!** In this course, we will examine ideas about women, gender and its' intersections, and the contributions of women theorists and Black feminist thought to the development of sociology from the late 19th century to the present day. We will begin by exploring the writings of influential and yet often neglected Sociologists such as Harriet Martineau, Jane Addams, Anna Julia Cooper and Ida B Wells-Barnett. This will follow with an exploration of the revitalization of feminist sociology in the late 20th and early 21st century through the work of Dorothy Smith and Patricia Hill Collins. We will focus on the development of intersectionality as a critical theory. We will examine the contributions of these historical and contemporary feminist thinkers to past and current debates in feminist sociology.

LEARNING OBJECTIVES

- Explore feminist sociology;
- Examine early feminist sociology and links with contemporary feminist sociology;
- Understand women's contributions to sociology and social theory;
- Learn about intersectionality theory;
- Learn online discussion and presentation skills; and
- Learn university-level research, analytical and writing skills.

REQUIRED TEXTBOOKS The textbook cost reflects current LU bookstore pricing. The text may be available from other sources at reduced prices.

1) What is Feminist Sociology (2025) by Jo Reger (\$30.95)

2) Introducing Intersectionality, 2nd Edition (2025) by Mary Romero (\$33.95)

Please note: Additional readings will be available on D2L and these have no cost.

HOW THE COURSE IS ORGANIZED

This course is offered asynchronously. We will be mainly be using our Course Blog: **2026 Women & Sociological Theory** (Womenandsociologicaltheory.blogspot.com) as well as D2L. The course is geared towards independent study. Through the blog, we will co-construct the our knowledge about feminist contributions to sociology and feminist intersectionality. In week 1, you will receive an email invitation from me to join the course blog site (blogger.com). Our blog

site is closed to the public but offers us an online site to engage with ideas and conversations about the course materials where we can pull in additional sources of learning (videos and links to complement course materials). You will need to be logged into your lakeheadu.ca email account to access blogger (as they are both linked through google)

Students are expected to complete weekly readings and to actively and respectfully contribute to class discussion through our course blog. Each student will have the opportunity to write and develop 2 blog posts as the **Guest Blogger** over the course of the term. Posting on the blog will give you an opportunity to develop research and online communication skills. Students will sign up for their assigned Blog Posts by the beginning of Week 2 (Jan 12).

In addition to reading course materials and weekly blog posts, you will be required to respond to one of the guest bloggers each week using the 'Reply' feature on the Blog. As the Guest Blogger, it is your responsibility to respond to 'reply posts' and facilitate the discussion on your Blog Post. I will also be posting, reading posts and responding, perhaps posing questions back to you to encourage discussion about the readings and exploration of the ideas. As I describe below, your Guest Blogger Post mark (20% x 2) will depend on your active engagement with the course materials and content through the course blog.

DESIRE TO LEARN (D2L) In this course we also use D2L available through MyCourseLink. Students should be aware that when they access the electronic component of this course, private information such as first and last names and program affiliation, may become apparent to all other users in the same course. Continuation in this course will be deemed consent to this disclosure.

LEARNING ACCOMODATIONS: If you have a learning accommodation or you think you need an accommodation regarding the format of the course, or the due dates for assignments, please contact Student Accessibility Services at [this link](#) as soon as possible. Lakehead University is committed to ensuring accessibility for persons with disabilities and I will work with you to ensure that you have appropriate access to the course materials and learning opportunities.

Your mental health is important! As a university student, you may sometimes experience mental health concerns or stressful events that interfere with your academic performance and negatively impact your daily activities. If you or anyone you know experiences academic stress, difficult life events or feelings of anxiety or depression, Student Health and Wellness is available to help. Their services are free for Lakehead Students and appointments are available. You can learn more about confidential mental health services available on and off campus at [this link](#). If you require immediate support regarding a mental health crisis, call Crisis Response at 346-8282 (24 hours/day). For non-crisis issues, please call Good To Talk at 1-866-925-5454. For additional resources, see the tab "Other Important Information" on D2L. Remember that getting help is a smart and courageous thing to do — for yourself, for those you care about, and for those who care about you. Asking for support sooner rather than later is almost always helpful.

HOW TO CONTACT THE PROFESSOR: If you have questions, at any time during this course, please email me to set up an individual appointment (see above).

Email: When emailing, it is good practice to use professional etiquette: emails should be brief, include a salutation (eg. Hello, Hi, Dear) and signature (your name), be coherent and use complete sentences, avoid emojis and texting jargon/slang, and be courteous in tone. Please include the course number (SOC1 4033 or WOME 4011 WDE) in the subject line so I can easily identify you.

COURSE EVALUATION

Assessment	Weight	Due Date
Guest Blogger Profile	No mark	January 12 (midnight)
Weekly Blog Replies x10	30 %	ongoing
Blog Posts (x2)	40 %	20 marks each
Final Assignment	30 %	Due: April 3

Grades: Please note that I do not discuss grades by email or provide detailed breakdowns of graded work by email. All grade inquiries must be in person during office hours or by appointment.

EVALUATION INFORMATION

Written Assignments: All written assignments or components of assignments are to be typed and double-spaced using 12pt, Times New Roman font, with 1-inch margins. Please include a title page with your name, student number and email address, the title of the assignment, Instructor's name, date submitted and word count. *Note: Only submit **.doc** files; "pages" documents and PDF files will not be marked

ASA Referencing Style: Please use ASA for all referencing in this course. Details on D2L.

Assignment due dates: All assignments must be handed in by the specified due dates by 11:59pm. If you have trouble meeting a due date, please discuss it with me at least one week prior to your due date and, if accepted, we will negotiate a new due date. Missing due dates without prior approval will result in a deduction of 5% per day.

For your own protection, keep a hard copy of all work submitted for this course.

1. Weekly Blog Comment Replies – 30%

4th Year Seminar Courses require a significant amount of class discussion and participation. This is the time for you to work through your ideas and questions in a group setting, with the insights of your classmates. Participation from all members of the class is crucial if a discussion is to be both interesting and instructive.

Discussion requires preparation, which includes completing the assigned reading and thinking critically about the content and Guest Blog Post before offering a reply on our course blog site. It is necessary that students thoroughly read the materials so they are prepared to comment to

the blog post. In terms of reply content, you must anchor your reply comments in the course readings (provide references to materials via page numbers so your classmates and I can locate the source of your ideas). Use these opportunities to discuss the course readings, ask questions, respond to your peers, and make connections with other material or experiences.

I highly recommend you compose your Reply Posts in Word and then copy and paste them into the Reply commentary box when you are ready to post (remove formatting first!). This will ensure that you don't lose your work should something go wrong with the blog site while you are composing a thoughtful Post. The expectation is that each Reply Comment will be approximately 300 words minimum.

There is no limit on how often you can leave a reply comment! If you are having a particularly engaging conversation about one of the topics or theorists, then please don't restrict yourself to only posting once! Reply to your classmates and enjoy the experience of a seminar discussion through the Blog.

When preparing your Reply Comments, consider:

- Think about the background of the chapter and/or readings for the week, and identify the key theme(s) in the piece;
- Are there questions you have that stem from your reading or that can stimulate class discussion (thoughtful questions that engage with the key points of the readings)
- Can you connect what you are reading this week, with what you read last week? What are the arguments of the authors in the chapter? In the book?
- Are there related materials, relevant to the topic/discussion such as newspaper articles, websites, blog posts, video, etc. that you might want to consider sharing with your classmates?

For Week 1, you must create a profile on our blog. Then, over the course of term, you are expected to reply comment at least once each week. However, recognizing that life is busy and things come up (sick, work, family responsibilities) you are entitled to skip one (1) week, or at the end of term, if you haven't missed a week, I will 'drop' your lowest mark. This means your final Weekly Blog Reply Comments mark will be based on your 10 strongest Reply Comments posts.

Replies for weekly Blog Posts must be done by 5pm Sunday each week in order to receive a grade. (eg. Your Week 1 Blog Profile must be made by Sunday January 11th at 5pm; Week 2 replies must be made by Sunday January 18th at 5pm, Week 3 replies must be made by Sunday January 25 at 5pm, and so on). ***This does not mean that you can't return to an earlier post and comment later on the next week, or in the term if you think of something you want to add.*** If you have questions, ask for clarification!

2. Guest Blogger Posts (40%) **(2 x 20 marks each)**

This assignment requires you to contribute to our Course Blog: **2026 Women & Sociological Theory** <https://womenandsociologicaltheory.blogspot.com> with 2 guest blogger posts.

Each post will be between 500-600 words minimum (about 1 page single spaced in Word). I encourage you to include images (pictures, figures, memes, etc.) links to external sites which

can add to our understanding, videos, etc. For the week that you are the Guest Blogger, you are also responsible to facilitate the reading(s) and discussion among your peers for your Guest Blog Post. This means that you should be reading the feedback from your peers in response to your post and responding to encourage further discussion.

Blog posts must be posted to the Blog on the Sunday at 5pm for your assigned week. (ie. if you are the Guest Blogger for the Week 3 Reading - you must have your blog post up by 5pm on January 18th; and so on). *See Guest Blogger Schedule.

Specifically:

- Provide a *very* brief summary or analysis of one of the main points of the chapter or reading.
- Share a reflection on what you have read and how you interpret the reading;
- Incorporate or link to an online source that can help you 'teach' your peers about what you have learned;
- Develop a question or two about what you have read to encourage deeper thinking

*Remember: you will not be able to cover the entire chapter in one Post so try to choose a theme or aspect of the chapter that you want to explore in further depth through your Guest Blog Post.

You will sign up to be the Guest Blogger twice over the Term. **See the Guest Blogger Presentation Dates on D2L and email me asap with your top 3 week choices / dates.** I will do my best to accommodate everyone's first and second choices. I will post the final schedule of Blog Posts on our D2L course site.

Remember: You want to develop an engaging post that will trigger questions and comments from your peers! Your mark out of 20 will take into consideration the Guest Blog Post and your responses to your peers, and the quality of facilitation of the discussion. I will provide further details on D2L.

3. Final Assignment – (30%) Due April 3rd

In the final assignment you have a choice to either A) write a traditional research paper, based on one of the social theories or theorists we have covered this term (8-10 page double-spaced paper); or B) undertake a creative project based on one of the social theorists or theories we have covered this term. Ideas for creative projects might include developing your own Blog using Blogger.com (or some other blogging platform), doing a podcast, or creating a digital scrapbook or animation using storytelling, etc. Please consult with me about your creative project before you begin.

Further details / guidelines will be provided in class.

OTHER IMPORTANT COURSE INFORMATION – Please read completely

Academic Dishonesty and Plagiarism: Plagiarism is a serious academic offence. Presenting an idea, words, or an exact phrase of another author as your own work constitutes plagiarism. Other instances of Academic Dishonesty, including but not limited to double submission

(submitting your own work across courses, or within the same course), purchasing of assignments (either online or from another student on campus), or copying of assignments will be dealt with in accordance to the University regulations on Academic Dishonesty. All students are required to know what constitutes plagiarism and how to avoid it. To review the Student Code of Conduct-Academic Integrity, see [this link](#) to review the policy on Academic Dishonesty.

Other Regulations: In taking this course, you are agreeing to the following:

GenAI Use Prohibited

Generative artificial intelligence (Generative AI or GenAI) is a category of AI systems capable of generating text, images, or other media in response to prompts. These systems include ChatGPT and its variants Bing (built by OpenAI) and Bard (built by Google) among several others. Other Generative AI models include artificial intelligence art systems such as Stable Diffusion, Midjourney, and DALL-E.

Any use of GenAI systems to produce assignments for this course is not permitted. All work submitted for evaluation in this course must be the student's original work. The submission of any work containing AI generated content will be considered a violation of academic integrity ("Use of Unauthorized Materials").

If you have any questions, please do not hesitate to ask!

READINGS BY WEEK

* Schedule of readings may change with notice from the Instructor

Week 1 – January 5-11th
Welcome & Review Syllabus

Accept Invitation from Professor Parker to join the course blog site ([blogger.com](#))

You will need to be logged into your lakeheadu.ca email account to access blogger (as they are both linked through google)

Our Course Blog:

2026 Women & Sociological Theory Womenandsociologicaltheory.blogspot.com

Week 2 - January 12-18th
Feminist Sociology and Women in the History of Sociology

Readings:

1. "Why don't I know about these women? The Integration of Early Women Sociologists in Classical Theory Courses", by Jan E. Thomas and Annis Kukulian, *Teaching Sociology*, 32: 252-25 (pdf)

2. "The Missing Feminist Revolution in Sociology", by Judith Stacey and Barrie Thorne, *Social Problems*, 1985, 32(4): 301-316. (pdf)

Week 3 - January 19-25th
What is Feminist Sociology?

Readings:

1. (2025) "Introduction: The Revolution of Feminist Sociology", by Jo Reger, *What is Feminist Sociology?*, pgs. 1-19 (textbook)
2. (2025) "The Foundation of Feminist Sociology, Whose Knowledge?" *What is Feminist Sociology?*, pg. 21-44 (textbook)

Week 4 - January 26-Feb 1st
Harriet Martineau and Jane Adams

Readings:

1. "Harriet Martineau (1802-1876) - The Beginnings of a Science of Society, *The Women Founders: Sociology and Social Theory 1830-1930*, pgs. 23-45. (pdf)
2. "Jane Adams (1860-1935) - Ethics and Society", *The Women Founders: Sociology and Social Theory 1830-1930* pgs. 65-89 (pdf)

Week 5 - Feb 2-8th
Dorothy Smith: Canadian Feminist Sociology

Readings:

1. (1974) "Women's Perspective as a Radical Critique of Sociology" by Dorothy Smith, in *Sociological Inquiry*, (1974). 44(1), pgs. 7-13. (e-journal)
2. (1992) "Sociology from Women's Experience: A Reaffirmation", by Dorothy Smith, in *Sociological Theory*, (1992), 10(1), 88-98. (e-journal)

Week 6 - Feb 9-15th
Anna Julia Cooper, Ida B Wells-Barnett and Intersectional Beginnings

Readings:

1. "Anna Julia Cooper (1858-1964) and Ida B. Wells-Barnett (1862-1931) - The Foundations of Black Feminist Sociology", *The Women Founders: Sociology and Social Theory 1830-1930*, pgs. 149-176.

2. (2025) Ch 2. "Where does Intersectionality Come From?", by Mary Romero, *Introducing Intersectionality*, 2nd Ed., pg. 47-74.

Week 7 - February 16-22nd
Reading Week

Week 8 - Feb 23-March 1st
Patricia Hill Collins

Readings:

1. (1986) "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought" in *Social Problems*, 33(6), pgs. s14-s32. (PDF)
2. (1990) "Black Feminist Thought in The Matrix of Domination" in Black Feminist Thought by Patricia Hill Collins pdf pgs. 553-564. (PDF)

Week 9 - March 2-8th
Feminist Sociology: Reflexivity, Ethics and Emotions

Readings:

1. (2025) "Feminist Sociology is Positional, Reflexive, and Emotional", *What is Feminist Sociology?* pg. 45-65 (textbook)
2. (2025) "Feminist Sociology is Ethical", *What is Feminist Sociology?* pg.66-91 (textbook)

Week 10 - March 9-15th
Feminist Sociology for Change: Intersectionality

Readings:

1. (2025) "Feminist Sociology is Activist, Political and Transformative", *What is Feminist Sociology?*, pg. 92-116. (textbook)
2. (2025) Ch 1 "Identifying Intersectionality" by Mary Romero, *Introducing Intersectionality*, 2nd Ed., pg. 9-46. (textbook)

Week 11 - March 16-22nd
Intersectionality

Readings:

1. (2025) Ch 4 “Intersectionality and Social Identities: Examining Gender”, by Mary Romero, *Introducing Intersectionality*, pgs, 95-137. (textbook)
2. (2025) Ch 6 “Intersectional Approaches to Social Issues: The Wealth Gap, Reproduction, The Care Crisis and Black Lives Matter”, by Mary Romero, *Introducing Intersectionality*, pgs, 165-218. (textbook)

Week 12 - March 23-29th

Feminist Sociology, Intersectionality and Social Justice

Reading:

1. (2025) “Conclusion: Intersectionality and Social Justice” by Mary Romero, *Introducing Intersectionality*. pgs. 219-227 (textbook)
2. (2025) “The Continued Revolution of Feminist Sociology” *What is Feminist Sociology?*, pg. 117-137. (textbook)

Week 13 - March 30- April 6th

Reflections and Final Thoughts

Have a good summer break!