

**SOC 3550 / WOME 3550 WA
GENDER IN CONTEMPORARY SOCIAL LIFE**

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Welcome to SOC 3550 / WOME 3550 Gender in Contemporary Social Life. This course will introduce you to contemporary sociological and feminist debates in the field of gender studies through an examination of classical and contemporary theory and research. Our focus will be on the continuities and changes in the social construction of gender and how gendered identities and experiences are negotiated in relation to social categories of difference and social location, or intersectionality.

LEARNING OBJECTIVES

- Develop a critical understanding of femininity and masculinity as relational, social constructs;
- Understand the importance of gender to wider applications of social theory;
- Examine contemporary debates about gender in childhood, work, food practices, family and aging;
- Employ intersectionality to understand the complexity of social identities (social class, race, ethnicity, age, ability, sexuality), social inequality and power relations;
- Reflect on the meanings of gender present in contemporary everyday life;
- Develop research, analytical, presentation and writing skills.

REQUIRED TEXTBOOKS

1. *The Kaleidoscope of Gender: Prisms, Patterns and Possibilities*, 6th Ed. (2019), edited by Catherine G. Valentine, Mary Nell Trautner with Joan Z. Spade.

The textbook is available for purchase at the Bookstore on campus.

HOW THE COURSE IS ORGANIZED

This course is offered online and requires a total of 6-9 hours per week. Course material will scaffold each week. It is essential you do all the readings each week before Sunday in order to complete the weekly participation reading quizzes worth 40% of your grade.

If you have questions, at any time during this course, please email me at:
barbara.parker@lakeheadu.ca

Please note: I will only respond to emails sent from a Lakehead university email account. When emailing me, please put SOC 3550 in the Subject Heading. I will do my best to reply to your emails within 24 hours.

LEARNING ACCOMODATIONS: Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please visit: <http://studentaccessibility.lakeheadu.ca>

PLAGIARISM & ACADEMIC MISCONDUCT: Plagiarism is a serious academic offence. Please take the time to familiarize yourself with what it means to plagiarize the words or ideas of others and your responsibilities as a student at Lakehead University. From the Course Calendar:

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=21&chapterid=3506&loaduserredits=False>

Plagiarism shall be deemed to include:

1. Plagiarism of ideas as where an idea of an author or speaker is incorporated into the body of an assignment as though it were the writer's idea, i.e. no credit is given the person through referencing or footnoting or endnoting.
2. Plagiarism of words occurs when phrases, sentences, tables or illustrations of an author or speaker are incorporated into the body of a writer's own, i.e. no quotations or indentations (depending on the format followed) are present but referencing or footnoting or endnoting is given.
3. Plagiarism of ideas and words as where words and an idea(s) of an author or speaker are incorporated into the body of a written assignment as though they were the writer's own words and ideas, i.e. no quotations or indentations (depending on format followed) are present and no referencing or footnoting or endnoting is given.

The following rules shall govern the treatment of candidates who have been found guilty of attempting to obtain academic credit dishonestly.

(a) The minimum penalty for a candidate found guilty of plagiarism, or of cheating on any part of a course will be a zero for the work concerned.

(b) A candidate found guilty of cheating on a formal examination or a test, or of serious or repeated plagiarism, or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.

If you have questions, consult the professor.

COURSE EVALUATION

Weekly reading quizzes	40%
Annotated Bibliography	20% (Due: Feb 7th*midnight)
Research Paper Outline	20% (Due: March 13th*midnight)
Final Research Paper	20% (Due: April 3rd*midnight)

*** Late Penalty** Students are reminded that late assignments will be penalized 5% per day, including weekends and holidays, unless PRIOR approval for an extension has been obtained. All written work will be evaluated based on organization, presentation, grammar and clarity as well as content. For your own protection, keep a hard copy of all work submitted for this course.

EVALUATION INFORMATION

Please note: Your assignments must be typed in 12 font, double-spaced with 2.54 cm margins. You must have a title page with the course number/name, title of the assignment, your name, the due date, and the Instructor's name. All written work will be evaluated on (1) substance (content) or your ability to demonstrate understanding of the material; and (2) organization, presentation, grammar and clarity.

It is expected that you will reference in ASA style or the American Sociological Association Referencing style (see ASA Guide on D2L course site)

Late Marks: Unless approved prior the due date, you will lose 5% per day for late papers.

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

1. Weekly Reading Quizzes - 40%

To facilitate your learning and comprehension of the course material, you will be asked to complete a weekly reading quiz. Each quiz will consist of 10 multiple-choice questions and be graded out of 10 marks. There will be 11 quizzes total over the Term. You are allowed to miss one without penalty, or if you write all 11 quizzes I will drop your lowest mark so your final grade will consist of your mark over 10 quizzes equally weighted for a final mark out of 40.

The weekly quiz link can be found under Content by Week on D2L (Week 1, Week 2, etc.) and will be available for 24 hours over Sunday - Monday - giving you flexibility on when you write it. The quiz will open at 12pm (noon) each Sunday, and be available until 12pm (noon) on Monday. You will have 10 minutes to complete the quiz each week.

2. Annotated Bibliography (20%)

Due: February 7th

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief, descriptive and evaluative paragraph, known as the 'annotation'. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited for the purpose of the research paper you are writing (your final research paper).

Before you begin, please review the *Guide to Writing an Annotated Bibliography* hand-out available under Content on our D2L course site.

Using the Lakehead University Library online site, (research guides, e-journals) conduct a literature search of peer-reviewed sources (journals and books) that inform you about the topic you have chosen for your research paper.

The library is available at: https://libguides.lakeheadu.ca/home?group_id=14982

From the library site, go to Subject Guides (<https://libguides.lakeheadu.ca/subject-guides>) and select either (or both) Sociology and Women's Studies. From here, you will have access to information on how to conduct 'searches' or the Literature Review.

- 1) Choose 8 of the most relevant and important sources (for your research paper topic) and read them critically following the guidelines provided in the *Guide to Critical Appraisal and Analysis* hand-out.
- 2) Using the American Sociological Association (ASA) citation style, construct an annotated bibliography of your 8 sources.
- 3) Written annotations should be 150 words, double-spaced, for each source (word count does not include the citation information).
- 4) Your assignment must include a title page, be page numbered and be written in 12 font. See additional Evaluation Information above in the Syllabus (formatting etc.)

If you have questions, please plan to see me or our GA in office hours. You can also access the Writing Centre through the library.

4. Research Paper Outline (20%)

Due: March 13th

An outline helps you organize your thoughts, knowledge and sources for your research paper topic and can make writing the paper easier!

This assignment requires you to hand in a 2-3 page, double-spaced, outline for your research paper. Use your annotated bibliography and the critical understanding you have developed

about your topic through our course readings and textbook to write a thesis statement and outline of your Research Paper.

Your outline will include:

- 1) Introduction to research paper topic with thesis statement;
- 2) Paragraph outline of your main arguments;
- 3) Outline of the evidence (sources) you plan to cite to make your argument;
- 3) A tentative conclusion; and
- 4) A references list, using ASA style, of the citations you are using for your research paper (taken from the Annotated Bibliography).

Your outline requires careful consideration of the literature you reviewed for your annotated bibliography. Your thesis statement will state what you intend to argue in your paper, and be developed to show how you make your argument. In the outline of your main arguments, you will cite evidence using annotations that are properly referenced. Your tentative conclusion will summarize what you have argued. Please ensure your reference list is appropriately formatted for ASA referencing style.

If you have questions, please plan to see me or our GA in office hours. You can also access the Writing Centre through the library.

5. Research Paper (20%)

Due: April 3rd

This assignment is the culmination of earlier assignments this term (ie. the annotated bibliography and research paper outline). Your research paper will thoroughly address your research topic area of interest within the field of gender studies and the sociology of gender.

I recommend that students review the textbook and our assigned readings prior to determining your area of research interest. This will help you gain a sense of suitable topics for this assignment. For example, you can choose a particular element of social life (work, family, child rearing, sport, food practices, the media) and examine gender through a transnational lens; or social identity (trans, gender queer, intersex, cisgender) and the experiences of gender through intersectionality; or as a social problem / social issue (marriage rights, access to health care services or education, representation) and consider how gender is essential to the particular social phenomenon identified.

Your research paper will be 8-10 pages, double-spaced in 12 font.

If you have questions, please plan to see me or our GA in office hours. You can also access the Writing Centre through the library.

READINGS BY WEEK * Please note that all readings are in the textbook or on our D2L website. ** Please note that the Readings may change with notice from the Professor.

Week 1 – Jan 6 - 12

Welcome & Overview: Introduction to Gender in Contemporary Society

Review Syllabus; discuss course expectations

Readings:

1) "Introduction", (p. xv-xxiv)

Watch:

1) Michael Kimmel on Gender

<https://lakeheadu.kanopy.com/video/michael-kimmel-gender>

Quiz 1 opens Jan 12th at noon

Week 2 – Jan 13 - 19

Mapping the Prism of Gender

Readings:

1) "The Prism of Gender", (p 3-10).

2) "Gender as a Social Structure: Theory Wrestling with Activism", (p. 9-15).

3) "Night to his Day: The Social Construction of Gender" by J. Lorber. (on D2L)

4) "What it means to be Gendered Me" (p. 15-24)

Quiz 2 opens Jan 19 at noon

Week 3 – Jan 20 - 26

Mapping the Prism of Gender

Readings:

1) "I Don't Like Passing as a Straight Woman: Queer Negotiations of Identity and Social Group Membership", (p. 36-53)

2) "Masculinities in Global Perspective: Hegemony, Contestation, and Changing Structures of Power", (p. 53-64)

3) "Multiple Genders Among Native Americans", (p. 64-70)

Quiz 3 opens Jan 26 at noon

Week 4 – Jan 27 - Feb 2
The Question of Intersex

Readings:

1) "Reflecting on Intersex: 25 Years of Activism, Mobilization and Change" (p. 24--36)

2) "The Five Sexes Revisited" by Ann Fausto-Sterling (on D2L)

3) Read article from The Atlantic at:

<http://www.theatlantic.com/health/archive/2014/07/should-we-fix-intersex-children/373536/>

4) Read:

<https://www.unlv.edu/news/article/5-things-i-wish-you-knew-about-intersex-people>

Watch:

1) Youtube video: "What it means to be intersex with Emily Quinn"

<https://youtu.be/FwnfOnUweew>

3) Film: Intersexion (55 min)

<https://lakeheadu.kanopy.com/video/intersexion>

Quiz 4 opens at noon on Feb 2

Week 5 – Feb 3 - 9
Gender and Its Intersections

Readings:

1) "The Interaction of Gender with other Socially Constructed Prisms", (p. 71-76).

2) "Intersectionality: A Transformational Paradigm in Feminist Theory and Social Justice", (p. 77-84)

3) "Intersectionality in a Transnational World", (P. 110-115).

Watch:

1) Youtube: Kimberle Crenshaw On Intersectionality (31 min)

<https://youtu.be/-DW4HLgYPIA>

Quiz 5 opens at noon on Feb 9

Week 6 – Feb 10-16
Learning and Doing Gender

Readings:

- 1) "Learning and Doing Gender", (p. 173-179).
- 2) "The gender binary meets the Gender Variant Child: Parents' negotiations with childhood gender variance", (p. 179-187)
- 3) "What Gender is Science", (p. 213-218)

Review:

- 1) The Pink and Blue Project:
http://www.jeongmeeyoon.com/aw_pinkblue.htm

*Bonus Mark Opportunity! Write a 1-2 page (double-spaced) reflection on the Pink and Blue Project and Post in the Discussion forum

***Annotated Bibliography due February 7th**

Quiz 6 opens at noon on Feb 16th

Week 7 – Feb 17-23

NO CLASSES OR QUIZ ON READING WEEK

Week 8 – Feb 24 - March 1
Gender in Childhood

Readings:

- 1) "Gender in Twentieth-Century Children's books: Patterns of Disparity in Titles and Central Characters", (p. 196-201).
- 2) "Athletes in the Pool, Girls and Boys on the Deck", (p.188-195)
- 3) "The Pink Dragon is Female: Halloween costumes and gender markers", (p. 246-253)

Watch:

- 1) Film: Mickey Mouse Monopoly (55 minutes)

Quiz 7 opens at noon on March 1

Week 9 – March 2-8
Gender at Work

Readings:

- 1) "Inequality Regimes: Gender, Class and Race in Organizations", (p. 329-338).
- 2) "Racializing the Glass Ceiling: Reconsidering Men's Experiences with Women's Work" (p. 349-357)
- 3) "Just One of the Guys? How Transmen Make Gender Visible at Work", (p. 374-389)

*Research Paper Outline due March 13th by midnight

Quiz 8 opens on March 8 at noon

Week 10 – March 9-15
Gender and Food

Readings:

- 1) "Food and Gender Identity" by Guptill, Amy, et. al. (on D2L)
- 2) "Caring about food: Doing Gender in the Foodie Kitchen" by Cairns, K., et. al. (on D2L)
- 3) "Men nurturing through food: Challenging gender dichotomies around domestic cooking" by Michelle Szabo (on D2L)

Quiz 9 opens at noon on March 15

Week 11 - March 16-22
Gender in Intimate Relationships

- 1) "Negotiating Courtship: Reconciling Egalitarian Ideals with Traditional Gender Norms" (p. 406-414)
- 2) "Straight Girls Kissing", (p. 415-419).
- 3) "Privileging the Bromance: A Critical Appraisal of Romantic and Bromantic Relationships", (p. 419-431)

Quiz 10 opens at noon on March 22

Week 12 - March 23-29
Enforcing Gender

Readings:

- 1) "Gendered Sexuality in Young Adulthood: Double Binds and Flawed Options", (p. 470-490)
- 2) "Digitizing Rape Culture", (p. 481-491)
- 3) "Punctuating Accountability: How Discursive Aggression Regulates Transgender People", (p. 521-530)

Quiz 11 opens at noon on March 29

Week 13 - March 30-April 3
New Directions and Possibilities

Readings:

- 1) "#FemFuture: Online Revolution", (p. 549-557).
- 2) "Making a Choice or Taking a Stand? Choice Feminism, Political Engagement and the Contemporary Feminist Movement", (p. 558-565).

No quiz this week!

Have a great Summer!