

Sociology 3010 – Sociology of Gender Winter 2008

Instructor – Nancy Robbins

I can be reached at home at 852-1931 or by email at nancypat@telus.net. I welcome phone calls at my home at anytime; however, please use discretion and not call me after 8:00 in the evening.

Class times: Mondays 11:30 – 2:20

Required texts:

Gender in Canada. Third Edition. Adie Nelson, 2006.

Women in Canada: A Gender-based Statistical Report. Fifth Edition. Statistics Canada, 2006.
(This text is available online through Blackboard).

Additional readings will be assigned periodically and are available for photocopying for a small fee at the front desk of the YREC offices.

Course description: An inquiry into contemporary and historical concepts, assumptions, and expressions of gender, and their political, personal, cultural, and social implications.

Assignments and Exams

Grade Breakdown:

Critical analysis paper	35%
Critical analysis outline	10%
Presentation & debate	20%
Weekly reading critique (7)	35%

Critical analysis outline

A brief, but concise, outline is expected of your critical analysis paper. This outline should contain a map of how your critical analysis paper will look and how you wish to proceed with your research. This outline is designed to get feedback from the instructor on how you will conduct the work for your critical analysis paper.

Due: February 4, 2008

Value: 10%

Critical analysis paper

Students are expected to write an essay of at least 10 pages (double spaced) on an issue of their choice. This essay is designed for students to choose a current issue related to gender in Canada and examine it critically. Students are also expected to develop their own opinion on the issue and explore it critically in their work.

Students cannot write their critical analysis paper on the same topic as their presentation and debate.

The term paper must include the following:

- explanation of issue
- how it relates to your personal experience
- how issue is a gender and/or women's issue
- how it relates to sociology and the sociology of gender
- literature previously written on the issue
- a critique of the literature and areas that are missing or need further research
- current position of the issue in our area, Alberta, Canada and globally
- any organizations who work within your issue
- how issue relates to at least one sociological theories
- social action that can be taken on this issue
- how you wish to see this issue resolved
- anything else you wish to add
- footnotes and bibliography are mandatory

Due: April 18, 2008

Value: 35%

Presentation & debate

Each student will select one topic from the list below to present to the class. Students are expected to provide support reading materials to their classmates one week prior to their presentation. The two (or more) sides of the issue are to be discussed in your presentation. Students are given freedom on how they wish to proceed with the presentation. Each presentation is expected to be at least 20 minutes.

Grading for this presentation will be based on both other students' comments as well as comments from the instructor.

Presentation readings are to be provided one week prior to the presentation. Students must give the instructor a copy of the reading for the class. Students can provide an electronic reading, which will be posted on Blackboard or a photocopy for the class.

Each student can select their own topic; however, there is only one topic per student and topics are on a first come, first served basis. Topics cannot be changed once they are selected and students are asked not to change topics with other students to avoid confusion.

Students wishing to use power point or additional handouts are asked to follow some guidelines: email the power point presentation no later than the day prior to the presentation and to have handouts ready prior to the start of class for photocopying and faxing.

Presentation topics:

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|-------------|---|
| February 4 | Language & Communication (presentation readings due: January 28)
<i>Sexual harassment & language</i>
<i>Sexism in music videos</i> |
| February 11 | Sexuality & Dating (presentation readings due: February 4)
<i>Abortion</i>
<i>Free birth movement</i> |
| February 25 | Violence (presentation readings due: February 11 - **two weeks earlier due to break)
<i>Husband abuse</i>
<i>Battered women's syndrome</i> |

- March 3 **Marriage & Parenting & Family** (presentation readings due: February 25)
Gay adoption / Same sex marriages
Polygamy
- March 10 **Work** (presentation readings due: March 3)
Affirmative action / employment equity
Onsite day care
- March 17 **Education** (presentation readings due: March 10)
Same sex schools & classrooms
Sex education in schools
- March 24 **Health** (presentation readings due: March 17)
HPV Vaccine
Hormone Replacement Therapy
- March 31 **Equality and Social Change** (presentation readings due: March 24)
Promise Keepers / Men's Movement
Women's movement in the 2000's
- April 7 **Ethnicity** (presentation readings due: April 7)
Veil wearing
Female genital mutilation

Due: on date stated above
Value: 20%

Weekly reading critique

Students are required to write **seven** reading critiques throughout the semester; each should be a maximum of five typewritten pages. These reading critiques are based on personal insights on the weekly assigned readings.

Critiques are to be submitted one week after readings are discussed in class. Students are able to comment on class discussion regarding the readings and class materials if they choose and must also include the selection or reference from the reading that they are discussing. Selections can be as short as a quote within the reading or include entire sections of chapters in the text, for example.

Please note that you cannot critique an article that you have submitted as part of your presentation and debate.

Student confidentiality will be respected.

Late exercises will not be permitted.

Due: weekly (after topic/readings are discussed in class)
Value: 35% or 5% each

A few notes on written work:

Due dates: Due dates are assigned for a reason. Late work is usually marked with grade deductions and will be accepted in extenuating circumstances; but note, extensions are RARELY given! However, if needed, please see me to discuss why you cannot meet a deadline for the written assignment. Late work is subject to penalties regardless of the circumstances.

Submission of papers: Assignments and papers are to be submitted on time, typed, spell checked and submitted by email to the instructor at nancypat@telus.net. **Please do not use the drop box under Blackboard as I will not receive it!** I will email you to let you know that I have received your assignment. If you don't hear from me, I haven't received your paper – it is YOUR responsibility to follow up!

Questions regarding assignments: I am always available for questions by phone, email or in person. Please be sure to consult with me prior to the due date.

Sources: All sources must be documented by footnote or endnote and in a bibliography. I do not require a particular format for your referencing of sources as long as it is consistent and done correctly. There will be penalties if documents are not referenced and any direct copying of information from the Internet will not be tolerated.

Class Participation and Attendance: Attendance is mandatory for this course. Please let me know in advance if you are unable to attend classes. Homework assignments will be given throughout the term for class discussion and all students are expected to participate.

Information on Grades

Students will receive a percentage mark on all written work and exams in this course. This percentage mark will be translated to a number of points for each requirement for the course. In turn, the total number of points per student will be translated into a letter grade in accordance to Grande Prairie Regional College regulations.

All points will be accumulated out of 100 and be translated to a letter grade for Grande Prairie Regional College.

I am happy to discuss any grades at any point during the course and at the end of the course in person or by email. Grades are confidential and will only be discussed with the student.

Please note, the grade book will not be accessible online through BlackBoard for classes that have less than 10 students. All grades will be made available to the student by email.

Your final mark will be a letter grade as Grande Prairie Regional College uses the alpha grading system.

Alpha Grade	Percentage Range	Descriptor
A+	90 - 100	Excellent
A	85-89	
A-	80-84	Very Good
B+	76-79	
B	73-75	Good
B-	70-72	
C+	67-69	Satisfactory
C	64-66	
C-	60-63	
D+	55-59	Poor
D	50-54	Minimal Pass
F	0-49	Failure

More information on the alpha grading system and Grande Prairie Regional College's grading policy is available at <http://www.gprc.ab.ca/pdf/policies/academic/GradingPolicy-2003.pdf>

Course outline:

- January 7 **Introduction to the Sociology of Gender**
- January 14 **Definitions and the Nature versus Nurture Debate**
Readings: Gender in Canada chapter 1 and chapter 2; Women in Canada chapter 1; Mead: Letters from the Field
- January 21 **History & Theories / Aboriginal Peoples**
Readings: census release no. 5 (released January 15 and posted on Blackboard); Gender in Canada chapter 3; Women in Canada chapter 8; Dalton: Dead Indians
Reading Critique #1 due
- January 28 **Class is postponed for this date and rescheduled to Friday, February 1st:**
- February 1 **NOTE: this is a Friday! Class will start at 11:30**
Childhood & Adolescence
Readings: Gender in Canada chapter 4 (pages 105-140); Matthews: The Body Beautiful; Malszecki and Cavar: Men, Masculinities, War and Sport
Reading Critique #2 due
- February 4 **Language & Communication**
Readings: Gender in Canada chapter 5; presentation readings
Reading Critique #3 due
Presentations: Sexual harassment & language; Sexism in music videos
Critical Analysis Outline due
- February 11 **Sexuality & Dating**
Readings: Gender in Canada chapter 7 (pages 264-306); Nielsen: Streets, Strangers and Solidarity; presentation readings
Reading Critique #4 due
Presentations: Abortion; Free birth movement
- February 18 **Reading week (no classes)**
- February 25 **Violence**
Readings: Gender in Canada chapter 7 (pages 306-317) and chapter 8 (pages 361-365); Women in Canada chapter 7; presentation readings
Reading Critique #5 due
Presentations: Husband abuse; Battered women's syndrome
- March 3 **Marriage & Parenting & Family**
Readings: Gender in Canada chapter 8 (pages 318-361); Women in Canada chapter 2; presentation readings
Reading Critique #6 due
Presentations: Gay adoption / Same sex marriages; Polygamy
- March 10 **Work**
Readings: census release no. 6 (released March 4 and posted on Blackboard); Gender in Canada chapter 6; Women in Canada chapter 5 and chapter 6; McGrath: Annie, Telling Stories; Silk: Women and the Fishery; presentation readings
Reading Critique #7 due
Presentations: Affirmative action / employment equity; Onsite day care

- March 17 **Education**
Readings: census release no. 6 (released March 4 and posted on Blackboard); Gender in Canada chapter 4 (pages 140-156); Women in Canada chapter 4; selected readings from The Montreal Massacre; presentation readings
Reading Critique #8 due
Presentations: Same sex schools & classrooms; Sex education in schools
- March 24 **Health**
Readings: Gender in Canada chapter 9 (pages 393-398); Women in Canada chapter 3; presentation readings
Reading Critique #9 due
Presentations: HPV Vaccine; Hormone Replacement Therapy
- March 31 **Equality and Social Change**
Readings: Gender in Canada chapter 10; Ryan: Mary Conway; Trimble and Arscott: Halfway to Equal?; presentation readings
Reading Critique #10 due
Presentations: Promise Keepers / Men's Movement; Women's movement in the 2000's
- April 7 **Ethnicity**
Readings: census release no. 7 (released April 2 and posted on Blackboard); Women in Canada chapter 9 and chapter 10; presentation readings
Reading Critique #11 due
Presentations: Veil wearing; Female genital mutilation
- April 14 *Reading Critique #12 due*
Critical analysis paper due