

University of British Columbia

Department of Sociology

**SOCI 312A: Gender Relations
Fall 2017**

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Course Description:

This course will provide students with an introduction to the sociological analysis of sex, gender and sexuality in contemporary social relations, public consciousness and social policy in Canada. Broadly speaking, this course will apply a feminist lens to examine the historical development and socialization of gender roles; symbolic representations of gender; gender relations in the work place, intimate relations, marriage, parenting, and later life; and institutional efforts to produce gender equality. The overall objectives of this course are: firstly, to examine continuity and change in contemporary understandings about sex, gender and sexuality across the life course in the Canadian context; then to apply your understanding to investigate how shifting perceptions about gender come to shape social relations, public consciousness and social policy in Canada. Disparate theoretical explanations of gender behaviour will give us a sense of the diverse range of perspectives through which gender has been explained. The potentialities and challenges of a sociological approach that 'de-centres' the very notion of sex and gender as social demarcations, and what this might mean for the sociological analysis of social inequality will also be explored.

Your final mark in the class will be based on the following:

Midterm Exam	30%
Video/Social Policy Projects and Reflection	40%
Final Exam	30%

Required Texts:

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

Prerequisites: One of SOCI 100, SOCI 101, SOCI 102

Students are expected to be familiar with UBC policy on Academic Standards and Honesty: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,286,0,0> and Student Conduct and Discipline: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,0,0>

Schedule of Topics and Readings: This course adopts a student-centered learning approach. All students are expected to complete weekly readings prior to the class for which they have been assigned. This course is designed to help you develop good critical thinking skills.

UNIT ONE: The Social Construction of Sex, Gender, and Sexuality	
<p>Sept 5,7: Biological Arguments about Gender Difference</p> <p>Introductions, course syllabus and expectations.</p> <p>In this unit we begin to explore the social construction of three foundational concepts: sex, gender, and sexuality. Particular attention will be given to biological arguments about gender differences, methods used to investigate them, and the way gender has influenced the development of research and theory over time.</p>	<p><i>Reading:</i></p> <ul style="list-style-type: none"> • Buss: Psychological sex difference through sexual selection • Sapolsky: Testosterone rules • Lorber: Seeing is believing: biology as ideology • Fausto-Sterling: The five sexes: why male and female are not enough
<p>Sept 12,14: Gender Performance and Accountability</p> <p>This week’s themes are gender performance and social constructions of masculinity and femininity</p> <p>Thursday: AGDA team: introduce script, storyboard, VR option https://virtualrealitypop.com/storyboarding-in-virtual-reality-67d3438a2fb1</p>	<p><i>Reading:</i></p> <ul style="list-style-type: none"> • West and Zimmerman: Doing gender • Gagne, Tweksbury, and McGaughey: Coming out and crossing over: identity formation and proclamation in the transgender community • Theberge: “It’s part of the game”: Physicality and the production of gender in women’s hockey
<p>Sept 19, 21: The Gendered Body</p> <p>In this unit we examine the ways that perceptions femininity, masculinity, and sexuality come to bear on gender relations, body image and health.</p> <p>Thursday – attendance mandatory to avoid loss of participation points: sign up for groups and begin working on script and storyboard</p>	<p><i>Reading:</i></p> <ul style="list-style-type: none"> • Susan Bordo: The Body and the Reproduction of Femininity • Michael Atkinson: Exploring Male Femininity in the "Crisis": Men and Cosmetic Surgery • Iwama: “At dawn, our bellies are full”: Teaching tales of food and resistance from residential schools and internment camps in Canada
<p>Sept 27, 29: Gender, Race and Racialization</p> <p>In this unit we explore the heterogeneity of gendered lives, acknowledging (in particular) that women speak from different political, social,</p>	<p><i>Reading:</i></p> <ul style="list-style-type: none"> • Ruby: Listening to the voices of <i>hijab</i> • Kitossa and Delikovsky: Interracial unions with white partners and

<p>economic and cultural locations. The readings this week examine race and racism as they intersect with gender, and explore colonial discourses of gender in social research and policy.</p> <p>Thursday – attendance mandatory to avoid loss of participation points</p> <p>Submit script and storyboard in Canvas by midnight on Sept 29</p>	<p>facial profiling experiences and perspectives</p> <ul style="list-style-type: none"> • Aujla: Others in their own land: second generation Asian Canadian women, racism, and the persistence of colonial discourse • Creese: Gendered diaporas across generations: The new African diaspora in Vancouver
<p>Oct 3, 5: Gendered Intimacies</p> <p>In this unit we explore gender variations through the lens of intimacy and sexual relations.</p> <p>Thursday – attendance mandatory to avoid loss of participation points [time will be allotted for filming and/or editing]</p> <p>AGDA team instruction on video editing</p>	<p><i>Reading:</i></p> <ul style="list-style-type: none"> • Lily Tsui and Elena Nicoladis: Losing It: Similarities and Differences in First Intercourse Experiences of Men and Women • Melanie Beres: "It Just Happens": Negotiating Casual Heterosexual Sex • Nick Mulé: Same-Sex Marriage and Canadian Relationship Recognition: One Step Forward and Two Steps Back. A Critical Liberationist Perspective
<p>Oct 10: MIDTERM EXAM</p> <p>12: Attendance mandatory to avoid loss of participation points [time will be allotted for filming and/or editing]</p> <p>AGDA team attend to provide assistance as required</p>	<p>All groups must submit the final version of their film to Canvas by midnight on Sunday, Oct 15</p>
<p>UNIT TWO: GENDER AND SOCIAL POLICY</p>	
<p>Oct 17,19: The Gendered Family and Household</p> <p>In this unit we consider heterosexual norms for motherhood and fatherhood, and the gendered dimensions of household and caring work.</p> <p>Video and Social Policy Presentations #1</p> <p>[Group 1 reflections due in Canvas, midnight Oct 26]</p>	<p><i>Readings:</i></p> <ul style="list-style-type: none"> • Lena Dominelli, Susan Strega, Chris Walmsley, Marilyn Callahan, and Leslie Brown: "Here's My Story": Fathers of "Looked After" Children Recount Their Experiences in the Canadian Child Welfare System • Anne Martin-Matthews: Situating "Home" at the Nexus of Public and Private Spheres: Aging, Gender, and Home Support Work in Canada • Scott Coltrane: Household Labour and the Routine Production of Gender

<p>Oct 24,26: The Gendered Classroom</p> <p>In this unit we apply an intersectional lens to examine persistent gender inequality and colonialism in education systems</p> <p>Video and Social Policy Presentations #2</p> <p>[Group 2 reflections due in Canvas, midnight Nov 2]</p>	<p><i>Readings:</i></p> <ul style="list-style-type: none"> • Ellen Jordan and Angela Cowan: Warrior Narratives in the Kindergarten Classroom: Renegotiating the Social Contract? • 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 • Brenda Beagan: Micro Inequities and Everyday Inequalities: "Race", Gender, Sexuality, and Class in Medical School
<p>Oct 31, Nov 2: Gender and the Workplace</p> <p>In this unit we identify the ways messages about gender and gender difference are transmitted and reinforced in the workplace.</p> <p>Video and Social Policy Presentations #3</p> <p>[Group 3 reflections due in Canvas, midnight Nov 9]</p>	<p><i>Readings:</i></p> <ul style="list-style-type: none"> • Gillian Ranson: No Longer "One of the Boys": Negotiations with Motherhood, as Prospect or Reality, among Women in Engineering • Joan A. Evans: Cautious Caregivers: Gender Stereotypes and the Sexualization of Men Nurses' Touch • Shelley Pacholok: Gendered Strategies of the Self: Navigating Hierarchy and Contesting Masculinities • Bernadette Stiell and Kim England: Domestic Distinctions: Constructing Difference among Paid Domestic Workers in Toronto
<p>Nov 7, 9: The Gender of Violence</p> <p>In this unit, we apply an intersectional and socio-legal lens to examine what happens when things go wrong in intimate relations and how men and women confront violence in their lives, and the social and economic stresses associated with it.</p> <p>Video and Social Policy Presentations #4</p> <p>[Group 4 reflections due in Canvas, midnight Nov 16]</p>	<p><i>Readings:</i></p> <ul style="list-style-type: none"> • Razack: Gendered racial violence and spatialized justice: the murder of Pamela George • Peggy Reeves Sanday: Rape-Prone versus Rape-Free Campus Cultures • Russell P. Dobash, R. Emerson Dobash, Margo Wilson, and Martin Daly: The Myth of Sexual Symmetry in Marital Violence • Sepali Guruge, Nazilla Khanlou, and Denise Gastaldo: Intimate Male Partner Violence in the Migration Process: Intersections of Gender, Race, and Class • Viviane K. Namaste: Genderbashing: Sexuality, Gender, and the Regulation of Public Space

<p>Nov 14, 16: Gender and Media This week we examine some of the ways gender messages are socialized through the media and mainstream culture.</p> <p>Video and Social Policy Presentations #5</p> <p>[Group 5 reflections due in Canvas, midnight Nov 23]</p>	<p><i>Readings:</i></p> <ul style="list-style-type: none"> • Karen McGarry: Mass Media and Gender Identity in High Performance Canadian Figure Skating • Yasmin Jiwani: Helpless Maidens and Chivalrous Knights: Afghan Women in the Canadian Press • Alison Jacques: You Can Run but You Can't Hide: The Incorporation of Riot Grrrl into Mainstream Culture • Steven Jackson: Globalization, Corporate Nationalism and Masculinity in Canada: Sport, Molson Beer Advertising and Consumer Citizenship
<p>Nov 21, 23: Social Movements In this unit we examine the state of feminism and the challenge of institutional survival of feminist movements in Canada and elsewhere.</p> <p>Video and Social Policy Presentations #6</p> <p>[Group 6 reflections due in Canvas, midnight Nov 30]</p>	<p><i>Readings:</i></p> <ul style="list-style-type: none"> • Candis Steenbergen: Feminism and Young Women: Still Alive and Kicking • Kathleen Rodgers 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 • Erin A. Casey, Juliana Carlson, Cathlyn Fraguera-Rios, Ericka Kimball, Tova B. Neugut, Richard M. Tolman and Jeffrey L. Edleson: Context, Challenges, and Tensions in Global Efforts to Engage Men in the Prevention of Violence Against Women: An Ecological Analysis • Miya Narushima: A Gaggle of Raging Grannies: The Empowerment of Older Canadian Women through Social Activism
<p>Nov 28, 30: Putting it all together – evaluation of video/social policy projects; final exam review</p>	<p>Final exam date TBA</p>

Deadlines for this class are firm: Assignments received after the deadline will be subject to a late penalty of 10% per day [unless accompanied by a doctors/counselors note].

I. MIDTERM EXAM 30%

The Midterm exam will consist of short answer questions and a long answer question, based on class lectures, discussions, required readings, and films from Unit 1. To do well on the test you should be familiar with concepts introduced in each of the readings and lectures, and be able to discuss the main ideas covered.

II. FINAL EXAM 35%

The final exam will consist of short answer questions and an essay question, and will be based on class lectures, discussions, required readings, and video/social policy presentations from Unit 2. To do well on the test you should be familiar with concepts and issues introduced in each of the readings and lectures, and be able to discuss the main ideas covered. **Your ability to draw on examples from the social policy project will be particularly important for the essay question.**

III. VIDEO AND SOCIAL POLICY PROJECT 40%

- Part 1: Video production, social policy presentation 25%**
- Part 2: Individual reflection 15%**

During the 3rd week of class, students will sign up to work in teams of 6 to produce a video based on some aspect of gender performance and accountability acquired in Unit 1. The storyboard of each group's film will be related to an area of interest from Unit 2 (i.e. family, workplace, media, violence, etc.) The team will present their film and an analysis of gender performance and accountability as portrayed in their film by linking it to a particular Canadian social policy. The overall goal is to develop a practical understanding of how various forms of gender performance and accountability are influenced by Canadian social policy, and how social policy can be used to reproduce or alter perceptions about gender.

Part 1A: Video Production

For this part of the assignment, students will work with their team to produce a film clip [approx. 3-5 min. of video] that addresses 2 questions:

- What is gender performance?
- What does gender accountability mean?

These concepts will be introduced and discussed during the second week of class. The idea is to approach the questions creatively in your film clip to give others some idea of what a particular embodied 'gender' experience looks like, and how that embodied experience expresses or confronts accountability (in the family, workplace, etc.) Students from UBC's AGDA group will provide training and assistance with producing the film.

Timeline:

Sept 14: AGDA team: introduce script, storyboard and VR option

Sept 21: Team sign up – name your team; delegate duties for team members (including tech contact for AGDA team); begin work on script and storyboard

Sept 29: Continue working on script and storyboard; submit to Canvas by midnight

Oct 5: AGDA team instruction on video editing; work on filming and/or editing
Oct 12: AGDA team attend to assist as needed; continue working on filming or editing
Oct 15: Final edited version of all films due in Canvas by midnight Sunday, Oct 15
Oct 19-Nov 23: Team presentations on Thursday of each week; individual reflections due one week after presentation
Nov 28: Project evaluation

Part 1B: Social Policy Project

The objective of this portion of the assignment is for your team to provide an analysis of gender performance and accountability as portrayed in your film, by linking it to a particular Canadian social policy. The overall goal is to develop a practical understanding of how various forms of gender performance and accountability are influenced by Canadian social policy, and how social policy is or can be used to reproduce or alter perceptions about gender.

Suggested format: research a Canadian social policy related to the topic covered during your presentation week; describe the policy and how it is applied to govern social life; apply the policy to explain how it is or may be implicated in reproducing or altering perceptions about gender performance and accountability.

Part 1C: Presentation of Video and Social Policy Analysis

Important!! Assign one group member to submit your presentation slides to Canvas before the start of class on your presentation day – and bring a hard copy to give to me before you present [4-6 slides per page is fine]

Each group will have 30 min. to present their film and analysis. Presentation time should be divided to allow for: an introduction to and viewing of the film [approx. 5 min]; introduction and rationale for social policy chosen, and analysis [approx. 10-15 min]; questions and discussion [10 min]; peer evaluation of film and presentation [approx. 5 min]

Participation: Students are expected to attend all classes that indicate ‘mandatory attendance’ – while there are no points assigned for participation, failure to attend ‘mandatory’ classes will result in a loss of 2 points per class (students who leave during the first hour will also lose 2 points). Teams may decide how they want to share the work (all team members are not expected to be involved in all aspects of the work, i.e. work may be divided such that some members work on film, others on social policy portion, etc. so long as in the end everyone has contributed their fair share and takes part in the class presentation of either film or social policy portion) Each group will submit peer evaluations of contributions made by their team members and these will be taken into consideration when assigning individual grades for the final production and presentation.

Grading: It is highly advisable to take notes at each group presentation since your ability to draw on examples from the project will be particularly important for the essay question on the final exam. Grades will be based on demonstrated ability to critically examine the nature of gender performance and gender accountability in relation to social policy in Canada. Creativity, originality and attention to technical detail will also be considered. Peer evaluations of each project presentation will be taken into consideration when assigning the grades for the production and presentation. A rubric will be provided to explain the grading scheme.

Part 2: Individual Reflection (15%) due in Canvas by midnight one week after your presentation

Assignments must be submitted in a standard format – 1” margins, double-spaced, 11-point Arial or 12-point Times New Roman – to the course Canvas as an attached Word or pdf file only. The assignment should be posted one hour prior to the deadline as a safeguard

Assignment length: 4 pages [max] - double-spaced [plus References in APA style]

This assignment will be submitted as an ethnography or diary of your learning [as such you are expected to use ‘I’ language in your writing!] The objectives are two-fold:

1. Tell me about what you learned or discovered about gender relations in the process of developing the project video – consider gender relations in exploring: how well your team work together; how decisions were made; how work was divided among team members, etc. Were there any noticeable power relations [explicit or implicit] at play – gendered? racialized? ...or? I recommend writing fieldnotes of your team activity to refer to for this part of the reflection ~1-2 pages
2. To demonstrate your comprehension of the complexity of gender performance and gender accountability in how Canadian social policy comes to bear on these. What insights came to light for you as a result of this exercise [you may refer to other group presentations where relevant]? Connect your insights to at least two readings from your presentation week or other readings from Unit 2 [you may refer to readings from Unit 1 but these will not count as the required min. two readings] ~ 2 pages

UBC grading scale:

Percentage (%)	Letter Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
55-59	C-
50-54	D
0-49	F (Fail)

Useful links:

Academic concessions:

Disability: <http://www.universitycounsel.ubc.ca/files/2010/08/policy73.pdf>

Religious: <http://www.universitycounsel.ubc.ca/files/2010/08/policy65.pdf>

Student Services: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=6,310,0,0#23913>