

SOCI 312A-201
Gender Relations

Instructor: Jennifer Dengate

M/W 4:00-5:30

Contact: j.dengate@alumni.ubc.ca

Math Annex 1100

Office/hours: ANSO 3116 Monday 1:00-2:00 p.m.

Course Description and Objectives: This course emphasizes the socially constructed nature of gender. Through class readings and discussion, we will master structural and interactional gender theories, applying them to research topics and issues relevant to your everyday lives, including dating, sports, career/labour market experiences, and family dynamics following the transition to parenthood.

All course readings are available online through the UBC library. Class time will be set aside to work together on the writing assignments (marked “draft workshop” on the course schedule). It is imperative that you bring a completed draft to class to be able to get feedback from your peers and myself.

Course Schedule:

September 6th Course Introduction

Unit #1: Theoretical Foundations

September 11th Gender Essentialism vs. Individualism

England, Paula. 2010. “The Gender Revolution: Uneven and Stalled.” *Gender & Society* 24: 149-166.

September 13th Structural/Organizational Theory

Acker, Joan. 1990. “Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations.” *Gender & Society* 4: 139-158

September 18th Interactional Theory

West, Candace and Don H. Zimmerman. 1987. “Doing Gender.” *Gender & Society* 1: 125-151.

September 20th Bridging Interaction and Structure (micro & macro levels)

Ridgeway, Cecilia L. and Shelley J. Correll. 2004. "Unpacking the Gender System: A Theoretical Perspective on Gender Beliefs and Social Relations." *Gender & Society* 18: 510-531.

***Workshop (initial ideas, at least)**

September 25th Review and ***Workshop (bring more developed draft)**

Unit #2: Beauty, Dating, Sports & Politics

September 27th **Short Essay #1 due**

Barber, Kristen. 2008. "The Well-Coiffed Man: Class, Race, Heterosexual Masculinity in the Hair Salon." *Gender & Society* 22(4): 455-476.

October 2nd Lamont, Ellen. 2014. "Negotiating Courtship: Reconciling Egalitarian Ideals with Traditional Gender Norms." *Gender & Society* 28: 189-211.

October 4th Pelak, Cynthia Fabrizio. 2002. "Women's Collective Identity Formation in Sports: A Case Study of Women's Ice Hockey." *Gender & Society* 16: 93-114.

October 9th Thanksgiving Day – No class

October 11th Bridges, Tristan, S. 2010. "Men Just Weren't Made To Do This: Performances of Drag at 'Walk a Mile in Her Shoes' Marches." *Gender & Society* 24(1): 5-30.

***Workshop (initial ideas, at least)/Reading log check-in (bring to class)**

Unit #3: Work & Career

October 16th **Short Essay #2 due**

Correll, Shelley, J. Stephen Benard, and In Paik. 2007. "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology* 112(5): 1297-1339.

OR

Benard, Stephen and Shelley J. Correll. 2010. "Normative Discrimination and the Motherhood Penalty." *Gender & Society* 24(5): 616-646.

October 18th Kelly, Erin L., Samantha K. Ammons, Kelly Chermack, and Phyllis Moen. 2010. "Gendered Challenge, Gendered Response: Confronting the Ideal Worker Norm in a White-Collar Organization." *Gender & Society* 24(3): 281-303.

- October 23rd Pedulla, David S. and Sarah Thébaud. 2015. "Can We Finish the Revolution? Gender, Work-Family Ideals, and Institutional Constraint." *American Sociological Review* 80(1): 116-139.
- October 25th Schilt, Kristen. 2006. "Just One of the Guys? How Transmen Make Gender Visible at Work." *Gender & Society* 20(4): 465-490.
- October 30th Mandel, Hadas and Moshe Semyonov. 2005. "Family Policies Wage Structures, and Gender Gaps: Sources of Earnings Inequality in 20 Countries." *American Sociological Review* 70: 949-967.

OR

Estevez-Abe, Margarita. 2005. "Gender Bias in Skills and Social Policies: The Varieties of Capitalism Perspective on Sex Segregation." *Social Politics* 12(2): 180-215.

Unit #4: Family and the Interaction between Work & Family

- November 1st Fox, Bonnie. 2001. "The Formative Years: How Parenthood Creates Gender." *Canadian Review of Sociology and Anthropology* 38: 373-390.

***Workshop**

- November 6th Doucet, Andrea. 2004. "'It's Almost Like I Have a Job, But I Don't Get Paid': Fathers at Home Reconfiguring Work, Care, and Masculinity." *Fathering* 2(3): 277-303.
- November 8th Stone, Pamela and Lisa Ackerly Hernandez. 2013. "The All-or-Nothing Workplace: Flexibility Stigma and "Opting Out" Among Professional-Managerial Women." *Journal of Social Issues* 69(2): 235-256.

***Workshop**

- November 13th Remembrance Day – No class

- November 15th Johnston, Dierdre D. and Debra H. Swanson. 2006. "Constructing the "Good Mother": The Experience of Mothering Ideologies by Work Status." *Sex Roles* 54: 509-519.

OR

Dow, Dawn Marie. 2016. "Integrated Motherhood: Beyond Hegemonic Ideologies of Motherhood." *Journal of Marriage and Family* 78: 180-196.

- November 20th Gangl, Markus and Andrea Ziefle. 2015. "The Making of a Good Woman: Extended Parental Leave Entitlements and Mothers' Work Commitment in Germany." *American Journal of Sociology* 121(2): 511-563.

***Workshop (bring full draft)**

November 22nd **Short Essay #3 & final reading logs due**

November 27th Jen in the hot seat – I will present my research and you will show off all you have learned by grilling me ☺

November 29th Send off

Course Requirements:

Participation – 25%

Your participation grade is based on your attendance (10%) and reading log (15%).

You are allowed to miss 2 classes without penalty, for any reason. Think of these as your “sick/vacation days.” You do **not** need to inform me that you will be absent. However, each class that you miss *in addition* to those 2 free classes will count against your final participation grade. If you are experiencing an issue that will require a prolonged absence, please let me know.

You are expected to keep a reading log throughout the term. After reading each article (but before class), jot down a question or comment you are left with (you aren’t limited to 1). You can raise this question or make this comment in class, if you would like (but not absolutely necessary). After class, once we have had a fantastic and interesting discussion about the article, I would like you to revisit your question/comment and reply to it in a paragraph or two.

I will ask you to bring this log to class midway through the term to check on your progress, so it is important that you are consistently working on it. In other words, you cannot ignore it all term and do it all the night before it is due to be handed in.

Short Essays – 75%

The major writing component of this class includes **three** short essays (each is worth 25%). The goal of these essays is to apply one of the theoretical perspectives discussed in class to a gender-related issue that interests or puzzles you (e.g., from your own life, an example from the news or media, etc.). You will **not** need to search for or include any other academic sources aside from the class readings.

The first essay will be based on the theory readings. The other two essays should draw on the class readings from the particular unit(s) we are covering at the time *and* use one of our theories. You are welcome to discuss more than one article but it may not be necessary depending on your argument (sometime less is more).

The most important criteria I will use to evaluate your essays is whether or not you have an *original* argument: one that challenges or extends the academic arguments put forth in the class readings. Correctly applying a theory to an example and incorporating class readings is essential but this is not enough for top marks.

I have set aside class time for you to work on essay ideas with your classmates (and myself). On workshop days, please ensure that you have something to work on during class time – it does not

need to be a full draft (unless noted) – but please have ideas and something written to exchange with your peers to develop further.

Though there is no strict page limit, these papers do not need to be longer than 5 double-spaced pages. One of the skills we will work on this term is being effective with our writing: learning to write enough to get your point across, supported by academic evidence, but not so much that you end up repeating yourself or burying your main point (I am still working on this, myself!).

UBC Grade Scale

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

A score below 50% is considered failing

Academic Policies (adapted from UBC Academic Regulations)

It is your responsibility to catch up on any missed material should you be absent from class. When attending class, be respectful; do not leave unnecessarily or hold unrelated conversations (or cause disturbances for your classmates), and please refrain from using cell phones and computers for non-class related reasons. Disruptions may result in your being asked to leave the room.

The University does recognize special circumstances and these will be respected. Students with disabilities may arrange alternative procedures and students with religious obligations that conflict with assignments can be accommodated. Other commitments may also be considered. It is the student's responsibility to contact the appropriate University Office (e.g., Arts Advising) to document your circumstances.

All course grades are final. You are welcome to review assignments/tests with me but only for the purposes of academic growth.

Please review the other Academic Regulations: <http://students.ubc.ca/calendar>

Please feel free to contact me at any time during the term with questions, comments, and concerns you may have about the course material.