

University of British Columbia

Department of Sociology

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

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TA:
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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 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	35%
Final Exam	35%
Video Project and Reflection	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 research and writing skills.

UNIT ONE: The Social Construction of Sex, Gender, and Sexuality	
<p>May 16: Biological Arguments about Gender Difference Introductions, course syllabus and expectations. In this unit we 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, gendered aspects 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>May 18: Gender Performance and Accountability</p> <p>This week's themes are gender performance and constructions of masculinity and femininity</p> <p>AGDA team: how to produce a 2-D prototype; introduce script and storyboard 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
<p>May 23: The Gendered Body</p> <p>In this unit we examine how perceptions about femininity, masculinity, and sexuality come to bear on gender relations and body image</p> <p>Script and storyboard complete</p>	<p><i>Readings:</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
<p>May 25: Intersections of Gender, Race, Ethnicity</p> <p>In this unit we explore the heterogeneity of gendered lives, acknowledging that women speak from different political, social, 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>Work on filming 2-D prototype</p>	<p><i>Readings:</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 racial profiling experiences and perspectives • Aujla: Others in their own land: second generation Asian Canadian women, racism, and the persistence of colonial discourse

<p>May 30: The Gender of Violence Guest Lecturer: Agnieszka Doll</p> <p>In this unit, we apply an intersectional and socio-legal lens to examine what happens when things go wrong in intimate relations, how men and women confront violence in their lives, and the social and economic stresses associated with gendered violence.</p> <p>Work on 2-D prototype – final version must be edited and ready to present on June 13</p> <p>June 1 MIDTERM EXAM</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
<p>UNIT 2: GENDERED EXPERIENCES IN EVERY DAY LIFE</p>	
<p>June 6: Gendered Intimacies</p> <p>In this unit we explore gender variations through the lens of intimacy and sexual relations.</p> <p>AGDA team instruction on video editing</p>	<p><i>Readings:</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>June 8: 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><i>Readings:</i></p> <ul style="list-style-type: none"> • 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>June 13: 2-D prototype presentation and feedback</p> <p>AGDA team attend to provide feedback</p> <p>Individual Reflections and peer assessments due in Connect by midnight Friday, June 16</p>	<p>Attendance mandatory!</p>

<p>June 15: Gender and Work In this unit we identify the ways messages about gender and gender difference are transmitted and reinforced in the workplace.</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
<p>June 20: Gender and Media This week we examine some of the ways gender messages are socialized through the media and mainstream culture.</p>	<p><i>Readings:</i></p> <ul style="list-style-type: none"> • 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>June 22: 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><i>Readings:</i></p> <ul style="list-style-type: none"> • Candis Steenberg: 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 Desinstitutionalization of Feminism and the Survival of Women's Organizing in Canada • Miya Narushima: A Gaggle of Raging Grannies: The Empowerment of Older Canadian Women through Social Activism
<p>Final Exam during exam week</p>	

I. MIDTERM EXAM 35%

The Midterm exam will consist of concept definitions, short answer questions and a long answer question, based on class lectures, discussions, required readings, and films from Unit 1. Your overall understanding of biological and social constructions of gender, and frameworks for understanding them will be tested. Familiarity with key concepts, issues, and ideas, and the ability to draw on examples from the assigned readings and other course content is particularly important.

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 films 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 assigned readings and other course materials is particularly important.

Deadlines for this class are firm: All assignments must be submitted in a standard format – 1”margins, double-spaced, 11-point Arial or 12-point Times New Roman – to the course Connect as an attached **Word or pdf file only**. Use APA style. The assignment should be posted one hour prior to the deadline as a safeguard. **Assignments received after the deadline will be subject to a late penalty of 10% per day** [unless accompanied by a doctors/counselors note].

II. VIDEO PROJECT AND REFLECTION 30%

- Part 1: Video production and final product 15%
- Part 2: Individual reflection 15%

Part 1: Video Production

For this assignment you will sign up to work in teams of 4 to produce a film clip [approx. 3-5 min. of video] that addresses 2 questions:

- What is gender performance?
- What is gender accountability?

These concepts will be introduced and discussed in class on May 18. 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 confronts accountability. Students from UBC’s AGDA will provide training and assistance with producing the film.

Timeline:

Week 1: Team sign up – name your team; delegate duties for team members

Week 2: Develop script and storyboard; film 2-D prototype

Week 4: Edit video

Week 5: Present 2-D prototype and receive/provide feedback on June 13; submit individual reflections and peer assessments on June 16

Grades will be based on demonstrated ability to critically examine the nature of gender performance and gender accountability. Creativity, originality and attention to technical detail will also be considered. Peer assessments of contributions made by team members will be taken into consideration when assigning individual grades for the final production.

Part 2: Individual Reflection (15%) due in Connect, midnight, Friday June 16

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

This assignment will be submitted as an ethnography of your learning. The objectives are two-fold:

1. To tell me about what you learned or discovered about gender relations in the process of developing the project video – how well did your team work together? How were decisions made? How was work divided among team members? Did everyone contribute their fair share? 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. What insights into gender performance/accountability came to light for you as a result of this exercise [you may find it helpful to refer to other group presentations a well]? Connect your insights to at least one theme covered in Unit 2 [cite at least 3 sources, not all from the same week] ~ 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>