

SOCIOLOGY 3010
SOCIOLOGY OF GENDER
(Winter 2011)
Grande Prairie Regional College
(3 UT Credits)

Instructor: Alan Segal

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Office Hours: Mondays, Tuesdays, and Thursdays: 16.30 – 17.30 Or By appointment

Course Description:

SO3010 inquires into contemporary and historical concepts, assumptions, and expressions of gender. Political, personal, cultural, and social implications of gender will comprise the central thread of the course.

Course Prerequisite: SO1000

Course Delivery Mode: Discussion, Occasional Lecture, Film Review. I understand that occasionally, cell phone availability may be necessary. This will be acceptable if the phones are on vibrate only and you leave the class to answer or follow up on the message. However, NO texting will be acceptable in class.

Required Reading:

Men Speak Out - Edited by Shira Tarrant

Gendered Worlds - Judy Aulette, Judith Wittner, Kristin Blakely

Assignments:

NOTE: All written work must comply with the College's policy on plagiarism. For a detailed explanation of what it is, refer to page 44 in your Grande Prairie Regional College 2007-8 Calendar.

Written assignments must be sent **only** by email. **Only assignments sent through your GPRC email accounts are acceptable. Nothing will be assessed if it arrives via a different email account.**

All written work must be submitted by email, as a regular message. Do not send as an attachment. Cut and paste your work and send it as a regular email. There is a lateness penalty of one letter grade per day, including weekends, for all late papers. The 'received date' indicated in my College mailbox will count as the final statement of submission. All late assignments will receive a 1-grade reduction

per calendar day of lateness. Journal marks will be reduced by one letter for every 2 days beyond the due date

Academic assignments for this course emphasize synthesis of ideas in a sociological analysis of gender, and the best questions you can think of to advance that synthesis. Analysis does not just mean reporting what others have said on a topic. Important as this is, other authors' ideas or conclusions are valuable because they add insight or specific detail that helps you to ask questions about the topic you have selected. Another point to remember is that pulling one small item from an article or a book does not communicate the main concept of a work, nor its underlying logic. To justifiably use research, you need to understand the overall direction of a work and its supportive ideas. My assignments are a philosophical inquiry that is advanced through your and others' investigations. Research is one kind of investigation. What questions are worthwhile becomes part of your analysis. Conclusions can be valuable but it isn't obligatory to state any. Grammar is important to communicating precise meaning. Therefore, while it will not be valued as highly as content, it will be evaluated and therefore can affect your mark.

Bibliographical Essay: (F, D- to A+) Due the last class of February.

By this time you should have selected a topic for the final assignment. Unless this assignment is ready the final one will not be accepted. A reasonably full description of the sources under consideration and their possible value to your discussion in the final paper, is the purpose of this one. **I must approve your topic and 'debate' question. You will ask me for feedback and approval by email, to the assignments address.**

Essay or Project: (F, D- to A+) Due the Last Class of the semester

The objective of this assignment is to bring you beyond your assumptions about gender and related issues. Gender is assumed by some sociologists to be a master status. Therefore it merits a deeper analytical consideration. When contemplating your essay or project, you should not aim for a summary or description. Instead, a critical analysis of the concepts you think are relevant to the analysis, must be examined. You may use first person words like 'I', but the paper is not to be a large opinion piece. You will select your own topics and the expected minimum length is 2500 words. As this is a Sociology course you need to use sociological concepts in your essay.

If you opt for a different kind of major assignment, for example a fine arts project, critical thinking still must be evident. Consult with me about how this might be done. In these types of assignment, a 1700 word paper explaining the sociological significance of what you hand in must also be provided.

You must use at least 8 sources, not including the assigned books for the course. At least 5 must be academic, such as might be located in books or journals, or original documents. The others can be informal sources such as interviews, conversations, popular media of any kind, internet websites, etc. **You must reference more than quotations. Other authors' interpretations, analyses, perceptions, or ideas, deserve credit in your papers. Mentioning them does not disqualify your view of their analyses.**

All research must be presented in MLA style, both in the text itself and the 'Works Cited' section at the end of the paper. All work must clearly indicate your name, and course number. Omitting any of these requirements will result in a lateness penalty equivalent to that of one day. Grammar and

general coherence are reasonable expectations of university-level written work, and will be included in the evaluation of your assignments

Two Journals: (F, C or C+)

Journals are due the first class of February and the first class of March.

Anything pertaining to the sociology of gender, class discussions or lectures, class interaction, personal life relevant to our examination of sociology, or course observations and suggestions, is a suitable topic. No research is necessary or expected. The purpose is to allow informal communication with the instructor. Grammar and general writing clarity are expected in all written assignments in university courses. While recognizing that we speak and write informally when communicating our personal observations, the journals should be coherent and reasonably articulate. Evaluations will reflect this expectation.

Discussion Bonus:

Everyone may (but not necessarily will) receive a bonus mark based on a combination of the frequency and quality of the participation. Discussion postings to the Moodle discussion forum also will be considered class participation. You will be eligible for a bonus mark only if you display commitment to the course by reading and completing the required assignments. *Although attendance is not relevant to the regular assignments for the course, it is important to your eligibility for a bonus mark. If you are absent for more than 3 classes, you will not receive a bonus grade.*

The bonus mark offers an A, B, C, or D. No plus or minus signs will be used. If you receive a bonus mark, it will be added to your overall grade total prior to working out a final mark.

Tabulation of marks

Letter grades have a numerical value. Each is equal to a specific point total. Your final mark will be formulated by adding the points for each letter grade you have received, and dividing by the total number of points achievable for the course (12.6).

NOTE: (1) No class averaging will be done. (2) All marks will appear on Moodle. You are responsible for monitoring your grade input, and informing me that a mark has not appeared for which you deserve credit.

Grade Equivalency:

A+	95-100%
A	90-94%
A-	87-89%
B+	83-86%
B	80-82%
B-	77-79%
C+	73-76%
C	65-72%
C-	60-64%
D+	55-59%
D	50-54%
D-	45-49%

NOTE: On the College's marking grid there is no D-. Therefore no such final mark will be

recorded. However, for the assignments that will be evaluated on a full grading grid, I will use D- as a non-failing mark.

Discussion Sequence

1. ***Introduction to Course***

2. ***Gendered Worlds..... Preface, Chapters 1 & 2***

Class Discussion:

In all books authors attempt to establish their purpose and convince readers of the worthiness of their approach. Identify the authors' purpose for this book, and are you drawn to it by their early discussion? What is the intent behind the book? Chapter 2 introduces you to the debate around bodies and genders. What is the substance and logic of this debate? How would you explain racialized Sexuality and Sexualized Race?

3. ***Gendered Worlds..... Chapters 3 & 4***

Class Discussion:

What theories are introduced here and how are they employed? Do the theories seem equally relevant to you, or are you persuaded by any of them more than the others? What theories are cited by Aulette et al?

When we use the phrase 'social construction', do we mean more than mere socialization? What logic appoints nature or culture as the animator of gendered life? How might you explain to another person the idea that nature ordains gender? In this understanding, does nature ordain anything else? What is nature?

Less than a decade ago it was rare to find books on gender that prominently included sections on sexuality as well. Why does this book address sexuality in its analysis of gender?

Were you to create a declaration of sexual rights, would it differ from what appears on page 101? List the criteria of gender that are revealed in these chapters.

5. ***Men..... General Introduction; Part 2, Omit Essay 9; Part 3 Introduction, Essays 15, 17, 21***

6. ***Gendered Worlds..... Chapter 8; Men..... Part 1, Introduction, Essays 3, 4, 7***

Class Discussion:

Explain the authors' reference to a geography of fear. Does the analysis of violence in this chapter account well for the phenomenon of violent activity in society? In what sense is violence 'discovered?' Of the numerous images of males in the society, which do you feel to be most culturally pressing?

7. ***Gendered Worlds..... Chapter 10; Men..... Part 5, Omit Essays 33 & 34.***

Class Discussion:

Usually we imagine social change as emerging from legal and political shifts. But change generates throughout a society. Does this chapter do justice to the avenues of provocation in a society, and to the sources of renewal and of social repression?

Do the selections from 'Men..' contribute to your understanding of social change?

8. ***Gendered Worlds..... Chapters 5 - 7***

Class Discussion:

These chapters deal with fundamental institutions in society. Be prepared to discuss in depth how they combine to effect gender, and to frame our 'doing' gender, in society.

9. ***Gendered Worlds..... Chapter 11***

Class Discussion:

Is masculinity dangerous? Is femininity dangerous? Why have the authors drawn together, media, sport, advertising, spectacle, and gender? Could gender not exist without any of these? Media incorporate more than what is covered in this chapter. How do you read the gender of media in this city, province, and country? We often blame the media for our tribulations. How reasonable are our accusations?

10. ***Gendered Worlds..... Chapter 12; Men.....Part 4, Omit 23, 24, 28, 29, 31***

Class Discussion:

Religion is faulted by many as a negative crucible of gender formation. From this chapter's ideas, would you assume the authors have the same assessment? What religious perspectives of gender are mentioned here? How has religion generally, and some religions particularly, participated in the gender regimes of their respective societies? What sociological appraisal do we have of religion, and is it adequate to our desire to study religion(s) for a deeper understanding of gender?