

SEP 25 2000

SOCIOLOGY 3010

**SOCIOLOGY OF GENDER**

(Fall, 2000)

Grande Prairie Regional College

**New Course Description:**

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

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Office Hours: Monday - Thursday: 15 - 15.50 Or By Appointment

Course Co-/Prerequisite: SOCIOLOGY 1000

**Required Reading:**

Gender in Canada - ED Neison & Barrie Robinson

Masculinity goes to school - Rob and Pam Gilbert

Dreams of trespass - Fatima Mernissi

## Assignments:

### Essay/Project

- Due the last class of the semester.
- All assignments will be marked on a 1-9 scale
- Late assignments will be penalized 1 stanine per day, including weekends.
- You may write on any topic that interests you, even one not addressed in class discussions or lectures, providing it is relevant to the course.
- If you choose to write an essay, do not write a descriptive report. The essay must be an analytical exploration about the ideas you express.
- Additional research is expected, at least some of which must be academic. Be precise; reason rather than merely express opinion, and be grammatical. Grammatical mistakes may affect your mark. The required length is 2000 words.
- Essays that are too brief will be assessed a ½ stanine penalty.
- All papers must include references in the text itself, as well as a "Works Cited" section. Should either reference section be omitted, your assignment will be reduced by 1 stanine per section.  
**Documentation must follow MLA style.**
- If a style other than MLA is used there may be a reduction of ½ stanine.
- Essays must be typed and double-spaced. They must clearly stipulate your name, ID number, and course numbers and sections. Material can be submitted on disk or via email.
- **If you hand in your assignment late, have another faculty member or a regular employee of the College sign and date it. All signatures must be legible and must identify the area in which the person works.**
- If you opt for a different kind of major assignment, for example a fine arts project, critical thinking must still be evident. Consult with me about how this might be done.
- In these types of assignment, a 750 word paper explaining the sociological significance of what you hand in must also be provided.

### Three Journals

- Journals are due the first classes of October, November, and December. Each is worth a maximum of 1.5 stanines. **The benchmark evaluation, however, will be 1.**
- Each journal is usually one typewritten page, double spaced, or two handwritten pages, double-spaced. They can be submitted through email or on disk.

- Anything pertaining to gender, sexuality, identity, ideas introduced in class discussions or lectures, class interaction, etc., is suitable. Observations about, and suggestions for, the course are also suitable. No research is necessary or expected. The journals are an informal type of communication with me.
- Journals must have your name, ID number, and course and section numbers clearly identified.

### Discussion Bonus

- Because class discussion is a vital aspect of this course, you may (but not necessarily will) receive a bonus mark for the **QUALITY** of your class discussion, based on a combination of the frequency and quality of the participation.
- You will be eligible only if you display commitment to the course by doing your reading and completing the required assignments.
- The bonus mark will have a range of 1-3.

### Tabulation of Marks

- The total of all stanine marks available for assignments is 13.5.
- Your marks will be totaled out of 13.5, a percentage will be obtained, and the percentage will be re-converted to a final stanine grade according to the following table.

Stanine Grade	Percentage Equivalent
9	90 - 100
8	80 - 89
7	72 - 79
6	65 - 71
5	57 - 64
4	50 - 56
3	45 - 49
2	26 - 44
1	0 - 25

NOTE: No class averaging will be done.

## DISCUSSION SEQUENCE

### 1. Gender in Canada: Chapter 1

- What is social construction? Are you convinced of its logic? Are the authors justified in applying it to sex, gender, and sexuality?
- Have you imagined yourselves, or could you imagine yourselves, a different gender?
- How do you assess the list of gender stereotypes on page 19?

### 2. Gender in Canada: Chapters 2 & 3

- Explain the differences or similarities of the biological, feminist, psychological, and social psychological perspectives.

### 3. Gender in Canada: Chapters 4 & 5

- Did your parents monitor your behaviour differently when you children, so that you knew how to behave as males or females?
- How early in your lives were you aware of masculinity and femininity? Can you recall what these words meant to you then?
- Why call chapter 5 "symbolic representations of gender?"
- What representations are cited in the chapter?
- Can you think of representations other than those mentioned?

### 4. Masculinity goes to school: Chapters 1 & 2

- We assume social institutions in fact socialize. Is that assumption reliable? Might we be more accurate about some aspects of socialization but not others?
- Why concentrate on boys, masculinity, and school experience?
- What theories of masculinity are discussed?

5. Masculinity goes to school: Chapters 3 - 6

- What social practises make up the contemporary culture observed by the Gilberts?
- Do you share the authors' analysis that in our society, men's sports helps to create and solidify masculinity?
- Can you suggest any challenges to the authors' interpretation of masculinity and schooling?
- When you were students of elementary and high school age, would you have answered the questions stated in the book, comparably to what was said by the boys who were interviewed?
- What is meant by masculinity at the margins?

6. Masculinity goes to school: Chapters 7-9

- What is the significance of naming a chapter "Bad Boys?"
- What relationship is drawn between bad boys and masculinity?
- Do the authors persuade you of their analysis of bodily aggression?
- Why mention literacy in a book on masculinity and schooling?
- If you were asked to develop a program of change, would you utilize anything mentioned by Pam and Rob Gilbert?

7. Gender in Canada: Chapters 6 & 10

- In what ways are work and gender intertwined?
- How would you explain sexual harassment? Does it match the explanation[s] provided in the book? Do you support the idea of a sexual harassment policy?
- What is a social movement? In what sense can we say that gender is at the centre of some social movements?
- Feminism is one of the movements referred to in the book. Prepare to discuss the different branches of feminism and their political idea[l]s.

8. Gender in Canada: Chapters 7 & 8

- The authors suggest males and females experience friendship differently, desire different types of friendship, and have varying expectations of friendship. Do you agree with this assessment? Does it reflect your relations with people?
- In what ways might you agree with, challenge, hope to change, etc., the authors' conclusions

about intimacy?

- What prominence, if any, does power have in your relationships with other people?
- Does your language of sexuality operate parallel to, or divergent from, what is described in the book, beginning on page 335?
- What are scripts? Can you say whether scripts assisted you in your own sexual development?

9. Dreams of trespass: Chapters 1- 6

9a. Chapters 7-12

- Describe the harem that Mernissi experienced. How many kinds of harem were there?
- What were the harem's limits, frontiers, and possibilities?
- How did the harem as an idea and a practise, influence men's lives?
- The harem contained different women with a variety of ideas and opinions. Offer an overview of these currents.
- All societies distinguish between commonplace and special occurrences. What distinctions are mentioned in these chapters? Does Princess Budur fit into this distinction?
- What was the boundary between adulthood and childhood in the harem? Were there differences between male and female childhood?
- What was the cultural and gender significance of World War 2 to the people in Mernissi's life?
- What was allegorical about the story of Scheherazade?
- Why was Asmahan important to at least the women of the harem?