

SOC 3810 A01
Sociological Perspectives on Gender & Sexuality
University of Manitoba
Department of Sociology

CRN 15506, 3 credit hours
TR 1-2.15 pm
308 Tier

Professor: Dr. Mara Fridell
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Important dates

September 10 (Thursday) First day of class
September 17 (Thursday) Choose a Project partner & topic
September 22 (Tuesday): Meet at the Dafoe Library computer lab
September 24 (Thursday): Choose a subject for your poster assignment. Email your absence dates to me by this date.
October 1 (Thursday): Poster assignment due
October 8 (Thursday): Test 1
October 15 (Thursday): Project proposals due
October 29 (Thursday): Test 2
November 12 (Thursday): First project presentations
November 18 (Wednesday): Last day to withdraw from the course
December 8 (Tuesday): Test 3; Last day of classes

Course content and objectives

An exploration of the relations between men and women in contemporary societies, this course will use historical, political-economic, and regional perspectives to examine the social construction of gender and sexuality, and the ideological and material structures which (re)produce gender difference and inequality. Students may not hold credit for both SOC 3810 (077.381) and SOC 3811 (077.381). Prerequisite: [a grade of "C" or better in SOC 1200 (077.120) or SOC 1201 (077.120)] or [a grade of "C" or better in both SOC 1211 (077.121) and SOC 1221 (077.122)].

Required Books

Peterson, V. Spike and Anne Sisson Runyon. 2009. <i>Global gender issues in the new millennium, 4th edition</i> . Boulder: Westview Press. (at Bookstore)

Young, B., I. Bakker & D. Elson. 2011. <i>Questioning financial governance from a feminist perspective</i> . London: Routledge. (at Bookstore)
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Other required readings (see Schedule below) will be posted as electronic copies in the course UMLearn site.
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Evaluation

Evaluation will be based on the following:

- Reading questions 10%
- Poster assignment 15%
- Proposal, outline and annotated bibliography assignment 15%
- Presentations 20%
- 3 tests 10% each (total of 30%)
- Attendance and engagement, total of 10%.

Reading questions

Come up with two (2) questions from the week's assigned reading to stimulate sociological discussion. You will sign up in class for two days to introduce your 2 questions for the class on the day's reading. You are responsible for recording and remembering your day for introducing questions on the reading.

Poster Assignment

The purpose of this assignment is to help students practice using both Dafoe Library resources, and data showing how gender difference and inequality plays itself out in Canada. Each student will locate one type of data about women and men in the Canadian economy, see list under "Assignment topics and resources" section below. Since more than one student will be assigned to each topic, you may opt to work together if you like. On September 22 the class will meet Mr. Gary Strike in the Dafoe Library computer lab to review locating data. Find the most recent data available on the topic you are assigned. Where possible, disaggregate your data by province, income or wealth, race/ethnicity, citizenship status, and/or age group. You can also show comparative data from other countries, or from Canada over time. Make a poster that presents this data in a manner that is easy to follow (e.g. include a table or diagram). Also include the source of the data on the poster (eg. the web address, date published and/or accessed, and the organization that produced the data). On October 2, bring your poster to show in the class.

Project proposal

Pick a partner & a topic. The project will be chosen, researched and presented in pairs, an in-depth study on a course-appropriate subject area, listed under "Assignment topics and resources" section below. On September 15, students will sign up for an available subject from the list. If you have a unique idea or you want to modify or change your topic, you can fly it by me for approval. These subjects are chosen to allow you to explore a class idea (or adjunct theme) in further depth, and present your findings from the literature to the class.

On October 1, you will turn into me a proposal that includes a 1-2 paragraph synopsis of your project agenda, an outline of your presentation, and an annotated bibliography. An annotated bibliography is a bibliography that includes short (one paragraph) synopses of the theme or arguments of each cited work after each bibliographic entry.

The proposal will be about 3 pages long, space-and-a-half, 12 pt. Times New Roman (or similar) font, one-inch margins, paginated, spell-checked, edited, and copy-edited. The annotated bibliography will be single-spaced. Include the project title, your

name and the course number at the top of the first page. Use APA, MLA or ASA citation style.

Project presentation

On Sept 17 I will pass around a sheet and you can sign up for a day on which you will present your research project with your partner. Please come to class on your presentation day prepared to discuss your findings, show your work in video or on Powerpoint, and involve the class in a brief topical exercise. You should plan on presenting for about 15 minutes, or make arrangements with me if your work will take longer to present. Whether you use Powerpoint or make a video, please email me your presentation.

Worth 30% of your course grade, the presentation will be evaluated on the basis of form (meets assignment requirements, includes accurate citations at the end) and content. Content includes descriptions and arguments that are clear, concise and logically structured; the presenter practices using a social science framework, provides course-related and relevant evidence, and demonstrates an appropriate awareness of the audience. Further instructions will be posted separately in the course UMLearn site.

An attendance sign-up sheet will be passed around on every day in which your colleagues are presenting. Your final course engagement grade is determined by evidence of your support for your colleagues. If you miss any presentation days, you will get a 0.

Tests

You will be tested on the scholarly rigor of your engagement with the **readings** (including the reading assigned for the test day). The short tests are worth a total of 30% of your course grade. No make-ups for missed tests.

Grading scale

A+ = 90 - 100%

A = 80 - 89%

B+ = 75 - 79%

B = 70 - 74%

C+ = 65 - 69%

C = 60 - 64%

D = 50 - 59 %

F = 0 - 49

Schedule (pp. 4-5)

Subject to change at professor's discretion

R&P=Runyon & Peterson; YBE = Young, Bakker & Elson; All other readings are posted in the course UMLearn site.

Week Date	Assignment	Topic
1 9/10		Welcome to historical, socially-constructed, intersectional gender and sexuality
2 9/15	Kimmel; Pascoe	Masculinity as homophobia
9/17	D. Allison Partner up & sign up for projects	Class & sexuality
3 9/22	Meet in Dafoe Library computer lab; Bergner	Female sexuality
9/24	Absence dates due; R&P 139-180	Gender & global security
4 9/29	Carol Cohn	Sex & death in the rational world of defense intellectuals
10/1	Poster assignment due	
5 10/6	R&P 99-138	Neoliberal governmentality & the rise of <i>Femina Economica</i>
10/8	Test 1; Sunny Taylor	Human development & work
6 10/13	Project proposal due Gill & Roberts YBE 155-172	Macroeconomic governance, gendered inequality & crises
10/15	Ehrenreich & Hochschild	Emotional labor
7 10/20	F Maier YBE 11-37	Affluent macroeconomic regimes & gender orders
10/22	I Bakker YBE 38-50	Canadian governance & gender order
8 10/27	Schuberth & Young YBE 132-154	Finance & gender
	Test 2;	

10/29	Caragata	Conservatism & Canadian women
9		
11/3	Braunstein & Heintz YBE 90-109	Central banks, employment & gender
11/5	Sutton	Gendered scars of neoliberalization

Week Date	Assignment	Topic
10		
11/10	R&P 181-200	Gender & global political economy
11/12		Presentations 1-4
11		
11/17		Presentations 5-8
11/19	R&P 200-236	Gender & global political economy
12		
11/24		Presentations 9-12
11/26	Pickett & Wilkinson; Baker	Inequality & Gender
13		
12/1		Presentations 13-16
12/3	Kollontai	What is to be done
14		
12/8	Test 3	

Assignment Topics and Resources

Poster topics

- 1) Labor Force Participation Rates (male vs. female)
- 2) Unemployment Rates (male vs. female)
- 3) Occupational Segregation (any type of measure)
- 4) Median Earnings (male vs. female, including lifetime earnings)
- 5) Unionization Rates (male vs. female)
- 6) Wealth Gap (male vs. female -- any measure)
- 7) Percentages of Children (various racial/ethnic, age, and/or income groups) living with only one parent
- 8) Poverty Rates for Children (by race/ethnicity and age group)
- 9) Poverty Rates for Households (male-headed vs. female-headed)
- 10) Access to Daycare (any measure)

- 11) Health outcomes & mortality (Aboriginal v. non-Aboriginal)
- 12) Glass Escalator (male v. female supervisors in female-dominated professions)

Presentation projects

Carve out a modest, manageable portion of one of the following project suggestions. In addition to scheduled course readings, use one or two suggested sources to frame your project within an historical, theoretical, or comparative context, and include a description of the source's contribution to your issue in your annotated bibliography. Full citations for sources follow this subsection, under "Resources."

- 1) Report on gender and economic inequality (http://unpac.ca/economy/wei_main.html).
- 2) Report on gender budgets (<http://www.unpac.ca/gender/index.html>),
- 3) Report on gender & taxation (see Abramovitz & Morgen).
- 4) Report on gender-equitable economic alternatives (http://unpac.ca/economy/ea_main.html).
- 5) Report on colonialism, violence and women's social movement leadership in Missing & Murdered Aboriginal Women movement & Idle No More (see also Andrea Smith 2015, Judy Rebick 2005, Belinda Robnett 1996).
- 6) Report on gender in organizations; Glass ceiling/glass escalator; men in women's occupations—outcomes and explanations (see Christine L. Williams).
- 7) Report on hegemonic masculinity in video games (see C. Cohn and M.S. Kimmel).
- 8) Report on unisex bathrooms, the politics of queering public space (see D. Mitchell).
- 9) Report on women's role in social movement (see B. Robnett), and in establishment politics (see K. Bumiller).
- 10) Report on who is caring for communities, families and/or individuals (AKA *social reproduction*), and how? What does gender, race, class, and imperialism have to do with domestic labour? (see Holmstrom, J. Williams, Ehrenreich & Hochschild).
- 11) Report on contemporary slavery (see K. Bales, V. Malarek, Kathryn Farr).
- 12) Education for girls, iodized salt and fistulas: Report on modern trends in female-focused foreign aid campaigns. Compare the coalitions, research, motivations, goals, outcomes, contradictions.
- 13) Report on the global demographic trend 1500 AD-present, and the current global birthrate and alternative birthrate scenarios—their impact on global population projections. Report on the role of empowering women in reducing birthrates (see P.W. Eager).
- 14) Report on housing (in)security, slum growth, and how it impacts women and men (See M. Davis, United Nations (UN) data).
- 15) Report on gender, inequality and health outcomes (See R.G. Wilkinson, Michael Marmot, Hall & Lamont).
- 16) Report on who loses work in neoliberal economic crisis, and what kind of work is left (see CCPA and CEPR). Compare to who loses social support at the beginning of neoliberal policy reform (see F.F. Piven et al, Holmstrom).

- 17) Report on how gender stories are told in the context of international conflicts (See K. Oliver, C.T. Mohanty, 60 Minutes' *War Against Women* on-line).
- 18) Report on gender and women's roles vis-à-vis militaries and militarized societies (See C. Enloe, C.T. Mohanty).
- 19) Biological and social reproduction: Create a gardening/farming book or cookbook featuring family recipes, including a description of the gender dynamics involved in making, delivering and consuming the food.
- 20) Create a website featuring an annotated bibliography of local or regional social justice organizations and their projects.
- 21) Create a website mapping natural and social resources women and men in Winnipeg depend on, such as water, sewer, hydro power, waste disposal sites, food, building materials, day cares, public spaces, etc.—their location, transportation routes and organizations involved, and descriptive info.
- 22) Report on how (water, education, housing, etc.) privatization affects women (see Council of Canadians, Karen Bakker)
- 23) Create a feminist or queer guerilla art show (chalk quotes, guerilla gardening, posters, map of area, hidden fortunes, notices, coupon poster, public chalkboard, slogan stickers, tags, installations, postcards, moss graffiti, miniature environments, wish tree, sound collage, banners, scavenger hunt, etc. See me.)
- 24) Analyze campus anti-rape campaigns and their contemporary appropriation by the "Trigger" management model. (See K. Bumiller, L. Kipnis)
- 25) Analyze gender dynamics in campus organizations and infrastructure, redesign salient policy and infrastructure.

Project Resources

- The HQ... section of the Dafoe library
- Sociology databases, see:
http://umanitoba.ca/libraries/elibrary/netdoc/subject_125.shtml
- Data at the library: <http://umanitoba.ca/libraries/units/datalib/>
- Statistics Canada: <http://www.statcan.gc.ca/start-debut-eng.html>
- Institute for Women's Policy Research: <http://www.iwpr.org/index.cfm>
- UNPAC's Women & the economy: <http://unpac.ca/economy/index2.html>
- INCITE! Women of Color Against Violence. <http://www.incite-national.org/index.php?s=37>.
- Canadian Centre for Policy Alternatives (CCPA)
<http://www.policyalternatives.ca/>
- Center for Economic and Policy Research (CEPR, US-focus). www.cepr.net
- Organisation for Economic Cooperation and Development (OECD).
<http://www.oecd.org/home/>
- Inequality research at the Bernard Schwartz Center for Economic Policy Analysis.
http://www.newschool.edu/cepa/research/research_inequality.html
- E. Saez's income concentration research. <http://elsa.berkeley.edu/~saez/>
- National Bureau of Economic Research. <http://www.nber.org/>
- Statistics Sweden. http://www.scb.se/default_2154.aspx
- Selected works of Cynthia Enloe (on gender and militarism).
http://www.clarku.edu/departments/idce/academicsGradIDFaculty_CE.cfm

- UN Habitat (data on slums).
<http://ww2.unhabitat.org/programmes/guo/statistics.asp>.

COURSE AND UNIVERSITY PROCEDURES AND REGULATIONS:

FINAL DROP DATE

Please be advised that the last day for voluntary withdrawal from fall term courses is **November 18**.

Class Conduct

Student participation and attendance are essential to one's success in this advanced course. It should go without saying that students should make every effort to arrive on time for class. Students who arrive late miss important class material and disrupt the class. All cell phones must be turned off during class time. Students are expected to be respectful to their colleagues and to the professor during class discussions and in office hours. In addition to the fact that your performance *as a student* is evaluated by the professor, the course design, expectations and content are laid down by the professor only. Disruption and excessive and non-collegial talking will not be tolerated, and will initially result in the student being asked to leave the classroom; any disruption after that warning will result in the student being given the choice to avail himself or herself of the Voluntary Withdrawal date, or may be subject to disciplinary action such as being debarred from the class.

In the event that the student is unwilling to accept the professor's expectations for students in this theory course, the student is advised to avail her- or himself of the Voluntary Withdrawal date.

Academic dishonesty

Students should acquaint themselves with the University's policy on plagiarism, cheating, exam personation, ("**Personation at Examinations**" (Section 5.2.9) and "**Plagiarism and cheating**" (Section 8.1)) and duplicate submission by reading documentation provided at the Arts Student Resources web site at <http://www.umanitoba.ca/faculties/arts/student/index.html> . Ignorance of the regulations and policies regarding academic integrity is not a valid excuse for violating them.

Late penalty

No extensions will be given without medical documentation, or other documentation of comparable seriousness, that will normally be required to avoid a late penalty. Please be advised that a late penalty of 2% per day, including days on weekends, will be applied to all papers that are handed in after the specified deadlines.

Exams may not be made up after the class each exam is distributed within. If the student has a binding and documented reason to be absent from class on a specified date, the student must notify the professor as early as possible, so that if the reason is accepted by the professor, the professor can make substitute arrangements with the student to take the exam.

Athletic championships & identity-group holidays

The university recognizes the right of all students to observe recognized holidays of their faith which fall within the academic year. If you will have to miss any classes or will require an extension for an assignment due to an athletic championship or identity-group holiday, please notify the professor at the beginning of the term or at least three weeks in advance of the relevant date.

Unclaimed term work disposal

Any term work that has not been claimed by students will be held for four (4) months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal.

GUIDELINES FOR WRITTEN WORK

1. All written work is to be typed in 12-point print and in Times New Roman or equivalent font.
2. Your work will have one-inch margins and spacing will be at space-and-one-half.
3. On the top of the first page include your name, your student number, my name, and the number of the course. No cover pages, binders or assignment covers please.
4. Please use in-text citations, e.g. (Veblen 2007: 362) or (Fridell: June 3, 2009), to cite your work. Each assignment must include a bibliography that lists your references alphabetically by author. Your bibliography should follow the Chicago Style, APA, or American Sociological Association guidelines for in-text citations with a Works Cited list. Here are some examples of acceptable bibliographic formats:

Gleick, James. 1987. *Chaos: Making A New Science*. New York: Penguin Books.

Law, John. 2001. *Notes on the theory of the Actor Network: Ordering, Strategy and heterogeneity*. <http://www.comp.lancs.ac.uk/sociology/soc054jl.html>. Accessed March 13, 2010.

Veblen, Thorstein. 2007 (1894). "The economic theory of women's dress." pp. 361-362 in *Classical Sociological Theory*, edited by Michael S. Kimmel. New York: Oxford University Press.

Fridell, Mara. Lecture, "Sociological Theoretical Foundations: Commodity Fetishism." University of Manitoba, Winnipeg. June 3, 2009.

Ward, Steven. 1996. "Filling the world with Self-Esteem: A Social History of Truth-Making." *Canadian Journal of Sociology* 21(1): 1-23.
5. The maximum lengths recommended for each assignment do not include the bibliography.
6. Unless directly quoting, please use gender-inclusive language in your written assignments, even if your sources do not. However, please note that when quoting directly from other authors, you should not 'correct' their language to make it gender-inclusive.

STUDENT SUPPORT SERVICES

On-line paper writing guides include:

- Dartmouth writing guides: <http://www.dartmouth.edu/~writing/materials/student/>
- Purdue OWL: <http://owl.english.purdue.edu/owl/>

The University of Manitoba provides a number of support services to students that can help you to write your term papers, develop your study skills, or get through a stressful situation. Many of these services are described online at:

<http://www.umanitoba.ca/student>

If you're not already familiar with these services, I encourage you to spend some time getting to know about them; they can help you to improve your academic performance and to get the most out of your time at university. Some key resources include:

<p>Aboriginal Student Centre 45 Curry Place (204) 474-8850 E-mail: asc@umanitoba.ca http://www.umanitoba.ca/student/asc</p>	<p>Disability Services 155 University Centre (204) 474-6213 / TTY: (204) 474-9790 Fax: (204) 261-7732 E-mail: disability_services@umanitoba.ca http://umanitoba.ca/student/resource/disability_services</p>
<p>Learning Assistance Centre 201 Tier Building (204) 480-1481 E-mail: miriam_unruh@umanitoba.ca http://umanitoba.ca/u1/lac</p>	<p>Student Counseling and Career Centre 474 University Centre (204) 474-8592 E-mail: lindenna@cc.umanitoba.ca http://umanitoba.ca/student/counseling</p>
<p>U1 Student Help Centre 205 Tier Building (204) 474-6209 E-mail: university_1@umanitoba.ca http://umanitoba.ca/u1</p>	