

Sociological Perspectives on Gender and Sexuality
University of Manitoba
Department of Sociology

SOC 3810 (A01), Fall 2009, 3 credit hours
MWF 9.30-10.20
325 St. Paul's College

Professor: Dr. Mara Fridell
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Important dates

September 11 (Friday) First day of class
September 18 (Friday): Labeled photo due to me in class
September 21 (Monday): Meet at the Dafoe Library computer lab
September 25 (Friday): Email your absence dates to me by this date
October 2 (Friday): Poster assignment due
October 9 (Friday): Quiz 1
October 12 (Monday): Project prep day, no class
October 16 (Friday): Project proposals due
October 23 (Friday): In-class mid-term eval
October 30 (Friday): Quiz 2
November 6 (Friday): First project presentations
November 11 (Wednesday): Remembrance Day, no class
November 18 (Wednesday): Last day to withdraw from the course
November 23 (Monday): Quiz 3
December 2 (Wednesday): Last day of classes
December 9 (Wednesday): No final exam

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 Readings

Peterson, V. Spike and Anne Sisson Runyon. 2009. *Global gender issues in the new millennium, 3rd edition*. Boulder: Westview Press. (at bookstore)

Mottier, Veronique. 2008. *Sexuality: A very short introduction*. Oxford: Oxford University Press. (at bookstore)

Caragata, Lea. 2003. "Neoconservative realities: The social and economic marginalization of Canadian Women." *International Sociology* 18(3): 559-580. (Posted on **Course Website**.)

Kaplan, Temma. 2002. "The disappearing fathers under global capitalism." *The socialist-feminist project*, edited by Holmstrom, Nancy. New York: Monthly Review. (Posted on **Course Website**.)

Kimmel, Michael. 1994. "Masculinity as homophobia: Fear, shame, and silence in the construction of gender identity." Pp. 119-141 in *Theorizing masculinities*, edited by Harry Brod and Michael Kaufman. Thousand Oaks, CA: Sage. (Posted on **Course Website**.)

Taylor, Sunny. 2004. "The right not to work: Power and disability." *Monthly Review*, March. <http://www.monthlyreview.org/0304taylor.htm>. (Link on **Course Website**.)

Evaluation

Evaluation will be based on the following:

- Reading questions 10%
- Poster assignment 20%
- Proposal, outline and annotated bibliography assignment 15%
- Presentations 30%
- 3 quizzes 5% each (total of 15%)
- Attendance and engagement on presentation days, total of 10%.

Submit a labeled photo of yourself

Submit to me in class on or before September 18 one sheet of printer paper (preferably 3-hole punched) with your **recognizable** image affixed with tape or glue, drawn, or printed thereupon. Your image must be **labeled** with the course number, your first and last names, and your major or a primary interest. Labeled photos help me keep better track of students during the term.

Reading questions

Come up with three (3) questions from the week's assigned reading to stimulate sociological discussion. You will sign up in class for one day to introduce 3 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 18 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

Each student will participate solo or in a group of 2-3, researching and presenting in-depth on a subject area, listed under “Assignment topics and resources” section below. On September 14, 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 in further depth, and present your findings from the literature to the class.

On October 16, you or your group 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

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

If you would like to write a paper for this project, please see me to make arrangements.

An attendance sign-up sheet will be passed around on every day in which your colleagues are presenting. 10% of your final course grade is determined by evidence of your support for your colleagues. If you miss any presentation days, you will get a 0.

Quizzes

You will be quizzed on your engagement with the **readings**. There are 3 brief quizzes worth a total of 15% of your course grade. No make-ups for missed quizzes.

Grading scale

A+ = 90 - 100%	C+ = 65 - 69%
A = 80 - 89%	C = 60 - 64%
B+ = 75 - 79%	D = 50 - 59 %
B = 70 - 74%	F = 0 - 49

Schedule (pp. 4-5)

Subject to change at professor's discretion

P&R=Peterson & Runyon; M=Mottier

Week Date	Assignment	Topic
1 9/11		Welcome to historical, socially-constructed, intersectional gender and sexuality
2 9/14 9/16 9/18	M 99-142; sign up for projects Labeled photo	Sex, courtesy of society and politics
3 9/21 9/23 9/25	Meet in Dafoe Library comput. lab M 3-48 Absence dates due	Before & after sexuality
4 9/28 9/30 10/2	M 49-74 Poster assignment due	Feminist focus: Intimate relationships
5 10/5 10/7 10/9	Kimmel (on-line) Quiz 1	Masculinity as homophobia
6 10/12 10/14 10/16	No class. Kaplan (on-line) Project proposal due	Work on your project outlines Disappearing fathers, microentrepreneurs & reparations
7 10/19 10/21 10/23	Caragata (on-line) Taylor (on-line)	Women & the public sphere in Canada Valuing human development
8 10/26 10/28	P&R 103-142	Neoliberal governmentality & the rise of <i>Femina Economica</i>

10/30 Quiz 2

Week Date	Assignment	Topic
9		
11/2	P&R 143-182	Gender & global security
11/4		
11/6		Presentations 1-3
10		
11/9	P&R 183-211	Gender & global political economy I
11/11	No class	
11/13		
11		
11/16	P&R 212-230	Gender & global political economy II
11/18		
11/20		Presentations 4-6
12		
11/23	Quiz 3	Private & public
11/25		Presentations 7-9
11/27		Presentations 10-12
13		
11/30	P&R 231-262	Resistances, global & regional
12/2		
12/4	No class	
14		
12/9	No class	No final

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)
- 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)

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>, see also Abramovitz & Morgen).
- 3) Report on gender-equitable economic alternatives (http://unpac.ca/economy/ea_main.html).
- 4) Report on gender in organizations; Glass ceiling/glass escalator; men in women's occupations—outcomes and explanations (see Christine L. Williams).
- 5) Report on hegemonic masculinity in video games (see C. Cohn and M.S. Kimmel).
- 6) Report on unisex bathrooms, the politics of queering public space (see D. Mitchell).
- 7) Report on women's role in social movement (see B. Robnett), and in establishment politics (see K. Bumiller).
- 8) 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).
- 9) Report on contemporary slavery (see K. Bales, V. Malarek, Kathryn Farr).
- 10) 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).
- 11) Report on housing (in)security, slum growth, and how it impacts women and men (See M. Davis, United Nations (UN) data).
- 12) Report on gender, inequality and health outcomes (See R.G. Wilkinson, Michael Marmot, Hall & Lamont).
- 13) 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).
- 14) 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).
- 15) Report on gender and women's roles vis-à-vis militaries and militarized societies (See C. Enloe, C.T. Mohanty).
- 16) Create a cookbook featuring family recipes, including a description of the gender dynamics involved in making, delivering and consuming the food.
- 17) Create a website featuring an annotated bibliography of local or regional social justice organizations and their projects.
- 18) Create a website or map listing/showing 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.
- 19) 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.)
20) Analyze gender dynamics in campus organizations/ redesign salient policy.

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>.

Abramovitz, Mimi and Sandra Morgen. 2006. *Taxes are a women's issue*. New York: The Feminist Press at CUNY.

Bales, Kevin. 2008. *Ending slavery: How we free today's slaves*. Berkeley: University of California Press.

Bumiller, Kristin. 2008. *In an abusive state: How neoliberalism appropriated the feminist movement against sexual violence*. Duke University Press.

Cohn, Carol. 1987. "Sex and death in the rational world of defense intellectuals." *Signs* 12(4): 687-718.

Davis, Mike. 2006. *Planet of slums*. New York: Verso.

Eager, Page Whaley. 2004. *Global population policy: From population control to reproductive rights*. Ashgate.

Ehrenreich, Barbara and Arlie Russell Hochschild. 2004. *Global woman: Nannies, maids, and sex workers in the new economy*. Holt Paperbacks.

Hall, Peter and Michele Lamont, eds. 2009. *Successful societies: How institutions and culture affect health*. Cambridge: Cambridge University Press.

Holmstrom, Nancy, ed. 2002. *The socialist-feminist project*. New York: Monthly Review.

Malarek, Victor. 2005. *The Natashas: Inside the new global sex trade*. Arcade Publishing.

Mitchell, Don. 2003. *The right to the city: Social justice and the fight for public space*. The Guilford Press.

Mohanty, Chandra Talpade, Minnie Bruce Pratt, Robin L. Riley, eds. 2008. *Feminism and war*. New York: Zed Books.

Oliver, Kelly. 2007. *Women as weapons of war: Iraq, sex and the media*. Columbia University Press.

Piven, Frances Fox, Margaret Hallock, Joan Acker, and Sandra Morgen. 2002. *Work, welfare and politics: confronting poverty in the wake of welfare reform*. Eugene: University of Oregon Press.

Rebick, Judy. 2005. *Ten thousand roses: The making of a feminist revolution*. Toronto: Penguin.

Robnett, Belinda. 1996. "African-American women in the Civil Rights Movement, 1954-1965: Gender, leadership, and micromobilization." *AJS* 101(6):1661-1693.

Seager, Joni. 2008. *The Penguin atlas of women in the world*, 4th edition. Penguin.

Smith, Andrea. 2005. *Conquest: Sexual violence and American Indian genocide*. Boston: South End Press.

Wilkinson, Richard G. 2006. *The impact of inequality: How to make sick societies healthier*. The New Press.

Williams, Joan. 2001. *Unbending gender: Why family and work conflict and what to do about it*. Oxford: Oxford University Press.

Rules of scholarly conduct

- 1) For most course logistical information, you will first check the syllabus, and second check with a few classmates, before asking the prof for clarification.

- 2) Contact me **in person** in class first, at my office second, and *only if all else fails* by email. I will only respond to email questions that can be answered with a yes/no or at most in one sentence or two. Arrange to see me in person for questions requiring detailed answers. If you do not ask me a question in the email, I will not respond. If you have sent an urgent query by email and have not had a response within two *working* days, your email was never received (This often happens with university spam filters, esp. if you use an email account other than that provided by the U of M such as Hotmail or Gmail). Send the email again or drop by office hours or call.
- 3) If you plan on missing class this term due to religious holiday or athletic competition, please list your dates of absence and a brief statement of reason in a brief email you send to me by September 25. This is a class where we learn through the in-class experience. Excessive absences will result in me advising you to drop the course and instead take an on-line course.
- 4) Students are responsible for making their own arrangements with classmates to obtain any missed lecture notes.
- 5) All of your electronic equipment must be left at home or turned off and stowed away in class.
- 6) I encourage you to *engage* with this course now. Coming in late or leaving early, excessive chatting, as well as doing work for other courses, surfing the internet, or texting over this class will result in a modification of your final grade to reflect the low and disruptive quality of your engagement, and you may be invited to leave the classroom or drop the course. When you are not engaging productively and collegially in our class discussion, you are encouraged to *use your course notebook*.
- 7) There is no extra credit or redoing a project for a better grade in this class, so if you are concerned about your grade, rigorously study the material as scheduled and work diligently on your projects. To optimize your performance, take advantage of university resources such as the **Learning Assistance Centre (201 Tier)**, **writing tutors** at the E. Dafoe Library and Learning Assistance Centre, the **Virtual Learning Commons**, and/or Disability Services (155 University Centre).
- 8) Assignments are due *in class only* on the day they are due. No late assignments are accepted, and the student will receive a zero for any assignment turned in late. If you have difficulty meeting coursework deadlines, you are strongly encouraged to use the **Learning Assistance Centre (201 Tier)**.
- 9) There are no make-ups for missed quizzes. Missed quiz = 0 points.
- 10) Please contact me if you'd like to look at your quiz(zes). The quizzes will not be handed back to you, and you will not be permitted to keep any quiz material.
- 11) As per University regulations, 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 be destroyed according to FIPPA guidelines.
- 12) Due to university regulations, grades will not be emailed to individual students.
- 13) Please inform me as soon as you can if you have a disability or a mad gift that can and should be accommodated.

- 14) Academic dishonesty results in a 0 (F) on the assignment and F (CW) (for Compulsory Withdrawal) for the course. Academic dishonesty is a serious offence. Students should acquaint themselves with the University's policy on 'Plagiarism and Cheating' (Section 7.1) and 'Examinations: Personations' (Section 4.2.8) found in the University of Manitoba Undergraduate Calendar. Note: The Faculty of Arts reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism.

Student Resources

Course Website: www.umanitoba.ca/angel

To access the course website, you will first need to claim your U of M email ID. Most campus computers have an icon on the desktop indicating "claimid" or else you can go to www.umanitoba.ca/claimid. Please note that you will need to access the course website to obtain some assigned articles. As well, you may find it useful as it contains a link to an electronic copy of the course syllabus. Occasionally I may post announcements on this site as well.

If you are feeling overly stressed about a class, you will need to go to your professor's office hours and clarify their and your expectations around the university course.

If you enjoy the topic, you should make it a point to go to the professor's office hours at least once to engage your professor in a short chat about relevant issues you are interested in. This allows you to establish a basic relationship, necessary for any recommendations you may need in the future.

Elizabeth Dafoe Library's **data** and **sociology librarian** is Gary Strike. It's smart to be on familiar, friendly terms with a librarian who can help you do better work. See: <http://umanitoba.ca/libraries/units/datalib/>.

For information on student supports available at U of M see: <http://www.umanitoba.ca/student/admissions/resources/supports.shtml>

The Learning Assistance Centre, 201 Tier. Provides individual consultations and workshops on test-taking, essay and term paper writing, and listening skills. The LAC website address is: <http://umanitoba.ca/student/u1/lac/>

Writing tutors operate out of **Elizabeth Dafoe Library** and the **Learning Assistance Centre**. Make an appointment or try to drop in. Hours are posted through the Learning Assistance Centre website and Elizabeth Dafoe Library website.

Virtual Learning Commons. Access writing tutors and Learning Assistance Centre resources on-line at www.manitoba.ca/virtualllearningcommons. The **Assignment Manager** generates a step-by-step timetable for preparing a paper or project.

Disability Services, 155 University Centre, can help students with test anxiety and other issues around learning, accessibility, and problems with instructors and other students.