SOCY 301A – Sociology of Gender Roles
3 credits, 3 hours lecture

This course is a study of gender roles from the perspective of social inequality. It will examine the explanations of gender differences from an interdisciplinary perspective, with particular emphasis on sociological explanations. A brief look at historical as well as cross-cultural gender inequalities will also be attempted. The primary focus of this course is on gender differentiation which exists in major social institutions such as family, economy, polity, education and religion, with special reference to contemporary society.

Prerequisites and/or co-requisites: – SOCY 100

Instructor

Ms. Laura Roberts
Office location: S211A
Phone number: 780-791-4827
laura.roberts@keyano.ca

Office Hours

Mondays  2:00 – 3:00 pm
Tuesdays   4:00 – 6:00pm
Wednesdays 3:00 – 4:00pm
Thursdays  3:00 – 4:00pm

Hours of Instruction

Wednesdays  2:00-3:00pm & Fridays 10:00-12:00pm
Location:  Room S205

Required Resources

•  Gender: Ideas, Interactions, Institutions by Lisa Wade, Myra Marx Ferree
•  Assigned: Life with Gender (The Society Pages) 1st Edition by Lisa Wade (Editor), Douglas Hartmann, Christopher Uggen
•  Additional readings and/or other resources may be added to Moodle and/or distributed in class.

Course Outcomes

Upon successful completion of this course, the student shall be able to:

• Identify and explain the major trends and problems related to gender in contemporary society;
• Discuss and analyze sociological research on gender roles and behaviours through in-class discussions;
• Critically analyze their views about gender/sex roles and behaviours in the context of our everyday lives;
• Apply sociological research skills in the preparation of a research paper and in-class presentation related to topics of gender and gender roles in contemporary society;
• Identify, evaluate and critically analyze solutions to selected problems related to gender in contemporary society through in-class discussions, as well as through in class activities.

Evaluation

- Seminar Participation & Presentation 20%
- Research Paper 25%
- Midterm Exam 25%
- Final Exam 30%

A grade of C- is required for progression or transfer.

1) SEMINAR PARTICIPATION & PRESENTATION (20%) - throughout the term

Students will be expected to actively contribute to the weekly thematic seminars and prepare one seminar presentation during the term. Students will be expected to select one of the week’s seminar readings and present it to the class. This presentation will be expected to be approximately 10 minutes in length and include discussion questions for the class. A presentation topic list will be distributed in class and posted to Moodle. Students will be graded on both their presentation skills and the content of their presentation. A detailed presentation rubric will be given to all students in class.

2) RESEARCH PAPER (25%) – March 31st, 2017

A detailed handout regarding the requirements of the research paper, with potential paper topics, will be distributed in class and posted to Moodle. An advanced library research session will be available for the students who may need extra assistance with their library research skills. A detailed research paper rubric will be given to all students in class.

3) IN-CLASS MID-TERM EXAM 1 (25%) – March 10th, 2017

The mid-term exam may consist of a combination of multiple choice questions, fill in the blank questions, true/false questions and short and long answer/essay questions.

4) FINAL EXAMINATION (30%) –

The final exam may consist of a combination of multiple choice questions, fill in the blank questions, true/false questions and short and long answer/essay questions. The exam will be administered in class for the full period, and will cover ALL course materials.
Grading System

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Alpha Grade</th>
<th>4.0 Scale</th>
<th>Percent</th>
<th>Rubric for Letter Grades</th>
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</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A+</td>
<td>4.0</td>
<td>&gt; 92.9</td>
<td>Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format.</td>
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<tr>
<td></td>
<td>A</td>
<td>4.0</td>
<td>85 – 92.9</td>
<td></td>
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<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
<td>80 – 84.9</td>
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<tr>
<td>Good</td>
<td>B+</td>
<td>3.3</td>
<td>77 – 79.9</td>
<td>Work is generally of high quality, well developed, well written, has clarity, and uses proper format.</td>
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<tr>
<td></td>
<td>B</td>
<td>3.0</td>
<td>74 – 76.9</td>
<td></td>
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<tr>
<td></td>
<td>B-</td>
<td>2.7</td>
<td>70 – 73.9</td>
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<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>2.3</td>
<td>67 – 69.9</td>
<td>Work has some developed ideas but needs more attention to clarity, style and formatting.</td>
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<tr>
<td>Progression</td>
<td>C</td>
<td>2.0</td>
<td>64 – 66.9</td>
<td></td>
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<tr>
<td></td>
<td>C-</td>
<td>1.7</td>
<td>60 – 63.9</td>
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<tr>
<td>Poor</td>
<td>D+</td>
<td>1.3</td>
<td>55 – 59.9</td>
<td>Work is completed in a general way with minimal support, or is poorly written or did not use proper format.</td>
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<tr>
<td>Minimum Pass</td>
<td>D</td>
<td>1.0</td>
<td>50 – 54.9</td>
<td></td>
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<tr>
<td>Failure</td>
<td>F</td>
<td>0.0</td>
<td>&lt; 50</td>
<td>Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.</td>
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Proposed Schedule of Topics

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 11, 13</td>
<td><strong>Introduction &amp; Ideas (Chapter 1 &amp; 2) – Lecture</strong>&lt;br&gt;Seminar: Ch.8 - The Balancing Act of Being Female (Lisa Wade)</td>
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<td>2</td>
<td>Jan 18, 20</td>
<td><strong>Bodies (Chapter 3) -Lecture</strong>&lt;br&gt;Seminar: Ch.2 -Tits (The story of my man-boobs) (Matt Cornell)  Ch.3 -Why breastfeeding in public is taboo (Nicki Lisa Cole) Ch.5- Feminizing women’s sports teams (Gwen Sharp)</td>
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<td>3</td>
<td>Jan 25, 27</td>
<td><strong>Performances ( Chapter 4)- Lecture</strong>&lt;br&gt;Seminar: Ch.7- What Is “Winning Women Talk More Like a Girl (On Jeopardy!”) (Virginia Rutter)  Ch.9 - Doing gender with Wallets and Purses (Tristan Bridges)  Ch.11- High heels and Distinction Among Women (Lisa Wade)</td>
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<td>4</td>
<td>Feb 1, 3</td>
<td><strong>Intersections ( Chapter 5)- Lecture</strong>&lt;br&gt;Seminar: Ch.14- When Your (Brown) Body is a (White) Wonderland (Tressie Millan Cottom)</td>
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<td>5</td>
<td>Feb 8, 10</td>
<td><strong>Inequality: Men and Masculinities ( Chapter 6)- Lecture</strong>&lt;br&gt;Seminar: Ch.15- Violence and Masculinity Threat (Tristan Bridges and CJ Pascoe) Ch. 4- Shifting Hegemonic Masculinity? Gay Male Athletes and Discourses of Masculinity  (Markus Gerke)  Ch.6- Masculinity, Gender (Non) Conformity, and Queer Visibility (Tristan Bridges and CJ Pascoe)</td>
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<td>6</td>
<td>Feb 15,17</td>
<td><strong>Inequality: Women and Femininities ( Chapter 7)- Lecture</strong>&lt;br&gt;Seminar: Ch.12 - Beyond Bossy or Brilliant: Gender Bias in Student Evaluations (Tristan Bridges, Kjerstin Gruys, Christin Munsch, and C.J. Pascoe)  Ch.17 - My Two Cents on Feminism and Miley Cyrus (Lisa Wade)  Ch.13 - Not Seeing is Still Believing (Tara Fannon)</td>
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<td>Date</td>
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| 7 Feb 22, 24 & March 8 | Institutions (Chapter 8) & Change (Chapter 9)- Lecture  
Seminar: Ch.18 - Woman Enough to Win? (Cheryl Cooky and Shari L. Dworkin)  
Ch.19 - Our Hearts, Our Selves, Our Research Agenda (Tina Wagers)  
Ch. 20 - Is the "Mrs." Degree dead? (Laura Hamilton) |
| 8 Feb 27- March 3 | READING WEEK – NO CLASSES |
| 9 March 10 | MIDTERM EXAM |
| 10 March 15,17 | Sexualities (Chapter 10)- Lecture  
Seminar: Ch.10- Compulsory Monogamy in The Hunger Games (Mimi Schippers)  
Seminar: Ch.22 - Putting Hobby Lobby in Context: The Erratic Career of Birth Control in the United States (Carole Joffe) |
| 11 March 22, 24 | Families (Chapter 11)-Lecture  
Seminar: Ch.1 On Queer Parenting and Gender-Neutrality (D'Lane Compton and Tristan Bridges)  
Ch.26- Family diversity is the new normal for America’s Children (Philip Cohen) |
| 12 March 29, 31 | Work (Chapter 12) – Lecture  
Seminar: Ch.21- Gender and the Sinking Floor in the U.S. Labor Market (Erin Hatton)  
Ch.16- Gender and Biased Perceptions: Scientists Rate Job Applicants (Gwen Sharp) |
| 12 March 31 | RESEARCH PAPER DUE |
| 13 April 5, 7 | Politics (Chapter 13) - Lecture  
Seminar: Ch.23- The uneven presence of women and minorities in America’s state legislatures – and why it matters (Beth Reingold)  
Ch.28- Shattering the glass ceiling for women in politics (Pamela O’Leary and Shauna Shames) |
| 14 April 12 | LAST CLASS – REVIEW SESSION |
| 15 April 18-24 | FINAL EXAMS |

Please Note:
Date and time allotted to each topic is subject to change.

Teaching Methodology

This course will be largely taught by applying participatory learning tools and techniques, incorporating activities geared towards different learning styles and adhering to the main principles of Adult Education. Therefore, the class will incorporate a variety of learning activities, such as large and small discussion groups, short response paper writing, review of documentary films, in-class examinations, and quizzes. Every week will include a lecture on the topic of the week, followed by a participatory seminar session where students will present on various topics related to the themes we are covering in class.
Performance Requirements

Submission & Late Policies

It is very important to complete your assignments on time. Late and/or incomplete assignments will be docked 0.3 points for each day (including weekends) that they are late. In cases of potentially excusable late assignment submissions due to illness or personal situation, notify your instructor by e-mail and provide appropriate documentation (i.e., medical note from an M.D).

Email

Please be considerate when using email to communicate with your instructor.
- Questions are best addressed in person – following class, or during office hours.
- Email is a poor substitute for actual instructor/student conversations.

Professional Conduct

- Please be aware that I respect that everyone’s time is precious and valuable, please afford me the same courtesy.
- Instead of preoccupying your mind with the question – “how do I get an ‘A’?” Instead, ask yourself how can I work to expand my knowledge, perspective and outlook on the world?

Moodle

Go to http://ilearn.keyano.ca
This course is supported through Moodle. Assignments, readings and handouts will be posted on Moodle.

Student Responsibilities

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a students’ learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

- It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person’s work as one’s own
• The use of unauthorized aids in assignments or examinations (cheating)
• Collusion or the unauthorized collaboration with others in preparing work
• The deliberate misrepresentation of qualifications
• The willful distortion of results or data
• Substitution in an examination by another person
• Handing in the same unchanged work as submitted for another assignment
• Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on ilearn.keyano.ca. Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

Specialized Supports

Counselling and Accessibility Services

Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career and academic counselling.

SKILL Centre

The SKILL Centre is a learning space in the Clearwater Campus at Keyano College where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff.

The SKILL Centre, through a variety of delivery methods, provides assistance in skill development to Keyano students. Assistance is provided by instructors, staff and student tutors. Individuals wishing to improve their mathematics, writing, grammar, study, or other skills, can take advantage of this unique service.
Authorization
This course outline has been reviewed and approved by the Program Chair.

Laura Roberts, Instructor

Louis Dingley, Chair Date Authorized

Vincella Thompson, Dean Date Authorized

Signed copies to be delivered to:
Instructor
Registrar’s Office