

Soc 301E – The Sociology of Gender Roles

3 credits, 1 x 3 hour lectures

This course is a study of gender roles through a framework of conflict and inequality. We will examine explanations of sex- and gender-based differences from an interdisciplinary perspective, with particular emphasis on sociological analyses. We will also compare and contrast historical and cross-cultural gender inequalities with those that are found in contemporary Canadian society. Finally, class instruction will enable students to critically assess gender differentiation in major social institutions such as the family, economy, education, mass media, sport, and medicine.

Prerequisites: Socy 100

Instructor

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Office Hours

Tuesday 1:00 pm – 4:00 pm
Friday 1:00 pm – 3:00 pm

Hours of Instruction

Monday 6:30 pm – 9:30 pm SC205

Required Resources

The Gendered Society, Michael S. Kimmel & Jacqueline Holler (eds), Second Canadian Edition (2017)

Course Outcomes

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

- Demonstrate an ability to apply sociological concepts to the analysis of gender inequality
- Demonstrate an awareness of major trends and issues affecting Canadian women who inhabit diverse social locations
- Demonstrate the ability to recognize qualitative and quantitative methodologies utilized in the study of gender
- Demonstrate an awareness of variation in gender roles in different historical eras and cultural milieus.

Evaluation

Clearly outline what the students must do in order to pass or complete the course.

Participation	15%
Essay	25%
Midterm Exam	30%

Final Exam 30%

Total 100%

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

Grading System

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

Proposed Schedule of Topics

Please Note:

Date and time allotted to each topic is subject to change.

Week	Date	Topic	Reading
1	January 6	Introduction to Class <ul style="list-style-type: none"> ➤ Syllabus ➤ Sociology Review ➤ Introduction to Intersectionality ➤ Positionality Exercise 	N/A
2	January 13	Explanations of Gender <ul style="list-style-type: none"> ➤ The Evolutionary Imperative ➤ Physiological Explanations of Gender ➤ Psychological Explanation of Gender ➤ Sociological Explanations of Gender 	Chapter 2 Pp. 18 – 35 Chapter 3 Pp. 50 - 62
3	January 20	Cross-Cultural Explanations of Gender Difference <ul style="list-style-type: none"> ➤ Indigenous Perspectives on Gender ➤ The Gender Binary as Colonial Imposition ➤ Gendered Rituals the World Over 	Chapter 4 Pp. 72 – 97 <u>Article</u> , B. Lawrence
4	January 27	Gendered Socialization in the Private Sphere <ul style="list-style-type: none"> ➤ Early Childhood Socialization ➤ Adolescence: The Origins of Fearful Women and “Toxic Masculinity?” 	Chapter 6 Pp. 153 – 167

		<ul style="list-style-type: none"> ➤ Parenting Standards and Expectations ➤ Domestic Labour 	<p>Article, L. Vozmediano et al.</p>
5	February 3	<p>Sexual Orientation and Desire</p> <ul style="list-style-type: none"> ➤ Theories of Desire: An Historical Perspective ➤ Desire and Sexual Expression: The Gender Gap ➤ Deviant Sexuality ➤ Sexual Consent 	<p>Chapter 12 Pp. 315 – 337</p> <p>Article, T. D. Mize & B. Manago</p>
6	February 10	**Mid-Term Exam**	
7	February 17	Family Day: No Classes	
8	February 24	<p>The Gendered Body</p> <ul style="list-style-type: none"> ➤ Diet Culture, Fatphobia, and the “Obesity Epidemic” ➤ Permanent Interventions ➤ Gendered (“Mental”) Illnesses 	<p>Chapter 11 Pp. 301 – 314</p> <p>Article, J. L. Fikkan & E. D. Rothblum</p>
9	March 2	<p>The Gendered Education System</p> <ul style="list-style-type: none"> ➤ Sex-Role Streaming ➤ Sex-Ed: Who, What, Where, When and...Why? ➤ Learning to be a Victim: Minority Sexualities and Bullying ➤ Rape Culture on College Campus 	<p>Chapter 7 Pp. 181 – 195</p> <p>Article, K. de Jong</p>
10	March 9	<p>Gender in the Labour Force</p> <ul style="list-style-type: none"> ➤ Complicating the Gender-Wage Gap ➤ Sex Segregation ➤ “Lean In?” The Limitations of Corporate Feminism 	<p>Chapter 8 Pp. 210 – 228</p> <p>Article, A. Roberts</p>
11	March 16	<p>Gender and Sport</p> <ul style="list-style-type: none"> ➤ Self- and Other-Objectification in Sport ➤ Gender Verification Testing ➤ The Female Athlete Glass Ceiling ➤ Policing Hegemonic Masculinities 	<p>Chapter 11 Pp. 292 – 298</p> <p>Article, M. Moar</p>
12	March 23	<p>Gender in the Media</p> <ul style="list-style-type: none"> ➤ “The Beauty Myth:” Then and Now ➤ Theorizing Agency: Cultural Dupes or Savvy Consumers? ➤ Gender on the Big and Small Screens 	<p>Chapter 9 Pp. 222 – 269</p> <p>Article, S. Jackson & T. Vares</p>
13	April 30	<p>Deviant Women: Troubling and Transgressing Femininity</p> <ul style="list-style-type: none"> ➤ The Feminization/Criminalization of Poverty ➤ Motherhood Incarcerated ➤ Gendered Causes and Consequences of Substance (Ab)Use 	<p>Article, J. M. Kilty & E. Dej</p> <p>Article, Ettore E.</p>
14	April 6	<p>The Gendered Activist</p> <ul style="list-style-type: none"> ➤ Women’s Participation in Social Movements ➤ Queer Theory: A Primer ➤ The Politics of Inclusion and Exclusion in LGBTQ+ Activism <p style="text-align: center;">** Final Papers Due**</p>	<p>Article, J. Boyd & S. Boyd</p> <p>Article, C. Greensmith & S. Giwa</p>
FINAL EXAM: TBA			

Performance Requirements

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.

Laboratory Safety

In the science laboratories, safety is important.

Students must complete the WHMIS for Students online training course on Moodle before entering the science laboratories.

Students must comply with the mandatory laboratory safety rules for this course as provided in the laboratory manual. Failure to do so will result in progressive discipline such as a verbal warning, refused entry into the laboratory, or suspension from the College.

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

The Student Academic Support Services (SASS) department: Accessibility Services, Skill Centre, Wellness Services and Student Life Department work together to support student success at Keyano College.

Accessibility Services (CC167) supports student success through group and individualized instruction of learning, study and test taking strategies, and adaptive technologies. Students with documented disabilities, or who suspect a disability, can meet with the Learning Strategists to discuss accommodation of the learning barriers that they may be experiencing. Students who have accessed accommodations in the past are encouraged to visit our office at their earliest opportunity to discuss the availability of accommodations in their current courses. Individual appointments can be made by calling 780-791-8934.

Skill Centre (CC119) provides a learning space where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff. Students visiting the centre have access to one-to-one or group tutoring, facilitated study groups, and assistance in academic writing. The Skill Centre's Peer Tutor program provides paid employment opportunities for students who have demonstrated academic success and want to share what they have learned. Tutoring is available free to any students registered at Keyano College on a drop in basis, from 8:30 am to 5:00 pm Monday through Friday. Additional evening hours are subject to tutor availability and are posted in the Skill Centre.

Wellness Services (CC260) offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. The Mindfulness Room in CC260 is available as a quiet space for students to relax during regular office hours. Wellness Service welcomes students to participate in any of the group sessions offered throughout the academic year addressing such topics as Mindfulness and Test Anxiety. Individual appointments can be made by calling 780-791-8934.

Student Life Department (CC210) is a place for students to go when they don't know who else can answer their questions. The staff will help students navigate barriers to success and if they don't know the answer, they will find it out. Student success is directly affected by how connected a student feels to their college. The student life department is there to help students get connected.