

SOCI 203: Gender

Mondays 11:15am and Thursdays 12:45pm

Dr. Lynda Harling Stalker

NH 608

lharling@stfx.ca

Office Hours: Mondays 9:30-11am; Thursday 11-12:30pm; Tuesdays by appointment

(in office or on TEAMS)

This course is about gender relationships and gender inequalities. The main objective of the course is not only to examine differences in women's and men's social positions, but also to stimulate critical and informed thinking about the sources of gender inequality in our society. More generally, the course aims to explore the many ways in which this society is organized around gender differences and divisions.

Key Questions to be Explored:

- Why a sociological approach to gender?
- How is everyone gendered?
- How to "be a man"?
- How to be "ladylike"?
- How do we do gender?
- How is gender structuring work and family?
- How is citizenship gendered?
- How can gender relations be reimagined?

Course objectives:

- To understand and answer the key questions for the course.
- To understand how gender impacts the seemingly mundane aspects of everyday life.
- To be more confident in academic communication.
- To give students the tools to be more critical citizens.

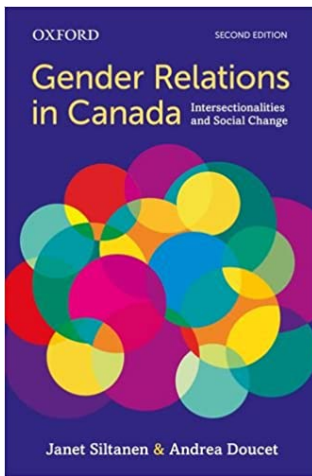
Course values:

- *Trust*: Students trust the professor to be knowledgeable, grade fairly, and be willing and able to help. The professor trusts students to work hard, give their best effort, and do honest work. We trust we will all be respectful and kind.
- *Empathy*: This means that we attend to others on their own terms. It means embodying curiosity and *verstehn*. By being empathetic, we can learn from others.

Technology:

- This class will be using MS TEAMS for its platform. All readings and other relevant documents will be there. Students will be expected to upload their papers on this platform. Office hours will also be held on TEAMS.
- At this point, various electronic technologies are not barred from the classroom. However, if the students or instructor become distracted by others use of tech devices, devices will now longer be welcomed during regular class time.

If you require assistance or accommodation, please don't hesitate to let Dr. Harling Stalker know as soon as you can. We want to make sure you are successful in this course!



Textbook:

The required textbook for this course is Janet Siltanen and Andrea Doucet's *Gender relations in Canada: Intersectionalities and social change*. It is available at the Campus Store.

There are also readings that will be made available to students through the course webpage.

NB: Please remember that you are expected to do all assigned readings.

Assessments:

Article responses (4 x 5% = 20%)

The article responses are to be two-pages in length. You cannot use the textbook for your assignment. Two must be done in the first half of the term and two must be done during the second half of the term. You must hand them in on *October 19* and . You will be given the opportunity to write a trial response (due *September 24*).

Manifesto (25%)

This assignment is to ensure you further meet the objective of academic communication. In this manifesto you will be asked to argue what is the most important area of the sociological debates on gender we should concern ourselves with in order to have social change. This means that you will be required to craft a very strong thesis statement (you may bring this to the professor for review and guidance), and support the thesis with at least 5 sociological academic sources. The paper should be 5-7 pages in length (2500-3500 words) and use ASA formatting. There is more information on classes TEAM site. Due *November 23*.

Conceptual midterm (25%)

This will be an essay-based midterm where the focus will be on foundational concepts that have been learned. In-class and electronic on *October 22*.

Critically-engaged final (25%)

This will be an essay-based final where the students will be able to demonstrate their ability to critically engage with the questions and material presented in the class. Scheduled by the Registrar's Office.

Self-learning assessment (5%)

This is a time where you can reflect on what you learned. It will be distributed at the end of the course.

Bonus marks

Occasionally I will give you the opportunity to earn bonus marks. It will be a short assignment (eg., watch a short film and then write a brief reaction). No late submissions will be allowed. All submission will be on TEAMS.

NB: All assignments listed above must be completed in order to at least pass the course. Plagiarism and cheating will not be tolerated. Assignments passed in late will be penalised 5% per day, including weekends.

Class Schedule and Readings

September 14: Introduction to the class

September 17: Why a sociological approach to gender?

S&D Chapter One

Gill, R. (2016). Post-postfeminism?: New feminist visibilities in postfeminist times. *Feminist media studies*, 16, 4: 610-630.

(This is the article you can do if you wish to do a trial response)

September 21: Why a sociological approach to gender?

Canadian feminist movement

O'Neill, B. (2017). Continuity and change in the contemporary Canadian feminist movement. *Canadian journal of political science*, 50, 2: 443-459.

September 24: How is everyone gendered?

S&D Chapter Two

TRIAL RESPONSE DUE

September 28: How is everyone gendered?

Gender and medicine

Annandale, E. & A. Hammarstrom. (2010). Constructing the 'gender-specific body': A critical discourse analysis of publications in the field of gender-specific medicine. *Health*, 15, 6: 571-587.

October 1: How to be a "man"?

S&D Chapter Three

October 5: How to be a "man"?

Hegemonic Masculinity

Connell, R.W. & J.W. Messerschmidt. (2005). Hegemonic masculinity: Rethinking the concept. *Gender & Society*, 19, 6: 820-859.

October 8: How to be a "man"?

Hockey

Tjonndal, A. (2016). NHL heavyweights: Narratives of violence and masculinity in ice hockey. *Physical culture and sport*, 70: 55-68.

October 12 NO CLASS

October 15: How to be “ladylike”?

S&D Chapter Three

October 19: How to be “ladylike”?

Good girls and academia

Mattsson, T. (2015). ‘Good girls’: Emphasised femininity as cloning culture in academia. *Gender and education, 27, 6*: 685-699.

TWO ARTICLE RESPONSE PAPERS DUE

October 22 **MIDTERM**

October 26: How do we do gender?

S&D Chapter Four

October 29: How do we do gender?

Gender Performance

Strings, S. & Bui, L.T. (2014). ‘She is not acting, she is’: The conflict between gender and racial realness on *RuPaul’s Drag Race*. *Feminist media studies, 14, 5*: 822-836.

November 2: How is gender changing?

Gender stereotypes

Haines, E.L. et al. (2016). The times they are a-changing ... or are they not? A comparison of gender stereotypes, 1983-2014. *Psychology of women quarterly, 40, 3*: 353-363.

November 5: How is gender structuring families and work?

S&D Chapter Five

November 9: How is gender structuring families and work?

Families

McRobbie, A. (2013). Feminism, the family and the new ‘mediated’ maternalism. *New formations*.

November 12: How is gender structuring families and work?

Fishing

Gustavsson, M. (2020). Women's changing productive practices, gender relations and identities in fishing through a critical feminisation perspective. *Journal of rural studies*, 78: 36-46.

November 16: How is citizenship gendered?

S&D Chapter Six

Chun, J. J. et al. (2013). Intersectionality as a social movement strategy: Asian immigrant women advocates. *Signs*, 38,4: 917-940.

November 19: How is citizenship gendered?

Trudeau feminism

Dobrowolsky, A. (2020). A diverse, feminist 'open door' Canada? Trudeau-styled equality, liberalism and feminisms. In *Turbulent times, transformational possibilities: Gender politics today and tomorrow*. Toronto: UTP, 23-48.

MANIFESTO DUE

November 23: How is citizenship gendered?

Craftivism

Close, S. (2018). Knitting activism, knitting gender, knitting race. *International journal of communication*, 12: 867-889.

November 26: Researching gender

S & D Chapter Seven

November 30: How can gender be reimagined?

Cortiel, J. (2018). Risk and feminist utopia: Radicalising the future. *American journal of economics and sociology*, 77, 5: 1353-1376.

TWO RESPONSE PAPERS DUE

December 3: Review and summing up

FINAL SCHEDULED BY THE REGISTRAR'S OFFICE