

**BRESCIA UNIVERSITY COLLEGE
SCHOOL OF BEHAVIOURAL AND SOCIAL SCIENCES
SOCIOLOGY 3341G: THE SOCIAL CONSTRUCTION OF GENDER
SECTION 530 Winter 2019**

Instructor: Dr. Lina Sunseri
Time and Place: Tuesdays 10:30-11:30 am and Thursdays 9:30-11:30 Am in Room BR UH 250
Office: Room 301A St. James Building
Office Hours: Wednesdays 10:30-11:30 AM, or by appointment
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Course Description:

This course examines the personal, social, political and economic structures within which gender is socially constructed. We will look at the meanings, practices, and relations of femininity and masculinity that people create through their everyday interactions. We will examine this through an exploration of the main theories that explain how gender is constructed and what are the main consequences of that construction in gender differentiation and inequality. We will connect theory and research to our personal everyday lives. Some of the topics that we will explore are: the nature-nurture debate, body image, communication and media, sports, interconnection of gender with other social categories, intimate relations, gendered violence, and change.

Learning Outcomes:

By the end of the term, students will be able to:

1. analyze how gender intersects with race, ethnicity, class, sexuality, and other dimensions of identity.
2. examine the nature and extent of gender inequality, particularly in North American societies.
3. evaluate the strengths and weaknesses of varying theories of gender development and feminist theories.
4. demonstrate the ability to qualitatively analyze cultural artifacts (movies, television programs, etc.) for implicit messages regarding normative gender performances.
5. apply everyday life experiences to course content.
6. demonstrate competency in oral and written communication skills.
7. collaborate in a team-based project.

*Students may vary in their competency levels on these outcomes. They can expect to achieve these outcomes if they honor course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students. (Linda Nilson, *Teaching at its Best*, 2010: 37).*

Brescia Competencies:

Communication includes the articulation of one's ideas, developing informative and persuasive arguments in all forms of communication, understanding the communication context. Students will also develop interpersonal communication skills including working with others in groups, sharing opinions, resolving conflicts, offering ideas, listening to others, asking questions, and demonstrating effective nonverbal behaviours. (Level 4)

Inquiry and Analysis involves the methodical practice of exploring issues and posing questions to seek information, knowledge, or clarity in order to gain a more comprehensive understanding of what is true. Inquiry and analysis begins with the collecting of information, the examination of the knowledge, and then converting the material into valuable new knowns. Knowledge is therefore discovered over time because investigation is continual, as is the testing of new knowledge. Once the evidence has been organized and synthesized, conclusions about the question or problem are developed that logically follow from the inquiry process. (Level 3)

Critical Thinking involves reasoning, a process where we create arguments by connecting thoughts together so that some thoughts (premises) provide support for other thoughts (conclusions). There are three basic skills involved in critical thinking: interpretation, verification and reasoning. The first skill comprises understanding how words express or fail to express thoughts, expressing clearly what we mean, and discerning an argument's structure. The second skill involves determining whether premises are acceptable. And the third skill encompasses evaluating whether premises make it reasonable accept the conclusion. (Level 3)

Social Awareness and Engagement involves the "the ability to understand and respond to the needs of others" (Daniel Goleman). To do so, students need to develop an understanding of the interrelationship between individual and society. They come to see how their actions influence, and are influenced by, other people, social institutions, and social structure. They appreciate the diverse standpoints and cultural experiences of others, and attempt to see things from different perspectives. Socially aware and engaged students demonstrate knowledge of contemporary social problems, and propose solutions for dealing with these issues. They have the ability to reflect on the impact they have on others. They are able to work with a diverse group of people in intercultural contexts to develop and implement social justice initiatives and enact positive social change. (Level 3)

Self-Awareness and Development

The ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their emotions and patterns of thinking, their impact on others, and make a commitment to personal growth. (Level 3)

Format: Three-hour seminar

Course Prerequisites:

1.0 from Sociology courses at the 1000 level, and third or fourth year standing in a module in Sociology. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Assignments and Grading Structure:

| | |
|---|-----|
| Group Presentation (to be scheduled at beginning of term) | 15% |
| Mid-Term Exam (February 7, 2019) | 25% |
| Research Paper (March 19, 2019) | 30% |
| Final Exam (During April Examination Period) | 30% |

Required Texts:

Kimmel, Michael S & Jacqueline Holler. *The Gendered Society. Second Canadian Edition*. Don Mills: Oxford University Press. 2017.

Kimmel, Michael S , Amy Aronson, & Amy Kaler . *The Gendered Society Reader. Third Canadian Edition*. Don Mills: Oxford University Press. 2015.

PLEASE NOTE THE FOLLOWING STATEMENTS:

1. Submission of Assignments

- All assignments due dates are firm and subject to a late penalty, except when the professor recognizes that there are legitimate and documented exceptional circumstances (e.g. illness, death in the family). Unless **prior** permission has been granted by the professor for an extension, for each day (including weekends) the assignment is late, the student will lose 2 full marks of the total marks for the given assignment. For example, if the assignment was marked out of 100, and the assignment was 2 days late, the student will lose 4 marks; therefore, if she initially received 74, after the late penalty, she would only receive 70. Except for exceptional circumstances such as those noted above, **assignments submitted 7 days or more past the due date will not be accepted. Assignments are due at the beginning of the class on due date, unless prior arrangement has been made with the instructor. If student missed class the day an assignment was due, she is to submit the assignment in person to the instructor as earliest as possible by making arrangements with her.**
- **In case Brescia University College might close due to hazardous weather conditions or other emergency circumstances and classes are**

not held: examinations scheduled for the day or evening of a closing are cancelled and rescheduled. Deadlines for assignments and other submissions originally scheduled on the day of closure are postponed until the next scheduled class on which Brescia is not closed.

2. **Class conduct:** Students are expected to attend class regularly, to do all required readings in advance, to actively participate in class discussions, to be respectful of each other and others' opinions, and to be attentive to lectures, presentations and film showings. Laptops are allowed in the class, **but only** to be used for taking notes, NOT for "chatting" on line or surfing the internet for non-class related material. The latter constitutes unprofessional, disrespectful and disruptive behaviour. Be aware that you may be asked to leave the class if disruptive behaviour does not cease to exist when asked to stop. Also, mobile phones must be turned OFF and put away during class.
3. SOCIOLOGY 3341F/G is designated as an essay course. According to Western University's regulations for essay courses, all half courses, designated at the 1000 level or above, must include written assignments (excluding examinations) totaling to at least 2500 words. Additionally, according to this regulation, students are required to demonstrate competence in essay writing in order to pass the course.
4. For academic accommodation to be considered for any course component worth less than 10% of the final course grade, it is the responsibility of the student to approach the course instructor(s) in a timely fashion. Documentation may be required to be submitted to the academic advisor. If documentation is required, the request for accommodation will be decided by the academic advisor in consultation with the instructor. If documentation is not required, the instructor will make the final decision as to whether or not accommodation will be granted. The policies governing requests for academic accommodation for course components worth 10% or more of the course grade are outlined in the Academic Policies section included at the end of the course outline.
5. Electronic devices WILL NOT be allowed during tests/exams.
6. Please note that grades CANNOT be adjusted on the basis of need. The mark in the course will be the mark that you earn. Tests and exams cannot be re-written nor assignments resubmitted to obtain a higher mark. There are no supplemental or bonus assignments. Marks will not be given to students via e-mail, only in person and final marks through the office of the registrar. The instructor will post marks on OWL as soon as the assignments and tests have been marked (usually within 2 weeks).
7. The instructor does not post lecture slides/notes online, therefore it is your responsibility to borrow notes from a classmate if you have missed a class and to find out about other important information that you missed during your absence.

8. I will normally answer emails within 24 hours, but do not expect a reply during the weekend. If a question/comment requires a lengthy conversation, it might be best to see me in person during office hour or by appointment.

EXPLANATION OF ASSIGNMENTS & OTHER EVALUATION CRITERIA:

A. Group Presentation (15% of Final Mark)

In groups of 3-4 students, there will be presentations. Each group will be presenting on a topic randomly drawn from a number of selections provided by the instructor.

Students can choose own members but dates of presentation as well as topic will be randomly drawn. In order to present on given topic, students will have to do a small research and present what they found/thought to the class. They can present material in whatever format/structure they wish (e.g. power point presentation, debate, class activity, film clip, mock trial, etc, and any combination of these). They need to submit a brief summary (**2 pages, single-spaced**) to the instructor with a complete bibliography for any source used. They can use required readings for their presentation, BUT must also consult **AT LEAST 2** outside academic sources (books, academic journals). Reference texts, encyclopedia, introductory textbooks, Wikipedia and other non-academic electronic sources are not appropriate sources for an advanced university course! Readings from the text *The Gendered Society Reader* not included as required readings can be used for presentation. The group will be evaluated by the instructor, and feedback will be asked to rest of the class. They will be evaluated on the strengths and quality of the sociological research, on creativity, originality, style, ability to engage class into discussion. The presentation is to last approximately 40 minutes. In the event that a student misses to present on the given day that her/his group was to present, he/she will receive 0. There are no make-up. If she/he presents documentation from a doctor that indicates that due to illness, he/she could not present, a small written assignment will substitute the group presentation (details on this will be given to student in case such a situation arises). Each person in the group is to positively contribute to the overall project, to attend any meetings the group has set up to prepare for the presentation, to promptly reply to emails from group members, to collaborate and respect members of the group, to provide own section of the presentation to group members in a timely manner, and to notify group members in advance if there are any issues, or might miss a deadline set up by the group, or a meeting. PLEASE, if any issues, complications, conflict etc. arise, do contact the instructor as soon as possible so she can mediate and address these to her best ability. This is a group project and works efficiently and positively when all members collaborate, fairly contribute and are respectful of each other's time, perspective and needs. A reminder that, indeed, ability to collaborate in a team-based project is one the intended learning outcomes of this course.

Brescia Competencies covered: Communication; Inquiry and Analysis; Critical Thinking; Social Awareness and Engagement; Self Awareness and Development.

Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

B. Mid-Term In-Class Test (25% of Final Mark)

On **February 7th 2019** there will be a two-hour in-class test on readings, class lectures, seminar discussions and any videos. The test will be a mixed format, constituting of true/false questions, multiple choice questions, and short essay questions.

Brescia Competencies covered: Communication; Inquiry and Analysis; Critical Thinking; Social Awareness and Engagement.
 Learning Outcomes: 1, 2, 3, 4, 5, 6.

C. Research Paper (30% of Final Mark)

Due on **March 19th, 2019**. Each student will prepare a critical, analytical paper of at least 2500 words (approximately 10 pages double-spaced, type-written, 12 inch font, one inch margins). The topic will be chosen by the student, in prior consultation with and prior approval of instructor. More detailed information is to be distributed early in the term.

Brescia Competencies covered: Communication; Inquiry and Analysis; Critical Thinking; Social Awareness and Engagement.
 Learning Outcomes: 1, 2, 3, 4, 5, 6.

D. Final Exam (30% of Final Mark)

There will be a final exam to be scheduled during final examination period in April 2019. The final exam will cover **all** course material from first day of class until the last scheduled class, including readings, videos, group presentations, lectures, and seminar discussions. The format of the exam will be mixed, including true/false questions, multiple choice questions, short essay questions and one long essay question.

Brescia Competencies covered: Communication; Inquiry and Analysis; Critical Thinking; Social Awareness and Engagement.
 Learning Outcomes: 1, 2, 3, 4, 5, 6.

SCHEDULE OF WEEKLY TOPICS AND READINGS

| <u>Date</u> | <u>Topic</u> | <u>Readings/Assignments</u> |
|----------------------|--|--|
| January 8 | Course Introduction and other Administrative Matters | None |
| January 10 | Assumptions about Gender | Chapter 1 in <i>The Gendered Society</i> ; Chapters 2 and 3 in <i>The Gendered Society Reader</i> |
| January 14-18 | Theories of Gender | Chapter 3 in <i>The Gendered Society</i> ; Chapter 4 in <i>The Gendered Society Reader</i> |
| January 21-25 | The Social Construction of Gender | Chapter 5 in <i>The Gendered Society</i> ; Chapter 5 in <i>The Gendered Society Reader</i> |
| January 28-31 | Cultural Constructions | Chapter 4 in <i>The</i> |

*Gendered Society; Chapter 6
in The Gendered Society
Reader*

FEBRUARY 5

REVIEW

FEBRUARY 7

MID-TERM EXAM

February 11-15

Gendered Socialization

Chapter 6 in *The
Gendered
Society*

FEBRUARY 18-22

READING WEEK –NO CLASSES

February 25-28

Gendered Bodies

Chapter 11 in *The
Gendered Society; Chapter
13 in The Gendered Society
Reader*

March 5

Group Presentation

March 7

Gender & Intimate Relations

Chapter 10 in *The Gendered
Society; Chapter 17 in The
Gendered Society Reader*

March 11-15

Gendered Violence

Chap. 13 in *The Gendered
Society;*
Chapters 35 and 38 in *The
Gendered Society Reader*

March 19

Group Presentation

March 21

Gendered Media and
Popular Culture

Chap. 9 in *The Gendered
Society;*

March 26

Group Presentation

March 28

Agency and Change

Epilogue in *The Gendered
Society; chapter 39 in The
Gendered Society Reader*

April 2

Group Presentation

April 4

Group Presentation

April 9

Wrap Up and Review Class

2018-19 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty

Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf. The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

The full policy on requesting accommodation due to illness can be viewed at: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the

Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=>). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20 .

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently

submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>.

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html, for information about how to obtain help for yourself or others.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes

that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.