Learning Outcomes

When students have completed this course, they should be able to:

♦ develop an understanding of gender that takes into account structural dimensions as well individual attributes
♦ develop an understanding of gender that recognizes the multiplicity and fluidity of gender
♦ understand what is meant for gender to be socially constructed
♦ demonstrate their understanding of the socially constructed nature of gender in a well formulated essay

Textbooks

*Polygendered and Ponytailed: The Dilemma of Femininity and the Female Athlete* by Dayna B. Daniels (Women’s Press: Toronto, 2009).
Evaluation:

<table>
<thead>
<tr>
<th>Evaluation Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Gender in the Media Report</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>20%</td>
</tr>
<tr>
<td>Essay</td>
<td>30%</td>
</tr>
<tr>
<td>Final exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Class Participation**

Participation is an important facet in the learning process. It helps students digest new concepts, apply those concepts to real world situations, and interject their own perspectives on the topic under discussion. For this reason a significant component of your evaluation is tied to class participation. Participation will be based on a combination of attendance and class participation. Attendance alone, however, is not enough to achieve an above average mark. You will also be evaluated on your level of participation in group and class discussions as well as the relevance and quality of your participation.

On those occasions in which you miss class because of illness or other valid reasons, you may still earn participation credit for those absences by writing a response to an instructor selected discussion question (one double spaced page per hour of class time missed). It is your responsibility to make arrangements with me on the first day you return to class after an absence or you forfeit the right to make up for your absence. The response will be due within one week of your return. If you miss more than 50% of class sessions without offsetting participation credits, your participation mark will be zero (0).

Because class participation is an important component of your evaluation it is important to create a safe environment for everyone to participate. So the first rule is: people are sacred, ideas are not. This means that we need to be respectful of each other and give each other space to participate. In line with this, if you are bringing a cell phone to class, make sure that it is turned off before coming in to class.

**COURSE ATTENDANCE REQUIREMENTS:** With the exception of legitimate medical/personal excuses (documentation required to be submitted) students are expected to attend at least 80% of the class meetings for this course. A passing grade in the course cannot be obtained without meeting this attendance requirement.

**Exams**

The exams for this class will include a combination of multiple choice, short answer and essay questions. Computer-marked multiple choice questions may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Make-up exams will be granted with approved documentation only. If you have a conflict with one of the exam dates, it is your responsibility to discuss it with the Academic Counselling office at least one week before the regularly scheduled exam and provide documentation of the conflict. If approved, you will be allowed to schedule a make-up exam.

If you miss an exam due to illness or for any other unforeseen reason, you must provide documentation of the reason for missing the exam to your Academic Counsellor within 48 hours of the regularly scheduled exam. If your Academic Counselor agrees that your reason for missing the exam is legitimate and is supported by your medical doctor’s documentation, you will be allowed to write a makeup exam.
Important Note: Please Read

You are responsible for ensuring that you have successfully completed all course prerequisites. If you do not have the requisites for this course, and you do not have written special permission from your Dean to enroll in this course, 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.

Gender in the Media Assignment

Due Date: Variable due dates
Worth: 15%

Objectives

- collect newspaper articles that relate to the study of gender
- realize how gender issues are presented in the media
- recognize how often gender is a salient feature within news items

Requirements

- choose news items related to gender from different newspapers, magazines and reputable internet sites (e.g. CBC, CTV or other network TV or Radio internet sites)
- include a title page with your name, student number, and section
- choose one article from your collection to focus on for the write up and class presentation
- make sure the date and source from each article is identified
- cut and paste articles or print them from online sources
- write a 2 to 3 page (double spaced) write-up for the article that you choose
- present a report to the class—Do not simply read your article or even the summary from your report. Try to present the material in a more conversational style, while covering all of the components included in your report. The presentation should be about 3 to 4 minutes, not exceeding 5 minutes.

For the chosen article

Part 1. (approx. 1/2 page)
- Provide a short summary outlining the key points of the article

Part 2. (approx. 1 page)
Comment on the issue discussed in each article. Back up your comments with facts.
- refer to course texts, lectures, outside sources, etc.
- include statistics, historical information, changing trends, research on the topic, etc.
- make sure to acknowledge outside sources
- identify how the news item is gendered
Part 3. (approx. 1/2 page)
Make personal reflections on the article
For example
- Do you agree or disagree with the information given?
- Do you have personal experience with the issue?
- What would you do or change regarding the issue?
- What changes could be made?
- Were you surprised by the information in the article?
- How do you feel about how gender issues were addressed in the article?

You will be marked on
- how well you relate the article to the study of gender
- referencing your sources
- the quality of your discussion and personal reflections
- style, organization, neatness, spelling & grammar
- your class presentation

Essays

Students are required to write a 3500 to 4000 word essay for this course. 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 (see Scholastic Offence Policy in the Western Academic Calendar).

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 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 licensing agreement, currently between the University of Western Ontario and Turnitin.com (http://www.turnitin.com).

Essays must be submitted by the due date: March 5th at 9:30 a.m. No essays will be accepted after 4:00 p.m. on April 8, 2014. Late submissions will be penalized by 5% if the submission deadline is missed. They will be penalized by an additional 2% for each day of lateness.
# General Course Outline

**PLEASE NOTE:** Ideally, reading assignments should be done before you come to class in order to get the most out of lectures. All assigned journal articles are available in e-journal format through the UWO library system. Additional readings will be made available on the OWL site for the course, these are identified with an asterisk* on your syllabus.

## Jan 9

**Introduction: What is Gender?**

**Reading:**
- Daniels, Ch. 1:13-41
- *Harrison, Wendy Cealey

## Jan 16

**Biological Determinants of Gender?**

**Reading:**
- J. Richard Udry
- Daniels, Chs. 2 and 3:43-85
- Lorber, Judith

## Jan 23

**Research Day**

## Jan 30

**Biological Determinants of Gender?**

**Reading:**
- *American Sociological Review*
- Acker, Joan

## Feb 6

**Intersex Individuals: Challenging the Concept of Gender**

**Reading:**
- Fausto-Sterling, Anne
- Suzanne J. Kessler
- Ursula Kuhnle and Wolfgang Krahl
Cheryl Chase  
1998  “Hermaphrodites with Attitude: Mapping the Emergence of Intersex Political Activism.”  *GLQ* 4:2:189-211.

Alice Domurat Dreger 

Feb 13  **Mid-term Exam**

Feb 27  **The Social Construction of Gender**

**Reading:** Judith M. Gerson and Kathy Peiss  

Barbara J. Risman  

Cecilia L. Ridgeway and Shelly J. Correll  
2004  “Unpacking the Gender System: A Theoretical Perspective on Gender Beliefs and Social Relations.”  *Gender and Society* 18(4):510-531.

Bernice L. Hausman  

March 6  **Transsexual Identities and Doing Gender**

**Reading:** Candace West and Don H. Zimmerman  

Laurel Westbrook and Kristen Schilt  

Valerie Jenness and Sarah Fenstermaker  

*Wendy McKenna and Suzanne Kessler  

**Optional:**  
*Harold Garfinkel  
### March 13

**Doing Difference: Intersecting Inequalities**

**Reading:**
Candace West and Sarah Fenstermaker


Acker, Joan


Maxine Baca Zinn


Mignon R. Moore


### March 20

**Constructing Bodies**

**Reading:**
Kathy Davis


*Sharyn Roach Anleu


Debra L. Gimlin


Breanne Fah


Evelyn Nakano Glenn


### March 27

**Masculinities**

**Reading:**
R.W. Connell and James W. Messerschmidt


Karen D. Pyke

Tristan Bridges

James W. Messerschmidt

Elizabeth A. Armstrong, Laura Hamilton, Brian Sweeney

Angela Stroud

Rene Alheling and Miranda R. Waggoner

April 3 Sports: The Playing Grounds of Gender
Reading:
Daniels, Chs. 4-7:87-155
Adam Love and Kimberly Kelly

Eric Anderson

Ariel Levy

April 10 - 30 Final Examination Period
Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.