Sociology 3341G: The Social Construction of Gender
University of Western Ontario, Section 001
Winter 2019

Prof. Tess Hooks
Offices: SSC 5322
Phone/Voice Mail: 661-2111, Ext. 84611
e-mail: thooks@uwo.ca

Class Session:
Tuesdays, 9:30 a.m. to 12:30 p.m., SSC 3010

Office Hours:
Thursdays, 1:00 to 2:00 p.m.
or by appointment

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 as 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 an understanding of the socially constructed nature of gender in a well formulated essay

Textbooks

Special Issue of National Geographic: Gender Revolution, Vol. 231, No. 1

Additional readings also posted on the OWL site for the course.
Evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Reaction/Discussion Paper</td>
<td>15% variable due dates</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>20% February 13th</td>
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<tr>
<td>Essay</td>
<td>30% due March 6th</td>
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<tr>
<td>Final exam</td>
<td>25% per exam schedule</td>
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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, laptops are permitted in class but if it is observed that students are on social networking sites such as Facebook or Twitter, they will be told to close the lid and they will not be permitted to use it for the remainder of the class. Be sure that all cell phones are turned off at the beginning of 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 Counsellor 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.

**Policy on Accommodation for Medical Illness**

Western’s policy on Accommodation for Medical Illness can be found at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html

**Accessibility Options:**

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. Information regarding accommodation of exams is available on the Registrar’s website: http://www.registrar.uwo.ca/examinations/accommodated_exams.html

**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 the following web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

**Mental Health**

Students who are in emotional/mental distress should refer to Mental Health@Western (http://uwo.ca/health/mental_wellbeing/index.html) for a complete list of options how to obtain help.

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**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.

**Prerequisite(s):** Third or fourth year standing in any module in the Department of Sociology.
Reaction/Discussion Paper

Discussions and activities during class time are designed to enhance learning. Students must positively and actively participate in this process. Each student is expected to come to class fully prepared to participate in discussion of the readings assigned for that date. To improve the quality of preparation and discussion, once during the term, students will prepare a brief reaction/discussion paper for that particular class. The paper must be posted on the OWL course site for this class by 6:00 p.m. on the Monday before the class for which the readings are assigned. Students should read these postings before coming to class.

The format for the reaction/discussion paper should be the following (students can write the paper in this outline format or in a more prose-like form, whichever is preferred):

Your name, the title of the reading(s), and the date.

**Thesis:** What is the author’s primary thesis? (A thesis asserts a specific claim or answers a question.) Summarize the author’s main thesis (argument) in one to two sentences.

**Significance:** Next state what you think is significant about this argument. For example, how does this fit with what you already knew, how does this fit with other readings, how does this fit what we have already covered in class? How does it contribute a new perspective?

**Evidence:** What evidence does the author use to support this thesis? What evidence could be collected that would explore this thesis?

**Critique:** What is your critique of the author’s argument/evidence/conclusions? Make at least two separate points here—positive or negative. Is the argument persuasive? What are the strong points of the reading and why are these strengths? What unstated biases or assumptions does the author incorporate into arguments? What are flaws in reasoning and how do they relate to the argument?

**Personal response:** What is the most interesting thing that you learned from this reading? What questions does this reading raise for you? What did this reading make you think about? How can this reading be applied to something you know?

**Question:** Select a specific passage, quote, or theme from the reading(s) that you would like to explore further in class. Note the page number. Write your question and explain why it is worthwhile to answer.

Essays

Students are required to write a 3500 to 4000 word essay for this course. Students must write their assignments in their own words. Whenever students take an idea 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 scholastic offence (the Scholastic Offence Policy can be viewed 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 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).

Essays must be submitted by the due date: **March 6th at 9:30 a.m.** No essays will be accepted after 4:00 p.m. on April 11, 2018. 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 posted on the OWL site for the course.

Assigned readings and topics are subject to change and will be finalized by January 7, 2019.

Jan 8  Introduction: What is Gender?
READING: Judith Lorber
NG, pp. 12-15 (The Gender Issue); and 30-47

Jan 15  Biological Determinants of Gender?
READING: Anne Fausto-Sterling

Samantha Frost

Jan 22  Gendered Institutions
READING: Katie Ann Hasson

Joan Acker

Kevin Stainback, Sibyl Kleiner and Sheryl Skaggs

Jan 29  Intersex Individuals: Challenging the Concept of Gender
READING: Anne Fausto-Sterling

Suzanne J. Kessler

Georgiann Davis, Jodie M. Dewey and Erin L. Murphy

Cheryl Chase
1998  “Hermaphrodites with Attitude: Mapping the Emergence of Intersex Political Activism.” *GLQ* 4:2:189-211.

Alice Domurat Dreger
Feb 5  Transsexual Identities and Doing Gender

READING:  Candace West and Don H. Zimmerman

Bernice L. Hausman

Valerie Jenness and Sarah Fenstermaker

Wendy McKenna and Suzanne Kessler

GN, pp. 48-73 (Rethinking Gender)

OPTIONAL:  Harold Garfinkel

Feb 12  Mid-term Exam

Feb 19  ReadingWeek

Feb 26  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.

Shauna Pomerantz, Rebecce Raby, and Andrea Stefanik

GN, pp. 16-29 (starts with Helping Families Talk About Gender) and 128-129 (It’s Hard to Be Female: The Statistics)

OPTIONAL:  Barbara J. Risman

March 5  Doing Difference: Intersecting Inequalities

READING:  Candace West and Sarah Fenstermaker

Acker, Joan  
2006  “Inequality Regimes: Gender, Class and Race in Organizations.”  

Zakiya Luna  

**March 12  Constructing Bodies**

**READING:**  
Kathy Davis  

Sharyn Roach Anleu  

Susan Bordo  

Breanne Fah  

GN, pp. 110-127 (American Girl)

**March 19  Gender, Sexuality and Power**

**READING:**  
Sarah Thébaud and David S. Pedulla  

Tristan Bridges  

Danielle M. Currier  

GN, pp. 74-103 (Making a Man); and 104-109 (Parental Leave on Dad’s Terms)

**OPTIONAL:**  
R.W. Connell and James W. Messerschmidt  
2005  “Hegemonic Masculinity: Rethinking the Concept.” *Gender & Society* 19(829-859)
March 26  Gender Violence and Power
READING: Ronan Farrow
2017 “Form Aggressive Overtures to Sexual Assault: Harvey Weinstein’s Accusers Tell Their Stories.” The New Yorker, 23 October.
Stephanie Zacharek, Eliana Dockterman and Haley Sweetland Edwards
C. J. Pascoe and Jocelyn A. Hollander
Heather Hlavka
GN: pp. 130-151 (The Dangerous Lives of Girls)

April 2  Sports: The Playing Grounds of Gender
READING: Adam Love and Kimberly Kelly
Eric Anderson
Ariel Levy
Michela Musto, Cheryl Cooky and Michael A. Messner

April 9  Rethinking Gender
READING: Judith Lorber, Mary Evans and Kathy Davis

April 11 - 30 Final Examination Period