



SOCI 312-201 2020W Gender Relations

Winter 2020

Monday: Asynchronous Lectures Posted by 12:29PM

Wednesday: Class Discussions 12:30-1:50PM with Asynchronous Alternative Available

Professor: Jennifer L. Berdahl, Ph.D.	TA: Riva Waqar
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Office hours: Mon 12:30-1:50PM via Zoom (See Zoom link on Canvas)	Office hours: By appointment via Zoom

Acknowledgement: UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has long been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

Academic Calendar Entry: The nature of gender relations, their social and cultural expression, and theories of gender inequality.

Prerequisite: One of SOCI 100, 101, or 102.

Readings/Materials: Available online/posted to canvas in the weekly modules.

Course Overview: This course introduces students to sociological theory and research on gender. We will analyze gender as a way of organizing social life, and thus the experiences, possibilities, limitations, and relations that result from gendered social structures. We will examine how ideologies, culture, institutions, economics, and politics assign roles and establish norms of gender performance and thereby condition gendered identities and forms of inequality they produce. As we move through the course we will also consider how our understanding of current developments and events may be informed by sociological thought and evidence.

Course Objectives: To provide a survey of issues in gender relations in order to unsettle dominant understandings of the gendered world. To provide tools of gender analysis for scholarly work as well as interpreting and understanding gendered practices in everyday life.

Note: The professor reserves the right to make changes to this syllabus as needed to address the educational needs of the class.

Evaluation Criteria and Grading:

- Introduction (1 point) due Jan 13 (11:59PM)
- Reading Reflection (30 pts), due each Monday (except Feb 15 & Mar 1, Midterm Week and Exam) 12:29PM
- Class Discussion (20 pts), each Wednesday (except Feb 17 & Mar 3), asynchronous written answers to discussion questions an alternative option
- Midterm (take home, 15 points), available Mar 1 (12:29PM), due Mar 4 (1:49PM)
- Group Project: Current Event (19 points), proposal due Feb 25 (12:29PM), paper due Apr 1 (12:29PM)
- Final (take home, 15 points), available Apr 12 (12:29PM), due Apr 15 (12:29PM)

Introduction (1 point). It is always a pleasure to get to know my students, and it helps me do a better job of teaching you. It will be more of a challenge to do this online. Please take a moment to introduce yourself to me by completing the online assignment form, which includes the following questions: (1) Preferred name & pronouns, (2) Major-minor and year, (3) What gives you joy, (4) What is something you are proud of, and (5) Is there anything else you would like me to know about you. I also encourage you to attend my office hours (Mondays 12:30-1:50PM) –to chat, ask questions about the course, seek clarifications on concepts, and so forth.

Reading Reflection (0-3 points, each week except Week 1, Midterm Break, and Exam Week, for 10 weeks total). To work through the material you are assigned to read and view, it helps to write about it. Consider these reading reflections akin to journal entries or thought notes, and use them to help you process what you are learning and thinking. You can do any or all of the below in your reflection writing, and must *end with a question raised for you by the material*:

- Summarize the material you read or watched for the week
- Delve into an issue, idea, or question the material raised for you
- Identify what you see as a gap or problem with the material reviewed
- Identify themes that integrate the materials assigned
- Connect the materials to recent events in the news media
- Use the material to reflect on your own personal experiences and insights

We will check to make sure you did these each week and you will receive 3 points if you did an exceptional job, 2 points if you fulfilled the assignment, 1 point if you put little effort or thought into it or otherwise did not fulfill the assignment, and 0 points if you did not do the reflection writing that week.

Class Discussion (0-2 points, each week except Week 1, Midterm Break, and Exam Week, for 10 weeks total). Each week we will be considering questions raised by the material covered. These questions will be posted by Tuesday 12:29PM and will be drawn from students' reading reflections. Each week, *you can choose one of two options*: (1) to join the *synchronous* class discussions on Wednesdays 12:30-1:50PM (via Zoom), or (2) to choose the *asynchronous* option to write your own answers to the discussion questions by Wednesday, 1:49PM (600 words minimum, 1200 words maximum).

- If you choose to attend the Zoom class discussions on Thursdays, you will be expected to come prepared having read/viewed all the material assigned, including the recorded lecture. You will participate in both general and smaller group discussions and earn 2 points for doing so, 1 point if you are not there for the whole session or do not contribute to the discussion. Amount of participation is less important than positive participation, which includes active listening, making room for others, asking questions, and respectful behaviour.
- If you choose instead to write responses to the discussion questions posted at the end of the lecture for the week, your response should be between 600 and 1200 words. You will receive 2 points for completing it on time, 1 point for completing it late or not fully (e.g., skipping a question or not really answering it).

Take-Home Midterm Exam (15 points). The midterm exam will be an open-book, open-notes "take-home" exam that you complete on your own time over the course of three days. It will cover readings and material through Week 6 of class ("Masculinity"). You will be asked to choose three of four essay questions to answer, and each answer should be no more than 1,200 words in length. The exam will be posted by Monday, March 1 12:29PM and is due by Thursday, March 4 at 12:29PM.

Group Project: Current Event (19 points). You will work in a group of four students to choose a current event in the news (dated January 2021 or later) relating to gender to analyze using concepts learned in the course. Beginning February 1 you can sign up into a group of four other students online and should do so by February 22. A proposal (3 points) is due by February 25 (12:29PM) that includes the name of your group members and up to a 150-word description of the current event you will write about. The final paper (16 points) is due April 1 (12:29PM). It should be 1250-1500 words in length and cover the following:

- Summarize the issue (explain what is being reported/debated, approx. 250 words)
- Review different perspectives or sides of on the issue (what are the main positions/views held, approx. 250 words)
- Identify underlying assumptions, ideologies, interest groups, and forms of power represented by these different perspectives (approx. 500 words)
- Evaluate what theory and evidence covered in the course has to say about these perspectives and what your group thinks and why (approx. 500 words)

At the end of the paper include a list of references and resources used for your analysis. Cite these where relevant in your paper. Please feel free to check with me if you are unsure about whether the gender issue you would like to address is relevant for this analysis.

Take-Home Final Exam (15 points). The final exam will be just like the mid-term exam, only it will emphasize cover readings and materials covered Weeks 8 ("Sexual Relations") and beyond. The final exam will be posted by Monday, April 12 12:29PM and is due by Thursday, April 15 12:29PM.

Course Schedule

Weekly Schedule

Week 2+ *except* Midterm Break (Feb 15-19) & Midterm Exam Week (Mar 1-5)

Monday	Reading Reflection due by 12:29PM Asynchronous Lecture posted by 12:29PM Office hours (12:30-1:50PM, see Zoom link on Canvas)
Tuesday	Class Discussion Questions posted by 12:29PM
Wednesday	Class Discussion (12:30-1:50PM, see Zoom link on Canvas) <i>OR</i> Written Answers to Discussion Questions due (by 1:49PM)

Term Schedule

Week: Topic	Date	To Do	
Week 1: Introduction	<u>Asynchronous</u> Do <i>before</i> Wed Jan 13 class discussion <i>Note: no reading reflection due this week</i>	<input type="checkbox"/> Readings	<input type="checkbox"/> Syllabus <input type="checkbox"/> The political significance of fragile masculinity <input type="checkbox"/> Capitol riots: Pro-Trump protesters storm the US legislature - in pictures <input type="checkbox"/> Police secure U.S. Capitol after pro-Trump rioters cause bedlam at heart of U.S. government
		<input type="checkbox"/> Watch	Week 1 Lecture (posted by Mon 12:29PM)
	<u>Synchronous OR Asynchronous</u> Wed Jan 13	<i>Choose One: <u>Class Discussion</u> (12:30-1:50) OR <u>Written Response</u> (by 1:49PM)</i>	Questions posted at the end of lecture
Week 2: The Gender Binary	<u>Asynchronous</u> Mon Jan 18	<input type="checkbox"/> Readings/ <i>Video</i>	<input type="checkbox"/> The future of sex and gender in psychology: Five challenges to the gender binary <input type="checkbox"/> “I am a woman and I am fast”: What Caster Semenya’s story says about gender and race in sports <input type="checkbox"/> The problem with sex testing in sports (12 min)
		<input type="checkbox"/> Write	Reading Reflection (turn in by 12:29PM)
	<input type="checkbox"/> Watch	Week 2 Lecture (posted by 12:29PM)	
<u>Synchronous OR Asynchronous</u> Wed Jan 20	<i>Choose One: <u>Class Discussion</u> (12:30-1:50) OR <u>Written Response</u> (by 1:49PM)</i>	Questions posted by Tues 12:29PM	

Week 3: Doing Gender	<u>Asynchronous Tasks</u> Do Mon Jan 25	<input type="checkbox"/> Readings/Videos	<input type="checkbox"/> Doing Gender <input type="checkbox"/> Fraternities and collegiate rape culture: Why are some fraternities more dangerous places for women? <input type="checkbox"/> Sigma Chi UBC (2 min) <input type="checkbox"/> Kappa Kappa Gamma UBC (3 min)
		<input type="checkbox"/> Write	Reflection on readings/videos
		<input type="checkbox"/> Watch	Week 3 lecture (posted by 12:29PM)
	<u>Synchronous OR Asynchronous</u> Wed Jan 27	Choose One: <u>Class Discussion</u> (12:30-1:50) OR <u>Written Response</u> (by 1:49PM)	
Week 4: Intersectionality	<u>Asynchronous</u> Do Mon Feb 1	<input type="checkbox"/> Reading/Videos	<input type="checkbox"/> Relating to Privilege: Seduction and Rejection in the Subordination of White Women and Women of Color <input type="checkbox"/> Crenshaw Ted Talk, 2016 (18 min) <input type="checkbox"/> 'The Squad' — Ocasio-Cortez, Omar, Pressley and Tlaib — hit back at Trump and call for his impeachment (Jul 15, 2019, 4 min) <input type="checkbox"/> These five freshman congresswomen changed history by becoming unlikely leaders on impeachment (Sept 28, 2019, 6 min)
		<input type="checkbox"/> Write	Reflection on reading/videos
		<input type="checkbox"/> Watch	Week 4 lecture (posted by 12:29PM)
	<u>Synchronous OR Asynchronous</u> Wed Feb 3	Choose One: <u>Class Discussion</u> (12:30-1:50) OR <u>Written Response</u> (by 1:49PM)	
Week 5: Femininity	<u>Asynchronous</u> Do Mon Feb 8	<input type="checkbox"/> Readings/Videos	<input type="checkbox"/> An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality <input type="checkbox"/> The Age of Instagram Face <input type="checkbox"/> Killing us Softly (5 min) <input type="checkbox"/> Miss Representation (3 min) <input type="checkbox"/> The powerful feminist statement in Alexandria Ocasio-Cortez's Instagram beauty tips
		<input type="checkbox"/> Write	Reflection on readings/videos
		<input type="checkbox"/> Watch	Week 5 lecture (posted by 12:29PM)
	<u>Synchronous OR Asynchronous</u> Wed Feb 10	Choose One: <u>Class Discussion</u> (12:30-1:50) OR <u>Written Response</u> (by 1:49PM)	
Midterm Break Feb 15-19			

Week 6: Masculinity	<u>Asynchronous</u> Do Mon Feb 22	<input type="checkbox"/> Readings/ <i>Videos</i>	<input type="checkbox"/> Hegemonic Masculinity: Rethinking the Concept <input type="checkbox"/> ‘Dude, You’re a Fag’: Adolescent Masculinity and the Fag Discourse <input type="checkbox"/> Our Incel Problem <input type="checkbox"/> The Mask You Live In (3 min)
		<input type="checkbox"/> Write	Reflection on readings/videos
		<input type="checkbox"/> Watch	Week 6 lecture (posted by 12:29PM)
	<u>Synchronous OR Asynchronous</u> Wed Feb 24	<i>Choose One: Class Discussion</i> (12:30-1:50) OR <i>Written Response</i> (by 1:49PM)	
Due Feb 25 12:29PM		Current Event Proposal (Group members and up to 150-word description of project planned)	
Week 7: Midterm	<u>Asynchronous</u> Mar 1-4	<input type="checkbox"/> Read	Questions posted by 12:29PM Mon Mar 1
		<input type="checkbox"/> Write	Answers due by 12:29PM Thurs Mar 4
Week 8: Sexual Relations	<u>Asynchronous</u> Do Mon Mar 8	<input type="checkbox"/> Reading/ <i>Online Test</i>	<input type="checkbox"/> Accounting for women's orgasm and sexual enjoyment in college hookups and relationships <input type="checkbox"/> Bud-Sex: Constructing Normative Masculinity among Rural Straight Men That Have Sex With Men
		<input type="checkbox"/> Write	Reflection on reading/demo
		<input type="checkbox"/> Watch	Week 8 lecture (posted by 12:29PM)
	<u>Synchronous OR Asynchronous</u> Wed Mar 10	<i>Choose One: Class Discussion</i> (12:30-1:50) OR <i>Written Response</i> (by 1:49PM)	
Week 9: Family	<u>Asynchronous Tasks</u> Do Mon Mar 15	<input type="checkbox"/> Readings	<input type="checkbox"/> There’s No Such Thing as Having It All <input type="checkbox"/> Craving Freedom, Japan’s Women Opt Out of Marriage
		<input type="checkbox"/> Write	Reflection on readings
		<input type="checkbox"/> Watch	Week 9 lecture (posted by 12:29PM)
	<u>Synchronous OR Asynchronous</u> Wed Mar 17	<i>Choose One: Class Discussion</i> (12:30-1:50) OR <i>Written Response</i> (by 1:49PM)	
Week 10: Education	<u>Asynchronous Tasks</u> Do Mon Mar 22	<input type="checkbox"/> Readings	<input type="checkbox"/> Brilliant or bad: The gendered social construction of exceptionalism in early adolescence <input type="checkbox"/> Gender-Science Implicit Attitude Test (IAT)
		<input type="checkbox"/> Write	Reflection on readings/videos
		<input type="checkbox"/> Watch	Week 10 lecture (posted by 12:29PM)

	<u>Synchronous OR Asynchronous</u> Wed Mar 24	<i>Choose One: <u>Class Discussion</u> (12:30-1:50) OR <u>Written Response</u> (by 1:49PM)</i>		Questions posted by Tues 12:29PM
Week 11: Work	<u>Asynchronous Tasks</u> Do Mon Mar 29	<input type="checkbox"/> Readings	<input type="checkbox"/> Work as a Masculinity Contest <input type="checkbox"/> Sexual Harassment is About Power. Why not fight it as we do bullying? <input type="checkbox"/> What Is the #KuToo Movement?	
		<input type="checkbox"/> Write	Reflection on readings/videos	
		<input type="checkbox"/> Watch	Week 11 lecture (posted by 12:29PM)	
	<u>Synchronous OR Asynchronous</u> Wed Mar 31	<i>Choose One: <u>Class Discussion</u> (12:30-1:50) OR <u>Written Response</u> (by 1:49PM)</i>		Questions posted by Tues 12:29PM
Week 12: Politics	<u>Asynchronous Tasks</u> Do Mon Apr 5	<input type="checkbox"/> Readings/Videos	<input type="checkbox"/> COVID-19 outcomes better in countries with female leaders <input type="checkbox"/> Why would anyone hate Catherine McKenna? <input type="checkbox"/> AOC's response to being called a f***ing b*** by Republican lawmaker (10 min)	
		<input type="checkbox"/> Write	Reflection on readings/videos	
		<input type="checkbox"/> Watch	Week 12 lecture (posted by 12:29PM)	
	<u>Synchronous OR Asynchronous</u> Wed Apr 7	<i>Choose One: <u>Class Discussion</u> (12:30-1:50) OR <u>Written Response</u> (by 1:49PM)</i>		Questions posted by Tues 12:29PM
Group Project	<i>Due 12:29PM April 1</i>			
Final Exam	<input type="checkbox"/> Read		Questions posted by 12:29PM Apr 12	
	<input type="checkbox"/> Write		Answers due by 12:29PM Apr 15	

Note: The professor reserves the right to make changes to this syllabus as needed to address the educational needs of the class.

Grading System. This course will be graded as follows:

Letter Grade	Percentage Grade	Grade Point Score	Descriptive Term
A+	90 and above	4.33	Excellent
A	85-89	3.95-4.30	Excellent
A-	80-84	3.70-3.90	Very Good
B+	76-79	3.30-3.60	Very Good
B	72-75	2.95-3.20	Good

B-	68-71	2.65-2.90	Good
C+	64-67	2.40-2.60	Satisfactory
C	60-63	2.00-2.30	Satisfactory
C-	55-59	1.50-1.90	Satisfactory
D	50-54	1.00-1.40	Marginal
F (Fail)	49 and below		Unsatisfactory

Academic Concessions. If you experience unanticipated events or circumstances that interfere with your ability to accomplish your academic coursework, you may be eligible for [academic concessionLinks to an external site.](#) If you are already registered with the [Centre for AccessibilityLinks to an external site.](#) and your concession is related to your registered medical condition or disability, contact your Accessibility Advisor. If you need immediate emotional, mental, or physical support, find a [UBC health and wellness resourceLinks to an external site.](#) to help you. Students must contact me/your TA via email as soon as you are aware you may need an [in-term concessionLinks to an external site.](#) They will adjudicate the request. Please include a Student Self-Declaration form, found on the [Arts Advising websiteLinks to an external site.](#) If you require a second concession, you must make your request to your Faculty Advising Office. Assignments that are late without notice or explanation will be deducted 5% per day late.

UBC’s Statement on Accessibility and Support. UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here: <https://senate.ubc.ca/policies-resources-support-student-successLinks to an external site.>

Early Alert Program. I participate in the Early Alert Program which helps me support students who are facing difficulties that are interfering with school. If you are feeling stressed, please notify the TA or me and indicate that you would like assistance. While we are not trained to help with personal problems, we can get you help from people who can assist you. Any information that they receive from you or us is strictly confidential and is in the interest of your academic success and wellbeing. For more information, please visit earlyalert.ubc.ca.

Mental Health. UBC has contracted with Empower Me, which is a 24/7 phone service that provides immediate access to a trained mental health professional over the phone. The therapist will then provide help, assess your situation, and if you want, make an appointment with a local therapist for a follow-up appointment. Each UBC student is entitled to up to seven counseling sessions through this program as part of their student fees. 1-848-741-6389.

Crisis Support. If you or your friends are in need of immediate help and don’t know who to turn to, please call this 24/7 service. 1-800-784-2433.

Academic Integrity. Sociologists have a code of professional ethics that they abide by, and these are reflected in our expectations of our students in Sociology. What this means in the context of any particular course may differ in terms of what ethical actions are being emphasized, but one area of that is common to all sociological work and is standard for all students at UBC is our commitment to academic integrity. Students who fail to uphold the standards of academic integrity can be charged with academic misconduct, which can be severely punishable (i.e. expulsion). Academic misconduct includes cheating, plagiarism, and falsifying information. If you are unfamiliar with the range of behaviours that are included in UBC's definition of academic misconduct, please read through the description available on UBC's calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,0,0>Links to an external site.).

Academic Resources. If you are citing papers and need a quick guide, the Harvard ASA style guide is helpful (<https://sociology.fas.harvard.edu/files/sociology/files/asastyleguide.pdf>). The Purdue Owl Writing Lab also has fantastic resources for helping students: https://owl.purdue.edu/owl/purdue_owl.html. The UBC Library has an entire section devoted to helping students succeed in Sociology courses: <http://guides.library.ubc.ca/sociology>. If you want help with your writing, please check out the UBC Centre for Writing and Scholarly Communications ([https://learningcommons.ubc.ca/improve-your-writing/Links to an external site.](https://learningcommons.ubc.ca/improve-your-writing/Links%20to%20an%20external%20site)).

Creating a Culture of Respect. Everyone needs to show respect for other students' chance to learn. In order to support mutual learning, please do not arrive late or leave early to the synchronous class discussions or do other tasks during them. Read the UBC Respectful Environment Statement for Students, Faculty and Staff: [http://www.hr.ubc.ca/respectful-environment/Links to an external site.](http://www.hr.ubc.ca/respectful-environment/Links%20to%20an%20external%20site))

Communication Preferences. There is a Course Q&A on the Canvas website for questions your peers might be able to answer, and I and the TA will be checking it regularly in case there are questions we need to address. I will be sending out any announcements via Canvas. It is expected that students check their email account daily and have it set up to receive emails from Canvas, or alternatively, check Canvas daily. You can also send me messages on Canvas. If you want to email me, please send it from your personal email account and put "SOCI 312" in the subject line. If you do not hear back from me within 72 hours, consider that your email might have ended up in my Spam folder. For this reason, I strongly suggest students use a UBC email account or visit my office hours.

Student Advising. In addition to office hours and peers in this class, there are multiple other sources for support in Sociology. Our Undergraduate Student Office has advisors who are available to help students with questions about their degree and whether they have met requirements. The Department supports two Peer Advisors who are available during weekly Office Hours (the schedule is available here: <http://blogs.ubc.ca/peeradvising/>) to provide support with study skills, share their experiences with different courses, and otherwise help students make the most of their experience as a sociology major.

From the UBC Provost and Vice-President Academic: Statement for International Students Taking Classes Online Outside of Canada. During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/supportresources/freedom-expression>