**Sociology 4U03 Special Topics in the Sociology of Women A World Full of Women**

**Friday 14:30- 17:20 (2:30pm- 5:20pm)**

**Class Location: ETB 119**

**Course Instructor: Dr. Lina Samuel Email:** [lsamuel@mcmaster.ca](mailto:lsamuel@mcmaster.ca)

**Teaching Assistant: NO TA support this term**

**Office: KTH-632**

**Office Phone Number: ext. 23617**

**Office Hours: Monday 2:00pm-3:00pm (Please make appointment by email)**

**Course Description:**

This course seeks to provide a broad understanding of the lived experience of women through an examination of the position and condition of women globally. Drawing from a range of interdisciplinary research the course will shed light on the shared struggles that women face as a result of structural parameters which emerge from the intersections of patriarchy, capitalism, colonialism and globalization. The main text (Ward and Edelstein, 2014) brings together descriptive ethnographic studies with gender theory and global statistics to give light to women’s lives and the societies and cultures in which they live. The readings focus on both historical and contemporary examples. Together we examine the work of women, biocultural markers of women’s lives, cultural rituals around life-cycle and the body, patterns of partnering and forms of social and political organization. Power, agency, authority and resistance are central to the examination of the lived experience of women. Through weekly writing activities and a major research project students will be able to explore and build up their knowledge of the Sociology of Women.

**Course Objectives**:

Through this course, students will:

* Apply diverse sociological theories to analyze the historical and contemporary condition and position of women globally.
* Explore the complexity and diversity in the lived experience of women across time and space.
* Examine historical, social, political, economic forces which shape the realities of women’s lives.
* Have an understanding of the interconnections of race, class, gender, sexuality, disability and age when examining the sociology of women.
* Be familiar with contemporary research on the Sociology of Women through both a research paper, oral presentation, and weekly reading reflections.

**Course Learning Objectives for Sociology 4U03**

This course addresses three University Undergraduate Degree Level Expectations

(see, htttp://cll.mcmaster.ca/COU/degree/undergraduate.html)). By the end of the course the student will be able to critically evaluate the current literature and sociological research in the Sociology of Women. Students will be able to critically evaluate the sociological theories that inform the study of the Sociology of Women.

**Course Format:**

Weekly lectures Friday 14:30 – 17:20pm. The class will begin with a formal in-class lecture followed by student presentations (mid-way through the term).

**Grading: The grading will be based on reading reflections, two in- class tests, Major essay with proposal and oral presentation, and attendance.**

**Evaluation:**

**Test 1: 20% Friday February 18**

**Test 2: 20%. Friday April 1**

**Essay Topic Proposal + bibliography: 5% Friday February 4**

**Essay: 20% Friday March 4**

**Class Presentation: 10%. Various dates for presentation (remember to sign up)**

**Three Reading Reflections: 15% Due throughout the term. (Each worth 5%) -All assignments *Submitted on Avenue Assignments.***

**Class Attendance: 10%**

**Textbook for the course:**

**Ward, Martha and Monica Edelstein. 2014*. A World Full of Women 6th edition*. Pearson.**

**(Available in Ebook form or hardcopy)**

Please visit the link below to the course materials listing for your course:

https://campusstore.mcmaster.ca/cgi- mcm/ws/txsub.pl?wsTERMG1=221&wsDEPTG1=SOCIOL&wsCOURSEG1

=4U03&wsSECTIONG1=DAY%20C01&crit\_cnt=1

**Course packet: Selected Readings (on eReserve on Avenue 2 Learn Content Section)**

It is important you keep up with the readings. I encourage students to ask questions and discuss work with other students. For the tests you will be responsible for **both** the required readings as well as lecture material.

**University Policies:**

**Academic Integrity Statement**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy**.**

The following illustrates only three forms of academic dishonesty

* Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations.

**Academic Accommodation of Students with Disabilities**

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca to](mailto:sas@mcmaster.cato) make arrangements with a Program Coordinator. For further information, consult McMaster University’s *Academic Accommodation of Students with Disabilities* policy.

**Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

**Conduct Expectations**

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

**Copyright and Recording**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

**Faculty of Social Sciences E-mail Communication Policy**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

**Course Modification**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

**Extreme Circumstances**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

**Grades**

Grades will be based on the McMaster University grading scale:

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| --- | --- |
| **MARK** | **GRADE** |
| 90-100 | A+ |
| 85-90 | A |
| 80-84 | A- |
| 77-79 | B+ |
| 73-76 | B |
| 70-72 | B- |
| 67-69 | C+ |
| 63-66 | C |
| 60-62 | C- |
| 57-59 | D+ |
| 53-56 | D |
| 50-52 | D- |
| 0-49 | F |

**Course Procedures and Policies:**

**1a. Please submit all assignments on the Avenue Assignment Page prior to the deadline.** Do not submit assignments to my email address.

**1b. Missed tests**

**Students who miss a term test will be assigned a mark of zero for that test unless their absence is supported by university approved documentation.**

The McMaster Student Absence Form ([**http://www.mcmaster.ca/msaf/**](http://www.mcmaster.ca/msaf/) **is**

a self-reporting tool for Undergraduate Students to report absences that

last up to **3 days and provides the ability to request accommodation for any missed academic work.** Please note, this tool cannot be used during any final examination period.

You may submit a maximum of **1 Academic Work Missed request per term.** It is YOUR responsibility to follow up with your instructor immediately regarding the nature of the accommodation.

If you are absent more than 3 days, **exceed 1 request per term**, or are absent for a reason other than medical, you MUST visit your Associate Dean’s Office (Faculty Office). You may be required to provide supporting documentation.

This form should be filled out when you are about to return to class after your absence.

If your Request is APPROVED and a make-up test is required, you will write the make-up test on the **designated date selected by the instructor**. No student is automatically entitled to a second make up test. It is your responsibility to write the tests on the day in which they are scheduled.

Students should check the web, the white board and the Undergraduate Bulletin board outside the Sociology office (KTH-627) for notices pertaining to Sociology classes or departmental business (eg. class scheduling information, location of mailboxes and offices, tutorial information, class cancellations, TA job postings, etc.).

Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

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McMaster email and course websites weekly during the term and to note any changes.

It is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

**1c.Late assignments**

* You are expected to complete assignments on time.

Assignments are due at the beginning of the class lecture on the due date. Late assignments will be subject to a penalty of **5%** per day.

The Penalty period does include weekends and holidays. **Please make every effort to hand assignments in on the due date.**

Please come see the instructor if you are experiencing any difficulty with the assignment or the material presented in class. Only hard copies will be graded.

Please note that only McMaster emails will be considered official. Emails form other addresses may disappear into the black hole of spam filters.

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* You are expected to keep a back-up, hard copy of your assignment in case it is lost.
* **Accommodation provision:**

Medical Certificate must state that you were ill on the due date of the assignment for a one day extension. For a longer extension you must prove that you were sick during a longer period or prove an exceptional, unforeseen circumstance.

1. **Grade appeals**. The instructor and teaching assistant(s) take(s) the marking of assignments very seriously, and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights

occasionally happen. If you believe that to be the case, you must adhere to the following rules:

* + If it is a mathematical error simply alert the instructor of the error
  + In the case of more substantive appeals, you must:

1. Wait at least 24 hours after receiving your mark.
2. Carefully re-read your assignment, all assignment guidelines and marking schemes and the grader’s comments.

If you wish to appeal your assignment grade:

* 1. You must submit to the instructor a written explanation of why you think your mark should be altered. Please note statements such as “I need a higher grade to apply to X” are not compelling. Also, please note that upon re-grade your mark may go down, stay the same, or go up.
  2. Attach to your written explanation your original assignment, including all of the original comments. Submit a hardcopy of the package to the instructor during office hours or after the lecture.
  3. You will receive a response via email or in person about your re-grade.

1. **Electronic communication and electronic learning technology**: Email communication is rapid, convenient, and efficient—and you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules:

* Assignments will be accepted via Avenue to Learn.
* All emails must include the course code (Soc. 4U03) in the subject line.
* All emails should be signed with the student’s full name and student number.
* Emails from students will generally be answered within 24 hours of receipt.
* Treat emails as you would any other professional communication.

**Emails that do not follow these guidelines will not receive a response.**

1. **Avenue to Learn**

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e- mail accounts, and program affiliation may become apparent to all other

students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

1. **Classroom etiquette**

Students are expected to arrive at class on time. Laptops are allowed in class and should be used for taking notes. Other uses, emailing, web surfing will result in the student’s being required to turn off the laptop and it may affect your final grade.

**Coming to lectures late, leaving early, not attending tutorials will impact your final grade**.

**Videotaping and recording lectures is strictly forbidden without written permission from the instructor.**

**LECTURE SCHEDULE: *SUBJECT TO MINOR ADUSTMENTS***

**Friday January 14**

**Lecture 1: Introduction to the Course**

Chapter 1 “What’s For Dinner” Work and Gender Additional Reading from coursepacket:

Collins, P.H. , and Bilge, S. 2016. What is Intersectionality” (Pp. 1-30 in Collins, P.H., and S. Bilge. (Eds.) *Intersectionality.* Cambridge: Polity Press.

West, C. and Zimmerman, D.H. (1987). Doing Gender. *Gender and Society,* 1 (2), 125-151

Documentary: “Wome/an” by Anastasia Mikova and Yann Arthus-Bertrand (2020) (1h 47 mins)

(We will watch an abridged version in class-23mins.)

**Friday January 21**

**Lecture 2: Chapter 2 Love and the Work of Culture: Ruth Benedict and Margaret Mead**

Additional Reading from coursepacket:

Lovejoy, M. (2001). Disturbances in the Social Body. Differences in Body Image and Eating Problems among African American and White Women. *Gender and Society*, 15 (2), 239-261

Myers, K. (2013). Anti-feminist messages in American Television programming for young girls. *Journal of Gender Studies*, 22 (2), 192-205.

Samuel, L. (2013). South Asian women in the diaspora: reflections on arranged marriage and dowry among the Syrian Orthodox community in Canada. *South Asian Diaspora*, 5 (1): 91-105.

**Friday January 28**

**Lecture 3: Chapter 3 Blood and Milk: Biocultural Markers in the Lives of Women**

Additional Reading from coursepacket:

Nisha, Zairu. (2021). Technicization of “Birth” and “Mothering”: Bioethical Debates from Feminist Perspectives. *Asian Bioethics Review*, 13 (2), 133- 148.

Wilinska, Monika. (2010). Because Women Will Always be Women and Men Are Just Getting Older: Intersecting Discourses of Ageing and Gender. *Current Sociology*, 58 (6): 879-896

Graham, Sally and Davis-Floyd, R. (2021). Indigenous Midwives and the Biomedical System among the Karamojong of Uganda: Introducing the Partnership Paradigm. *Frontiers in Sociology*, 6, 1-1

**Friday February 4**

**Lecture 4: Chapter 4 Patterns of Partnering: From Romance to Resistance**

**Essay Topic Proposal + bibliography: 5%**

Additional Reading from coursepacket:

Messner, Michael M. (2018). Becoming 100 percent straight. Pp. 226-232 in *Gender and Women’s Studies Critical Terrain 2nd Ed.* Edited by Margaret Hobbs and Carla Rice. Women’s Press.

Fennell, Julie Lynn. (2011). Men Bring Condoms, Women Take Pills: Men’s and Women’s Role in Contraceptive Decision Making. *Gender and Society* 25 (4), 496-521.

**Friday February 11**

**Lecture 5: Chapter 5 Everyday Power: Women’s Agency, Authority, and Influence**

Additional Reading from coursepacket:

Kwan, S. and Trautner, M.N. (2009). Beauty work: Individual and institutional rewards, the reproduction of gender, and questions of agency. *Sociology Compass*, 3 (1), 49-71.

Afshar, Haleh. (2008). Can I see your hair? Choice, Agency, and Attitudes: The Dilemma of Faith and Feminism for Muslin Women Who Cover. *Ethnic and Racial Studies* 31 (2),411-427.

**TEST 1 FRIDAY FEBRUARY 18. (Based on text Chapters 1-5)**

**BREAK FEBRUARY 21-27**

**Friday March 4 (\*student presentations begin)**

**Lecture 6: Chapter 6 A Two-bodied World: Cultural Systems for Separating Female and Males**

**Completed Essay Due: 20%**

Additional Reading from coursepacket:

Atasoy, Yildiz. (2006). Governing Women’s Morality: A Study of Islamic Veiling in Canada. *Cultural Studies*, 9 (2), 203-221.

Waldman, Rose. (2020). Women’s Voices in Contemporary Hasidic Communities. *Shofar: An Interdisciplinary Journal of Jewish Studies,* 38 (2), 35-60.

**Friday March 11 (\* student presentations)**

**Lecture 7: Chapter 7 A THIRD SEX? Gender as Alternative or Continuum**

Additional Reading from coursepacket:

Schilt, Kristin. (2006). Just one of the Guys: How Transmen Make Gender Visible at Work. *Gender and Society* 20, 465-490.

Ruff, Nadine, Smoyer A.B., Breny, J. (2019). Hope, Courage and Resilience in the Lives of Transgender Women of Color. *The Qualitative Report*, 24 (8), 1990-2008

**Friday March 18**

**Lecture 8: Chapter 9 WHO OWNS HER BODY?: Challenges to Cultural Relativism (\*student presentations)**

Additional Reading from coursepacket:

Hlavka, H.R. (2014). Normalizing Sexual Violence Young Women Account for Harassment and Abuse. *Gender and Society*.

Love, Vicotria. (2013). Champagne, Strawberries, and Truck-Stop Motels: On Subjectivity and Sex Work. Chapter 3 in *Selling sex: experience, advocacy, and research on sex work in Canada* edited by Emily Van der Meulen and Elya M. Durisin, Victoria Love. UBC Press (2013)

Hunt, Sarah. (2013). Decolonizing Sex Work: Developing and Intersectional Indigenous Approach. Chapter 6 *Selling sex: experience, advocacy, and research on sex work in Canada* edited by Emily Van der Meulen and Elya

M. Durisin, Victoria Love. UBC Press (2013) https:[//w](http://www.antiviolenceproject.org/wp-)ww[.antiviolenceproject.org/wp-](http://www.antiviolenceproject.org/wp-) content/uploads/2014/12/Hunt\_Selling-Sex.pdf

**Friday March 25**

**Lecture 9: Chapter 10 INVISIBLE WORKERS: Women as the Earth’s Last Colony (\*student presentations)**

Additional Reading from coursepacket:

Samantroy, Ellina. (2019). The Invisible Workers: Capturing Home-based Work in India. *Journal of Women and Social Change*, 4 (2), 181-208.

Samuel, Lina. (2007). Women, Work and Fishing an Examination of the lives of Fisherwomen in Kerala. *South Asia Research*, 27 (2); 205-227.

Gerassi, Lara. (2015). A Heated Debate: Theoretical Perspectives of Sexual Exploitation and Sex Work. *Journal of Sociology and Social Welfare*, 42 (4), 1-23.

**TEST 2 FRIDAY APRIL 1. (Based on text Chapters 6,7,9,10)**

**Friday April 8**

**Lecture 10: Continue and Finish with Student Presentations**