

COURSE SYLLABUS



COURSE TITLE: SOC 110: women in Canadian Society

CLASS SECTION: 001

TERM: Winter 2024

COURSE CREDITS: 3

DELIVERY METHOD(S): LECTURES Fisher 302 Mondays/Wednesdays 11:30 pm to 12:50 pm

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Dr. Jacqueline Quinless

EMAIL: quinless@camosun.bc.ca

OFFICE: PAUL 228

HOURS: Monday 9:00 am -10:00 am; Tuesday 4:00 pm-6:00 pm; Wednesday 9:00 am -10:00 am or by appointment.

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

A critical examination of the status of women in Canadian society. Theoretical perspectives on women's status will be analyzed. Special attention is paid to women's paid and unpaid labour, media portrayal, feminist organizations, women of colour, gender relations, and violence against women.

PREREQUISITE(S):

One of:

- C+ in English 12
- C in Camosun Alternative

CO-REQUISITE(S):

Not applicable

EXCLUSION(S):

Not applicable

EXCLUSION(S):

Not Applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course a student will be able to:

1. Describe and explain major issues (paid and unpaid labour, racism and sexism, portrayal in media, violence in private and public spheres, treatment of women in institutions and organizations) faced by Canadian women from diverse backgrounds.
2. Apply the major feminist and classical sociological perspectives in order to evaluate women's issues and position in society.
3. Identify and analyze women's issues at a personal and public level.
4. Assess critically ideas concerning women's position and status and express them effectively in speaking and writing.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Readings will be assigned and can be downloaded through D2L.

Article #1 - *Come Closer to Feminism by Bell Hooks*

Article #2 - Decolonizing feminism: Challenging connections between settler colonialism and heteropatriarchy (2013) by Maile Arvin, Eve Tuck and Angie Morrill

Article #3 - West, Candace and Zimmerman, Don. 1987. Doing gender. *Gender and Society*, 1:125–151

Article #4 Butler, Judith. 2004. "Acting in Concert" Pp 1-16 in *Undoing Gender*. New York: Routledge

Article #5 Intersectionality – mapping the movements of a theory - Crenshaw, Mapping the margins: Intersectionality, identity politics, and violence against women of color

Article #6 Lopez, The Social Construction of Race (11-16 and 27-37 only)

Article #7 hooks, bell. Where We Stand: Class Matters. Class and the Politics of Living Simply - Chapter three

Article #8 – "Online video lecture" by Sarah Hunt, "Embodying Self-Determination: resisting violence beyond the gender binary" (UBC, 2015

<https://www.youtube.com/watch?v=faQJqbewOhU>

Detailed PowerPoint Lecture Presentation Slides

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

LECTURE	FOR THE WEEK OF	TOPICS & READINGS READINGS
Week 1	January 8	Lecture 01 – Introduction and Welcome Monday: What is Feminism & and Why does gender matter? Wednesday: Class Exercise– 20 mins Article Review Sign-up Sheet start Article #1 Reading: Come Closer to Feminism by Bell Hooks – 60 mins
Week 2	January 15	Lecture 02 – Feminisms and Gender Matters – Quiz 1 starts Wednesday: Reading and Discussion Article #1 Review: Come Closer to Feminism by Bell Hooks – 60 mins Discussion 1
Week 3	January 22	Lecture 03 – Feminist Theorizing and Gender Monday: Sex and Gender Dichotomies Wednesday: Article Reviews and Presentations: Presentation: Dr. Quinless for Article #1 Critique: Come Closer to Feminism by Bell Hooks – 15 mins Review: Article #2 - Decolonizing feminism: Challenging connections between settler colonialism and heteropatriarchy (2013) by Maile Arvin, Eve Tuck and Angie Morrill -60 mins Discussion 2
Week 4	January 29	Lecture 04 - Doing Gender Monday: Sex, Gender and Performativity Wednesday: Article Reviews and Presentations Presentation” Article #2 - Presentation Decolonizing feminism: Challenging connections between settler colonialism and heteropatriarchy (2013) by Maile Arvin, Eve Tuck and Angie Morrill – 30 mins Review: Article #3 Review - West, Candace and Zimmerman, Don. 1987. Doing gender. Gender and Society, 1:125–151 – 60 mins Discussion 3
Week 5	February 5	Lecture 05: Patriarchy, Men and Masculinities Monday: Patriarchy, Men and Masculinities Wednesday: Reading and Discussion Presentation: Article #3 Review - West, Candace and Zimmerman, Don. 1987. Doing gender. Gender and Society, 1:125–151 Review: Article #4 Butler, Judith. 2004. “Acting in Concert” Pp 1-16 in Undoing Gender. New York: Routledge Discussion 4
Week 6	February 12	Lecture 06 – Socialization and Gender Monday: Multiple Genders of Childhood Wednesday: Article Reviews and Presentations Presentation: Article #4 Butler, Judith. 2004. “Acting in Concert” Pp 1-16 in <i>Undoing Gender</i> . New York: Routledge Review: Article #5 Intersectionality – mapping the movements of a theory - Crenshaw, Mapping the margins: Intersectionality, identity politics, and violence against women of color Discussion 5
Week 7	February 19	Family Day and Reading Break – No lectures
Week 8	February 26	Lecture 08 – Gender and the Media Monday: Gender the Media

		Wednesday: Article Reviews and Presentations Presentation: ARTICLE #5 Intersectionality – mapping the movements of a theory - Crenshaw, Mapping the margins: Intersectionality, identity politics, and violence against women of color Review: Article #6 Lopez, The Social Construction of Race (11-16 and 27-37 only)
Week 9	March 4	Lecture 09: Race and Gender Monday: Race and Racialization Wednesday: Article Reviews and Presentations Presentation: Review: Article #12 Lopez, The Social Construction of Race (11-16 and 27-37 only) Review: ARTICLE #7 hooks, bell. Where We Stand: Class Matters. Class and the Politics of Living Simply - Chapter three
Week 10	March 11	Lecture 10: Racial Inequality Monday: Racial Inequality Wednesday: Article Reviews and Presentations Presentation: Review: ARTICLE #7 hooks, bell. Where We Stand: Class Matters. Class and the Politics of Living Simply - Chapter three - Discussion 6
Week 11	March 18	Lecture 11: Gender, Economy & Inequality and Midterm Monday: Gender Economy and Equality Wednesday: Midterm Test and No article readings
Week 12	March 25	Gendered Violence Monday: Gendered Violence Wednesday: Review: Article #8 – “Online video lecture” by Sarah Hunt, "Embodying Self-Determination: resisting violence beyond the gender binary" (UBC, 2015)
Week 13	April 01	Lecture 13: Violence Against Women MMIW Monday: NO CLASSS EASTER MONDAY Wednesday: Violence and MMIW Presentation: Article #8 – “Online video lecture” by Sarah Hunt, "Embodying Self-Determination: resisting violence beyond the gender binary" (UBC, 2015)
Week 14	April 08	Lecture 10: AI - Racial and Gender Bias – Quizzes Close April 12 Monday: AI – Lecture: Racial and Gender Bias Wednesday: Assignment #3 2-3 pages critique At home assignment on Timnit Gebru

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

COURSE GUIDELINES & EXPECTATIONS

This course consists of two lectures per week. Students are expected to complete assigned readings on time, and be prepared to discuss those readings. Occasional film presentations are scheduled. The course will be based on a series of lectures, followed, at times, by seminar-type discussions in which the students are required to participate. Students are responsible for all lecture material. Students are advised to read the section "Academic Policies and Procedures" on-line in the current College calendar. <http://camosun.ca/learn/calendar/current/>

EVALUATION OF LEARNING

For more details of each assignment please see the Soc 110 homepage in D2L for the course regarding expectations, pointers and due date reminders.

Assignments	Due Date	Weight
Self-Reflection #1 and Self-Reflection #2 (5% each)	Week 6; Week 9	10%
10 Weekly Quizzes (4% each)	Week 2 to Week 14	40%
Article Critique and Presentation	See course outline for dates	10%
Midterm Test	Wednesday March 20	20%
6 In Class Group Discussions/Article Reviews (2.5 % each)	See course outline for dates	15%
Final Written Assignment	Week 14	5%
Total		100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](#) policy for more information.

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

Short Weekly Quizzes (4% each)

Each quiz will have 10 question (Multiple choice and True/False) and is worth 4% each. There will be 10 short quizzes throughout the semester and will be completed each week during the specified time period. **For this semester you will have until April 12th to complete all quizzes and they will not be reopened for completion after this date.** Material covered up to and including the class prior to the quiz is subject for inclusion in the quizzes. The quizzes are used as a tool to help you build your knowledge base each week and are a way to prepare you for the tests.

Six Discussion Groups: 2.5% each (15%)

There are six discussion groups scheduled this semester which are based related course material. You are expected to work in groups to answer questions, with a one-two page summary to be submitted to the instructor at the end of the allotted time, and then a larger group seminar style discussion related to family and community issues. Each discussion group is worth 2.5% of your overall grade.

Midterm test (20%)

The test will be held during class on Wednesday March 20. The test will consist of short answer questions, and one long answer. You will be tested on all material including assigned readings, lecture material, and video presentations.

In-Class Article Critique Presentation: 10%

Students are required to select one of the articles discussed in the course and give an in-class review and critique of the article through a short presentation based on your assessment. Please ensure that you supplement your presentation with added “credible” reference material – meaning, do not just use the article as your only source of information you might want to reference the lecture slides or other articles as a reference point. The presentation is due the week that your topic is scheduled for class discussion. Students are required to work in groups and to submit **one** presentation electronically in power point for the group to the instructor the day you are scheduled to present; each presenter will also be graded individually during their presentation. Individual Mark 7.5% and Group Mark 7.5%.

Presentation Tips:

1. The presentation is shared equally among group members. *It must not exceed 30 minutes or marks will be deducted.*
2. You must use visual aids for your presentation i.e. power point
3. Do not copy every single word used by the author. Stress important points, and give reasons why you support or do not support the author’s perspectives
4. Speak clearly, slowly, and articulately
5. Avoid continual reading from your notes, and make eye contact with your audience
6. Ask and answer questions – part of your task is to facilitate group discussion
7. Present with confidence and remember to be yourself!

Written Assignments: 5% each (15%)

There are three written assignments scheduled this semester which are based in related course material. You are expected to answer questions described below and then prepare **an individual 2-3 pages 12 font double spaced** typed assignment to be submitted to the instructor on the due date indicated in your course outline and D2L. Each written assignment is worth 15% of your overall grade. You will be required to provide APA citations for each of your assignment response questions.

Assignment 1- Intersectionality

Prepare a 2-3 pages 12 font double spaced individual response that answers these questions which should be uploaded to D2L in the assignment folder. You will be required to provide APA citations for each of your assignment response questions

1. What is intersectionality?
2. How is intersectionality related to addressing racial and gender equality?

Assignment 2 – Patriarchy and Toxic Masculinity

Prepare a 2-3 pages 12 font double spaced individual response that answers these questions which should be uploaded to D2L in the assignment folder. You will be required to provide APA citations for each of your assignment response questions.

- 1) What is patriarchy? How is patriarchy related to defining gender?
- 2) What is toxic masculinity and how can applying a feminist sociological approach to patriarchy support healthy masculinities?

Assignment 3: She was a star engineer who warned that messy AI can spread racism.

Prepare a 2-3 pages 12 font double spaced individual response that answers these questions which should be uploaded to D2L in the assignment folder You will be required to provide APA citations for each of your assignment response questions.

- 1) Timnit Gebru - research and tell us what happened and why she was fired from google?
- 2) How does AI spread racial and gender discrimination?

If you have a concern about a grade you have received for an evaluation, please contact me as soon as possible. Refer to the [Grade Review and Appeals](#) policy for more information.

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

Students are advised to read the section "Academic Policies and Procedures" on-line in the current College calendar. <http://camosun.ca/learn/calendar/current/>

SCHOOL OR DEPARTMENTAL INFORMATION

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.