



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Social Sciences**

**SOC 110-001**  
**Gender and Globalization**  
**Winter 2018**

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## **COURSE OUTLINE**

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The course description is online @ <http://camosun.ca/learn/calendar/current/web/gsws.html>

\* Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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### **1. Instructor Information**

(a) Instructor	Helen Lansdowne	
(b) Office hours	Tuesday 4:00-6:00 pm; Friday 12:00-1:00 pm	
(c) Location	Paul 230	
(d) Phone	250-370-3369	<b>Alternative:</b> 250-721-7021
(e) E-mail	<a href="mailto:hlansdow@camosun.bc.ca">hlansdow@camosun.bc.ca</a> ; <a href="mailto:lansdown@uvic.ca">lansdown@uvic.ca</a>	
(f) Website		

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### **2. Intended Learning Outcomes**

The position of women and men in contemporary Canadian society is thought to be one of equality. After all, many battles have been fought and won by feminists over many years. More women are being educated at the post-secondary level in Canada than are men. However, gender equity is far from complete and it is the aim of this course to investigate why gender inequality persists. Through focusing on the roles of women in the home and other in other social institutions, as well as investigating the women's movement as a distinct social movement composed of various groups of feminists of different ideologies and approaches the student will be able to do the following at the end of the course:

1. Have a comprehensive understanding of feminist theory;
2. Be able to make the connection between feminist theory and social activities;
3. Compare and understand the traditional views and sociological perspectives of the woman's position in the family as well as society;
4. Have a thorough understanding of the institutions that have oppressed women and continue to oppress women and the consequences of such oppression.

### **3. Required Materials**

Mandell, Nancy and Jennifer Johnson, *Feminist Issues Race, Class and Sexuality*, Sixth Edition, Pearson Press, 2018.

Malkan, Stacy *Not Just A Pretty Face The Ugly Side of the Beauty Industry*, New Society Publishers, 2007.

Additional readings will be assigned and can be either downloaded through the Camosun Library or found on reserve at the Library.

#### 4. Course Content and Schedule

January 9<sup>th</sup>, 2018

**Lecture:** Introductions and overview of course.

January 16<sup>th</sup>, 2018

**Lecture:** Feminist Theories

**Readings:** *Feminist Issues*, Chapter 1, pp. 1-34

January 23<sup>rd</sup>, 2018

**Lecture:** Histories and Disciplinary Perspectives

**Readings:** *Feminist Issues*, Chapter 2, pp. 35-61

January 30<sup>th</sup>, 2018

**Lecture:** Media Representations of Gender

**Readings:** *Feminist Issues*, Chapter 4, pp. 90-118

**Film:** "Killing Us Softly"

Newspaper/Magazine critique due January 30<sup>th</sup>.

February 6<sup>th</sup>, 2018

**Lecture:** Marriage and Parenting

**Readings:** *Feminist Issues*, Chapter 10, pp. 256-283

**Test One** *Feminist Issues*, Chapters 1, 2, 4 and films shown in class

February 13<sup>th</sup>, 2018

**Reading Break Week – no class**

February 20<sup>th</sup>, 2018

**Lecture:** Gender/Sex/Sexuality: Unraveling the Mysteries

**Readings:** *Feminist Issues*, Chapter 5, pp. 119-146

February 27<sup>th</sup>, 2018

**Lecture:** Gendering Beauty

**Readings:** *Feminist Issues*, Chapter 6, pp. 147-174, and Chapter 9, pp. 229-255.

March 6<sup>th</sup>, 2018

**Discussion Class** Not Just A Pretty Face

**Readings:** *Not Just A Pretty Face The Ugly Side of the Beauty Industry*

**Book Report Due**

March 13<sup>th</sup>, 2018

**Lecture:** Paid and Unpaid Labour

**Readings:** Fox, Bonnie; Canadian Review of **Sociology**, Vol 52(2), May, 2015 pp. 204-211. Publisher: Wiley-Blackwell Publishing Ltd.; (through the Camosun Library online access)

**Test Two:**

*Feminist Issues*, Chapters 5, 6, 10, Not Just a *Pretty Face* and in class movies.

**March 20<sup>th</sup>, 2018**

**Lecture:** **Women, Education and Health**

**Readings:** *Feminist Issues*, Chapter 11 and 12, pp. 284-334

**March 27<sup>th</sup>, 2018**

**Lecture:** **Jane Doe: A Case Study of Rape in Canada**

**Readings:** *Feminist Issues*, Chapter 8, pp. 201-228

**Film:** **“The Many Trials of Jane Doe”**

**Identity Papers Due**

**April 3<sup>rd</sup>, 2018**

**Lecture:** **Canadian Women in a Globalizing World**

**Readings:** *Feminist Issues*, Chapter 3, pp. 62-89

**April 10<sup>th</sup>, 2018**

**In Class Final Test – *Feminist Issues* Chapters 3, 8, 11, 12 and the main themes from the film, “The Many Trials of Jane Doe” and Bonnie Fox reading.**

## **5. Basis of Student Assessment (Weighting)**

*(Should be directly linked to learning outcomes.)*

**Newspaper/Magazine Critique (10%) – January 30<sup>th</sup>, 2018**

This exercise offers the student the opportunity to critique mass media making use of feminist theory. Find an article from a magazine or newspaper that offers an example of gender inequality in **Canada**. Critique the article/author by offering an analysis of how the writing constitutes a gender bias. A hard copy of both the article and the critique must be handed in.

**Test One (15%) – February 6<sup>th</sup>, 2018**

The first test will be held at the beginning of class on February 13<sup>th</sup>. It will consist of short answer and essay questions based on lecture materials and the assigned readings from *Feminist Issues*, Chapters 1, 2, and 4.

**Book Report – March 6<sup>th</sup>, 2018 (20%)**

Each student is responsible for preparing a 4-page book report of their reading of Stacy Malkan’s work *Not Just a Pretty Face the Ugly Side of the Beauty Industry*. The report will be a short summary of the book with emphasis on the strengths and weaknesses of the work. You must come to class prepared to discuss your research.

**Test Two (15%) – March 13<sup>th</sup>, 2018**

The second test will be held March 13<sup>th</sup> in the first half of the class. The test will consist of short answer and essay questions based on lecture materials and the assigned readings from *Feminist Issues*, Chapters 5, 6, and 10, *Not Just a Pretty Face* and in class movies.

**Identity-Feminist Paper - due March 27<sup>th</sup>, 2018 (25%)**

The assignment is an ethnographic, reflective paper that offers the student the opportunity to explore the various reasons as to why they define themselves as a “feminist”. To do a creditable job, the student must make use of feminist theory and creatively explore the various influences in their lives

that have helped formulate their position regarding feminism. Such influences could be past first-hand experiences, other people's experiences, influential people personally known or scholars whose work has affected how the student experiences the world. Types of work that will be accepted include but are not limited to the following: standard essay style; video; poetry; music; newspaper article; interview; photo essay; and poster project.

### Final Test – April 10<sup>th</sup>, 2018 (in class) (15%)

The third test will be held in class on April 8<sup>th</sup>, the final class and will be based on lecture materials and assigned readings including: Bonnie Fox reading, ***Feminist Issues***, Chapters 3,8, 11, and 12, and the main themes from the film, “The Many Trials of Jane Doe”.

## 6. Grading System

*(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)*

*(Mark with “X” in box below to show appropriate approved grading system – see last page of this template.)*

- Standard Grading System (GPA)
- Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

## A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

### 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

### 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.