

Global Family and Sexual Politics SOCIOLOGY 4UU3

Winter 2018

Class meets: Wednesdays 2:30 - 5:20pm

Class Location: LRW 1056

Professor Melanie Heath

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Office Hours: Tuesdays 10:00-11:00am

KTH-638

Course Description

This class will examine how globalization affects the ways in which family, gender, and sexualities are imagined, regulated and experienced through a sociological lens. The course engages sociological and political debates on global issues of sexual diversity, transracial and transnational families and inequality; gay/lesbian identities; marriage—same-sex, polygamous, and arranged forms; sex work; and mail-order bridges, among others. We will engage in cooperative activities, such as listening practices, short writing exercises relating to lecture materials, and group exercises to apply course materials to news, media, politics, and legal matters relating to globalized forms of sexuality and family life.

Learning Objectives

By the end of this course, you will be able to

- understand key sociological theories of globalization, family, and sexualities
- identify debates over political movements concerning gender, family, and sexuality
- conduct original research using the qualitative method of textual analysis
- design a research project and write a research paper
- demonstrate improved analytic, writing, and communication skills
- pose thoughtful questions concerning debates over family and sexual politics

Required Readings

The following required readings are available at Titles Bookstore:

- *Modern Families: Stories of Extraordinary Journeys to Kinship*, Joshua Gamson, New York University Press, 2015.

The remaining assigned readings can be downloaded as a pdf file. The links are available in Avenue to Learn (A2L).

Course Requirements

This seminar will teach you how to use your sociological imagination to think critically about the global aspects of social change in relation to family and sexualities. It is a seminar and requires attendance of every class meeting having thoughtfully completed the readings and being prepared to discuss them. In addition to class participation, the course requirements include: weekly summaries, two in-class exams, a group proposal, a group media analysis project and presentation. All written work should follow the style standards of the APA or ASA. It should be double-spaced, in a 12-point font, with page numbers and appropriate citations for all sources.

Weekly Summaries and Participation: Students are expected to attend every class meeting having thoughtfully completed the readings and be prepared to participate actively in discussion. In preparation for the week's discussion, you must submit a summary of the week's readings on Avenue to Learn by Wednesday at 9am before class. The summary should provide a thesis statement regarding the main arguments of the assigned reading(s) and summarize the methods and findings of each article or

chapter. Put the main arguments into your own words; **do not directly quote from the texts**. The summary should be one-page, single-spaced, and written in paragraph form. Attendance and participation in class discussion and group activities is a key component of this class. Your final grade will be based on your written summaries and your class attendance and participation.

In-class exams: The two class exams will assess reading comprehension, knowledge of key concepts, critical inquiry of course material, and a working knowledge of evidence presented in class through both readings and class activities. You are responsible for all materials covered in course presentations, discussion, and assigned readings.

Group research project: Group projects are term-length efforts, starting the first week of class and ending with a finished product at the end of term. You will choose a topic in the area of the sociology of globalization, family, and sexuality and conduct an in-depth review of the sociological literature. Next, you will employ the sociological literature to develop a sociological research question on your selected topic, collect a small amount of media data, and analyze it to address your research question.

This project will be submitted in four components:

Research proposal	February 7
Data collected	March 14
Research paper	April 4
Research presentation	April 4

All group members will evaluate the participation of themselves and their peers, and individual grades will be adjusted for level of contribution.

Additional Information on Assignments

Assignments must be turned in electronically to Avenue to Learn by the deadline on the course schedule. This course will use the originality-checking feature in Avenue to Learn to screen all assignments for plagiarism (see Academic Dishonesty, below). All pages must be numbered and have 1" to 1.25" margins on all sides. All text should be double-spaced in an easy-to-read 12-point font. Failure to adhere to these guidelines will be reflected in the mark for the assignment.

Grade Breakdown

Marks will be assigned for each course requirement, as follows (Total 100%):

- Seminar participation and summaries: 20%
- In-class exam 1: 15%
- In-class exam 1: 20%
- Research proposal: 10%
- Data: 5%
- Research paper: 25%
- Research presentation: 5%

Late Assignments

The McMaster Student Absence Form is a self-reporting tool for undergraduate students to report absences that last up to 3 days. This form allows students to request accommodation for any missed academic work. This tool cannot be used during any final examination period. You may submit a maximum of one Academic Work Missed request per term. It is your responsibility to follow up with your professor 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 non-medical reason, you must visit the office of the Associate Dean of your Faculty. You may be required to provide supporting documentation. Any disruption this causes to turning in assignments on time, completing exams, and so forth, must be addressed directly with your professor as soon as possible.

For late assignments without approved excuses, you must make arrangements directly with your professor to submit the assignment. Assignments will be marked down 5 percentage points for each day it is late, including weekend days and holidays.

Other Requirements and Expectations

Please act respectfully and courteously toward all members of the class. This means not using cell phones (cell phones should be turned off during class meetings) or Facebook, iMessage, etc., not engaging in conversations with your classmates unless told to do so, not sleeping, and so forth. The instructor reserves the option of deducting points from your grade for persistent disrespectful behavior.

Accommodations

The University recognizes that, on occasion, the timing of a student's religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code. Please review the RISO information for students in the Faculty of Social Sciences about how to request accommodation.

I am committed to working with students with disabilities to make individualized accommodations according to your specific needs. All such arrangements must be made through Student Accessibility Services. Please drop by my office hours at the beginning of the term to make individual arrangements and to complete the necessary paperwork. All details regarding accommodation arrangements will be kept strictly confidential.

Email

Please consider email equivalent to any other form of written communication. Students are expected to follow rules of spelling, grammar and punctuation. In addition, please include a proper greeting, such as "Dear Dr. Heath," and a closing that includes your full name, such as "Sincerely, Jane Lee." I do not check the separate Avenue to Learn email, so please do not contact me that way. It is the policy of the Faculty of Social Sciences that all email communication sent from students to instructors, and from students to staff, must originate from the student's own McMaster University email 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 Schedule and Reading Assignments

Jan. 10: Introduction to the course

Jan. 17: Globalization, Intimacy, and Rights

What is globalization and how does it relate to the concept of intimacy and rights?

- *Modern Families*, Joshua Gamson, pp. 1-17 (Introduction).
- Jamieson, L. (2011). Intimacy as a Concept: Explaining Social Change in the Context of Globalisation or Another Form of Ethnocentrism? *Sociological Research Online*, 16 (4). Retrieved from <http://www.socresonline.org.uk/16/4/15.html> (A2L).

Jan. 24: Media Portrayals of Gender, Sexuality, and Culture

How does the Western media portray issues concerning gender, sexuality, and non-Western cultures?

- Byng, M. (2010). Symbolically Muslim: Media, Hijab, and the West. *Critical Sociology*, 36(1), 109-129.
- Shier, A., and Shor, E. (2016). "Shades of Foreign Evil": "Honor Killings" and "Family Murders" in the Canadian Press. *Violence Against Women*, 22(10), 1163–1188.

Jan. 31: The Global Organization of Familial and Sexual Intimacy

How are global transformations altering definitions and practices of love and marriage?

- Hull, K.E., Meier, S. and Ortyl, T. (2010). The Changing Landscape of Love and Marriage. *Contexts*, 9, 32-37 (A2L).
- Starr, E., and Adams, M. (2016). The Domestic Exotic: Mail-Order Brides and the Paradox of Globalized Intimacies. *Signs: Journal of Women in Culture and Society*, 41(4), 953-975 (A2L).

Feb. 7: The Challenge of Same-Sex Marriage and Parenting

Is marriage important for the LGBT population? Is gender important to parenting? How is same-sex parenting similar/different to other types of parenting?

- *Modern Families*, Joshua Gamson, pp. 18-50, 83-107 (Chapter 1: "Reba, Live!" and Chapter 3: "Birth Control").

Research proposal due today.

Feb. 14: In-Class Exam

Group projects at 4pm

Feb. 21: Mid-term recess

Feb. 28: Transnational Adoption

Who gets to adopt and why? What kinds of stigma do non-normative, adoptive families face? What are the implications of the movement of children, almost entirely from poor nations, to the more affluent West?

- *Modern Families*, Joshua Gamson, pp. 51-82, 108-138 (Chapter 2: "Stranger Things Have Happened" and Chapter 4: "The Kids in the Pictures").

Mar. 7: Same-Sex Sexuality, LGBT Activism, and Political Homophobia

What are the global public debates around homosexuality? How do these relate to "political

homophobia"? What are the consequences of these politics on LGBT activism?

- Currier, A. (2010). Political Homophobia in Postcolonial Namibia. *Gender & Society*, 24(1), 110-129 (A2L).
- McKay, T., and Angotti, N. (2016). Ready Rhetorics: Political Homophobia and Activist Discourses in Malawi, Nigeria, and Uganda. *Qualitative Sociology*, 39, 397-420 (A2L).

Mar. 14: Comparative Regulation of Polygamy, Same-Sex Marriage, and Prostitution

How do governments seek to regulate family and sexuality globally?

- Heath, M., Braimoh, J., and Gouweloos, J. (2016). Judging Women's Sexual Agency: Contemporary Sex Wars in the Legal Terrain of Prostitution and Polygamy." *Signs: Journal of Women in Culture and Society*, 42(1), 199-225 (A2L).
- Stacey, J., and Meadow, T. (2009). New Slants on the Slippery Slope: The Politics of Polygamy and Gay Family Rights in South Africa and the United States. *Politics and Society*, 37(2), 167-202 (A2L).

Coded data due today

Mar. 21: Globalization and Sex Work

How does globalization shape sex work? What are the global debates over trafficking and sex work?

- Lerum, K., and Brents, B.G. (2016). Sociological Perspectives on Sex Work and Human Trafficking. *Sociological Perspectives*, 59(1), 17-26 (A2L).
- Hoang, K.K. (2014). Flirting with Capital: Negotiating Perceptions of Pan-Asian Ascendancy and Western Decline in Global Sex Work. *Social Problems*, 61(4), 507-529 (A2L).

Mar. 28: In class exam

Apr. 4: Project presentations

Group research papers due today.

Academic Dishonesty

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and 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 kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained. In assignments, complete citations are required for all quotes. Consult the ASA or APA writing style guide on Avenue for information on how to properly cite the work of others.
2. Improper collaboration in group work. In this course, students are encouraged to work together to understand concepts, discuss ideas, study for exams, etc. Improper collaboration is defined as using the work of others to get out of doing your own work, claiming the work of others as your own, etc.
3. Copying or using unauthorized aids in tests and examinations.

Department/University Policies

The Sociology staff will not date-stamp assignments or monitor the submission or return of papers. Turn in assignments via Avenue to Learn. 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 (e.g., 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.

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.