

SOCIOLOGY 4UU3: GLOBAL FAMILY AND SEXUAL POLITICS

Winter, 2019

Day and Time of Classes: Tuesday

11:30pm – 2:20pm

Class Location: BSB/B140

Instructor: Nicole Andrejek

Office: KTH-643

Office Hours: Tuesdays 2:30pm-3:30pm

Email Address: andren2@mcmaster.ca

Course Description

This class will examine how globalization affects how family and sexualities are imagined, regulated and experienced through a sociological lens. The course engages major social and political debates on global issues of LGBTQ+ identities; racialized sexual politics, marriage rights; abstinence and sex education; reproductive rights; technology; intimate citizenship; sexual/domestic violence; and transnational families. We shall engage with the challenge of conceptualizing family and sexual politics through comparative and intersectional frameworks to critically examine power, human rights and identity in a global context. This course aims to introduce students to the analysis of contemporary power relations related to family and sexual politics to allow us to challenge the taken-for-granted precepts of normative family structures and sexualities, and develop a critical approach to love, sex and intimacy. Throughout the course, we will engage in dynamic group discussions 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
- ◎ demonstrate improved analytic, writing, and communication skills
- ◎ pose thoughtful questions concerning debates over family and sexual politics

Grade Breakdown

1. Attendance and participation: 15%
2. Weekly written comments based on the readings: 20% (Due every Monday by 5pm)
3. Mid-term essay: 30% (Posted Feb 4th & Due Feb 18th at Midnight)
4. Final Research Proposal: 35% (Due April 9th at Midnight)

Readings

All the journal articles assigned for this course can be accessed via McMaster's library system. For more information about locating journal articles, go to:

https://library.mcmaster.ca/instruction/social-science-inquiry/finding-articles/story_html5.html

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.

Participation (15%):

Students are expected to attend every class meeting having thoughtfully completed the readings and be prepared to participate actively in discussion. I will take notes during class on your participation.

Weekly Comments on the Readings (20%) due each Monday by 5pm:

In preparation for the week's discussion, you must submit weekly comments based on the readings on Avenue by Monday at 5pm before class. The readings mark insures that the constancy and progress of your work during the term is assessed. The maximum 20% will be granted for timely submission of comments on all texts that are detailed enough to demonstrate that you have actively engaged with the articles. Each missing comment will be deducted from the 20% according to its weighted value. I will accept one reading comments submitted to Avenue after the deadline due to illness or emergency. I shall assess:

- The extent to which you attempt an attentive and comprehensive reading of the texts.
- Your comprehension of the main arguments.
- Your ability to relate the texts to the issues discussed in class.
- Your ability to formulate your own competent, critical arguments using as a starting point the arguments put forward in the texts read and the seminars.

The reading comments should be approximately one page and written in paragraph form. I encourage students to think critically about the readings. Comments might include:

1. Critical comments on the readings in the light of previously discussed topics or in the light of other readings and/or theoretical perspectives.
2. Arguments that you agree with and why; or that you don't agree with and why.
3. A summary of the readings, of a minimum of 250 words for each of that week's readings with (1) a thesis statement regarding the main arguments of the assigned reading, (2) the methods and/or theory, (3) findings of the article/book chapter. Put the main arguments into your own words; do not directly quote from the texts.

Mid-Term (Take home) Essay (30%): Due Feb 18th at Midnight

The essay question posted will be posed on Avenue to Learn Feb 4th. Detailed guidelines on how to write the essay will be discussed in class. This essay is submitted exclusively in electronic format on Avenue to Learn. I will take 5% off your mark per day of being late.

Research Proposal (35%): Due April 9th at Midnight

The research proposal is submitted in electronic format on Avenue to Learn. I will take 5% off your mark per day of being late. You must either (a) choose a research topic from the course or b) choose a topic not included but related to the course (only once approved by me). Knowing how to write a research proposal is an extremely important skill for those of you intending to

pursue graduate school or apply for jobs after graduation in fields like marketing, research, policy, non-profits, and so forth. You will write a 15-page research proposal that will include an introduction, research question(s), a literature review, an outline of proposed methods and data analysis, and contributions your project will make to the sociological literature. There will be an outline on Avenue to Learn and we will discuss the proposal in class.

Additional Information on Assignments

Assignments must be turned in electronically via Avenue to Learn <http://avenue.mcmaster.ca/> by the deadline on the course schedule. It is your responsibility to check Avenue to Learn prior to each class for updates or changes. This course will use the originality checking feature in Avenue to Learn to screen all assignments for plagiarism (see 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. You should use ASA citation style in all the assignments. Failure to adhere to these guidelines will be reflected in the mark for the assignment.

Review of Marks

Occasionally, students may disagree with the marks they receive. If this occurs you may request a review of a mark by writing a brief (1 page) memo that describes in detail the nature of the perceived marking error. Submit this memo to me via email. You may submit requests for review no sooner than 48 hours and no later than 2 weeks after the assignments are returned. Please note that when a mark is reviewed the new mark may be lower than the original.

Late Assignments

The McMaster Student Absence Form (<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. 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. In the absence of a vetted excuse, late assignments will be marked down 5 percentage points for each day late.

E-mail Policy

Please contact me via McMaster email (andren2@mcmaster.ca) with questions or concerns. You can expect to receive a reply to your email within 48 hours, excluding weekends. Please note that it is best to raise questions about course content in class or during office hours. 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.

Accommodations

I am committed to making appropriate accommodations for students' observance of religious holidays. Please contact me early in the term to make arrangements. I am also 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.

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.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Department/University Policies

The Sociology staff do not date-stamp assignments, nor do they monitor the submission or return of papers. 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.

Land Acknowledgement Statement

McMaster University recognizes and acknowledges that it is located on the traditional territories of the Mississauga and Haudenosaunee nations, and within the lands protected by the "Dish With One Spoon" Wampum agreement.

1. **Jan. 8: Introduction to the course**

2. **Jan. 15: Love, Sexuality and Families**

This week we will examine families, sex and love through a global perspective.

- Hull, K.E., Meier, S. and Ortyl, T. 2010. "The Changing Landscape of Love and Marriage." *Contexts*, 9, 32-37.
- Lee, Kristen Schultz and Hiroshi Ono. 2012. "Marriage, Cohabitation, and Happiness: A Cross-National Analysis of 27 Countries." *Journal of Marriage and Family* 74(5):953-72.

3. **Jan. 22: Gender, Patriarchy and the State**

We will discuss feminist theories of sexual politics and the state, focusing motherhood, family planning and reproductive rights.

- Orloff, Ann Shola. 1993. "Gender and the Social Rights of Citizenship: The Comparative Analysis of Gender Relations and Welfare States." *American Sociological Review* 58: 303-328.
- Kim, Hyun Sook, Jyoti Puri, and H. J. Kim-Puri. 2005. "Conceptualizing Gender-Sexuality-State-Nation: An Introduction." *Gender & Society* 19(2):137-59.

4. **Jan. 29: Sexual Politics through an Intersectional Framework**

Building on our discussion about gender, sexuality and family, we will discuss intersectionality and consider the contributions of Patricia Hill Collins to understanding black sexual politics.

- Collins, Patricia Hill. 2004. "Why Black Sexual Politics" in *Black Sexual Politics*. New York: Routledge. (Chapter 1, available as an ebook from the McMaster Library)
- Collins, Patricia Hill. 2000. "The Sexual Politics of Black Womanhood" in *Black Feminist Thought*. New York and London: Routledge. (Chapter 6, available as an ebook from the McMaster Library)

5. **Feb. 5: Gender-Based Violence and the "Me Too" Movement**

- Collins, Patricia Hill. 2004. "Assume the Position: The Changing Contours of Sexual Violence" in *Black Sexual Politics*. New York: Routledge. (Chapter 7, available as an ebook from the McMaster Library)
- Jakobsen, Hilde. 2014. "What's Gendered About Gender-Based Violence?: An Empirically Grounded Theoretical Exploration from Tanzania." *Gender & Society* 28(4):537-61.

6. **Feb. 12: Technology & the Changing Dynamics of Sexuality and Marriage**

- Cheng, Simon, Josef (Kuo-Hsun) Ma, and Stacy Missari. 2014. "The Effects of Internet Use on Adolescents' First Romantic and Sexual Relationships in Taiwan." *International Sociology* 29(4): 324 -347 .
- Michael J. Rosenfeld, 2017. "Marriage, Choice, and Couplehood in the Age of the Internet." *Sociological Science* 4: 490-510. <https://www.sociologicalscience.com/articles-v4-20-490/>

7. **Feb. 19: Mid term Break**

8. **Feb. 26: Regulating Childhood Sexuality**

- Espiritu, Yen Le. 2001. "We Don't Sleep Around Like White Girls Do: Family, Culture and Gender in Filipina American Lives" *Signs* 26(2): 415-440.
- Fields, Jessica. 2005. "'Children-Having-Children': Race, Innocence, and Sexuality Education." *Social Problems* 52(4):549-71

9. **Mar. 5: Disability, Sexuality, and Newgenics**

This week we will consider how newgenics practices continue to restrict the sexualities of people with disabilities in Canada.

- Grekul, Jana. 2008. "Sterilization in Alberta, 1928 to 1972: Gender Matters." *The Canadian Review of Sociology* 45(3):247-266.
- Ignagni, Esther, Ann Fudge Schormans, Kirsty Liddiard, and Katherine Runswick-Cole. 2016. "'Some People Are Not Allowed to Love': Intimate Citizenship in the Lives of People Labelled with Intellectual Disabilities." *Disability & Society* 31(1):131-35.

10. **Mar. 12: Same-Sex Sexuality, Queer Politics and LGBT Activism**

We will consider the politics of same-sex marriage and families and LGBT activism.

- Moore, Mignon R., and Michael Stambolis-Ruhstorfer. 2013. "LGBT Sexuality and Families at the Start of the Twenty-First Century." *Annual Review of Sociology* 39:491-507.
- Bernstein, Mary. 2018. "Same-Sex Marriage and the Assimilationist Dilemma: A Research Agenda on Marriage Equality and the Future of LGBTQ Activism, Politics, Communities, and Identities." *Journal of Homosexuality* 65(14):1941-56.

11. **Mar. 19: Trans* Rights**

We will discuss trans* rights and how bathrooms became political.

- Westbrook, Laurel and Kristen Schilt. 2014. "Doing Gender, Determining Gender: Transgender People, Gender Panics, and the Maintenance of the Sex/Gender/Sexuality System." *Gender & Society* 28(1):32-57.
- Schilt, Kristen and Laurel Westbrook. 2009. "Doing Gender, Doing Heteronormativity: 'Gender Normals,' Transgender People, and the Maintenance of Heterosexuality." *Gender & Society* 23:440-464.

12. **Mar. 26: Transnational Families & Crossing Borders**

We will discuss transnational families and recent debates on families crossing borders to think through why certain rights exist, how they have been constructed, and who they privilege.

- Hondagneu-Sotelo, Pierrette and Ernestine Avila. 1997. "'I'm Here, but I'm There': The Meanings of Latina Transnational Motherhood." *Gender and Society* 11(5):548-71.
- Peng, Yinni and Odalia M. H. Wong. 2013. "Diversified Transnational Mothering via Telecommunication: Intensive, Collaborative, and Passive." *Gender and Society* 27(4):491-513.

13. **Apr. 2: Writing Workshop**

You will have the opportunity to discuss and receive feedback on your research proposals.