

Soci303.01 - Sociology of Gender	
Pre/Co-Requisites	Soci201
Class Dates	September 6 – December 7, 2022
Lecture Days/Times	MWF 13:00 – 13:50
Lecture Location	SB 103 (Science B)
Instructor	Dr. Annette Tézli (she/her)
Email	atezli@ucalgary.ca
Phone	403-220-6513
Office	SS950
Student Hours	Tuesdays 9:00 – 11:00 via Zoom , by appointment only Please book your appointment here: https://calendly.com/atezli Wednesdays 11:30 – 12:30 in SS950 , drop in – no appointment needed
Teaching Assistant	Farnaz Dastras (Gender Reflection grading only)
Email	farnaz.dastras@ucalgary.ca

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Course Description

The term “sex” is frequently used to refer to an individual’s anatomical or biological characteristics. The concept of “gender” on the other hand highlights the complex social processes at work in creating understandings of sex and gender, ideas of gender differences, and material gender inequalities, which differentially shape individuals’ lived experiences and life chances. This course offers a critical introduction to the sociological analysis of sex, gender, gender relations, and sexuality, with a focus on Canadian society. While the study of gender is at times conflated with women’s issues, this course explores women’s, men’s, intersex individuals’, as well as non-binary and trans people’s experiences. Using a feminist lens, we will explore how gender and gender differences are created, maintained, justified, and transformed on the individual, interactional, institutional, and socio-cultural level. Moreover, in this course we will apply an intersectional framework to investigate the intricate ways in which gendered experiences are shaped by other dimensions of inequality, such as race, social class, sexuality, age, disability, etc.

Learning Outcomes

By the end of this course, successful students will be able to:

- distinguish between sex and gender and move past binary understandings of both.
- recognize gender as socially organized rather than a naturally acquired characteristic.
- describe the ways in which gender and gender relations are personal, social, institutionalized, and political.
- analyze the ways we “do gender” in everyday interactions with other social actors and/or various societal institutions, such as family, education, work, and media using sociological and feminist perspectives at various levels of analysis.
- recognize the diversity of gender identities and expressions created in those interactions.
- analyze social gender-based inequalities in Canadian society and their intersection with other dimensions of inequality, such as social class, race, sexuality, age, disability, etc.
- communicate effectively in writing.

Course Format

Each Module consists of assigned readings, lectures, application exercises, and reflection opportunities. Reading is an important way to learn in sociology. A textbook summarizes large volumes of research, more than we can realistically discuss in class. Furthermore, the textbook provides empirical evidence for many of the arguments I will be presenting in class. Please come to class prepared by having processed the assigned material. Lectures will reference and build on, but not necessarily summarize those materials. Your contributions to class discussions, application exercises, and reflections should be informed by the assigned preparatory materials and lecture material. All material presented in each module is relevant for exams, whether we explicitly discussed them in class or not.

We will meet in person MWF from 13:00-13:50 in SB103. You should be prepared to attend lectures regularly as active participation in Top Hat discussions and exercises will be essential to your success in this course. I will livestream lectures on Zoom for those unable to attend class in person. However, please note that lectures will not be recorded.

Learning Resources

(Available through the UofC Bookstore, online, or Taylor Family Digital Library (TFDL) Reserve)

Kimmel, Michael S., and Jacqueline Holler. 2017. *The Gendered Society*. 2nd Canadian ed. Don Mills: Oxford University Press.

- Please do not purchase earlier or US editions of the text. They will inadequately prepare you for the assessments.
- You can obtain a hard copy of the textbook, or rent an e-copy from VitalSource or the UofC Bookstore.
- A hard copy of the textbook is available for short term loan through Kiosk #4 at TFDL.

Methods of Assessment and Grading Weights

	% Of final grade	Date	Material covered
9/11 Applications	10	weekly	2-12
3/11 Gender Reflections			1-11
Reflection 1	5	See D2L	Modules 1, 2, 3, 4, or 5
Reflection 2	10	See D2L	Modules 6, 7, or 8
Reflection 3	15	See D2L	Modules 9, 10, or 11
Midterm (online)	25	October 12	Modules 1-5
Final Exam (online)	35	TBD	Modules 6-12

Midterm Exam (25% of your final grade)

The midterm exam will be facilitated online via D2L. The exam covers Modules 1-5, will consist of 50 questions, and you will have 1 150-minute (includes 50% additional time as contingency) attempt to finish the exam. You will have a 24-hour window to start the exam, but once you start the exam, you must finish it within the allotted time. The exact exam format will be announced via email and D2L News. Questions will cover the assigned readings (irrespective of whether they were discussed in lecture), lecture material, exercises and discussions, and films. Questions are designed to test your comprehensive understanding of course material rather than your memorization skills.

Applications (9/11 activities, 10% of your final grade)

Throughout the semester, you will participate in structured, graded activities that will encourage you to apply course material to your own life. Activities might include discussions on D2L, reading and film responses, learning reflections, small collaborative projects, Top Hat surveys, etc. The purpose of these activities is to give you the opportunity to apply course material in a variety of ways, to keep you engaged in the course, and to facilitate interaction between instructor and students as well as among students. I will provide some sample exercises for Module 1, graded applications will start with Module 2, on September 12. There will be 11 sets of exercises, one for each Module 2-12, 9 of which will count toward your final participation grade. That means you can miss Top Hat exercises for 2 modules without penalty. If you complete all 11 exercises, only your 9 highest scores will count toward your final grade. Each module's application activities are worth 5 points, which means you can earn a maximum of 45 points for the Applications.

NOTE: Since only 9/11 count toward your final grade, and you can miss activities for 2 modules without penalty, we will not grant extensions for application exercises.

If you already have a Top Hat account, you will be added to the course list automatically. Just make sure the course shows up on Top Hat. If you don't have an account, yet I will email you an invitation to the course's Top Hat shell at the beginning of the semester. Please check the email account with which you registered for D2L for that invitation.

3/11 Gender Reflection (30% of your final grade; 5%, 10%, and 15% respectively)

One of the most important skills you can acquire in university is to express yourself in written form. Written gender reflections allow you to refine your writing skills and will assist you in reflecting on how gender affects you and others around you on a day-to-day basis. Since gendered expectations and practices have become normalized and naturalized in our lives, they remain invisible when left unquestioned. While the starting point of your journal entries are your individual experiences, the goal of a sociological analysis is to examine how those individual experiences are shaped by various social forces. Your observations will start with a description of a gendered experience, followed by a sociological analysis of that experience, an analysis which should be informed by course material (lectures, films, assigned readings, etc.).

For each Module, I will post several reflection questions pertaining to the module's topic of discussion on D2L. Over the course of the semester, you will select 3 of those questions and write a reflection. To structure submissions and keep you on track, you must submit a gender reflection in regular intervals (see Methods of Assessment). You can choose for which Module you will write a reflection and submit it at any time between the start of the Module and the end of the next Module via D2L dropbox. Each reflection is worth a maximum of 28 points. Reflections should pertain to the topics covered in the Module and should be illustrative of concepts, debates, ideas, controversies, etc. discussed in the corresponding lectures and in the assigned readings. If you do not submit a reflection, you will receive an automatic grade of 0. **Note:** Since you must complete only 3 reflections over the course of the term, there will be no extensions of submission deadlines. You will find detailed assignment guidelines, the grading rubric, an example, and due dates on D2L.

Final Exam Information

The final exam is worth 35% of your final grade. The open-book exam will be facilitated online via D2L and covers Modules 6-12. You will have a 24-hour window to start the exam, but once you start the exam, you must finish the 60 questions within the allotted time of 180 minutes (includes 50% additional time as contingency). Questions will cover the assigned readings, lectures, in-class exercises, class discussions, and films. Questions are designed to test your comprehensive understanding of course material rather than your memorization skills.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale. To maintain consistency in grade assignments, final grades will not be rounded up.

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent-superior performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

Absence From a Mid-term Examination

It is your responsibility to complete all assessments listed in this course outline. That said, students might at times face exceptional challenges and are unable to complete a scheduled assessment on time. Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of that email may be requested as proof of the attempt to contact the instructor.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at: https://live-ucalgary.ualgary.ca/sites/default/files/teams/14/P22_deferral-of-term-work_lapseGrade.pdf

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Absence From a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements, and submission instructions can be found on the Enrolment Services website at: <https://www.ualgary.ca/registrar/exams/deferred-exams>.

Grade Reappraisal

If you choose to seek reappraisal of examinations or assignments, you must submit a written response to the instructor explaining the basis for reconsideration of your assessment within 10 business days of receiving your grade. Please note that the re-evaluation of course work can lead to the grade being raised, lowered, or it might remain the same.

For Reappraisal of Graded Term Work, see Calendar I.2
<http://www.ualgary.ca/pubs/calendar/current/i-2.html>

For Reappraisal of Final Grade, see Calendar I.3
<http://www.ualgary.ca/pubs/calendar/current/i-3.html>

Academic Misconduct

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

Student committing academic misconduct during the final exam will not receive a passing grade for the course.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ualgary.ca/pubs/calendar/current/k-3.html>

I will facilitate all quizzes and exams via D2L. The online format poses challenges as the line between academic integrity and academic misconduct can be blurry. The following guidelines apply to **all assessments in this course**. All violations of these guidelines will be investigated in accordance with the Academic Integrity policies.

- Assessments must be completed individually and independently by the student enrolled in this course.
- It is not permissible to impersonate another student in this course to complete their assessment, or to have someone impersonate you to complete an assessment for you.
- All exams are open book, meaning you may use your textbook and lecture notes to answer exam questions.
- You may use platforms such as WhatsApp or Discord to form study groups, share lecture notes, or build community. However, you must not use them to share or solicit answers while completing an assessment.
- You must not collaborate with anyone in any way while taking an assessment.
- It is not permissible to take screenshots of quiz and exam questions while completing the assessment or when reviewing the results.
- It is not permissible to share quiz and exam questions with other students in the class or on 3rd party websites as outlined under Course Policies.
- It is not permissible to ask those who already completed an assessment to share their answers with you or use shared answers when completing an assessment.

Plagiarism and Other Forms of Academic Misconduct

Academic misconduct in any form (e.g., cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension, or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Recording of Lectures

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

Additional Course Information

Topics discussed and material included in this course will be explicit at times (deviance, violence, sexuality, profanity, etc.). You might find yourself reacting to that content with discomfort or distress, either because of your individual experiences or because it conflicts with your convictions. While discomfort is part of any learning process, please do not hesitate to reach out to me should you need support/resources beyond what is provided on D2L under “Course Resources.”

Please keep in mind that all participants in this class are diverse in terms of their positions in complex social hierarchies organized around social class, race, ethnicity, citizenship, gender identities and expressions, sexual orientation, age, disabilities, etc. Material discussed in class will at times reflect, sometimes challenge, or even contradict your own life experiences. To make this course welcoming and safe for all, please interact with all participants (fellow students, instructor, and TAs) professionally and respectfully.

Lecture Slides

I will post PowerPoint slides for each lecture on D2L in advance of the lecture during which they will be covered. The PowerPoint slides I post on D2L will provide a lecture outline, but not complete lecture content. It is your responsibility to complete each slide during lecture. To assist your notetaking, I provided helpful note-taking resources on D2L under “Course Resources.”

Sharing of Lecture Notes and Assessments

Note that publicly sharing lectures notes and quiz questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, Chegg, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy.

E-mail

Please send emails only from your @ucalgary account. Please include the following in each email:

- your course and section number in your email’s subject line
- a proper salutation, your full name, UCID, short message, and a proper closing in the body of your email.

All emails will be answered within one business day. Please e-mail me for administrative purposes only. Questions about the course content, concerns about grades, or personal issues should be discussed in person during student hours.

Student Hours

I will hold student hours via Zoom on Tuesdays from 9:00-11:00 (MST) and by appointment. You can access the meeting via the Zoom tab on D2L, or the direct link provided under Contact Information & Student Hours on D2L. Feel free to visit during student hours if you would like to review an assessment, ask questions/chat about course material, or chat about your education/well-being in general. Please note: I will not hold student hours during the midterm break and on statutory holidays. Please plan your visit accordingly.

If you would like to meet during regularly scheduled student hours, please book your appointment here: <https://calendly.com/atezli>. Please leave your name, course number, a brief description of the purpose of our meeting, and your video preference (video on or off) when you make your appointment so I can prepare for our meeting in advance. If you cannot keep your appointment, please cancel it through the app to make your time slot available to other students.

If regular student hours generally do not work for your schedule, please email me your request for an appointment. We will then identify a timeslot that works for both of our schedules.

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student Accommodations is available at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy (FOIP) Act

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)

Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: askgsa@ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.

Thrive Priority Support Network

Your academic success and personal well-being are important to me. Please feel free to contact me at any time you need academic or personal support, and I will help you identify the appropriate resources. Please note that I am working closely with the Thrive Priority Support Network, which seeks to identify students who are facing academic challenges and provide appropriate support services early. This tool monitors this course's D2L gradebook for sudden changes in a student's academic performance and alerts academic development specialists, who will then reach out to the student to touch base. Engagement with the academic development specialist is entirely voluntary and all information is confidential. More information is provided here: <https://www.ucalgary.ca/student-services/student-success/advising/help>.

Important Dates

September 6	First day of classes
September 15	Last day to drop a class without financial penalty
September 16	Last day to add/swap a course
September 30	National Day for Truth and Reconciliation – no classes, university closed
October 10	Thanksgiving – non classes, university closed
November 7-11	Term break – no classes
December 7	Last day of classes, last day to withdraw from a course
December 10-21	Final exam period

For further information, please check:

<http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Schedule of Lectures and Readings

Subject to change. Changes will be announced on D2L.

Module	Start Date	Topic	Reading
1	September 6	Introduction	Ch. 4, video
Part 1: Perspectives on Sex and Gender			
2	September 12	Biology as Ideology	Ch. 2, podcast
3	September 19	Psychoanalytic and Developmental Approaches	Ch. 3
4	September 26	Sociological and Feminist Perspectives	Ch. 5, film
September 30		National Day for Truth and Reconciliation – No Class	
5	October 3	Summary: The Social Construction of Sex and Gender	Ch.1, film
Part 2: Gendered Interactions			
October 10-14		Thanksgiving/Exam Prep – No Class <u>Online Exam (due October 12):</u> 50 questions, 150 minutes (Includes 50% additional time as contingency)	
6	October 17	Gendered Embodiment	Ch. 11, podcast
7	October 24	Gendered Intimacies and Sexualities	Ch. 10 & 12
8	October 31	Gendered Violence	Ch. 13, podcast
November 7-11		Term Break – No Class	
Part 3: Gendered and Gendering Institutions			
9	November 14	Families	Ch. 6, podcast
10	November 21	Education	Ch. 7, film
11	November 28	Paid Work	Ch. 8, podcast
12	December 5	Conclusion	
Final Exam Period, December 10-21 <u>Online Exam (date TBD):</u> 60 questions, 180 minutes (includes 50% additional time as contingency)			