

COURSE OUTLINE

Soci303.01: Sociology of Gender

University of Calgary – Department of Sociology

Fall 2016

Lecture: TR 11:00 AM – 12:15 PM, in ST140 (Science Theaters)

Instructor: Dr. Annette Tézli

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Office hours: Mondays 12:15 – 1:45 PM,

Wednesdays 09:00 – 10:30 AM; and by appointment

Course Description

While the term “*sex*” encompasses physiological and anatomical (i.e. biological) differences between females and males, the concept of “*gender*” refers to socially constructed understandings of femininity and masculinity. The study of gender directs our attention to the social processes through which biological differences are transformed into socially relevant distinctions. Across time and cultural contexts, gender has been and remains one of the central organizing principles of social life. This course offers an introduction to the sociology of gender and gender relations. We will explore how gender differences are created, maintained, transformed and represented on the individual, interactional, institutional and socio-cultural level. Furthermore, we will examine how notions of gender produce observable patterns of constraints and opportunities, which in turn differentially shape women’s and men’s day-to-day experiences and their access to valuable societal resources.

Upon completion of this course, successful students will be able to:

- distinguish between sex and gender;
- recognize gender as socially organized rather than a naturally acquired characteristic;
- describe the ways in which gender and gender relations are personal, social 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;
- recognize the diversity of femininities and masculinities created out of those interactions;
- analyze social gender-based inequalities in Canadian society and their intersection with other dimensions of inequality, such as social class, race, ethnicity, sexual orientation, gender identity, age, and ability;
- critically evaluate the role of gender in their and others’ lives; and
- develop their writing skills through different informal and formal writing assignments.

Please note: Reading the assigned material, an open mind, and your active participation is required for this class to reach its fullest potential and to make it a rewarding experience for you and me. Furthermore, attendance is important in any class. If you miss a class, you will miss material relevant to your success in this course. To attend classes regularly is your responsibility. If you have to miss a class, it is your responsibility to obtain the covered material from one of your classmates.

Required Texts

(available through the UofC Bookstore)

Kimmel, M. S. & Holler J. (2011). *The gendered society* (Canadian ed.). Don Mills: Oxford University Press.

*You can rent the ebook here:

<http://www.coursesmart.com/the-gendered-society-1e-cdn/kimmel-holler/dp/9780195449778>

Recommended Readings:

Kimmel, M.S., Aronson, A. & Kaler, A. (2015). *The gendered society reader* (3rd ed.). Don Mills: Oxford University Press.

Yellin, L.L. (2009). *A sociology writer's guide*. Boston: Pearson.

*One copy of each book is also on reserve at the Taylor Family Digital Library (TFDL).

Methods of Evaluation

Assignment Schedule and Outline

	Due date	Chapters	% of final grade
Gender Observation Journal	see D2L	2-12	15
Assessment I: midterm	October 4	1-4	20
Assessment II: in-class midterm OR take-home essay	November 8	5-8	30
Final exam	TBA	10-12	35

*Please note that I do **NOT** offer extra-credit options for this course.

Gender Observations (15%)

Since gendered expectations and practices have become normalized and naturalized in our lives, they remain largely invisible when left unquestioned. Weekly gender observation entries will assist you in reflecting on how gender affects you and others around you on a day-to-day basis. While the starting point of your journal entries are your personal experiences, the goal of the analysis is to examine how those personal experiences are shaped by various social forces rather than just personal choices and decisions. Observations should focus on your gendered practices rather than the behaviors of others. Your journal entries will start with a description of a gendered experience, followed by an analysis of the social organization of that experience, which should draw on course material (lectures, films, assigned & recommended readings).

Starting in week 2, you will submit one written observation via D2L Dropbox every other week. You have to submit 5 observations over the semester. Each observation is worth a maximum of 20 points. The first dropbox is called "observation #1" and will become available on September 20, after class (12:15PM). You then have one week (September 27, 11:00AM) to submit your observation before the folder becomes unavailable. The next folder will become available after class on October 4. Observations each week should pertain to the topics covered in class that week and should be illustrative of concepts, debates, ideas, controversies, etc. discussed in class. More specific instruction will be provided in each week's dropbox. You will find more detailed instructions and each weeks' dropbox on D2L → Content → Gender Observations.

Assessment I: Midterm Exam (20%)

The first 75-minute exam might include multiple-choice, true/false, fill-in-the-blanks, short answer, and short essay questions. Questions cover the assigned readings (irrespective of whether they were discussed in lecture), lectures, in-class exercises, discussions, and films. Please refer to the assignment schedule above for chapters covered in the exam.

Assessment II: Midterm Exam **OR** Take-Home Essay (30%)

For the second assessment, you can choose whether you want to write a 75-minute in-class exam or write a take-home essay.

The exam might include multiple-choice, true/false, fill-in-the-blanks, short answer, and short essay questions. Questions cover the assigned readings (irrespective of whether they were discussed in lecture), lectures, in-class exercises, discussions, and films. Please refer to the assignment schedule above for chapters covered in the exam.

One of the most important skills you can acquire in university is to express yourself in written form. The best way to do this is to practice as much as possible. Therefore, you will be given the opportunity to write a take-home essay instead of the in-class exam. One week prior to the deadline (November 1st), you will receive 5 questions, one of which you will answer in an argumentative essay, no more than 5 pages in length. Please refer to the resources posted on D2L and the recommended reading for guidance on how to write an argumentative essay.

Please indicate which assessment you choose no later than Tuesday, October 18, 12PM through the survey provided on D2L. Anyone who has not selected an option at that point, will automatically be assigned the in-class exam.

Final Exam (35%)

The 2-hour final exam will consist of 100 multiple choice questions. Questions cover the assigned readings (irrespective of whether they were discussed in lecture), lectures, in-class exercises, discussions, and films. More detailed information will be provided in class prior to the exam. Please refer to the assignment schedule above for chapters covered in the final exam.

Please note that the registrar-scheduled final exam period is December 12-22. Do not make travel arrangements until you know when the final for this class has been scheduled.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95%	4.0	Excellent-superior performance
A-	85 – 89%	3.7	
B+	80 – 84%	3.3	
B	75 – 79%	3.0	Good – clearly above average performance
B-	70 – 74%	2.7	
C+	67 – 69%	2.3	
C	63 – 66%	2.0	Satisfactory - basic understanding
C-	59 – 62%	1.7	
D+	55 – 58%	1.3	
D	50 – 54%	1.0	Minimal pass - marginal performance
F	<50%	0	unsatisfactory performance

The grades for a course component may be scaled to maintain equity among sections and to conform to departmental norms.

Emergency evacuations

In the case of fire or other emergency evacuation of this classroom/lab, please proceed to the assembly point by the Professional Faculties – Food Court.

Course Policies

Technology Use

Please note that the use of laptops, tablets, cell phones or other electronic devices is **NOT** permitted during lectures. I provided some helpful note-taking resources on D2L for those of you not used to taking notes by hand. Students who require the use of electronic devices for academic accommodation purposes are exempt from this policy, but must provide documentation from Student Accessibility Services to the instructor. Please make sure to mute your cell phone and refrain from using it during class.

Attendance and Participation

Regular attendance and reading the assigned material, an open mind, as well as your active and meaningful participation is required for this class to reach its fullest potential and to make it a rewarding experience for you and me. I expect you to have critically read the assigned texts prior to the session in which they will be discussed, that you are an active participant in class discussions and group exercises, and that your contributions are generally informed by the assigned reading. I expect you to be on time so that other students in the class are not interrupted by your late arrival. If you miss a class, you will miss material relevant to your success in this course. If you have to miss a class, it is your responsibility to obtain the covered material from one of your class mates. If you come late or need to leave class early, it is courteous to sit somewhere that will allow you to settle down or leave without disrupting others.

E-mail

Feel free to contact me over email at any time. Please send emails through D2L or from your ucalgary account. I will not answer any emails sent from personal email accounts. Please put your course number and section in your email's subject line. Also, it is courteous to include a proper salutation, your full name, student ID, and a proper closing in the body of your email. All emails violating customary email conventions will be ignored. All other emails will be answered within one business day. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining assignments or exams. If you have a course-related question, please check the course outline first. Questions that can be answered by consulting the course outline will not be answered. Also, please e-mail me for administrative purposes only, for example to set up an appointment. Please do not use e-mail as a replacement for an office visit, if there is something you want to discuss. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.

Assignment Policies and Deferrals

It is your responsibility to complete and submit all assignments outlined in this course outline. If at all possible you must provide **advance** notice to the instructor if you are unable to take a test or pass in an assignment on time. All requests for a deferral of an exam or assignment due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while you have the physical or emotional problem rather than after recovery.

Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. **Travel arrangements, misreading of the syllabus, and scheduling conflicts with other classes or employment responsibilities** are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student. There are absolutely NO EXCEPTIONS.

If you have missed an exam for a legitimate reason, I can require you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If I schedule a “make up” test for you, its date and location will be at the convenience of the Sociology Department.

Written assignments submitted late (as of the beginning of class on the dates indicated in the assignment schedule) without due cause are subject to a **5 percentage points deduction** (i.e. 80% instead of 85%) for **each day** past the due date. Assignments not submitted within 7 calendar days of the due date without approval for extension will automatically receive a grade of 0.

Deferred Final Exam Form:

Please note that requests to defer a Registrar-scheduled final exam are dealt with through the Registrar’s Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at:

<https://www.ucalgary.ca/registrar/student-forms>

Handing in papers outside of class, return of final papers, and release of final grades

1. When students are unable to submit papers in class, they should make arrangements to hand in their papers directly to the instructor. Electronic submissions via email or D2L, papers placed under the instructor’s door, or those submitted to the administrative assistants in the department’s main office will **NOT** be accepted.
2. Final papers will not be returned through the main Sociology Department office. The Freedom of Information and Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place (i.e. outside an instructor’s office, the department office etc.) Students who want their final papers returned by mail must attach a stamped, self-addressed envelope with the paper. Otherwise final papers will be available for pick-up only during the instructor’s office hours at the end of this term or at the beginning of the next term.
3. Final grades are not posted by the Sociology Department. They are available only online.

Ethics Research

Please be advised that any research involving human subjects - including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Departmental Ethics Committee. In completing course requirements, you must not undertake any human subjects research without discussing your plans with me, to determine if ethics approval is required.

Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>).

Integrity in Scholarly Activity

In addition to its regulations dealing with student academic misconduct, the University has a policy and procedures governing the scholarly integrity of members of the University's faculty and persons holding postdoctoral fellowships or their equivalent. The policy and procedures are titled Integrity in Scholarly Activity and apply to both teaching and research. For more information see: <http://www.ucalgary.ca/pubs/calendar/current/1.html>

The Freedom of Information and Protection of Privacy (FOIP) legislation

...disallows the practice of having students retrieve assignments from a public place, e.g., outside an instructor's office or the Department's main office. I will return written assignments individually during class, or during my office hours. If you are unable to pick up your assignment, you may provide me with a stamped, self-addressed envelope to be used for the return of your assignment.

Student Representation

The 2016-17 Students' Union VP Academic is Alicia Lunz; email: suvpaca@ucalgary.ca. The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: arts1@ucalgary.ca, arts2@ucalgary.ca, arts3@ucalgary.ca, and arts4@ucalgary.ca. You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/provost/students/ombuds/role>

Safewalk

The University of Calgary provides a "safe walk" service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. You can also contact Campus Security from any of the "Help" phones located on Campus.

Academic Accommodation

Students needing an Accommodation because of a Disability or medical condition should contact Student Accessibility Services (MC 293, phone 403-220-8237) in accordance with the Procedure for Accommodations for Students with Disabilities available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf. Please provide academic accommodation letters to the instructor as early in the semester as possible and no later than two weeks after the course begins.

Reappraisal of Grades and Academic Appeals

If you chose to challenge a grade you received for an assignment, please refer to the UofC Calendar for more information (<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>) and follow the procedures outlined therein.

Thrive Priority Support Network

Your academic success and personal well-being is 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/ssc/advising/thrive>.

Tentative Course Schedule

Subject to change. Changes will be announced and discussed in class.

Date	Topic	Reading
I. Introduction		
September 13	Course Welcome	
September 15	Introduction: Sex & Gender	Kimmel&Holler, Ch. 1
II. Explanations of Gender & Gender Relations		
September 20	Gendered Lives	Kimmel&Holler, Ch. 4
September 22	Gendered Lives, cont'd.	
September 27	Biological Approaches	Kimmel&Holler, Ch. 2
September 29	Psychological Approaches	Kimmel&Holler, Ch. 3
October 4	Midterm #1	
October 6	Sociological Approaches	Kimmel&Holler, Ch. 5
October 11	Feminist Frameworks	Kimmel&Holler, Ch. 5
October 13	Feminist Frameworks, cont'd.	
III. Gendered & Gendering Institutions		
October 18	Family	Kimmel&Holler, Ch. 6
October 20	Family, cont'd.	
October 25	Education	Kimmel&Holler, Ch. 7
October 27	Education, cont'd.	
November 1	Paid Work	Kimmel&Holler, Ch. 8
November 3	Paid Work, cont'd.	
November 8	Midterm #2 OR Take-Home Essay due	
November 10	READING BREAK – NO CLASS	
IV. Gendered Interactions		
November 15	Gendered Bodies	Kimmel&Holler, Ch. 11
November 17	Gendered Bodies, cont'd.	
November 22	Gendered Intimacies	Kimmel&Holler, Ch. 10
November 24	Gendered Intimacies, cont'd.	
November 29	Gendered Violence	Kimmel&Holler, Ch. 12
December 1	Gendered Violence, cont'd.	
V. Conclusion		
December 6	The Future of Gender & Gender Relations	Epilogue
December 8	Final Class Discussion	
Final Exam Period: December 12-22		