



# UNIVERSITY OF CALGARY

**Winter 2022**

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: Sociology of Gender			
<b>Course Number</b>	SOCI 303		
<b>Pre/Co-Requisites</b>	SOCI 201		
<b>Instructor Name</b>	Dylan Paré	<b>Email</b>	dylan.pare@ucalgary.ca
<b>Instructor Email Policy</b>	Feel free to contact me over email at any time. Please put your course number and section in your email's subject line and include a proper salutation (such as "Dear Dylan," or "Hello Dylan,"), your full name, and student ID. Emails will be answered within one to two business days. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining to quizzes or exams. If you have a course-related question, please check the course outline first. Please see me during office hours if you need clarification on the course outline. 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 during my office hours.		
<b>Office Location</b>		<b>Office Hours</b>	Tuesdays after class, and by appointment for online (Zoom) meetings: <a href="https://calendly.com/dylanpare">https://calendly.com/dylanpare</a>
<b>Telephone No.</b>			
<b>TA Name</b>	Courtney Petruik	<b>TA Email</b>	
<b>TA Office Location</b>		<b>TA Office Hours</b>	
<b>Class Dates</b>	Tuesday & Thursday		
<b>Class Times</b>	09:30-10:45		
<b>Class Location</b>	ENA 201		

## Course Description

This course is an introduction to the sociological analysis of sex, gender, and sexuality. We will critically examine how society shapes our understandings of gender and how individuals live within, outside of, and in resistance to the social categories of gender. We will develop a nuanced understanding of how sex, gender, and sexuality play out across the individual, group, institutional, and socio-cultural levels. Our focus will be primarily Canadian/North American but will also attend to aspects of global contexts. We will apply an intersectional framework to investigate how experiences of gender are impacted by other dimensions of marginalization and privilege, such as race, sexuality, class, disability, etc. The course is organized to provide a variety of perspectives, integrating research studies, current news, and media storytelling that will allow us to examine how the sociology of gender is both an academic pursuit and a useful tool for analysis and activism in everyday contexts.

## Learning Outcomes

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

- Use concepts from the sociology of gender to identify and explain gendered problems in society.
- Apply concepts from the sociology of gender to real-life examples of sociological practice.
- Engage with new information and different perspectives with a willingness to consider perspectives different from their own.
- Evaluate their beliefs about how gender and intersecting identities shape society and individual experiences.
- Participate actively in a group by contributing to or building upon ideas

## Required Textbooks, Readings, Materials, Electronic Resources

Kaler, A. (2021). *Gender in Society Reader*. Oxford University Press.

Both the hard copy and e-book versions are suitable

## Course Format

This course is a **flipped classroom** where traditional lecture and homework elements are reversed (Hamden et al, 2013; Lage et al, 2000) so that in-class time can maximize opportunities for constructionist (Papert & Harel, 1991) and situated learning (Lave & Wenger, 1991) activities in the classroom. **Constructionist learning** is “a theory of learning based on experience and observation. Through experience, and reflecting on these experiences, individuals construct their knowledge and understanding of the world” (Hamir, S. et al 2015). According to constructionist models, students learn best by making tangible objects through authentic, real-life learning opportunities that allow for a guided, collaborative process that incorporates peer feedback. **Situated learning** research shows that students learn by actively participating in learning experiences where they address real-world problems.

In contrast to constructionist and situated learning approaches, the traditional learning you are probably more familiar with (relying on lectures and readings) serves a valuable purpose for students by providing insights into expert knowledges in the field. However, research also shows that active participation that engages students in authentic practices of the profession (in this case

sociology) and its real-world contexts better supports student learning as students move from novice to more expert ways of knowing the field. For these reasons, instruction in this course will make use of a variety of techniques, including lectures, films, discussions, readings, and group-based classroom activities.

By working in groups during in-class activities, we are meeting the course learning objectives to evaluate your beliefs in light of new information and different perspectives (new information from the course content and your peers' perspectives), to apply concepts from the sociology of gender to real-life examples of sociological practice, and to participate actively in a group by contributing to or building on new ideas. In-class, hands-on activities with your groups will be based on professional sociological practices and real-world contexts. For example, some face-to-face activities that I have planned include case studies, analysis of public datasets and simulations of gendered phenomena, group discussion, and multimodal composition such as multimedia collages. Face-to-face classroom time will also include mini lectures that address less understood content that the class as a whole seems to be struggling with. My understanding of what you are struggling with is based on the weekly quiz results and questions that students share with me inside and outside of class. It's essential that you complete these quizzes and ask questions to help guide what I focus on in mini lectures.

To free up time for in-class activities, **you are required to do pre-class work each week**. Pre-class work is meant to reduce our dependence on in-class lectures and free up face time for skill practice, creative work, and deeper exploration of ideas, concepts, and problems. Pre-class work will vary from week to week but will include textbook readings, short videos, news articles, and podcasts.

#### References

Hamden, N., et al. (2013). A Review of Flipped Learning. <https://www.flippedlearning.org>

Lage, M.J. and Platt, G.J. (2000) The internet and the inverted classroom. *Journal of Economic Education*, Vol. 31, p. 11.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge university press.

Papert, S. E., & Harel, I. E. (1991). *Constructionism*. Ablex Publishing

### Schedule of Lectures and Readings

Week	Pre-Class Reading, Watching, Listening & Pre-class concept quizzes	Weekly Learning Outcomes
<p><b>Week One:</b> Introduction, Study Habits, &amp; How to Succeed in this Course</p> <p>Tuesday, January 11</p> <p>Thursday, January 13</p>	<p>Read the Course Outline</p>	<p>Locate resources to support your learning and well-being.</p> <p>Understand the course expectations.</p> <p>Identify your learning goals for the course.</p>

<p><b>Week Two:</b> Gendered Ways of Knowing</p> <p>Tuesday, January 18</p> <p>Thursday, January 20</p>	<p>Read Chapters 1, 3, &amp; 4 (27 pages)</p> <p>Read Maier, J. M. (2019). "Gender, Confidence, and Who Gets to Be an Expert" from The Society Pages: Sociological Images, <a href="https://thesocietypages.org/socimages/2019/03/15/gender-confidence-and-who-gets-to-be-an-expert/">https://thesocietypages.org/socimages/2019/03/15/gender-confidence-and-who-gets-to-be-an-expert/</a></p> <p><b>Complete online CONCEPT QUIZ #1 by Monday, January 17, before 1 pm MT.</b></p>	<p>Explain what it means to "do gender" and how is this sociological approach different from sex role frameworks.</p> <p>Identify how individual, interpersonal, and structural factors shape how people navigate gendered systems.</p> <p>Define hegemonic masculinity and its features.</p> <p>Give examples of hegemonic masculinity.</p> <p>Define intersectionality and the four domains of power.</p>
<p><b>Week Three:</b> Gendered Bodies</p> <p>Tuesday, January 25</p> <p>Thursday, January 27</p>	<p>Read chapters 11 &amp; 13 (23 pages)</p> <p>Listen to the podcast "Intersex Bodies, Technology, and Consent – an interview with Dr. Georgiann Davis, an intersex scholar-activist at the University of Nevada, Las Vegas" (22 minutes), <a href="https://soundcloud.com/user-774047997/episode-4-intersex-bodies-technology-and-consent">https://soundcloud.com/user-774047997/episode-4-intersex-bodies-technology-and-consent</a></p> <p>Watch "Beauty" (23 minutes) from the National Film Board of Canada, <a href="https://www-nfb-ca.ezproxy.lib.ucalgary.ca/film/beauty/">https://www-nfb-ca.ezproxy.lib.ucalgary.ca/film/beauty/</a></p> <p><b>Complete online CONCEPT QUIZ #2 by Monday, January 24, before 1 pm MT.</b></p>	<p>Identify how societal beliefs about bodies shape how we categorize, interpret, and interact with our own bodies and others.</p> <p>Identify challenges faced by transgender and intersex people resulting from social and institutional binary sex and gender expectations.</p> <p>Explain how sociocultural beliefs about sex and gender have effects on how people of different genders and sexes view and change their bodies.</p> <p>Connect concepts on gendered bodies to intersectionality theory and the four domains of power.</p>
<p><b>Week Four:</b> Gendered, Racialized, and Disabled Bodies</p> <p>Tuesday, February 1</p> <p>Thursday, February 3</p>	<p>Listen to the podcast "Ep 6: Labor, Care Work, and Disabled Queer Femmes" from the Disability Visibility Project (28 minutes), <a href="https://disabilityvisibilityproject.com/2017/10/22/ep-6-labor-care-work-and-disabled-queer-femmes/">https://disabilityvisibilityproject.com/2017/10/22/ep-6-labor-care-work-and-disabled-queer-femmes/</a></p> <p>Read Jiwani, Y. (2017). "Quebec's niqab ban uses women's bodies to bolster right-wing extremism" from The Conversation,</p>	<p>Explain how sociocultural beliefs about gender intersect with race and disability and how this affects people's relationships to their bodies.</p> <p>Connect concepts on gendered bodies to intersectionality theory and the four domains of power.</p> <p>Give examples of how intersections of gender, race,</p>

	<p><a href="https://theconversation.com/quebecs-niqab-ban-uses-womens-bodies-to-bolster-right-wing-extremism-86055">https://theconversation.com/quebecs-niqab-ban-uses-womens-bodies-to-bolster-right-wing-extremism-86055</a></p> <p>Read Timothy, R. K. (2018). "Racism impacts your health" from The Conversation, <a href="https://theconversation.com/racism-impacts-your-health-84112">https://theconversation.com/racism-impacts-your-health-84112</a></p> <p><b>Complete online CONCEPT QUIZ #3 by Monday, January 31, before 1 pm MT.</b></p>	Indigeneity, sexuality, and disability create unique marginalizing experiences.
<p><b>Week 5:</b></p> <p>Tuesday, February 8</p> <p>Thursday, February 10</p>	<p>Tuesday - Exam # 1 Preparation Class</p> <p>Thursday - <b>No Class - Complete Exam # 1 online on D2L</b></p>	
<p><b>Week Six:</b> Gender, Racism, and Racialization</p> <p>Tuesday, February 15</p> <p>Thursday, February 17</p>	<p>Read chapters 6 &amp; 8 (17 pages)</p> <p>Read Düddul, P. (2021). "Read the student survey responses shared by academics and you'll see why Professor Hambling is justified in burning hers" from The Conversation, <a href="https://theconversation.com/read-the-student-survey-responses-shared-by-academics-and-youll-see-why-professor-hambling-is-justified-in-burning-hers-167897">https://theconversation.com/read-the-student-survey-responses-shared-by-academics-and-youll-see-why-professor-hambling-is-justified-in-burning-hers-167897</a></p> <p>Watch "Movements For Black Lives" Panel Discussion (2021), Co-sponsored by the Canadian Sociological Association's Political Sociology and Social Movements Research Cluster (watch the first 49 minutes), <a href="https://youtu.be/wxhJFb195Us">https://youtu.be/wxhJFb195Us</a></p> <p><b>Complete online CONCEPT QUIZ #4 by Monday, February 7, before 1 pm MT.</b></p>	<p>Give examples of how intersections of gender, race, Indigeneity, sexuality, and disability create unique discriminatory experiences.</p> <p>Define and give examples of micro-aggressions.</p> <p>Evaluate how faculty-student communication is structured socially and institutionally and how this contributes to racism, sexism, and heterosexism.</p> <p>Describe how a sociological analysis of gender and intersecting identities can contribute to activist work.</p>
<p><b>Week Seven:</b> Term Break - NO CLASSES</p>		

<p><b>Week Eight:</b> Gendered Sexualities</p> <p>Tuesday, March 1</p> <p>Thursday, March 3</p>	<p>Read chapters 14 &amp; 17 (17 pages)</p> <p>Read Silva, T. (2021). Why some straight men have sex with other men, from The Conversation, <a href="https://theconversation.com/why-some-straight-men-have-sex-with-other-men-160140">https://theconversation.com/why-some-straight-men-have-sex-with-other-men-160140</a></p> <p>Read Brown, A. &amp; Buckner, E. (2021). Student sex work is happening, and universities need to respond with health services, from The Conversation, <a href="https://theconversation.com/student-sex-work-is-happening-and-universities-need-to-respond-with-health-services-167767">https://theconversation.com/student-sex-work-is-happening-and-universities-need-to-respond-with-health-services-167767</a></p> <p><b>Complete online CONCEPT QUIZ #5 by Monday, February 14, before 1 pm MT.</b></p>	<p>Give examples of some of the ways that gender shapes sexuality and sexual relationships.</p> <p>Recognize the diversity of human sexualities and the difference between sexual identities and sexual behaviours.</p> <p>Examine personal values and beliefs about sex and sexuality.</p>
<p><b>Week Nine:</b> Gendered Families</p> <p>Tuesday, March 8</p> <p>Thursday, March 10</p>	<p>Read chapters 19 &amp; 20 (19 pages)</p> <p>Read “Fighting foster care” in Macleans Magazine and watch the video (6-minute video) at the top of the article, <a href="https://www.macleans.ca/first-nations-fighting-foster-care/">https://www.macleans.ca/first-nations-fighting-foster-care/</a></p> <p>Read “More romantic partners means more support, say polyamorous couples” from The Conversation, <a href="https://theconversation.com/more-romantic-partners-means-more-support-say-polyamorous-couples-125867">https://theconversation.com/more-romantic-partners-means-more-support-say-polyamorous-couples-125867</a></p> <p><b>Complete online CONCEPT QUIZ #6 by Monday, March 7, before 1 pm MT.</b></p>	<p>Explain how institutions such as governments and workplaces impact how families are structured.</p> <p>Describe some of the challenges faced by “non-traditional families” (i.e., Families that don’t fit societal norms and expectations).</p>

<p><b>Week Ten:</b> The Gendered Classroom</p> <p>Tuesday, March 15</p> <p>Thursday, March 17</p>	<p>Read chapters 23 &amp; 24 (17 pages)</p> <p>Read Wells, K. (2019). The Straight Facts</p> <p>Eight common myths and misconceptions about LGBTQ2 youth, <a href="https://www.edcan.ca/articles/the-straight-facts/">https://www.edcan.ca/articles/the-straight-facts/</a></p> <p>Read “Diversity and Education: Half of Canadian kids witness ethnic, racial bullying at their school” from Angus Reid Institute, <a href="https://angusreid.org/canada-school-kids-racism-diversity/">https://angusreid.org/canada-school-kids-racism-diversity/</a></p> <p><b>Complete online CONCEPT QUIZ #7 by Monday, March 14, before 1 pm MT.</b></p>	<p>Describe how gender, race, Indigeneity, and sexuality affect classroom experiences.</p> <p>Identify myths and stereotypes related to LGBTQ2S+ youth and the impacts on their schooling.</p> <p>Examine how gender, race, and sexuality are embedded in the school experience through physical buildings, curriculum, teacher preparedness, and school policies and administration.</p>
<p><b>Week Eleven:</b> Exam &amp; Gender and Violence</p> <p>Tuesday, March 22</p> <p>Thursday, March 24</p>	<p>Tuesday - <b>No Class - Complete Exam # 2 online on D2L</b></p> <p>Thursday - Read chapters 12, 37, 39</p> <p><b>Complete online CONCEPT QUIZ#10 by Wednesday, April 4, before 1 pm MT.</b></p>	<p>Identify ways that gendered violence extends across individual and societal levels.</p> <p>Examine the role of governments in perpetuating gendered violence.</p> <p>Examine how social media technologies can be sites for activism against violence and sites for the perpetuation of violence.</p>
<p><b>Week Twelve:</b> The Gendered Workplace</p> <p>Tuesday, March 29</p> <p>Thursday, March 31</p>	<p>Read chapters 29, 40, 38 (21 pages)</p> <p>Watch “Migrant Dreams” on TVO (54 minutes), <a href="https://www.tvo.org/video/documentaries/migrant-dreams">https://www.tvo.org/video/documentaries/migrant-dreams</a></p> <p><b>Complete online CONCEPT QUIZ #8 by Monday, March 21, before 1 pm MT.</b></p>	<p>Explain how government policies or the lack thereof contribute to gendered violence in the workplace.</p> <p>Describe the role of labour organizing in countering gendered violence in the workplace.</p> <p>Apply intersectional analyses to gendered violence in the workplace.</p>

<p><b>Week Thirteen:</b> Gender, Media, and Technology</p> <p>Tuesday, April 5</p> <p>Thursday, April 7</p>	<p>Read chapters 33, 34</p> <p>Read Automatic Gender Recognition Tech Is Dangerous, Say Campaigners: It's Time To Ban It, from The Verge, <a href="https://www.theverge.com/2021/4/14/22381370/automatic-gender-recognition-sexual-orientation-facial-ai-analysis-ban-campaign">https://www.theverge.com/2021/4/14/22381370/automatic-gender-recognition-sexual-orientation-facial-ai-analysis-ban-campaign</a></p> <p>Photo Homework – use a smartphone to snap a few pictures of something at home (or out in the city) that captures examples of gendered marketing.</p> <p><b>Complete online CONCEPT QUIZ #9 by Monday, March 28, before 1 pm MT.</b></p>	<p>Identify gendered (and intersecting identity) stereotypes in media.</p> <p>Describe how gender is represented through and mediated by technologies.</p> <p>Identify social problems that arise from gendered (and intersecting identity) representations in media and technologies.</p>
<p><b>Week Fourteen:</b> Tuesday, April 12 - LAST CLASS</p>	<p>Tuesday, April 12th - <b>Exam # 3</b></p> <p><b>The exam is on D2L. Do not come to class on Tuesday.</b></p>	

### Methods of Assessment and Grading Weights

<p>10 Concepts Quizzes</p>	<p>Quizzes will be on D2L. There will be 10 quizzes, one for each topic. Each quiz opens on Thursdays at 1 pm MT and must be completed by the following Monday before 1 pm MT. Check the course schedule for details on the due dates of each quiz. The exact dates for each quiz are listed in the course schedule below.</p>	<p><b>25%</b></p> <p>Each quiz is worth 2.5%.</p> <p>Each LOW-STAKES quiz has been designed to help you assess your understanding of the various concepts we will be studying together this semester and to help you prepare for the exams.</p>
<p>20 In-Class Activities / Participation Marks</p>	<p>In-class assignments and participation activities will happen in classes that are not an exam day or exam prep day.</p>	<p><b>15% + 5%</b> possible bonus marks</p> <p>Each activity is worth 1%. You only need to complete 15 of the 20 activities to get the full marks. Completing up to 5 additional activities will get you up to 5 additional percentage points towards your overall grade.</p> <p>The in-class activities will challenge you to take the concepts learned from readings and lectures, and to apply this to the activity.</p>



		<p>Grading for in-class activities is graded as pass or fail and is low-stakes, meaning it is a smaller percentage of your overall grade, to encourage you to take risks and dive into the learning with less concern for whether the work will get a good grade.</p> <p>Even though the proportion of grades for in-class activities is low, the work you do during class time will support your understanding of the course content and will affect how well you perform on the exams.</p>
Exam # 1	<p>Thursday, February 10th</p> <p>Duration: 2 hours</p> <p>The exam will be on D2L. You will have a 24-hour period within which to start the exam. The exam will open at 9 am MT on Thursday, February 10<sup>th</sup> and will close at 8:59 am MT on Friday, February 11<sup>th</sup>.</p> <p>You will have <b>1.5 hours</b> to complete the exam from the time that you start.</p>	<p><b>20%</b></p> <p>Exam 1 will cover content from Weeks 2, 3, &amp; 4 of the course.</p> <p>The purpose of Exam #1 is to assess how well you are understanding the course material and meeting the learning outcomes for the foundational material that we cover in weeks 2-4.</p>
Exam # 2	<p>Tuesday, March 22nd</p> <p>Duration: 2 hours</p> <p>The exam will be on D2L. You will have a 24-hour period within which to start the exam. The exam will open at 9 am MT on Thursday, March 22<sup>nd</sup> and will close at 8:59 am MT on Friday, March 23<sup>rd</sup>.</p> <p>You will have <b>2 hours</b> to complete the exam from the time that you start.</p>	<p><b>25%</b></p> <p>Exam 2 will focus on content from Weeks 6, 8, 9 &amp; 10 of the course but will be cumulative in the sense that we are building on the ideas from weeks 2-4.</p> <p>The purpose of Exam #2 is to assess how well you are understanding the course material and meeting the learning outcomes for everything covered thus far with a focus on the material from weeks 6, 8, 9 &amp; 10.</p>

Exam #3	<p>Tuesday, April 12th</p> <p>Duration: 2 hours</p> <p>The exam will be on D2L. You will have a 24-hour period within which to start the exam. The exam will open at 9 am MT on Tuesday, April 12<sup>th</sup> and will close at 8:59 am MT on Friday, April 13<sup>th</sup>.</p> <p>You will have <b>1 hour</b> to complete the exam from the time that you start.</p>	<p><b>15%</b></p> <p>Exam 3 will focus on content from Weeks 11, 12 &amp; 13 of the course but will be cumulative in the sense that we are building on the ideas from the whole course.</p> <p>The purpose of Exam #3 is to assess how well you are understanding the course material and meeting the learning outcomes for the whole course with a focus on the material for the last 2 and a half weeks of the course.</p>
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### **ABOUT THE QUIZZES:**

Quizzes will be on D2L. Each quiz opens on Thursdays at 1 pm MT and must be completed by Mondays before 1 pm MT. Each quiz is worth 2.5% of your grade. Quizzes will be a combination of multiple-choice, true/false, multi-select, matching, and short answer questions. The purpose of the quizzes is to check your comprehension of key concepts for each topic. Overall, class results on the quizzes will be one way that I decide what we will review during class mini lectures.

### **ABOUT THE IN-CLASS ACTIVITIES / PARTICIPATION:**

In-class assignments and participation activities will happen in classes that are not an exam day or exam prep day.

Each in-class activity is worth 1%. You only need to complete 15 activities to get the full marks. Completing up to 5 additional activities will get you up to 5 additional percentage points towards your overall grade. You can choose to use the additional 5% as a pass to miss classes on days where we do an activity (for example, if you are sick). Because you only must do 15 activities and can miss up to 5 activities without penalty, I will not be allowing for additional ways to make up for missed activities.

Participation during in-class activities will be graded as a pass/fail grade. If it is a group activity, the group will be graded together, not individually. In group activities, you get the 1% grade if you are present in class, you contribute to your group, and your group collaboratively completes the activity with adequate effort (see the In-Class Activity Grading Rubric). However, the amount of effort you put into these activities will create useful additions to your study guides for exams and will help you to better understand the course content overall. Research shows that active learning better supports students' higher-order learning, meaning that you will better understand the course content than if you were only required to listen to lectures and memorize concepts for tests.

In-Class Activity Grading Rubric	
Pass	Fail
<p>A passing response to the activity does the following:</p> <ul style="list-style-type: none"> <li>• Meets the specified requirements of the task.</li> <li>• Applies the relevant course concepts and subject matter to the task with some proficiency.</li> <li>• Integrates appropriate evidence, including examples from the course materials, lectures, or class discussions.</li> </ul>	<p>A failed response to the activity does the following:</p> <ul style="list-style-type: none"> <li>• Neglects major aspects of the task.</li> <li>• Demonstrates inaccurate application of course concepts and subject matter.</li> <li>• Provides little to no appropriate evidence from the course materials, lectures, or class discussions.</li> </ul>

### ABOUT THE EXAMS:

The exams will be administered online through D2L. You will have a 24-hour period within which to start the exam. The exam will open at 9 am MT on the exam day and will close at 8:59 am MT the following day.

The exams will cover the textbook materials, lectures, in-class discussions, film, and other media (e.g., podcasts) used in class or assigned for pre-class reading/watching/listening. Exams #2 and #3 will focus on concepts from their specified weeks of the course but will be cumulative in the sense that material from the previous exam(s) will provide an analytical foundation for the later exams. All exams will require you to synthesize and critically analyze material from the course and apply relevant course concepts and theories to examples of situations that we have not covered in the course materials.

Although you will be able to access course materials such as the textbook and lecture notes during the exams, you will not have enough time to look up answers. Your prior familiarity and understanding of the material from completing pre-class and in-class activities will be essential for you to complete the exam.

If you do not have access to a computer to complete the exam, some resources on campus include:

1. UCalgary Library computer workstation booking, <https://library.ucalgary.ca/bookings>
2. The Arts Faculty Computer Lab (AFC Lab), <https://arts.ucalgary.ca/about/faculty-and-staff/get-help/arts-it/arts-it-afc-lab>

**Exam #1** will cover content from Weeks 2, 3, & 4 of the course. The purpose of Exam #1 is to assess how well you are understanding the course material and meeting the learning outcomes for the foundational material that we cover in weeks 2-4. Exam #1 will have approximately 40 questions and will be a combination of multiple-choice, true/false, multi-select, and matching questions. Exam #1 will have approximately 40 questions and will be a combination of multiple-choice, true/false, multi-select, and matching questions. You will have **1.5 hours** to complete the exam from the time that you start.

**Exam #2** will focus on content from Weeks 6, 8, 9 & 10 of the course but will be cumulative in the sense that we are building on the ideas from weeks 2-4. The purpose of Exam #2 is to assess how well you are understanding the course material and meeting the learning outcomes for everything covered thus far with a focus on the material from weeks 6, 8, 9 & 10. Exam #2 will have approximately 50 questions and will be a combination of multiple-choice, true/false, multi-select, and matching questions. You will have **2 hours** to complete the exam from the time that you start.

**Exam #3** will focus on content from Weeks 11, 12 & 13 of the course but will be cumulative in the sense that we are building on the ideas from the whole course. The purpose of Exam #3 is to assess how well you are understanding the course material and meeting the learning outcomes for the whole course with a focus on the material for the last 2 and a half weeks of the course. Exam #3 will have approximately 30 questions and will be a combination of multiple-choice, true/false, multi-select, and matching questions. You will have **1 hour** to complete the exam from the time that you start.

## 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 – 95.99%	4.0	Excellent 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.

## Grade Reappraisal

Within two weeks of the date the exam/quiz is returned, students seeking reappraisal of examinations or quizzes must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss their work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

## Technology Use

Technology is a useful tool when used appropriately. Please be mindful that your phones, computers, et cetera can become a distraction for you or your peers sitting near you. Please keep your phones on silent/vibrate. If you are anticipating an emergency that requires your phone to be audible, please check in with the instructor to let them know.

## Handing in Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary
3. Final grades are not posted by the Sociology Department. They are only available online.
4. Quizzes and exams are administered online through D2L and your grades for these will be posted on D2L.
5. Each student is expected to submit their in-class activity to D2L. If it is a group activity, each student must submit a copy individually to D2L. This is to help me track who was present and contributed to group activities.

## 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.

## Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf> and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

## Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments, activities, and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the professor. 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.

## 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.html>

## Absences and Deferrals

Students who are absent from exams or quizzes should inform their instructors before the exam or quiz date or as soon as possible thereafter. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up exams or quizzes. I understand that illness, accidents, and other life crises happen unexpectedly, but please talk to me as soon as possible to see if alternate arrangements can be made.

Because you must only do 15 in-class activities and can miss up to 5 activities without penalty, I will not be allowing for additional ways to make up for missed activities.

The make-up of an exam or quiz can take many forms. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

**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 can be found at:

<https://www.ucalgary.ca/registrar/exams/deferred-exams>

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.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](mailto:ascarts@ucalgary.ca)) for approval by the Associate Dean.

## 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. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). 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/student-accommodation-policy>

## Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website, go to: <https://library.ucalgary.ca>

## Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that 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 support 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 Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

## Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit:

<https://www.ucalgary.ca/student-services/student-success>

## Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit <https://www.ucalgary.ca/student-services/ombuds> or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca).

## Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); Information about the SU, including elected Faculty Representatives, can be found here: <https://www.su.ucalgary.ca>.

## Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees, from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

## Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

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