



UNIVERSITY OF CALGARY

Winter 2021

FACULTY OF ARTS

Department of Sociology

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

COURSE TITLE: Topics in Gender Relations (Feminist Theory)			
Course Number	SOC 403.13		
Pre/Co-Requisites	Sociology 303 and 313.		
Instructor Name	Dr. Pallavi Banerjee	Email	pallavi.banerjee@ucalgary.ca
Instructor Email Policy	<p>Feel free to contact me over email at any time. Given that we are going to be online only this semester, students can contact me over email with urgent or quick questions and to make appointments or in case of an emergency. Please put your course number and section (Soci 403/WMST 411) in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. I will respond to all non-emergency emails on Friday during the workday. Here's an interesting article about email courtesies: https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.1mzg7xuiq More urgent emails will be answered within 24 hours on weekdays. 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. Please do not use e-mail as a replacement for a zoom 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.</p>		
Office Location	N/A	Office Hours	Here's a link to my calendar where you can book appointments: https://drbanerjeeucalgary.youcanbook.me You can make appointments online and we'll meet over zoom. Alternatively, I will

			be available on Zoom from 12:15 – 1:30 p.m. on Thursdays right after class.
Class Dates	Winter Term 2021, January 11 – April 15, 2021		
Class Days / Times	Tuesdays and Thursdays from 11:00 a.m. to 12:15 p.m.		
Class Location	Online/Synchronous on ZOOM Classroom		

Land Acknowledgement

The University of Calgary resides upon the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut’ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III.

The University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River, and that the traditional Blackfoot name of this place is “Moh’kins’tsis”, which we now call the City of Calgary. ii’ taa’poh’to’p, the Blackfoot name of the University of Calgary’s Indigenous Strategy, was bestowed and transferred in ceremony by Kainai Elder, Andy Black Water on June 21, 2017. The name signifies a place to rejuvenate and re-energize while on a journey.

Traditionally, these places are recognized as safe, caring, restful - and offer renewed energy for an impending journey. In a traditional naming ceremony, transitioning into the new name is a journey of transformation towards self-actualization.

Course Description

In this course we will investigate contemporary feminist thought from a variety of disciplinary perspectives and theoretical orientations. We will focus on key issues in feminist theory such as the sex/gender debate, sexual desire and the body, the political economy of gender, and the construction of masculinities and femininities among others. This course aims also to think through the ways in which these issues intersect with race, class, colonialism and the nation and seeks to decenter the Global North in the productions of feminist theories. We will discuss why we study “theory” and explore the relation between feminist theory and political practice.

Course Objectives/Learning Outcomes

By the end of this course, through the various assignments, the students should be able to:

Learning Outcome	Key Assignments designed with the learning outcomes in mind
Explain and engage (orally and in writing) with various feminist perspectives;	Reading and Class Participation; Group Presentation; Journal/Book Club reflections; Final Course Paper
Articulate the importance of understanding transnational and intersectional feminisms from Global South and Global North points of view;	Class Participation; Group Presentation; Feminism and Creativity Project; Final Course Paper

Hone the ability to analyse the world around you (popular culture, media, politics, the pandemic and so on) from a feminist lens through creative expressions and care ethics;	Feminism and Creativity Project; Journal/Book Club reflections; Final Course Paper; Collective Care Project.
Have achieved comprehension of the different theoretical positions presented during the course and understand their consequences in relation to the intersectional analysis, and be able to apply these understandings in empirical analysis; and	Reading and Class Participation; Journal/Book Club reflections; Final Course Paper
Produce a well thought out analysis of, and prescription for, feminist social change.	Reading; Final Course Paper

Course Format

This is an online course with both a seminar and a workshop component. Classes will meet twice weekly, online, in a secure Zoom room. Students will be expected to use a variety of technologies for ongoing engagement in course activities and learning tasks, such as: Google docs, Zoom, etc. Desire2Learn (D2L) will be used to post class resources, including links to readings and video, and as a site for ongoing dialogue. An active University of Calgary email address is required. To access the course in D2L, you will enter your ucalgary.ca IT username and password.

Learning Resources

We will read articles (copyrighted links provided on D2L), selected chapters from books pdfs of which are available through D2L, and two excellent books. I have kept books to a minimum to increase the diversity of who you read. You should try to find the two books ASAP. They are available on amazon.ca or the University bookstore (each for \$10-35) and at least one can be read online through the UofC library). E-Books are available on this link as well: <https://calgary-store.vitalsource.com/>, and one of them is on sale at the moment.

BOOKS

- Brainer, Amy. (2019). *Queer kinship and family change in Taiwan*. Rutgers University Press
- Pabón-Colón, Jessica. N. (2018). *Graffiti Grrlz: Performing Feminism in the Hip Hop Diaspora*. NYU Press.

Learning Technologies and Requirements

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca).

*** For online, remote or blended courses:**

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

Methods of Assessment and Grading Weights

You will be responsible for completing *all* readings specified in the course outline, as well as *all* lecture materials (including films, guest speaker presentations etc.)

The course grade will be determined as follows:

- Reading and Class Participation10 %
- Journal/Book Clubs Reflections (4) 30%
- Group Presentation. 15 %
- Feminism and Creativity Project 15%
- Final Course Paper30 %
- **TOTAL.100 %**
- Collective Care Extra Credit (EC) 3%
(Details of the EC on D2L)

Please note that I understand that the situation due to COVID 19 may cause additional stress and may limit your time and ability to focus. Please know that we are committed to work with you given the circumstances and encourage you to communicate with me (the Instructor) to discuss any accommodation as needed. Your well-being is of paramount importance to me.

DETAILED REQUIREMENTS OF THE ASSIGNMENTS

Collaborative learning among peers is encouraged in this course. To that effect, on the first day of classes, we will form a feminist support club to build a supportive community for learning. These will be called Feminist Journal/Book Clubs and I will consist 3 to 4 members. I will ask that each group pick a feminist name for their club. While the club members can help each other in every activity pertaining to the course, the clubs will be specifically responsible for four things: 1) Weekly Group Presentations; 2) Working together on the individual submission of the Journal/Book Club reflections through collaborative reading and reflecting; 3) Feminism and Creativity Project.

While most of the assignments except Group Presentation are to be submitted individually, I encourage you read with each other, talk, and brainstorm with each other when preparing for each of the assignments including your two papers (mid-term and final). However, what you write in every assignment has to be your own words and thoughts. You are NOT permitted to copy each other's work or outsource assignments to various paid online homework/tutoring services. In this course, submitting work done with the help of paid homework services will be considered academic misconduct because the main objective of this course is for students to develop independent critical thinking that is expressed both orally and in writing. You may seek the support of your classmates and your professor to develop these skills, but outside paid support is not permitted.

Reading and Class Participation (10%):

This requirement has two overlapping parts as the name suggests:

Part A: Reading Assignment (4 points):

Students will be expected to keep up with the assigned readings for each class period. The reading load is not excessive but does require you to plan ahead to get it done. If you want to do well in this class, you must not only complete the readings, but take time to critically think about them before you come to class. ***NOTE*** *I reserve the right to add additional readings OR drop readings as they fit the progression of the course. Coming to class will be the best way to make sure you are up-to-date on such readings.*

You will be expected to take notes on readings prior to coming to class. These notes are designed to summarize **two key points** for each reading and should include some of your own questions or analysis of the readings. I will regularly invite students to ask their own questions based on the readings or lectures. I regard lectures and discussions as a supplement to what you are reading. At times, the lectures will seek to clarify and crystallize some of the reading material. At other times, however, the lectures will add to or historicize what you are reading.

Part of the reading assignment for this class is also geared towards helping you learn to read at the seminar level. Each week, in class, usually on Thursdays, the journal club will do close reading of parts of the texts assigned to you as well as unpack key concepts. In order to do this, you have two weekly assignments related to reading the materials for the week starting week 2 of the course:

- a) Each student will be required to post two key concepts and ideas from each of the readings for the week on D2L Dropbox by, **Monday 5:00 p.m.** for the week. All I am expecting here is for you to identify **two key** concepts in readings in the form of words or phrases. Nothing intense.
- b) Along with your concepts, you will also post one question or a comment that you had about the readings on D2L Dropbox by, Monday 5:00 p.m. for the week. Please do this by each reading assigned for the week. These questions or comments should be about something in the reading that either spoke to you or more importantly, you did not quite

get and would like to go over. We will do a 10-minute group discussion around the questions/comments before getting into class discussion.

PLEASE NOTE: Part A: reading assignment is an un-graded assignment. You will get your reading points (4 pts) if you submit the concepts and comments from the readings every week. You will receive no points (0) on the reading assignment if you miss submitting the assignment for two weeks or more and or if you miss submitting them by the deadline (Monday 5:00 p.m.) for two weeks or more.

Class Participation (6 points) includes: (a) your regular attendance in class; (d) group-discussion activities in class (c) your ability to respond to questions in class about the readings when called upon; (d) your ability to ask questions of your own in class; (d) general participation in class discussions and activities. Being prepared to answer questions, NOT missing classes without advance permission, and volunteering to ask and answer questions in class will significantly help your scores on participation. **I cannot replicate class discussions for people who miss a class period. Also, have your feminist support club take notes for you and fill you in for what you miss, when you are absent from class.**

In light of the COVID-19 situation, the way we are expected to participate in class changes a little. To facilitate discussions, I have created several Discussion Forums on D2L under the Discussion Tab. These include a) Discussion Forums for content for the remaining weeks; b) Discussion forums for student presentations for the remaining weeks; c) Discussion Forums for logistical questions about course; d) A Discussion Forum for Collective-Care and Wellness at this time (Extra Credit). **If you are not able to attend class regularly due to the Covid situation, you can get your participation grade by doing any two of the following:**

- 1. Active participation in zoom classroom when you are able to attend.**
- 2. Responding to student presentation discussions either on D2L Discussion Forums or in the Zoom classrooms at least for 6 presentations of the 11.**
- 3. Posting questions/comment about **class content** in the Discussion Forums on D2L over at least over 9 weeks.**

Note: I encourage, those who are able to, to attend the online classes. There is no substitute for the learning that happens in the classroom. In-class contribution is a significant part of the grade, and an important part of our shared pedagogical experience. Your active participation helps me to evaluate your overall performance as a student (as well as making the class more interactive and engaging for all of us). The quality of your participation is more important than the quantity. Given our limited amount of time together, talking without positively contributing is not encouraged. However, I want to stress that positive contributions are not necessarily “right” answers. I encourage you to experiment and take risks. “Not-so-correct” answers can also be instructive, and debate is often a good way to learn. Positive contributions are those that advance the discussion by presenting new ideas or insights, or building on others’ comments, or presenting a counterpoint to others’ comments in a respectful way. Contributions that are not positive are those that simply repeat points already made or deride others’ contributions in a discourteous way. I reserve the right to shut down any conversation

that is anti-BIPOC, anti-LGBTQIA2S+/QoC or triggering in any way for those who hold minoritized positions in our society.

2. Journal/Book Club Reflections by Week (4) (7pts x 4 = 28% + 2% for equal participation in the support club = 30%):

Note that the course is divided into four Units as below:

Unit #	Unit Meta-Topic	Unit Start Date	Unit End Date
U.1.	Introduction to Feminism and Critical Feminisms	Jan 12	Feb 4
U.2.	Gender as a Structure	Feb 9	Mar 11
U.3.	A Southern Imagination in Gender	Mar 16	Mar 25
U.4.	Gender Justice and Resistances	Mar 30	Apr 13

For this assignment:

- you will need to pick at least 50% of the readings in each unit and write *four* double-spaced, Time New Roman, 12 font, 2-to-5-page papers** that reflect upon and respond critically to the readings you pick.
- you are required to **submit ONE individual reflection IN THE DURATION OF EACH UNIT (i.e, Reflection 1 in Unit 1, Reflection 2 in Unit 2 and so on).**
- of the four reflections, **at least, one** needs to be a reflection on one of the two **books** assigned. You can choose both books for your reflection as well. If you are doing a book reflection you do not need to include the papers assigned in that unit (U.2 and U.4).

These reflection papers should include:

- a short summary of the arguments of the readings: 1.5 points
- how the readings connect to each other (synthesizing the readings): 2 points
- engagement with core ideas across the readings: 1.5 points
- present at least two critical reflections of the overall unit: 2 points

IMPORTANT NOTE: The critical reflections will be submitted by everyone individually, but, I encourage you to work with your feminist journal/book clubs to pick the readings to reflect on; to read together, and to discuss the readings, and brainstorm. Everyone in the group can choose the same readings or different readings to reflect on – it’s up to you. The front end of your reflections (summary, engagement with the core ideas and synthesis) can look similar for group members, however, the two critical reflections of the overall unit should be unique to every member of the group. You will fill out peer-reviews (form on D2L) for the collaborative work at the end of the term for this task to receive the 2 points for collaboration.

Group Presentation (15%): You will be required do a 15-minute presentation on **contemporary events** that can be understood with the theories you are learning. You will do this as a group with your feminist club members. There will be one group presenting almost every week starting week 2 or 3. We will keep 15 minutes on Tuesdays for your presentations but on some weeks, we might need to change the day. I will let you know ahead of time. In these

presentations, you are asked to clearly state the current event; tie it in with topics/theories being explored in the course on the particular week of your presentation and what has been covered before; and pose questions that will lead to active in-class discussion. In order to complete this assignment, you will have to keep a watchful eye on the news. The current event can be international, national, or local in nature. There will an online sign-up sheet during the first class and each student must sign-up for the assignment.

In light of the COVID-19 situation, the delivery of the presentation will be changing. You can do the presentation in one of the two ways:

1. Doing the PowerPoint presentations on Zoom for the class on your scheduled day. If you choose to do this, **please send me your presentations by 12:30 p.m. on Monday** or at 12:30 the day prior to your presentation, along with your discussion questions so that I (the instructor) can post it on D2L so that those who are not able to access zoom can respond to the discussion questions based on the presentations on D2L.
2. Submitting your 15-minute PowerPoint presentations (that includes your discussion questions) along with audio files of your scripts on D2L by 12:30 p.m. on Monday so that the I (the instructor) can post these on D2L for your classmates to see and hear. Please make sure that your audio files are either .wav or .M4A or you can use PowerPoint Narration (<https://support.office.com/en-us/article/record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c>). I will play these pre-recorded presentations to the class. The presenters should be in attendance, in the zoom classroom, on the days they are presenting, so that they can take questions and ask their discussion questions even if they chose this option. This will allow your classmates to interact with you. Again, those who cannot connect on Zoom can respond on the Discussion Forums.

The rubric for the assignment can be found on D2L.

Feminism and Creativity Project by Feminist Clubs (13% + 2% for collaboration):

This is a group project and for this assignment each feminist club will engage creatively with the course material to produce a piece of art related to the course materials – it can be related to anything specific in the course materials or could speak to an overarching theory or theories. Details of where and how to post your art will be posted on D2L. You can do any one of the following for this project

- **Photography project:** Take at least four different photographs of inanimate objects or people without showing faces or any identifying mark that pertains to the class materials over a course of at least two weeks. Be respectful of whatever you are photographing. Caption each photo with how and why it relates to the class material and what specifically it relates to. You can get creative in your descriptions.

- **Performing Spoken Word Video (maximum 2 minutes):** You can make a 2-minute or less, spoken word video that pertains to the class materials. Please submit a one paragraph write-up with the video, on how and why it relates to the class material and what specifically it relates to. You can get creative in your descriptions. All members of the club can perform together or one of you can perform but the writing of the spoken word poetry needs to be a collaborative effort.
- **Writing a one-Act street play:** You can write a one-act street play (no props) (2 pages at the most). Please submit a one paragraph write-up with the play, on how and why it relates to the class material and what specifically it relates to. You can get creative in your descriptions.
- **Writing a fictional short story:** You can write a fictional short story (2 pages at the most). Please submit a one paragraph write-up on with the story, on how and why it relates to the class material and what specifically it relates to. You can get creative in your descriptions.
- **Writing poetry:** You can write a poem (1.5 pages at the most). Please submit a one paragraph write-up with the poem, on how and why it relates to the class material and what specifically it relates to. You can get creative in your descriptions.
- **Writing/performing a song:** You can write a song or send an audio if you want to also compose and sing it (1.5 minutes at the most). Please submit a one paragraph write-up on with the song, on how and why it relates to the class material and what specifically it relates to. You can get creative in your descriptions. All members of the club can sing together or one of you can sing but the writing of the song needs to be a collaborative effort.
- **Digital Painting (regular painting/mural/graffiti):** You can create a digital painting relating to the course materials. Please submit a one paragraph write-up with the painting, on how and why it relates to the class material and what specifically it relates to. You can get creative in your descriptions.

You can choose to do something else that is not on the list, but you will need to run it by me first.

Some important things to consider when doing this project:

- You must submit a peer-review (form on D2L) for the collaborative work with the project to receive the 2 points for collaboration
- If you wish to do this project on your own and not with your group, please talk to me at least 3 weeks before the project is due.
- I intend on creating a website for this project and put up your club's art projects for people to see. Please indicate when submitting if you want your art piece to be made public or not. People visiting the website can vote on the projects and one of the Clubs can be a winner based on public appreciation of your art at the end of the semester.

This paper is due on **April 1 by 5:00 p.m. on D2L.**

FINAL COURSE PAPER: (30%)

Write an empirical research paper based on your analysis of some form of secondary data on gender and social change. This would be useful for anyone thinking of graduate school to submit as a writing sample. This paper can be an analysis of quantitative data, or content analysis of textual or visual or video or audio data. Here are the various steps of this project.

STEP 1: CHOOSE A TOPIC AND YOUR DATA SET

Premise: Think carefully about the contemporary feminists' debates based on the course materials as well as the gender-based intersectional injustices that plague our world and how some of that has changed or can change over time so the world can become a more equitable place for all.

The topic for the paper will center on the above-mentioned premise. Your topic may be inspired by the readings from the class or not, but you will need to engage with the readings when doing the paper – so think carefully. It should be “contemporary” in that, it is timely, and that people are talking about it now; it should be about gender, feminism in an intersectional and/or decolonial context broadly defined and pertaining to but not limited to BIPOC, refugees, immigrants, LGBTQIA2S+/QoC; people with disabilities or the intersections thereof, and it should be a “debate” in that you can present two sides of an argument.

STEP 2: SELECT YOUR DATA

Based on your research questions, you will have to choose your data. You need to be careful about choosing your data because you will need to create a coherent story based on your analysis of the data you pick. You can choose census data to do a statistical analysis around gender inequities or you can choose to analyze photos or videos or films or podcasts or newspaper articles, or fiction or tweets related to your topic.

*You will submit a one-page outline of your paper that will include a brief description of your topic, research question/s, theoretical orientations to be used in the paper, the type of data you are analysing, why you selected this data, and the plan for your analysis to me on **FEBRUARY 23** on Dropbox so that I can indicate if you are headed in the right direction. I will need to approve the data you select for your analysis before you can proceed with your paper. **This will be worth 5 points of the 30 points for the final project.***

STEP 3: WRITE THE PAPER

You need to write a coherent analysis of **the data you select**. The paper should be between 8-13 pages, Times New Roman, 12 pt font and double-spaced. References may or may not be part of the page count.

The research paper should include the following sections:

- 1) Title page;
- 2) Abstract;
- 3) Introduction: Introduce your topic, your research questions, your epistemological orientations and overview of your paper. (1 to 1.5 pages)

- 4) Literature Review consisting of at least 12 sources of which 8 have to be academic sources and the rest can be non-academic sources like newspaper articles, or opinion pieces or pieces from the [The Conversation](#) related to your topic; (3-4 pages)
- 5) Methodology – how did you pick the data, description of the data, your sampling method and so on. If you choose a video or a film or a podcast make sure to provide a detailed description of the medium in your methodology and why you picked those in particular. If you choose photos, provide a context for the photos and don't forget to cite the source of your data; (1 to 2 pages)
- 5) Analysis of the data presented as findings: the analysis should be your theoretical insights based on previous research on the topic and/or explanatory theories on the various dimensions and components of the data you selected for analysis. (3-4 pages)
- 6) Conclusion: Key insights and future trajectories for this research (1 to 1.5 pages)
- 8) Bibliography/References.

Please use ASA or APA citation style guide for the final project and all other projects. ASA citation guidelines are provided on D2L.

If you exceed page numbers, I will stop reading at page 13. You can take this opportunity to make this paper more than just a requirement for this class. **If a research paper is particularly excellent, meaning, if it is of top-notch quality, as well as is of interest to me, I will offer the student/s, the option to continue working on the project over summer with me to make it into a research paper much like the papers you read for this class and find a venue to publish it (as co-authors) or in the least present it at an academic conference.**

Your final project is due on **April 17** at 5:00 p.m. in D2L Dropbox.

Grading Rubric for the research paper is available on D2L

Schedule of Lectures and Readings

WEEKLY COURSE SCHEDULE

The schedule for readings and tasks is below. Some of the readings and the due dates may change due to the emerging needs of the students and the course.

UNIT	WEEK/DATE	TOPICS	READINGS	ASSIGNMENT
Start U.1. Introduction to Feminism and Critical Feminisms	Week 1 Jan 12	Welcome Introductions; Course Outlines; Feminist Learning Clubs	<ul style="list-style-type: none"> • The course outline/syllabus (this document) • Rosalind Delmar, "What is Feminism?" 1986. 	
	Jan 14	What is Feminism?	<ul style="list-style-type: none"> • Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House" 1979. • Purkayastha, Bandana. (2020). From suffrage to substantive human rights: The continuing 	Guest Speaker: Artist/Poet/Academic – Dr. Sharanpal Ruparai

End U.1.			journey for racially marginalized women. <i>Western New England Law Review</i> , 42(3), 419.	
	Week 2	Why Theory?	<ul style="list-style-type: none"> • bell hooks, "Theory as Liberatory Practice" <i>Yale Journal of Law & Feminism</i> 4:1, 1991-1992. • Lorde, Audre. 1984. "Transformation of Silence into Language and Action," Pp. 40-44. In <i>Sister/Outsider</i>. Freedom, CA: The Crossing Press. 	
	Jan 19			
	Jan 21		<ul style="list-style-type: none"> • Maria C. Lugones and Elizabeth V. Spelman, "Have We Got a Theory for You!" <i>Women's Studies International Forum</i>, 1983. 	
	Week 3	Feminist Epistemologies	<ul style="list-style-type: none"> • Butler, Judith. 2004. "Acting in Concert" Pp 1-16 in <i>Undoing Gender</i>. New York: Routledge. • Collins, Patricia Hill. 1986. "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought," <i>Social Problems</i> 33 (6): 14-32 	Feminist (Name) Club Presentations
	Jan 26			
	Jan 28			<ul style="list-style-type: none"> • Arvin, M., Tuck, E., & Morrill, A. 2013. <i>Decolonizing Feminism: Challenging Connections between Settler Colonialism and Heteropatriarchy</i>. <i>Feminist Formations</i>, 25(1), 8-34.
	Week 4	<i>Intersectionality and Post/Decolonial Feminist Thoughts</i>	<ul style="list-style-type: none"> • Crenshaw, Kimberlé. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color" <i>Stanford Law Review</i> 43 (6): 1241-1299. • Mohanty, Chandra Talpade. 1988. "Under Western eyes: Feminist scholarship and colonial discourses." <i>Feminist Review</i> 30: 61-88. 	Feminist (Name) Club Presentations
	Feb 2			
	Feb 4		<ul style="list-style-type: none"> • Banerjee, Pallavi and Raewyn Connell. (2018). "Gender Theory As Southern Theory." in <i>The Handbook of the Sociology of Gender</i>, Second Edition. Edited by Barbara Risman, Carrissa Froyum, and William Scarborough. New York, NY: Springer Press. 	Your first journal club reflection should be submitted by or before today.

<p>Start U.2. Gender as a Structure</p>	<p>Week 5 Feb 9</p>	<p>Social Construction of Gender</p>	<ul style="list-style-type: none"> Barbara J. Risman and Georgiann Davis. 2013. From Sex Roles to Gender Structure. <i>Current Sociology Review</i> 61(5-6):733–755 Martin, Emily, 1991. The Egg and the Sperm: How science has constructed a romance based on stereotypical male-female roles. <i>Signs: Journal of Women in Culture and Society</i>, 16(3), pp.485-501. 	<p>Feminist (Name) Club Presentations</p>
	<p>Feb 11</p>		<ul style="list-style-type: none"> Pfeffer, Carla A. (2014). “I Don’t Like Passing as a Straight Woman’: Queer Negotiations of Identity and Social Group Membership.” <i>American Journal of Sociology</i> 120(1):1-44 	
	<p>Week 6 Feb 16 Feb 18</p>	<p>READING WEEK</p>		
	<p>Week 7 Feb 23</p>	<p>Interactional Level of Gender</p>	<ul style="list-style-type: none"> West, Candace and Don H. Zimmerman. 1987. "Doing Gender." <i>Gender & Society</i> 1(2): 125 - 151. Brainer, Amy. (2019). <i>Queer kinship and family change in Taiwan</i>. Rutgers University Press. (Introduction) 	<p>Feminist (Name) Club Presentations</p> <p><i>Submit the outline of your paper</i></p>
	<p>Feb 25</p>		<p>(BOOK) Brainer, Amy. (2019). <i>Queer kinship and family change in Taiwan</i>. Rutgers University Press. (Chapters 2, 3 & 4)</p>	<p>Author (Brainer) visits the class – be prepared with questions/comments for the author.</p>
	<p>Week 8 Mar 2</p>	<p>Interactional Level of Gender</p>	<p>Brainer, Amy. <i>Queer kinship and family change in Taiwan</i> (skip chap 5; Chapters 6 and Conclusion)</p>	<p>Feminist (Name) Club Presentations</p>
	<p>Mar 4</p>		<ul style="list-style-type: none"> Meadow, Tey. 2011. “Deep down where the music plays’: How parents account for childhood gender variance.” <i>Sexualities</i>. 14(6), p. 725-747. 	
	<p>Week 9 Mar 9</p>	<p>Institutional Level of Gender</p>	<ul style="list-style-type: none"> Acker, Joan. 1990. “Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations.” <i>Gender & society</i> 4(2):139–58. 	<p>Feminist (Name) Club Presentations</p>
	<p>Mar 11</p>		<ul style="list-style-type: none"> Wingfield, Adia Harvey. 2009 “Racializing the Glass Escalator: Reconsidering Men’s Experiences 	<p><i>Your second journal/book club reflection</i></p>
	<p>End U.2.</p>			

			with Women's Work." <i>Gender & Society</i> 23(1):5–26. <ul style="list-style-type: none"> • Schilt, Kristen. 2006. "Just One of the Guys?: How Transmen Make Gender Visible at Work." <i>Gender & Society</i> 20(4):465–90. 	should be submitted by or before today.
<p>Start U.3. A Southern Imagination in Gender</p>	<p>Week 10 Mar 16</p>	Patriarchy, Paternalism and a Southern Perspective	<ul style="list-style-type: none"> • Banerjee, Pallavi, Soulit Chacko, and Bhumika Piya. 2020. "Paradoxes of Being and Becoming South Asian Single Mothers: The Enclave Economy, Patriarchy, and Migration." <i>Women, Gender, and Families of Color</i> 8 (1): 5-39. • Balogun, Oluakemi. M. (2012). Cultural and Cosmopolitan: Idealized femininity and embodied nationalism in Nigerian beauty Pageants. <i>Gender & Society</i>, 26(3), 357-381. 	Feminist (Name) Club Presentations
	Mar 18			<ul style="list-style-type: none"> • Abu-Lughod, Lila. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others." <i>American Anthropologist</i>. 104.3 (2002): 783-790.
	<p>Week 11 Mar 23</p>	Gender, Embodiment, Health	<ul style="list-style-type: none"> • Hoang, Kimberly Kay. 2014. "Competing Technologies of Embodiment: Pan-Asian Modernity and Third World Dependency in Vietnam's Contemporary Sex Industry." <i>Gender & Society</i> 28(4):513–36. • Kang, Miliann. 2003. "The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant-Owned Nail Salons." <i>Gender & Society</i> 17(6):820–39. 	Feminist (Name) Club Presentations
	Mar 25			<ul style="list-style-type: none"> • Gao, Grace., & Sai, Linna. 2020. Opposing the Toxic Apartheid: The Painted Veil of the COVID-19 Pandemic, Race and Racism. <i>Gender, Work & Organization</i>.
<p>End U.3.</p>	<p>Week 12 Mar 30</p>	Gender Performance and Post feminism	(BOOK) Pabón-Colón, Jessica. N. (2018). <i>Graffiti Grrlz: Performing Feminism in the Hip Hop Diaspora</i> . NYU Press. (Intro and Chapter 1)	Feminist (Name) Club Presentations
	Apr 1			Pabón-Colón, J. N. <i>Graffiti Grrlz: Performing Feminism in the Hip Hop Diaspora</i> . (Chapters 2 & 3)
<p>Start U.4. Gender Justice and Resistances</p>				

<p>End U.4.</p>	<p>Week 13 Apr 6</p>	<p>Gender Performance and Post feminism</p>	<p>Pabón-Colón, J. N. <i>Graffiti Grrlz: Performing Feminism in the Hip Hop Diaspora</i>. (Chapters 4 & 5)</p>	<p>Feminist (Name) Club Presentations</p>
	<p>Apr 8</p>		<p>Pabón-Colón, J. N. <i>Graffiti Grrlz: Performing Feminism in the Hip Hop Diaspora</i>. Chapters 6 & conclusion)</p>	<p>Author may visit the class – be prepared with questions/comments for the author</p>
	<p>Week 14 Apr 13</p>	<p>Resistance and Activism</p>	<ul style="list-style-type: none"> • Sofos, Spyros., & Shahrokni, Nazanin. 2019. Mobilizing Pity: Iranian Women on the Long Road to Azadi Stadium. <i>Jadaliyya</i>. • Palmater, Pamela. 2016. "Shining light on the dark places: Addressing police racism and sexualized violence against Indigenous women and girls in The National Inquiry." <i>Canadian Journal of Women and Writing the Law</i> 28.2 (2016): 253-284. 	<p>Feminist (Name) Club Presentations</p> <p>Your fourth journal/book club reflection should be submitted by or before today.</p>
	<p>Apr 15</p>	<p>It's a wrap</p>	<p>Reflecting on readings and course</p>	

CHANGES TO SCHEDULE: Please note that changes to the schedule may occur in response to student questions and conversations.

Final Exam Information

There are no final exams for this course. You will be submitting a final paper.

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.

Passing Grades

Please see above table for passing grade.

Absences and Deferrals

Students who miss class assessments (tests, participation activities, or other assignments) should inform their instructor as soon as possible. If the reason provided for the absence is acceptable, the instructor may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.

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>

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.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) for approval by the Associate Dean.

Grade Reappraisal

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments 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 his or her work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

Handing in Papers, 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.

Guidelines for Zoom Sessions (if applicable) (otherwise, delete this section)

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an

exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Media Recording

Please refer to the following statement on media recording of students:

https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

***Media recording for lesson capture**

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

***Media recording for self-assessment of teaching practices**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

***Media recording for the assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

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/policies/files/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 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.

Recording of Lectures

The audio or video recording of lectures and taking screenshots of PowerPoint slides during the lecture are not permitted without explicit authorization. The non-authorized media recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

Sharing of Lecture Notes and Exam Questions

Publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, 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. For more information, click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

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>

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/. 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:

<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

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 www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or 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.

Important Term Dates:

- First day of Classes: Monday, January 11, 2021
- Last day to Drop a class: Thursday, January 21, 2021
- Last day to Add a class: Friday, January 22, 2021
- Last day of Classes: Thursday, April 15, 2021
- Last day to Withdraw: Thursday, April 15, 2021
- Last day to request Deferral of Term Work*: Friday, April 30, 2021
- Deferral of Term Work (DTW) is intended to provide students with 30 days (normally) to complete final assignments. DTW is not meant to make up a major portion of the term work.

Important Course Deadlines:

- Submit Reading Assignment: Every Monday by 5:00 p.m.
- Weekly Group Presentations: Tuesdays (most weeks)
- Journal/Book Club Reflections (4): Feb 4; Mar 11, Mar 25 and Apr 13
- Feminism and Creative Project: April 2, by 5:00 p.m.
- Outline of Final Course Paper: February 23
- Final Course Paper: April 17th, by 5:00 p.m.