

Sociology 403 - Lecture 01
Special Topics in Gender Relations: Childhood and Youth
Winter 2014
TR 9:30-10:45 - SH 274

Instructor: Dr. Fiona Nelson
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Office Hours: Wednesday, 10:00 – 12:00
Other times available by appointment

Course Description

We tend to view childhood as “the formative years” when children learn to behave in ways considered culturally appropriate. Despite popular beliefs that gender develops spontaneously in children, considerable effort is put into assuring that children receive the desired kinds of gender information, and their uptake and enactment of gender constructions are closely monitored. In this course, we will critically examine our cultural constructions both of childhood and of gender, attending to ways in which these constructions impact and inform each other.

Objectives of the Course

This will be a quasi-seminar styled course, requiring students to actively, closely and critically engage with the assigned reading materials. It will be imperative that students come to class with the assigned readings completed, and that they bring their books with them. In the first couple of weeks we will be critically reviewing and examining foundational concepts. After that, class discussions will be built around the assigned readings. This is not a lecture-based course. Throughout the semester, a high degree of interaction and discussion is expected.

Core objectives of the course are that students develop their critical thinking skills, engage in academic discourse, and have opportunities to practice various forms of academic writing, including a term paper on a topic of their choosing.

Required Books:

Rivers, Caryl and Rosalind C. Barnett. 2011. *The Truth About Boys and Girls: Challenging Toxic Stereotypes About Our Children*. New York: Columbia University Press.

Davies, Bronwyn. 2003. *Frogs and Snails and Feminist Tales: Preschool Children and Gender*. Cresskill, New Jersey: Hampton Press, Inc.

Haskell, Rebecca and Brian Burtch. 2010. *Get That Freak: Homophobia and Transphobia in High Schools*. Halifax and Winnipeg: Fernwood Publishing.

Assignments and Evaluation**Grade Components:**

-Discussion Questions (8 x 4%)	32%
-Paper Proposal & Annotated Preliminary Bibliography	15%
-Show and Tell Presentation	13%
-Final Paper	40%

About the Discussion Questions:

Due: in class, January 30th, February 6th, February 11th, February 25th, March 4th, March 13th, March 20th & March 27th

On the above dates, you are asked to bring one topic/question that has occurred to you while completing the reading (assigned for that week), which you would like the class to discuss. You should clearly state your topic or question and then write a preliminary response to your own question/topic, or a brief discussion of why you think this topic needs to be discussed. Each of these write-ups should be one-half to one page in length. Class discussions on these days will be structured around these topics/questions. Thus, you need to be prepared both to share your question/topic and thoughts on it with the class, and to discuss the questions/topics of your classmates.

It would be meaningless to submit a topic/question without being present to discuss it, or to submit one late. Without documentation to explain an absence, a missed submission will result in a loss of the 4% grade.

About the Paper Proposal and Annotated Preliminary Bibliography:

Due: In class, Thursday, February 13th

Length: 5-8 pages

Articulate your plans both for the final Show and Tell Presentation and for the Final Paper, indicating the ways in which they are related to each other. Discuss how you will

approach this topic. Try to come up with a very clear and concise topic for your final paper. This discussion should be one to two pages in length. The remainder of the paper will be the annotated bibliography. For this, you should identify at least five sources that you think will be relevant to your final paper. Summarize/describe each one and discuss the ways in which you will use it.

About the Show and Tell Presentation:

Dates: in class, April 1st, 3rd, 8th, 10th

Choose something from your own childhood that was significant to you. It could be a toy, a game, an activity, book, movie etc. (the options are abundant). If it is something you can bring to class, bring it (or a picture of it) (or whatever). Each person will have 6-8 minutes to talk about their item in terms of their own gender socialization. Link your discussion to class materials, where appropriate. This item will also be the leaping-off point for your final paper. For example, if your item is a game, your paper might be on gendered play in preschool children, or teens and team sports, or violence in video games (whatever topic makes sense vis-à-vis the item you have chosen). You can discuss your final paper in this presentation but you are not required to do so. Be creative and feel free to use any resources at your disposal.

You will be required to submit a (maximum) one-page outline/description of your presentation. A missed presentation, without appropriate documentation, will result in the loss of the 13% grade.

Once I have a sense of the presentations people are proposing, I will arrange them and assign them to one of the four dates above. You will be given your presentation date when I return your Paper Proposal.

About the Final Paper/Project:

Due: Thursday, April 17th by 11:00 a.m.

*****The paper must be submitted electronically, via Digital Dropbox in Blackboard.***

Length: 12-15 pages (double-spaced)

Your final Show and Tell presentation and your Final Paper are linked, as explained above. Based on your Show and Tell item, you will have chosen a topic for your final paper. Your paper might, for example, be a critical literature review, a secondary data analysis or a primary data analysis.

Further details about the final paper will be discussed in class.

****It is the student's responsibility to keep a copy of all submitted work.***

****All assignments (except the Final Paper) must be submitted personally to the professor. Under no circumstances may papers/assignments be placed on or under the professor's door.***

Policy for Late/missed Assignments

This applies to the Paper Proposal and the Final Paper. If at all possible, you must provide *advance* notice to the professor if you are unable to attend or to submit an assignment or essay on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has 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 and misreading of the syllabus 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.

Paper Proposals or Final Papers submitted after the deadline, without documentation or approval, will be penalized by 10% of the grade weight for each day late.

Deferred Term Work Form:

Deferral of term work past the end of a term also requires a form to be filled out. It's available at

<http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf>

You must submit these deferral forms to the Faculty of Arts Associate Dean (Students) through the Program Information Centre: SS110 (first floor social sciences). Only the Associate Dean approves requests for deferrals which extend beyond the end of a term. Instructors are not involved in such decisions. To make an appointment with the Associate Dean, phone (403) 220-3580

Ethics

Whenever you perform research with human participants (i.e. surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research. For more information about applying for research ethics approval see: <http://www.ucalgary.ca/research/cfreb>. There is no requirement of human-subject research in this course, although you do have the option of conducting some. If you choose human-subject research, you must work closely with the professor to design your research, and the ethics proposal must be ready for submission by February 13th.

Grading System

The following grading system will be used:

	Grading Scale
A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49

Internet and electronic communication device information

Face-to-face, engaged, interaction is the key feature of a seminar course. In classes where there are lectures, students may use their computers for taking notes. During sessions built around class discussion (the Discussion Questions), students are requested *not* to use their computers. Cellphones should be turned off at all times.

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 main office. Written assignments must be returned to students individually, during class, or during the instructor's office hours; if a student is unable to pick up her/his assignment s/he may provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Academic Accommodation: Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 295, phone 220-8237). Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. **It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**

Academic Misconduct:

Plagiarism, cheating and other academic misconduct are regarded as serious academic offences. Students are advised to consult the University Calendar, which presents a Statement of Intellectual Honesty and definitions and penalties associated with cheating, plagiarism, and other academic misconduct.

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources.

Please consult your instructor or the Writing Centre (efwr.ucalgary.ca) if you have any questions regarding how to document sources.

Writing Skills Statement

All written assignments will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc) but also general clarity and organization. Research papers must be properly documented.

If you need help with your writing, you may use the Writing Support Centre. Visit the website for more details: <http://www.ucalgary.ca/ssc/writing-support>

"SAFEWALK" Program -- 220-5333

Campus Security will escort individuals day or night -- call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot booths.

Emergency evacuations:

In the case of fire or other emergency evacuation of this classroom/lab, please proceed to the assembly point by *[check link to find assembly point for your building: <http://www.ucalgary.ca/emergencyplan/node/75>]*

Students' Union:

Students' Union contacts can be found at:

<http://www.su.ucalgary.ca/home/contact.html>

Student Representation

There are now four Arts reps because of the amalgamation, with the email addresses being arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, and arts4@su.ucalgary.ca. Please contact if you have questions related to Students Union matters, events, or concerns.

For your student ombudsman, please see

<http://www.su.ucalgary.ca/services/student-services/student-rights.html>

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS110, call us at 403-220-3580 or email us at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.
- For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them on the 4th Floor of MacEwan Student Centre.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Course Schedule

January 9th: First Class – NO ASSIGNED READING

January 14th: Foundations: Childhood and Youth – NO ASSIGNED READING

January 16th: Foundations: Childhood and Youth – NO ASSIGNED READING

January 21st: Foundations: Sex/Gender/Sexuality – NO ASSIGNED READING

January 23rd: Foundations: Sex/Gender/Sexuality – NO ASSIGNED READING

January 28th : Rivers and Barnett – pp. 1-73

January 30th: DQ #1 due

February 4th: Rivers and Barnett – pp. 75-125

February 6th: DQ #2 due

February 11th: Rivers and Barnett – pp. 127-196

DQ #3 due

February 13th: Paper Proposal/Annotated Bibliography due

February 18th & 20th: READING WEEK – NO CLASS

February 25th: Davies – pp. ix-44

DQ #4 due

February 27th: Discussion of Gender and Media

March 4th: Davies – pp. 45-114

DQ #5 due

March 6th: Discussion of Gender and Media

March 11th: Davies – pp. 115-168

March 13th: DQ #6 due

March 18th : Haskell and Burtch – pp. 9-57

March 20th: DQ #7 due

March 25th: Haskell and Burtch – pp. 59-113

March 27th: DQ #8 due

April 1st: Show and Tell Presentations

April 3rd: Show and Tell Presentations

April 8th: Show and Tell Presentations

April 10th: Show and Tell Presentations