

Sociology 403 - Lecture 01
Special Topics in Gender Relations: Childhood and Youth
Winter 2018
TR 2:00-3:15 - ST 129

Instructor: Dr. Fiona Nelson
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Office Hours: Tuesdays, 9:00 – 11:00 a.m.
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 considerable scrutiny is put on their uptake and enactment of gender constructions. 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 the reading materials with them. In the first few weeks, we will, for the most part, 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.

Email Policy

I generally do not answer emails over the weekend or after 5:00 p.m. on weekdays. If you have a course-related question, please check the course outline first. Also, please e-mail me for administrative purposes only, for example to set up an appointment. Please do not use e-mail as a replacement for an office visit, if there is something you want to discuss. Questions about the course content, readings and assignments, or any other personal/academic issues, should be dealt with in person during my office hours (or by appointment).

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 (e.g. the Discussion Questions), students are requested *not* to use their computers. Cellphones should be turned off at all times.

Required Readings:

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

Richardson, Scott. 2015. *Gender Lessons: Patriarchy, Sextyping and Schools*. Rotterdam/Boston/Taipei: Sense Publishers.

Bates, Laura. 2016. *Girl Up*. New York: Touchstone.

Alberta Government. 2016. *Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions*. (Posted on class D2L site).

Academic articles as listed in the Course Schedule

Assignments and Evaluation

Grade Components:

-Discussion Questions (9 x 4%)	36%
-Paper Proposal & Annotated Preliminary Bibliography	15%
-Show and Tell Presentation	9%
-Final Paper	40%

About the Discussion Questions:

Due: in class, January 18th, February 1st, February 8th, February 15th, March 1st, March 8th, March 13th, March 22nd & March 29th

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 about one paragraph 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, Tuesday, February 27th

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 3rd, 5th, 10th & 12th

Choose something from your own childhood that was significant to you. It could be a toy, a game, an activity, book, movie, event, 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 about 8 minutes (including time for questions/discussion) 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 on the day you present. A missed presentation, without appropriate documentation, will result in the loss of the 10% grade.

Once I have a sense of the presentations people are proposing (based on your Paper Proposal), 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.

Attendance at all the presentation sessions is necessary (and will be noted) – students will be docked 2 of their 9 presentation points for every presentation day they miss (without appropriate documentation).

About the Final Paper/Project:

Due: Thursday, April 19th, by 4:30 p.m.

****The paper must be submitted electronically, via the Dropbox in D2L.**

Length: 14 - 16 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. This paper will require you to gather and analyse some sort of data. The paper will also contain a brief literature review and a discussion of your research methods.

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

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

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 https://www.ucalgary.ca/registrar/files/registrar/deferred_termwork15_0.pdf

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

Grade Reappraisal:

Within two weeks of the date an assignment is returned, students seeking reappraisal of the assignment must submit a written response to the professor, explaining the basis for reconsideration of one's mark. The professor 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 reconsidered mark may be raised, lowered, or remain the same.

****The main Sociology Department office does not deal with any course-related matters. Please speak directly to your professor.***

****It is the student's responsibility to keep a copy of each submitted assignment.***

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

1. If students are unable to submit papers in class, they should make arrangements to hand in their papers directly to the professor. *Under no circumstances may papers/assignments be placed on or under the professor's door.*
2. Term work will be returned in class.
3. Final grades are not posted publicly. They are available only online.

Research 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. 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 15th.

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:

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

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

Academic Misconduct:

Plagiarism, cheating and other academic misconduct are regarded as serious academic offences. 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-5.html>

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 Support Centre (<http://www.ucalgary.ca/ssc/writing-support>) 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

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

Student Representation

The 2017-18 Students' Union VP Academic is Tina Miller (suvpaca@ucalgary.ca).

For more information, and to contact other elected officials with the Student's Union, please visit this link: <https://www.su.ucalgary.ca/about/who-we-are/elected-officials/>

You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/ombuds/contact>

Emergency evacuations:

In the case of fire or other emergency evacuation of this classroom/lab, please proceed to the assembly point in the Professional Faculties Food Court. Please check these assembly point locations for all of your classes at: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Course Schedule

WEEK 1: Introductions and Foundations

January 9th: NO ASSIGNED READING

January 11th: NO ASSIGNED READING

WEEK 2: Foundations: Childhood and Youth

January 16th: NO ASSIGNED READING

January 18th: **DQ #1 due**

Assigned Readings:

Peleg, Noam. 2013. Reconceptualising the Child's Right to Development: Children and the Capability Approach. *International Journal of Children's Rights* 21: 523-542.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=91880094&site=ehost-live>

Sundhall, Jeanette (2017). A Political Space for Children? The Age Order and Children's Right to Participation. *Social Inclusion* 5 (3): 164-171. POSTED ON D2L.

WEEK 3: Foundations: Sex/Gender/Sexuality

January 23rd: NO ASSIGNED READING

January 25th: NO ASSIGNED READING

WEEK 4: Foundations: Gender and Childhood

January 30th: NO ASSIGNED READING

February 1st: **DQ #2 due**

Assigned Readings:

Alberta Government. 2016. *Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions*. POSTED ON D2L.

Wernick, Laura J., Alex Kulick and Matthew Chin. 2017. Gender Identity Disparities in Bathroom Safety and Wellbeing among High School Students. *Journal of Youth and Adolescence* 46: 917-930. POSTED ON D2L.

Herriot, Lindsay, David P. Burns and Betty Yeung. 2017. Contested Spaces: Trans-inclusive School Policies and Parental Sovereignty in Canada. *Gender and Education*. Published online 14 Nov 2017.

WEEK 5: Rivers and Barnett – pp. 1-104

February 6th:

February 8th: **DQ #3 due**

WEEK 6: Rivers and Barnett – pp. 105-196

February 13th:

February 15th: **DQ #4 due**

WEEK 7: READING WEEK – NO CLASS

WEEK 8: Richardson – pp. xi-109

February 27th: **Paper Proposal and Annotated Preliminary Bibliography due**

March 2nd: **DQ #5 due**

WEEK 9: Richardson – pp. 111-194

March 6th:

March 8th: **DQ #6 due**

WEEK 10: Youthful Masculinities

March 13th: **DQ #7 Due**

Assigned Readings:

Connell, R.W. 2005. Growing up Masculine: Rethinking the Significance of Adolescence in the Making of Masculinities. *Irish Journal of Sociology* 14 (2): 11-28. POSTED ON D2L.

Pascoe, C.J. 2005. 'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse. *Sexualities* 8 (3): 329-346. POSTED ON D2L.

Anderson, Eric. 2013. Adolescent Masculinity in an Age of Decreased Homophobia. *Thymos: Journal of Boyhood Studies* 7 (1): 79-93.
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=89472377&site=ehost-live>

March 15th: **NO ASSIGNED READING**

WEEK 11: Bates – pp. xiii - 147

March 20th:

March 22nd: **DQ #8 Due**

Week 12: Bates – pp. 148-302

March 27th:

March 29th: **DQ#9 Due**

WEEK 13: Show and Tell Presentations

April 3rd:

April 5th:

WEEK 14: Show and Tell Presentations

April 10th:

April 12th:

Thursday, April 19th: Final paper due by 4:00 p.m. in D2L Dropbox.