

Sociology 677
Seminar in Sociology of Gender Relations
Fall 2014
Monday 9:00-11:45

Instructor: Dr. Fiona Nelson
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Office Hours: Mondays, 2:00 – 4:00 p.m.
Other times available by appointment

Course Description

This course will offer students opportunities to increase the depth and breadth of their knowledge of the Sociology of Gender. We will engage with primary theoretical and empirical sources while exploring some of the historical and contemporary themes in the study of gender. There will be a foundational set of readings, chosen by the professor, topic-related readings chosen by the professor and guest facilitators, and topic-related readings chosen by students in consultation with the professor. Students will choose readings (for classes on November 17th and 24th) based on their own areas of interest and/or fields of research. Students will lead the class discussions of the readings they have chosen but all students must complete all the readings.

Objectives of the Course

The objective, on an ongoing basis, is to engage thoughtfully, and critically, with writings about gender. Students will be asked to read the assigned materials, to engage in reflective and critical writing about the materials, and to participate in class discussions about the materials. The ultimate objective of the course is to have students produce a high-quality final paper/literature review.

Internet and electronic communication device information

Face-to-face, engaged interaction is the key feature of a seminar course. Additionally, after September 15th, there will be no lecture during which one needs to take notes. Students are thus requested *not* to use their computers in this class and to make sure their cellphones are turned off.

Required Readings:

Fausto-Sterling, Anne. 2012. *Sex/Gender: Biology in a Social World*. New York and London: Routledge.

**In addition, there will be several articles/ readings as indicated on the Schedule of Readings.

Assignments and Evaluation**Grade Components:**

-Critical Reflections (8 x 5%)	40%
-Topic Proposal, Annotated Preliminary Bibliography	10%
-Final Paper/ Lit Review	35%
-Seminar Leadership	8%
-Participation	7%

About the Critical Reflections:

Due: In class, September 22nd, September 29th, October 6th, October 20th, October 27th, November 3rd, November 17th & November 24th

Length: 3-4 pages (double-spaced)

You are asked to complete one of these short papers for each class in which we are discussing readings. There are two components to the paper. First, for each of the readings assigned for a given class, please formulate a question you would like to bring to the class for discussion. Second, choose one of your questions and write your response to it. The assignment will probably be most useful to you if you use as a departure point a strong (positive or negative) reaction that you have had to the particular reading, or if you are able to reflect on ways in which the reading might contribute to your final paper/larger research plans. The questions and answers you bring will form a significant part of our class discussions.

Because these papers will structure our class discussions, late papers cannot be accepted unless you are absent from class with some sort of documentation.

About the Topic Proposal with Annotated Preliminary Bibliography:

Due: In class, Monday, October 20th

You are asked to explain (probably in about one or two pages) your plans for the final paper. Describe the subject area and what you plan to do (e.g. lit review or research paper). Include a preliminary annotated bibliography of at least five items from which the readings will be chosen for the class session you will lead. The bibliographic annotations should be one to two paragraphs each, describing/summarizing the item and also discussing how you see this item fitting in to your final paper.

About the Final Paper/ Literature Review:

Due: In class, Monday, December 1st

Length: 15-20 pages

You will have chosen a topic of analysis and an approach to it. This assignment will be most useful if it can contribute in some way to your thesis work, although that might not always be possible. This will be discussed in much more detail in class. In addition, students are strongly encouraged to discuss their plans/designs for their papers individually with the professor.

Each student will have time on the last day of class (December 1st) to give a brief presentation about their paper, situating it vis-à-vis the class discussions that have unfolded over the course of the semester.

About the Seminar Leadership Grade:

Each student will facilitate the class discussion of the readings they have chosen/suggested. Certainly, part of the discussion will be structured around the Critical Reflections people will have written but the facilitator should also be prepared to discuss their own plans for using the assigned literature and should have questions or topics they can use to guide the class discussion.

About the Class Participation Grade:

All students are encouraged and expected to participate in the class discussions; the ability to articulate one's position and discuss it with others is a vital academic skill. Likewise, people are asked to be mindful of how much they are contributing and try not to dominate class discussions; being able to listen is also a very important skill. Seminar courses depend fundamentally on the quality of class discussion. It is thus vital that you attend class and that you come prepared to discuss the readings.

****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. Students who want their final papers returned by mail must attach a stamped, self-addressed envelope with the paper. Otherwise, final papers will be available for pick-up only during the professor's office hours at the beginning of the next term.
3. Final grades are not posted publicly. They are available only online.

Deferrals:

If at all possible you must provide *advance* notice to the professor if you are unable 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. Assignments submitted after the deadline, without documentation or the professor's approval, may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

Deferred Term Work Form:

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

For requests to submit term work past the end of the term, you must submit this deferral form 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.

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

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.***

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 your research ethics responsibilities, see the U of C Research Ethics "Information for Applicants," sections 3.0 to 9.0,

inclusive: http://www.ucalgary.ca/UofC/research/html/ethics/info_undergrad.html

The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside an instructor's office or the Department 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: If you are a student with a disability who may require academic accommodation, it is your responsibility to register with the Student Accessibility Services (220-8237) and discuss your needs with your instructor no later than fourteen (14) days after the start of the course. For further information, please see <http://www.ucalgary.ca/access/>

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 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

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>]

Schedule of Readings

[Items marked with an "*" will be provided to students. The book must be purchased (or in some other way procured). All other articles are accessible online through the university library site.]

- September 8th: First Class – NO ASSIGNED READING
- September 15th: Foundational Concepts – NO ASSIGNED READING
- September 22nd :
- West, Candace and Don H. Zimmerman. 1987. Doing gender. *Gender and Society* 1 (2): 125-151
 - West, Candace and don H. Zimmerman. 2009. Accounting for doing gender. *Gender and Society* 23 (1): 112-122.
 - Muehlenhard, Charlene L. and Zoe D. Peterson. 2011. Distinguishing between *sex* and *gender*: History, current conceptualizations, and implications. *Sex Roles* 64: 791-803.
 - Zosuls, Kristina M., Cindy Faith Miller, Diane N. Ruble, Carol Lynn Martin and Richard A. Fabes. 2011. Gender development research in *Sex Roles*: Historical trends and future directions. *Sex Roles* 64: 826-842.

Berenbaum, Sheri A., Judith E. Owen Blakemore and Adriene M. Beltz. 2011. A role for biology in gender-related behavior. *Sex Roles* 64: 804-825.

Fausto-Sterling, Anne. 2005. The bare bones of sex: Part 1 – sex and gender. *Signs: Journal of Women in Culture and Society* 30 (2): 1491-1527.

September 29th: Fausto-Sterling book: xi - 98

October 6th: Fausto-Sterling book: 98 – 123

Lev, Arlene Istar. 2013. Gender dysphoria: Two steps forward, one step back. *Clinical Social Work Journal* 41: 288-296.

October 13th: THANKSGIVING – NO CLASS

October 20th: * Nelson, Fiona. 2001. Lesbian families. In *Family Patterns, Gender Relations, 2nd Edition*, edited by Bonnie J. Fox (pp. 441-457). Ontario: Oxford University Press.

* Nelson, Fiona. 2007. Mother tongues: The discursive journeys of lesbian and heterosexual women into motherhood. *Journal of GLBT Family Studies*, Vol. 3 (2/3): 223-265.

Nelson, Fiona. 2003. Stories, legends and ordeals: The discursive journey into the culture of motherhood. *Organization Development Journal* 21 (4): 15-32.

Nelson, Fiona. 2003. War in the Women's Studies classroom: Feminist approaches to September 11. *Across the Disciplines: Interdisciplinary Perspectives on Language, Learning, and Writing Across the Curriculum*. Special Issue: Classrooms after September 11, 2001.
<http://wac.colostate.edu/atd/911/nelson.cfm>

*Nelson, Fiona. 2013. "Reading Dead Girls." Presented at the annual conference of the *Canadian Sociological Association* in Victoria, British Columbia: June 6, 2013.

- October 27th: *Hansen, Brian. 2014. "Spitting glitter": An exploration of gay men's socially contextualized performances of "gay." Unpublished M.A. thesis.
- November 3rd: Ranson, Gillian. 2001. Men at work: change or no change? – in the era of the "new father". *Men and Masculinities* 4 (1): 3-26.
- Ranson, Gillian. 2005. No longer "one of the boys": Negotiations with motherhood, as prospect or reality, among women in engineering *Canadian Review of Sociology and Anthropology* 42 (2): 145-166.
- *Ranson, Gillian and Heather Dryburgh. 2010. Firms as gender regimes: the experiences of women in information technology workplaces. In *Age, Gender and Work: Small Information Technology Firms in the New Economy*, Edited by Julie McMullin. Vancouver: University of British Columbia Press.
- Ranson, Gillian. 2012. Men, paid employment and family responsibilities: Conceptualizing the "working father". *Gender, Work and Organization* 19 (6): 741-761.
- Ranson, Gillian. 2013. Who's (really) in charge? Mothers and executive responsibility in "non-traditional" families. *Families, Relationships, Societies* 2(1): 79-95.
- November 10th: READING DAYS – NO CLASS**
- November 17th: Student Topic Readings – to be announced
- November 24th: Student Topic Readings – to be announced
- December 1st: Final Paper Presentations – NO ASSIGNED READING