

**Sociology 677**  
**Seminar in Sociology of Gender Relations**  
**Fall 2016**  
**Tuesdays 12:00-2:45 p.m.**

**Instructor:** Dr. Fiona Nelson

**Office  
Location:** SS 940

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**Office Hours:** Tuesdays, 9:00 – 11:00 a.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 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, and topic-related readings chosen by guest scholars and by students in consultation with the professor. Students will choose readings (for classes on November 15<sup>th</sup>, 22<sup>nd</sup> and 29<sup>th</sup>) 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.

**Technology Use**

Face-to-face, engaged interaction is the key feature of a seminar course. Please make sure your cellphone is turned off (or in your office) and try not to hide behind a laptop screen while in class.

## **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).

## **Required Readings:**

There are no books to be purchased.

Required readings are listed in the Schedule of Readings.

## **Assignments and Evaluation**

### ***Grade Components:***

-Critical Reflections (11 x 4%)	44%
-Topic Proposal, Annotated Preliminary Bibliography	10%
-Final Paper/ Lit Review	35%
-Seminar Leadership	5%
-Participation	6%

### ***About the Critical Reflections:***

**Due:** In class, September 20<sup>th</sup>, September 27<sup>th</sup>, October 4<sup>th</sup>, October 11<sup>th</sup>, October 18<sup>th</sup>, October 25<sup>th</sup>, November 1<sup>st</sup>, November 8<sup>th</sup>, November 15<sup>th</sup>, November 22<sup>nd</sup> & November 29<sup>th</sup>

**Length:** 3 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 Critical Reflection 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, Tuesday, October 18<sup>th</sup>

You are asked to explain (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). Go on to 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. You should also identify three that you would like to use for the class discussion you will lead. In total, this paper will probably be four to seven pages in length.

***About the Final Paper/ Literature Review:***

**Due:** In class, Tuesday, December 6<sup>th</sup>

**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 6<sup>th</sup>) 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.

## 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.***

***\*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:*

[https://www.ucalgary.ca/registrar/files/registrar/deferred\\_termwork15\\_0.pdf](https://www.ucalgary.ca/registrar/files/registrar/deferred_termwork15_0.pdf)

For requests to submit term work past the end of the term, once an extension date has been agreed between instructor and student, you must submit this deferral form to the Faculty of Arts Associate Dean (Students) through the Program Information Centre: SS110 (first floor social sciences).

### **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.

**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 assignments/he may provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

**Academic Accommodation:** Students needing an Accommodation because of a Disability or medical condition should contact Student Accessibility Services (MC 293, phone 403-220-8237) in accordance with the Procedure for Accommodations for Students with Disabilities available at [http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf). Please provide academic accommodation letters to the instructor as early in the semester as possible and no later than two weeks after the course begins.

### **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-2-1.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**

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 in the Professional Faculties Food Court.

### Schedule of Readings

The following are the dates by which the listed readings should be read and the Critical Reflections ready for discussion and submission.

September 13<sup>th</sup>: First Class – NO ASSIGNED READING

September 20<sup>th</sup> : Muller, Marion. 2016. Constructing Gender Incommensurability in Competitive Sport: Sex/Gender Testing and the New Regulations on Female Hyperandrogenism. *Human Studies* 39: 405-431.  
[http://download.springer.com.ezproxy.lib.ucalgary.ca/static/pdf/239/art%253A10.1007%252Fs10746-016-9397-1.pdf?originUrl=http%3A%2F%2Flink.springer.com%2Farticle%2F10.1007%252Fs10746-016-9397-1&token2=exp=1473649371~ad=%2Fstatic%2Fpdf%2F239%2Fart%25253A10.1007%252Fs10746-016-9397-1.pdf%3ForiginUrl%3Dhttp%253A%252F%252Flink.springer.com%252Farticle%252F10.1007%252Fs10746-016-9397-1\\*~hmac=9b485d882a9c8fbd0be5e9675b81b7a0104e146a1565c8f03ac206771c17986](http://download.springer.com.ezproxy.lib.ucalgary.ca/static/pdf/239/art%253A10.1007%252Fs10746-016-9397-1.pdf?originUrl=http%3A%2F%2Flink.springer.com%2Farticle%2F10.1007%252Fs10746-016-9397-1&token2=exp=1473649371~ad=%2Fstatic%2Fpdf%2F239%2Fart%25253A10.1007%252Fs10746-016-9397-1.pdf%3ForiginUrl%3Dhttp%253A%252F%252Flink.springer.com%252Farticle%252F10.1007%252Fs10746-016-9397-1*~hmac=9b485d882a9c8fbd0be5e9675b81b7a0104e146a1565c8f03ac206771c17986)

Young, Greg. 2016 Women, Naturally Better Leaders for the 21<sup>st</sup> Century. *Transpersonal Leadership Series: White Paper Two*. Routledge.

Lambert, Brittany and Kate McInturff. 2016. Making Women Count: The Unequal Economics of Women's Work. Canadian Centre for Policy Alternatives.

Hutchins, Aaron. 2016. The Case Against Bikinis.  
*Maclean's Magazine* 129 #34: 48.

Kingston, Anne. 2016. Really? We're Doing This Now?  
*Maclean's Magazine* 129 #34: 49.

September 27<sup>th</sup> :

West, Candace and Don H. Zimmerman. 1987. Doing gender. *Gender and Society* 1 (2): 125-151  
[http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/189945?seq=1#page\\_scan\\_tab\\_contents](http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/189945?seq=1#page_scan_tab_contents)

West, Candace and Don H. Zimmerman. 2009.  
Accounting for doing gender. *Gender and Society* 23 (1): 112-122.  
<http://gas.sagepub.com.ezproxy.lib.ucalgary.ca/content/23/1/112.full.pdf+html>

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.  
<http://web.b.ebscohost.com.ezproxy.lib.ucalgary.ca/ehost/pdfviewer/pdfviewer?sid=7cf0f0c6-449b-4437-aaa5-bd7ceb251ebe%40sessionmgr113&vid=3&hid=107>

October 4<sup>th</sup>:

Muehlenhard, Charlene L. and Zoe D. Peterson. 2011.  
Distinguishing between *sex* and *gender*: History, current conceptualizations, and implications. *Sex Roles* 64: 791-803.  
<http://link.springer.com.ezproxy.lib.ucalgary.ca/article/10.1007/s11199-011-9932-5/fulltext.html>

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.  
<http://link.springer.com.ezproxy.lib.ucalgary.ca/article/10.1007/s11199-011-9990-8/fulltext.html>

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.  
<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/pdfplus/10.1086/424932.pdf?acceptTC=true&jpdConfirm=true>

October 11<sup>th</sup>: Lev, Arlene I. 2013. Gender Dysphoria: Two Steps Forward, One Step Back. *Clinical Social Work Journal* 41: 288-296. <http://link.springer.com.ezproxy.lib.ualgary.ca/article/10.1007/s10615-013-0447-0/fulltext.html>

Lawrence, Anne A. 2014. Gender Assignment Dysphoria in the DSM-5. *Archives of Sexual Behavior* 43: 1263-1266. <http://link.springer.com.ezproxy.lib.ualgary.ca/article/10.1007/s10508-013-0249-z/fulltext.html>

#### Gender Dysphoria Symptoms

<http://psychcentral.com/disorders/gender-dysphoria-symptoms/>

October 18<sup>th</sup>: The articles comprising pages 205-256 of Stryker, Susan and Stephen White (eds.) 2006. *The Transgender Studies Reader*. New York; Routledge  
\*This book is available in the university library where you may photocopy the relevant pages and/or pp. 206-282 are available online through google books at:  
[https://books.google.ca/books?id=SfqOAAQBAJ&pg=PA236&pg=PA236&dq=gender+terror+gender+rage&source=bl&ots=CICAQDC0Rr&sig=pH56koyDOoh9mkO6yXoTJXItZMc&hl=en&sa=X&ved=0CDQQ6AEwA2oVChMIz7n2w\\_r0xwlVizmICh3UgEV#v=onepage&q=gender%20terror%20gender%20rage&f=false](https://books.google.ca/books?id=SfqOAAQBAJ&pg=PA236&pg=PA236&dq=gender+terror+gender+rage&source=bl&ots=CICAQDC0Rr&sig=pH56koyDOoh9mkO6yXoTJXItZMc&hl=en&sa=X&ved=0CDQQ6AEwA2oVChMIz7n2w_r0xwlVizmICh3UgEV#v=onepage&q=gender%20terror%20gender%20rage&f=false)

October 25<sup>th</sup>: The articles comprising pages 257-332 of Stryker, Susan and Stephen White (eds.) 2006. *The Transgender Studies Reader*. New York; Routledge  
\*This book is available in the university library where you may photocopy the relevant pages and/or pp. 206-282 are available online through google books at:  
[https://books.google.ca/books?id=SfqOAAQBAJ&pg=PA236&pg=PA236&dq=gender+terror+gender+rage&source=bl&ots=CICAQDC0Rr&sig=pH56koyDOoh9mkO6yXoTJXItZMc&hl=en&sa=X&ved=0CDQQ6AEwA2oVChMIz7n2w\\_r0xwlVizmICh3UgEV#v=onepage&q=gender%20terror%20gender%20rage&f=false](https://books.google.ca/books?id=SfqOAAQBAJ&pg=PA236&pg=PA236&dq=gender+terror+gender+rage&source=bl&ots=CICAQDC0Rr&sig=pH56koyDOoh9mkO6yXoTJXItZMc&hl=en&sa=X&ved=0CDQQ6AEwA2oVChMIz7n2w_r0xwlVizmICh3UgEV#v=onepage&q=gender%20terror%20gender%20rage&f=false)

November 1<sup>st</sup>: TBA

November 8<sup>th</sup>: Kimmel, M. 2001. *What about the boys? What the current debates tell us, and don't tell us, about boys in school*. Wellesley Centers for Women Special Report.  
<http://www.wcwonline.org/vmfiles/crw27.pdf>

Hooks, B. 2004. *The will to change: Men, masculinity, and love*. New York: Washington Square Press. Chapters 2 and 3.

-Way, N. 2012. Close friendships among adolescent boys. *Thymos: Journal of Boyhood Studies* 7(1), 79-93.

-Claussen, C. 2016. The WiseGuyz program: Sexual health education as a pathway to supporting changes in endorsement of traditional masculinity ideologies. *Journal of Men's Studies*. Advance online publication

Anderson, E. 2013. Adolescent masculinity in an age of decreased homophobia. *THYMOS: Journal of Boyhood Studies* 7(1): 79-93.

<http://web.b.ebscohost.com.ezproxy.lib.ucalgary.ca/ehost/pdfviewer/pdfviewer?vid=2&sid=e444ea67-5c85-452d-9be2-3e9d5d4757d5%40sessionmgr110&hid=107>

November 15 <sup>th</sup> :	Student Topic Readings – to be announced
November 22 <sup>nd</sup> :	Student Topic Readings – to be announced
November 29 <sup>th</sup> :	Student Topic Readings – to be announced
December 6 <sup>th</sup> :	Final Paper Presentations – NO ASSIGNED READING