



# UNIVERSITY OF CALGARY

The University of Calgary  
Faculty of Arts  
Department of Sociology  
Sociology Department Home Page: <http://www.soci.ucalgary.ca>

## Sociology 677 SEMINAR IN SOCIOLOGY OF GENDER RELATIONS

• Fall 2018	• Mon: 10:00 a.m. -12:45 p.m.	• Room — SS 921
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**Instructor:** Dr. Pallavi Banerjee  
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**Phone:** (403) 220-6511

**Office hours:** Monday, 1:30-2:30 p.m. and by appointment

Here's a link to my calendar where you can book appointments with through the available time-slots:  
<https://drbanerjeeucalgary.youcanbook.me>

### COURSE DESCRIPTION AND STRUCTURE

This course explores the social construction of sex and gender and the intersection of gender with other structures of inequality such as race, ethnicity, class, and sexuality. We will critically examine the idea that sex and gender are fixed biological realities and discuss what sociologists of gender have contributed to our understanding of gender as a major organizing aspect of society. Course readings focus on sociological approach to gender and the empirical applications of these theories and concepts to show how gender relations shape social institutions. In our introductory module, we begin with readings about *epistemology/intellectual history* including classics concerned with gender and inequality. The middle module of the class will be about *gender as a social structure* itself. The final module will be *applying theory to research and social policy* using the theoretical framework to better understand substantive areas of research such as the family, education, work, global labour-relations and religion. There is a week of readings left for the members of the class to assign which will span two areas of research, at least.

I encourage students to come with their own research projects in various stages, including but not limited to 1) a term paper that they would like develop during the semester, 2) a section of the master's thesis that they would like to publish in peer-reviewed journals, 3) dissertation or master's thesis proposal, 4) a review article/statement of the field paper. Consider using this seminar as an opportunity to move a project forward with the insights and ways of thinking that gender theories offer. The students who plan to specialize in sociology of gender and feminist studies would benefit most from the seminar, but I also welcome students with other research interests who want to enhance their analytic skills.

Each class will consist of a student-led presentation and discussion of the assigned readings. In addition, we will do a workshop for our individual research papers, including in-class writing, outlining and conceptual mapping, and peer-reviews.

I am very much looking forward to learning more about all these topics from our conversations, and I hope you are as well.

## **COURSE OBJECTIVES**

At the end of the course, you should be able to:

- critically read, analyze and write about gender relations with a sociological lens
- analyze the intersection of gender with other axes of inequality such as race, ethnicity, class, and sexuality
- apply course material to real world and daily life examples of local and global gender issues
- apply gender theories and research to a topic of your choosing to advance understanding of gendered dimensions in that context.

## **READINGS**

**I have only assigned articles and book chapters for this course. Links and PDFs of book chapters and journal articles are listed below and also uploaded on D2L.**

Readings that say “Recommended but optional” I will still be discussed in class but may not be part of your facilitation or critical responses. I encourage you to read them for class discussion even if you don’t include them in your facilitation or responses.

## **ASSIGNMENTS AND GRADES**

1. Reading and Participation	10%
2. Class facilitation (2)	10 %
3. Reading Reflection by week (5)	10%
4. Critical Reflective Essays (2) (10% each: 3-5 double-spaced pages)	20%
5. Peer Workshop I-III (5% x 3 times)	15%
6. Assigning and discussing one readings of your choice pertaining to substantive area on <b>Week 10</b>	4%
7. Final paper (18-20 double-spaced pages, by April 19)	30%
8. One compulsory Individual meeting with the instructor about final paper	1%
<b>TOTAL</b>	<b>100%</b>

## **DETAILS OF SEMINAR REQUIREMENTS**

### **1. Reading and Participation 10%**

This is a graduate seminar, and I want all of us to get as much out of it as we can. Thus, we will generally read about 100-200 pages of scholarly material per week. **It is important that you read deeply at least 4 of the articles assigned each week** and it is important that you keep on top of the reading. We will discuss how to read in the first day of class. As you read through materials for this seminar, I strongly encourage you to ask how whatever it is we are reading might add to or enhance your research goals and interests. In some instances, these connections will be obvious, and in other instances, my hope is that you are pleasantly surprised as you see your work and thought influenced by our seminar readings.

Student participation is required, not optional, in this graduate seminar. I will not be lecturing. Instead, we will

all learn from one another. If you miss a seminar session or regularly arrive late, it will be impossible for you to earn an “A” in this seminar unless you have official documentation that speaks to a reasonable excused (or late) absence. I will assess seminar participation in a number of ways including (on time) attendance and active, thoughtful, and meaningful participation – by listening carefully, formulating your point when placing an argument, and showing respect for our shared intellectual space. Participation also includes preparedness to answer questions, provide insightful commentary and/or critically assess course materials.

**2. Reading Reflections by Week (5): You will write five 2 single-spaced page papers that reflect upon and respond critically to the readings for the week you pick to do the reading reflection.** These papers should include a short summary of the arguments but focus on synthesis, engagement with core ideas, and critique. Write **at least two** questions for the class that will allow the class to explore the deepest ideas in the reading. Treat these reflections as writing and thinking exercises, and thus, marked pass/fail. You will receive individual feedback on reading responses where feedback is required. Please submit the reflections the Sunday before the week you are writing your reflection for. For example, if you are writing your reflection for Week 2, please submit your reading reflection on D2L dropbox by Sep 16, Sunday, 5:00p.m.

PLEASE DO NOT DO A READING REFLECTION ON THE WEEK YOU ARE FACILITATING.

### **3. Class Facilitation (5% \*2times = 10%)**

This is a graduate seminar, and every student will be responsible to facilitate TWO class sessions starting Week 2.

Note: On the first day of class, I will ask each of you to email me (in order of preference) at least 4 seminar sessions you are interested in facilitating no later than midnight Tuesday, September 11. I will do my best to accommodate your preferences. Each sessions will be co-facilitated (two facilitators). Once I hear back from you, I will assign facilitators on the course outline and reload the version on D2L.

I will email (and post on (D2L/Dropbox)) the facilitation schedule by 12pm on Thursday, September 13th.

When it is your turn to facilitate a discussion, you will carefully prepare a brief outline of the main arguments for each week’s readings.

Your brief outline (not more than one single-spaced page) will need to include the following:

1. What is the authors’ research question(s) or main thesis?
2. What evidence does the authors use to support their argument?
3. Write **at least two** questions for the class that will allow the class to explore the relationship between the authors’ theories, concepts, and data.

Your outline must be submitted to me via D2L (Dropbox) 24 hours before our class (Sunday 10:00 am).

You will bring the outline to class to begin the class discussions.

These outlines are pass or fail, but I will not accept them if they aren’t turned in on time—in which case you will receive a “2.5” for that particular facilitation. The total grades for facilitation will be based on both the outline and in-class facilitation.

PLEASE DO NOT FACILITATE ON THE WEEK YOU ARE WRITING A READING REFLECTION

### **4. Two Critical Reflective Essays (2 \*10% = 20%)**

In order for this seminar to run smoothly, everyone must come to our seminar prepared to actively discuss our course readings. In order to keep us on task, I will ask you to submit a two-three pages double-spaced “critical reflective essays” for two different weeks. The first critical response for everyone must be submitted by Week 6.

What this means is that your first critical response must be done between Week 2 – Week 6. Your second critical response can be written for any week between Weeks 8-13 **except Week 12**.

The critical response must:

- a) Respond to the following questions:
  - a. Essay 1: What does theory mean to you? What kind of standpoint do we bring to our theory and knowledge production? Engage the readings done until week 6 to answer this question.
  - b. Essay 2: What is one issue in gender research that needs further attention and exploration and why? Engage the readings since your last reflective essay to answer this question.

For each essay must:

- b) summarize the main analytic points of the readings you are including. For example, what's the main argument of each reading?
- c) explain how the readings or the theories in the readings connect to each other while answering the above questions.

All responses must be submitted via (D2L/Dropbox) at least 2 hours prior to the start of our seminar—absolutely NO exceptions.

**NOTE: Whether you are doing a critical response or facilitation, you should absolutely still read the assigned materials and come to seminar ready to actively engage in discussion.**

### **5. Peer Workshop I-III (5% x 3 times = 15%)**

The goal of these workshops is to both acquaint you of the peer review process in academia and to help you workshop your final project for the course.

Workshop I: **Oct 1**. For your first workshop, you will bring the rough outlines/abstracts of your final project to class. These should be no more than 250 words. In this you will outline your topic for your research paper and your plans for tackling the topic or making it into a paper.

Workshop II: **Oct 22**. Choose one journal article or a book that is the most important to your project and write 1 single-spaced memo about how your project builds upon, extends, or critiques this article theoretically and/or empirically. You will be sending me the section on Friday before the workshop, so by **10:00 a.m. by Nov19**. I will upload the workshop materials soon after. All of us will read all of the workshop materials before coming to class. You will work in small groups and you will be providing detailed feedback to each other on their write-up. You will have time in class to formulate verbal feedback for each other in class and discuss them. Everyone will have a chance to respond to the feedback. Please use the feedback you receive in this workshop to strengthen the workshopped sections of your final paper. We will use half of the class time for this exercise.

Workshop III: **Nov 19**. For your final workshop, you will prepare one finished section of your final project – this could be the introduction, the literature review, methodology section, or the epistemology section. My suggestion is you prepare that section from your papers for the workshop that you are struggling with the most. You will be sending me the section on Friday before the workshop, so by **10:00 a.m. by Nov19**. I will upload the workshop materials soon after. All of us will read all of the workshop materials before coming to class. You will work in small groups and you will be providing detailed feedback to each other on their write-up. You will have time in class to formulate verbal feedback for each other in class and discuss them. Everyone will have a chance to respond to the feedback. Please use the feedback you receive in this workshop to strengthen the workshopped sections of your final paper. We will use half of the class time for this exercise.

Please bring **enough hard copies** of your workshop write-ups – one for me, one for yourself and at least 2 for your peer reviewers.

The grades for each workshop will be on a scale of 3 – Good, Satisfactory and Unsatisfactory and will depend on both your workshop material and participation in feedback.

## 6. Assigning and discussing readings on Nov 19 - Week 12 (4%)

The goal of this assignment is so that we can further our collaborative learning. Each student or two students collaboratively (this depends on the number of students in class after the drop date) will be responsible for assigning **one readings** to the class that we will read and discuss those readings as a class on Week 12. The readings must be journal articles from reputed sociological journals and **MUST** pertain to furthering our knowledge on gender. You are free to pick a substantive area we have not covered in class or you can add to the substantive areas covered in class with the reading you assign.

Please send me your readings (a link and pdf) by **4:00 p.m., Nov 10, 2018**. I will then update the course outline with these readings and post the links and pdfs on D2L for the entire class to access

## 7. Seminar Paper 31% (1% for meeting with the professor, 5% for the outline/abstract and 25% for the final paper)

Everyone will submit a seminar paper that must not exceed 18-20 typed and double-spaced pages (references not included). The goal of this assignment is so that you can in some ways move your work forward. You have two options for the seminar paper.

1. Compare, contrast, and criticize two or more authors we read in our seminar.
2. Use course themes, concepts, and theories to expand upon some empirical problem (your own research).  
My advice would be to choose #2 because it will allow you to get ahead in your own projects.

It can be quite daunting to write a 18-20 page paper from scratch. Thus, we will break down this big task into a series of smaller tasks:

1. By **5pm on Friday, October 5th**, you will need to submit an outline/abstract of your option and where you might be headed with such option. Think of it as an abstract for your paper. Please include the feedback you receive in your Workshop 1 to rework your abstracts/outlines before submitting them to me. You can submit this on Dropbox on D2L.
2. By **4pm on, October 15th**, please schedule a 15-minute appointment with me at <https://drbanerjeeucalgary.youcanbook.me>. At this appointment, we will discuss how your seminar paper is going. Your meeting must occur no later than **November 15th**. (1%)
3. Your final seminar paper is due anytime between **last day of classes** on dropbox by 5:00 p.m. on **December 19<sup>th</sup>** Wednesday and no later (30%).
4. Late papers will be subjected to letter grade reductions after the deadline. Every 48 hours that you are late, you will lose one letter grade on the mark you receive for the paper.
5. If you wish to receive feedback on your paper and incorporate that feedback before your final submission, your deadline for submitting me the full paper **is in class on Nov 19 or earlier**. Please give me a hard copy as well as email me your papers by the deadline. I will send you feedback within a couple of weeks and will also indicate the grade you received on the draft (that will not be your final grade) and what you will need to do for your paper to be an A+ paper.

### THE GRADE DISTRIBUTION IS AS FOLLOWS:

#### .1.2 Graduate Studies Grading System

Grade	Grade Point Value	Percent range	Grade Point Value	Graduate Description
A+	4.00	96 – 100%	4.00	Outstanding performance
A	4.00	90 – 95.99%	4.00	Excellent performance
A-	3.70	85 – 89.99%	3.70	Very good performance
B+	3.30	80 – 84.99%	3.30	Good performance
B	3.00	75 – 79.99%	3.00	Satisfactory performance

B-	2.70	70 – 74.99%	2.70	Minimum pass
C+	2.30	67 – 69.99%	2.30	Failure. All grades below "B-" are indicative of failure and will not count toward graduate program requirements.
C	2.00	63 – 66.99%	2.00	
C-	1.70	59 – 62.99%	1.70	
D+	1.30	55 – 58.99%	1.30	
D	1.00	50 – 54.99%	1.00	
F	0.00	<50%	0.00	

**Seminar Schedule**  
**(Tentative and Subject to Change)**

**MODULE I: Epistemology/Intellectual History**

**Sep 10: Week 1**

*Introduction and the Importance of Gender Theorizing*

Combahee River Collective. 1977. "A Black Feminist Statement. Available on-line at <http://www.feministezine.com/feminist/modern/Black-Feminist-Statement.html>.

**Post a link only**

Lorde, Audre. 1984. "Transformation of Silence into Language and Action," Pp. 40-44. In *Sister/Outsider*. Freedom, CA: The Crossing Press.

<http://solomon.bltc.alexanderstreet.com.ezproxy.lib.ucalgary.ca/cgi-bin/asp/philobltc/getdoc.pl?S8108-D004>

**Post a link or PDF**

hooks, bell. 1991. "Theory as Liberatory Practice," *Yale Journal of Law and Feminism* 4 (1): 1-12.

<https://heinonline-org.ezproxy.lib.ucalgary.ca/HOL/P?h=hein.journals/yjfem4&i=7>

**Post a link only**

Smith, Linda Tuhiwai. *Introduction Decolonizing methodologies: Research and indigenous peoples*. Zed Books Ltd., 2013

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=18&docID=3563227&tm=1535035010376>

**\*\*E-book license permits only one online user at a time; per day, a user may save/print to PDF (for offline access) up to 65 pages**

**Post a link only**

**Sep 17: Week 2**

**Facilitators:**

*How do we know what we know? Feminist epistemology*

Butler, Judith. 2004. "Acting in Concert" Pp 1-16 in *Undoing Gender*. New York: Routledge.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=11&docID=183001&tm=1535035131369>

**Post a link only**

Haraway, Donna. 1988. "Situated Knowledges: The Science Question in Feminism and the

Privilege of Partial Perspective,” *Feminist Studies* 14: 575-599.

<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/3178066>

**Post a link only**

Collins, Patricia Hill. 1986. “Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought,” *Social Problems* 33 (6): 14-32.

<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/800672>

**Post a link only**

Harding, Sandra. 1992. "Rethinking standpoint epistemology: What is "strong objectivity?"" *The Centennial Review* 36.3: 437-470

**Post a PDF scanned from a print copy (fair dealing)**

*\*\*Print copy available in LCR Collection (<https://tinyurl.com/y7nj2m5t> )*

### Sep 24: Week 3

#### **Facilitator:**

*Intersectionality and Postcolonial Feminist Thoughts*

Crenshaw, Kimberlé. 1991. “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color” *Stanford Law Review* 43 (6): 1241-1299.

<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/1229039>

**Post a link only**

OR

Collins, Patricia Hill. "Intersectionality's definitional dilemmas." *Annual Review of Sociology* 41 (2015): 1-20

<https://www-annualreviews-org.ezproxy.lib.ucalgary.ca/doi/10.1146/annurev-soc-073014-112142>

**Post a link only**

Glenn, Evelyn Nakano. 2002. “Integrating Race and Gender.” Pp. 6-17 In *Unequal Freedom*. Cambridge: Harvard University Press.

**Post a PDF scanned from a print copy (fair dealing)**

Banerjee, Pallavi and Raewyn Connell. (Forthcoming 2018). "Gender Theory As Southern Theory." in *The Handbook of the Sociology of Gender*, Second Edition. Edited by Barbara Risman, Carrissa Froyum, and William Scarborough. New York, NY: Springer Press. (10 pages) pp. 57-68

**Post a PDF scanned from a print copy (fair dealing)**

Mohanty, Chandra Talpade. "Under Western eyes: Feminist scholarship and colonial discourses." *Feminist review* 30 (1988): 61-88.

<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/1395054>

**Post a link only**

Ahmed, S. (2006). Orientations: Toward a queer phenomenology. *GLQ: A journal of Lesbian and Gay Studies*, 12(4), 543-574.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=qth&AN=22093603&site=ehost-live>

**Post a link only**

#### **Recommended but optional Readings:**

Choo, Hae Yeon and Myra Marx Ferree. 2010. “Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions and Institutions in the Study of

Inequalities," *Sociological Theory* 28 (2): 129-149.

<https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1467-9558.2010.01370.x>

**Post a link or PDF**

Abu-Lughod, Lila. 1990. "The Romance of Resistance," *American Ethnologist* 17(1): 41-55.

<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/645251>

**Post a link only**

## **MODULE II: Gender as a Structure of Stratification**

### **Oct 1: Week 4**

#### **Facilitators:**

*Social Construction of Gender*

Risman, Barbara.J. Risman and Davis, Georgiann, 2013. From sex roles to gender structure. *Current Sociology*, 61(5-6), pp.733-755.

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0011392113479315>

**Post a link or PDF**

Martin, Emily, 1991. The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles. *Signs: Journal of Women in Culture and Society*, 16(3), pp.485-501.

<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/3174586>

**Post a link only**

Pfeffer, Carla A. (2014). "‘I Don’t Like Passing as a Straight Woman’: Queer Negotiations of Identity and Social Group Membership." *American Journal of Sociology* 120(1):1-44.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=100085895&site=ehost-live>

**Post a link only**

Anne Fausto-Sterling. "The Five Sexes: Why Male and Female are not Enough" *The Sciences* (1993): 20-24.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ulh&AN=9305215658&site=ehost-live>

**Post a link only**

**Workshop I: please follow associated deadlines**

### **Oct 8: Week 5 – Thanksgiving Holiday**

### **Oct 15: Week 6**

#### **Facilitators:**

*Gender at the Individual and Interactional Level*

#### Individual Level

Davis, S. N., & Risman, B. J. (2015). Feminists wrestle with testosterone: Hormones, socialization and cultural interactionism as predictors of women’s gendered selves. *Social science research*, 49, 110-125.



<https://www.sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0049089X14001458>

**Post a link or PDF**

Bem, Sandra. 1981. "Gender Schema Theory: A cognitive account of sex typing," *Psychological Review* Vol. 88: 354-364.

<http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&D=ovft&AN=00006832-198107000-00004&PDF=y>

**Post a link only**

Meadow, Tey. 2011. "Deep down where the music plays': How parents account for childhood gender variance." *Sexualities*. 14(6), p. 725-747.

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/1363460711420463>

**Post a link or PDF**

### Interactional Level

West, Candace and Don H. Zimmerman. 1987. "Doing Gender." *Gender & Society* 1(2): 125 - 151.

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0891243287001002002>

**Post a link or PDF**

Martin, Karin. 1998. "Becoming a Gendered Body: Practices of Preschools," *American Sociological Review* 63(4): 494-511.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=988957&site=ehost-live>

**Post a link only**

Kristen Schilt and Laurel Westbrook. 2009. "Doing Gender, Doing Heteronormativity." *Gender & Society* 23(4): 440-464.

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0891243209340034>

**Post a link or PDF**

Hochschild, Arlie, and Anne Machung. 2012 *The Second Shift: Working families and the revolution at home*. Penguin. (Chp 1&2) pp. 1-21

**Post a PDF scanned from a print copy (fair dealing)**

### **Recommended but Optional Readings**

Chodorow, Nancy. 1989. Introduction: Feminism and Psychoanalytic Theory. In *Feminism and Psychoanalytic Theory*. New Haven: Yale University Press. pp. 1-20 (*Individual Level*)

**Post a PDF scanned from a print copy (fair dealing)**

Thorne, Barrie. 1993. "Ch 5, Creating a Sense of Opposite Sides," from *Gender Play: Girls and Boys in School*. New Brunswick, NJ: Rutgers University Press. Pp. 63-88 (*Interactional Level*)

**Post a PDF scanned from a print copy (fair dealing)**

### **Critical Reflective Essay 1**

*You should submit your first Critical Reflective Essay by the end of Week 6 or earlier: It should engage at least 50% of the readings discussed so far and discussed. See other details including essay questions in the assignment section above.*

**Oct 15: Week 7**

### **Facilitators:**

*Macro Level of Analysis: Institutional and Cultural*

Acker, Joan. 2006. "Inequality Regimes: Gender, Class, and Race in Organizations." *Gender & Society* 20:441-64.\*

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0891243206289499>

**Post a link or PDF**

Ridgeway, Cecilia L. 2009. "Framed Before We Know It: How Gender Shapes Social Relations." *Gender & Society* 23:145-60.

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0891243208330313>

**Post a link or PDF**

Williams, Christine, Chandra Muller and Kristine Kilanski. 2012. "Gendered Organizations in the New Economy," *Gender & Society*. 26(4): 549-573

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0891243212445466>

**Post a link or PDF**

Wingfield, Adia Harvey. "Racializing the glass escalator: Reconsidering men's experiences with women's work." *Gender & Society* 23, no. 1 (2009): 5-26.

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0891243208323054>

**Post a link or PDF**

Kang, Miliann. Introduction – (1-30) *The managed hand: Race, gender, and the body in beauty service work*. University of California Press, 2010.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=861403#>

**Post a link**

### **Recommended but optional Reading**

Ridgeway, Cecilia L. and Shelley J. Correll. 2004. "Unpacking the Gender System: A Theoretical Perspective on Gender Beliefs and Social Relations." *Gender & Society* 18:510-31.

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0891243204265269>

**Post a link or PDF**

## **MODULE III: Gender Theories and its Empirical Applications**

**Oct 22: Week 8**

### **Facilitators:**

*Framed by Gender and other Intersectionalities*

Families – framed by Gender and other intersectionalities

Carrington, Christopher. 1999. "Feeding Lesbian Families," from *No Place Like Home*. Chicago: University of Chicago Press.

**\*\*Available in *Food and Culture: A Reader***

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=202&docID=1097808&tm=1535042901767>

**\*\*E-book license permits only one online user at a time; per day, a user may save/print to PDF (for offline access) up to 163 pages**

Moore, Mignon. 2008. "Gendered Power Relations among Women: A Study of Household Decision-Making in Black, Lesbian Stepfamilies." *American Sociological Review*, vol 73,2(Apr.): 335-356.

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/000312240807300208>

**Post a link or PDF**

Pfeffer, Carla. 2010. "'Women's Work'?: Women Partners Of Transgender Men Doing Housework and Emotion Work" *Journal of Marriage and the Family*.

<https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1741-3737.2009.00690.x>

**Post a link or PDF**

Brainer, Amy. "Mothering gender and sexually nonconforming children in Taiwan." *Journal of Family Issues* 38.7 (2017): 921-947.

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0192513X15598549>

**Post a link or PDF**

### Economy - framed by Gender and other intersectionalities

Schilt, Kristen. (2006). Just one of the guys? How transmen make gender visible at work. *Gender & Society*, 20(4), 465-490.

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0891243206288077>

**Post a link or PDF**

Johnston, Josée, and Judith Taylor. "Feminist consumerism and fat activists: A comparative study of grassroots activism and the Dove real beauty campaign." *Signs: Journal of Women in Culture and Society* 33.4 (2008): 941-966.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=33322131&site=ehost-live>

**Post a link only**

Purkayastha, B. (2005). Skilled migration and cumulative disadvantage: the case of highly qualified Asian Indian immigrant women in the US. *Geoforum*, 36(2), 181-196.

<https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0016718504000648>

**Post a link or PDF**

Martin, Patricia. Yancey., 2001. Mobilizing Masculinities!: Women's Experiences of Men at. *Organization*, 8(4), pp.587-618.

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/135050840184003>

**Post a link or PDF**

### **Workshop II: follow associated deadlines**

**Oct 29: Week 9**

#### **Facilitators:**

*Sexualities, Identities and Lived Experience*

Connell, R.W. and Messerschmidt, J.W., 2005. Hegemonic masculinity: Rethinking the concept. *Gender & Society*, 19 (6), pp.829-859.

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0891243205278639>

**Post a link or PDF**

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

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/1363460705053337>

**Post a link or PDF**

Schippers, Mimi. "Recovering the feminine other: Masculinity, femininity, and gender hegemony." *Theory and Society* 36.1 (2007): 85-102.

<https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s11186-007-9022-4>

**Post a link or PDF**

Naber, Nadine. 2006, "Arab American femininities: beyond Arab virgin/American (ized) whore." *Feminist Studies* 32,1 87-111.

<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/20459071>

**Post a link only**

Davis, Georgiann, Jodie M. Dewey, and Erin L. Murphy. "Giving Sex: Deconstructing Intersex and TranMedicalization Practices." *Gender & Society* 30.3 (2016): 490-514.

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0891243215602102>

**Post a link or PDF**

Garcia, Lorena. "'Now why do you want to know about that?'" Heteronormativity, sexism, and racism in the sexual (mis) education of Latina youth." *Gender & Society* 23.4 (2009): 520-541.

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0891243209339498>

**Post a link or PDF**

### **Recommended but Optional Readings**

Rubin, Gayle. "Thinking sex: Notes for a radical theory of the politics of sexuality." *Social Perspectives in Lesbian and Gay Studies; A Reader* (1998): 100-133. (You can download Chapter 1 and just read this article, or read online from page 100)

**\*\*Available in *Deviations: A Gayle Rubin Reader***

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=152&docID=1172997&tm=1535044144864>

**\*\*E-book license permits only one online user at a time; per day, a user may save/print to PDF (for offline access) up to 51 pages**

Le Espiritu, Y. (2001). " We don't sleep around like white girls do": Family, culture, and gender in Filipina American lives. *Signs: Journal of Women in Culture and Society*, 26(2), 415-440.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=4137696&site=ehost-live>

**Post a link only**

### **Nov 5: Week 10**

#### **Facilitators:**

*Gender and Work II – Globalization and Gender*

Sassen, Saskia (2004). *Global cities and survival circuits*. In B. Ehrenreich and A. Hochschild (Ed) *Global Woman*. (254-275). New York: Metropolitan Books.

**Post a PDF scanned from a print copy (fair dealing)**

Evelyn Nakano Glenn. "From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor." *Signs* 18, 1992: 1-43.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=9302050810&site=ehost-live>

**Post a link only**

Choo, Hae Yeon. 2016 "In the Shadow of Working Men: Gendered Labor and Migrant Rights in South Korea." *Qualitative Sociology* 39.4 (2016): 353-373.

<https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s11133-016-9332-9>

**Post a link or PDF**

Hoang, Kimberly. 2014. "Competing Technologies of Embodiment: Pan-Asian Modernity and Third World Dependency in Vietnam's Contemporary Sex Industry," *Gender & Society* 28(4): 513-536.

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0891243214523122>

**Post a link or PDF**

Lakkimsetti, Chaitanya. 2014. "'HIV is Our Friend': Prostitution, Biopower and State in Postcolonial India," *Signs: Journal of Women and Culture* 40(1): 201-226

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=98324626&site=ehost-live>

**Post a link only**

### **Recommended but Optional Reading**

Parreñas, Rhacel Salazar. 2000. "Migrant Filipina domestic workers and the international division of reproductive labor." *Gender & Society* 14 (4): 560-580.

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/089124300014004005>

**Post a link or PDF**

**Nov 12-26: Week 11:**

**Fall Break– No Class**

**Nov 19: Week 12**

*Readings in Substantive Areas for the class*

*I encourage students to assign readings from their area of research – ones that are framed by gender*

Banerjee's Contributions:

Rest of the readings for the week are to be assigned by students. Student assigning the reading will be responsible for leading the discussion on that reading/s

Students name Contribution: TBA

Students name Contribution: TBA

Students name Contribution: TBA

Students name Contribution: TBA

**Workshop III: please follow associated deadlines**

**Nov 26: Week 13**

**Facilitators:**

*Resistance, Activism and Social Policy*

Barker, Joanne. "Gender, Sovereignty, and the Discourse of Rights in Native Women's Activism." *Meridians: feminism, race, transnationalism* 7.1 (2006): 127-161.

<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/40338720>

**Post a link only**

Palmater, Pamela. "Shining light on the dark places: Addressing police racism and sexualized violence against indigenous women and girls in The National Inquiry." *Canadian Journal of Women and Writing the Law* 28.2 (2016): 253-284.  
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=117786491&site=ehost-live>

**Post a link only**

Armstrong, Elizabeth A., Laura Hamilton, and Brian Sweeney. 2006. "Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape." *Social Problems* 53(4): 483-499. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/10.1525/sp.2006.53.4.483>

**Post a link only**

Abu-Lughod, Lila. "Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others." *American Anthropologist*. 104.3 (2002): 783-790.  
<https://anthrosource-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1525/aa.2002.104.3.783>

**Post a link or PDF**

Hollander, Joceylyn. 2013. "I Demand More of People: Accountability, Interaction and Gender Change." *Gender & Society*. Vol. 27 (5).

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0891243212464301>

**Post a link or PDF**

OR

Barbara Risman. 2009. "From Doing to Undoing: Gender As We Know It" *Gender & Society* 23:81-84.

<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0891243208326874>

**Post a link or PDF**

(You can either read Risman or Hollander)

### **Recommended but optional Readings**

Kelly, Erin L., Phyllis Moen, and Eric Tranby. 2011. "Changing workplaces to reduce work-family conflict schedule control in a white-collar organization." *American Sociological Review* 76(2): 265-290.  
<http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0003122411400056>

**Post a link or PDF**

Bhatt, Amy, Madhavi Murty, and Priti Ramamurthy. 2010. "Hegemonic Developments: The New Indian Middle Class, Gendered Subalterns, and Diasporic Returnees in the Event of Neoliberalism." *Signs: A Journal of Women in Culture and Society* 36(1): 127-152.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=55254337&site=ehost-live>

**Post a link only**

### **Critical Reflective Essay 2**

*You should submit your second Critical Reflective Essay by the end of Week 13. It should engage at least 50% of the readings since your first critical reflection. See other details including essay questions in the assignment section above.*

**Week 14 - Dec 3 [LAST DAY OF CLASS – Celebration at my home – Day/date TBA (we'll doodle this)]**

Wrap Up and Final Thoughts.

**Choosing a journal exercise:** This exercise is for you to familiarize yourself with the structure of a journal article including its component, style, and length. Choose a model article from a journal, to which you would like to send your manuscript in the future, and bring an outline of the article to class, taking note of the length and content of each section of the article. This could be the same article you assign to the class for reading.

**Final Paper Due: Between last day of class and Dec 19, 2018 by 5:00 p.m. via dropbox.**

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**Deadline Summary**

<b>Tasks</b>	<b>Deadlines</b>
<b>Facilitations</b>	<b>Please see the course calendar for your facilitation day</b>
<b>Reading Reflections</b>	<b>Sunday 5:00 p.m. the week you are writing the reflection for. So for instance if you are writing a reflection for week 2, you must submit your reflection on Sep 16 by 5:00p.m.</b>
<b>Critical Response 1</b>	<b>Between Week 2 – Week 6</b>
<b>Critical Response 2</b>	<b>Between Week 7 – Week 13</b>
<b>Workshop 1 - Bring your outlines/abstracts for your final project to class</b>	<b>Oct 1</b>
<b>Research Paper Outline-</b> Email research paper outline/abstract to professor	<b>Oct 5, 5:00 p.m.</b>
Send me the write up for <b>Workshop 2</b> by Friday for uploading. Class please read the write-up before coming to class on Monday	<b>Oct 19<sup>th</sup>, 10:00 a.m</b>
<b>Workshop 3 –</b> Send one section of your final papers to me (Prof.) for uploading. Class please read the write-up before coming to class on Monday	<b>Nov 19<sup>th</sup>, 10:00 a.m.</b>
<b>Send your readings for week 11 to me</b>	<b>Nov 10, 4:00 p.m.</b>
<b>Submit full research paper draft to me (Prof.) for feedback (optional)</b>	<b>By Nov 19 or earlier</b>
<b>I will send feedback on paper drafts</b>	<b>By Dec 7</b>
<b>Final Papers due on D2L Dropbox</b>	<b><span style="color: red;">Dec 19, 2018 by 5:00 p.m.</span></b>

## OTHER ADMINISTRATIVE INFORMATION:

### Attendance Policy

*This is a graduate course and mandatory attendance should go without saying. Please plan to come to class on time and attend the full class period.*

If you face any particular challenges that you believe will affect your commitment to this course, please make an appointment to meet with me at the earliest possible date. You may not be responsible for your circumstances, but you are responsible for letting me know when you need support. I will be more likely to be able to assist you in dealing with your situation if I know about it early in the semester. I however cannot emphasize enough how important it is for you to attend class. I cannot replicate class discussions for people who miss a class period.

### 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 me explaining the basis for reconsideration of one's mark. I 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.*

### Reviewing of Exam and Assignment

Students will have **two weeks after assignments** have been marked and grades have been posted on D2L to review the exam. For instance, students cannot demand to review the first exam or analysis paper at the end of the term.

### Technology Use

To minimize disruption in the classroom, all cell phones; phones must be on silent during to minimize disruptions. Laptops and tablets are permitted in the classroom BUT ONLY to take notes and to access readings.

### Email

Students can contact me over email ONLY to make appointments or in case of an **emergency**. Please put your course number and section (Soci 677) in your email's subject line, **and include a proper salutation (Dear/Hello, ...)**, your full name, student ID, and a **proper closing** to the email. *All emails violating customary email conventions will be ignored.* All other emails will be answered within one to two business days. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining assignments or exams, know that I **do not** discuss marks over email – any questions regarding marks needs to be addressed face-to-face. If you have a course-related question, please check the course outline first. Questions that can be answered by consulting the course outline will not be answered. *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 and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.**

### 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 provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

3. Final grades are not posted by the Sociology Department. They are only available online.

### **Emergency Evacuations**

In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at the Professional Faculties - Food Court.

### **Ethics Research**

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 Faculty Ethics Committee. 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.

### **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-5.html>

### **Deferrals**

When possible, please provide advance notice if you are unable to write an exam or complete/turn-in assignments 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 health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, misreading the syllabus, and scheduling conflicts with other classes or employment 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.

If you have missed a test for a legitimate reason, the instructor can require you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a “make up” test for you, its date and location will be at the convenience of the Department of Sociology.

**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 about deadlines, and where paperwork should be taken, is available on the form, which can be found at:

<https://www.ucalgary.ca/registrar/student-forms>

**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](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).

### **Student Representation**

The 2018-19 Students’ Union VP Academic is Jessica Revington ([suvpaca@ucalgary.ca](mailto: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>

### **Safewalk**

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.

### **Academic Accommodation**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://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](http://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.

### **Student Resources**

[SU Wellness Centre](#)

[Campus Mental Health Strategy](#)