

Sociology 677
Seminar in Sociology of Gender Relations
Winter 2014
Thursday 2:00-4:45

Instructor: Dr. Fiona Nelson
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Office Hours: Wednesdays, 10:00 – 12:00
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, followed by thematic readings chosen by students in consultation with the professor. Students will choose thematic readings 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 journaling 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 January 16th, 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.

Foucault, Michel. 1978 (1990). *The History of Sexuality Volume 1: An Introduction*. New York: Vintage Books.

Butler, Judith. 1990. *Gender Trouble: Feminism and the Subversion of Identity*. New York and London: Routledge.

**In addition, there will be several articles/ book chapters chosen by students in consultation with the professor

Assignments and Evaluation

Grade Components:

-Reflective Journals (9 x 4%)	36%
-Topic Proposal, Annotated Preliminary Bibliography	10%
-Final Paper/ Lit Review	35%
-Seminar Leadership	5%
-Final Paper Presentation	5%
-Participation	9%

About the Reflective Journals:

Due: In class, January 23rd, January 30th, February 6th, February 13th, February 27th, March 13th, March 20th, March 27th & April 3rd

Length: 3-4 pages (double-spaced)

Reflective journaling is one way of expressing your engagement with the assigned readings. Elements of class discussion might also turn up in these. You are asked to complete one journal for each class in which we are discussing readings. You can write about anything regarding the book and/or the discussions surrounding the book. 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 book or to the discussion thereof, or if you are able to reflect on ways in which the book might contribute to your final paper/larger research plans. You will be asked to share elements of your journal with the class, so keep that in mind when writing.

Because these journals will constitute part of our class discussions, late journals 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, Thursday, February 6th

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, Thursday, April 10th

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 10 – 20 minutes on the last day of class (April 10th) 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 can be structured around the journals 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

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

January 9 th :	First Class – NO ASSIGNED READING
January 16 th :	Foundational Concepts – NO ASSIGNED READING
January 23 rd :	Fausto-Sterling: whole book
January 30 th :	Foucault: pp. 3 - 80
February 6 th :	Foucault: pp. 81 – 159
February 13 th :	Butler: pp. ix – 78
February 20th:	READING WEEK – NO CLASS
February 27 th :	Butler: pp. 79-150
March 6th:	GRADUATE SYMPOSIUM – NO CLASS
March 13 th :	Topic Readings – to be specified
March 20 th :	Topic Readings – to be specified
March 27 th :	Topic Readings – to be specified
April 3 rd :	Topic Readings – to be specified
April 10 th :	Final Presentations – NO ASSIGNED READING