



# UNIVERSITY OF CALGARY

Winter 2021

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: SEMINAR IN SOCIOLOGY OF GENDER RELATIONS			
Course Number	Sociology 677		
Pre/Co-Requisites	Consent of the Department of Sociology		
Instructor Name	Dr. Pallavi Banerjee	Email	pallavi.banerjee@ucalgary.ca
Instructor Email Policy	<p>Feel free to contact me over email at any time. Please put your course number and section (Soci <b>677</b>) in your email's subject line, <b>and include a proper salutation</b>, your full name, student ID, and a <b>proper closing</b> when writing emails. Emails will be answered within one business day. I don't usually answered emails over the weekend. Please take that into account when emailing me questions pertaining assignments and papers. 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. All meetings will be conducted over Zoom so ensure you will have a way to connect over Zoom when requesting meetings. Please do not use e-mail as a replacement for a virtual 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 face-to-face zoom meetings.</p>		
Office Location	N/A	Office Hours	By appointment: Here's a link to my calendar where you can book appointments with through the available time-slots: <a href="https://drbanerjeeucalgary.youcanbook.me">https://drbanerjeeucalgary.youcanbook.me</a>
Class Dates	Tuesdays		
Class Times	1:30 p.m. – 4:15 p.m.		
Class Location	Online/Synchronous		

## Land Acknowledgement

The University of Calgary resides upon the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III.

The University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River, and that the traditional Blackfoot name of this place is "Moh'kins'tsis", which we now call the City of Calgary. *ii' taa'poh'to'p*, the Blackfoot name of the University of Calgary's Indigenous Strategy, was bestowed and transferred in ceremony by Kainai Elder, Andy Black Water on June 21, 2017. The name signifies a place to rejuvenate and re-energize while on a journey. Traditionally, these places are recognized as safe, caring, restful - and offer renewed energy for an impending journey. In a traditional naming ceremony, transitioning into the new name is a journey of transformation towards self-actualization.

## Course Description

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, sexuality, colonialism and imperialism. 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 second module of the class is about gender as a social structure itself. Module three explores application of theories to research and social policy using the core theoretical frameworks of sociology of gender to better understand substantive areas of research such as the family, education and work and the final module focusses on global labour-relations, and internal and global imperialism, colonialism and transnational feminist resistances and activism.

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 and in imbibing a decolonial and intersectional feminist lens to their research.

Each class will consist of a student-led presentation and discussion of the assigned readings. In addition, class time will include, in-class individual and group writing, outlining and conceptual mapping.

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/Learning Outcomes

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

- provide nuanced critiques of the books and articles in the syllabus and identify connections across them;
- 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, sexuality, imperialism and colonialism;
- 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.

### Course Format

This is an online course with both a seminar and a workshop component. Classes will meet weekly, online, in a secure Zoom room. Students will be expected to use a variety of technologies for ongoing engagement in course activities and learning tasks, such as: Google docs, Zoom, etc. Desire2Learn (D2L) will be used to post class resources, including links to readings and video, and as a site for ongoing dialogue. An active University of Calgary email address is required. To access the course in D2L, you will enter your ucalgary.ca IT username and password.

### Learning Resources

We will read articles (copyrighted links provided on D2L), selected chapters from books pdfs which are available through D2L, and three excellent books. I have kept books to a minimum to increase the diversity of who you read. You should try to find the three books ASAP. They are be available (each for 10-30\$) on amazon.ca or at the University bookstore and at least one can be read online through the UofC library). E-Books are available on this link as well:

<https://calgary-store.vitalsource.com/>, though e-books are also available on Amazon. These are mostly foundational books and should be added to your own collection. In addition, I have listed some “recommended” readings for most topics—you are not required to read these books/articles or use them for your weekly papers, but you should read them if you are preparing to become an expert in the field.

### BOOKS

- Risman, Barbara. J. 2018. *Where the millennials will take us: A new generation wrestles with the gender structure*. Oxford University Press.
- Davis, Georgiann. 2015. *Contesting intersex: The Dubious Diagnosis* (Vol. 10). NYU Press.
- Balogun, Oluwakemi. M. 2020. *Beauty Diplomacy: Embodying an Emerging Nation*. Stanford University Press.

## Learning Technologies and Requirements.

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see [d2L.ucalgary.ca](http://d2L.ucalgary.ca)).

### ***\* For online, remote or blended courses:***

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

## Methods of Assessment and Grading Weights

### ASSIGNMENTS AND GRADES

1. Reading and Participation	15%
2. Weekly Reading Reflections	25%
3. Class facilitation	15%
4. Peer Reviewing	6%
5. Final Seminar paper (15-18 double-spaced pages for MA students and 20-25 pages for PhD students)	35%
6. One compulsory Individual Zoom meetings with the instructor reg final paper	1%
7. Learners' Support Group Work	3%
<b>TOTAL</b>	<b>100%</b>

Please note that I understand that the situation due to COVID 19 may cause additional stress and may limit your time and ability to focus. Please know that I and we at the university are committed to work with you given the circumstances and encourage you to communicate with me to discuss any accommodation as needed. Your well-being is of paramount importance to me.

### DETAILS OF SEMINAR REQUIREMENTS

Collaborative learning among peers is encouraged in this course. To that effect, on the first day of classes, we will form learners' support groups to build a learning community. While most of the assignment except Class Facilitation are to be submitted individually, I encourage you read with each other, talk, and brainstorm with each other when preparing for each of the assignments.

## 1. Reading and Participation 15%

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 100-250 pages of scholarly material per week. It's important that you keep on top of the reading. We will discuss how to read on 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.

I encourage that you do the reading assignment with your learners' support groups. One way to read effectively is if you divide the readings among your support group such that each of you read a few articles closely and deeply and then discuss the important aspects of these articles/chapters (when reading a book) with each other. That way, every week, each of you, may read a few readings (three of the readings) with focus and depth while allowing yourself to be slightly less attentive when reading a couple of pieces because you can rely on your group members who read those pieces closely to fill you in on the deeper details.

Student participation is required, **not optional**, in this graduate seminar. I will **not** be lecturing. Instead, we will all learn from one another. If this were not a pandemic, I would have said, "if you miss a couple of 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." However, given the uncertain circumstances we are in, if you are not able to attend classes, please let me know in advance. In that case, you will be required to consult with your learners' group to find alternative ways of participating in the discourse of the classroom.

For those attending classes, I will assess seminar participation in a number of ways including active, thoughtful, and meaningful participation. Reading at the graduate level is a skill that most of us need to develop. Part of the reading assignment for this class is also geared towards helping you learn to read at the graduate level. In each class we will do close reading of parts of the texts assigned to you as well as unpack key concepts. In order to do this, you have two weekly assignments beyond reading the materials:

- a) Each student will be required to bring a list of key concepts and ideas from each of the readings to class every Tuesday.
- b) Bring **one to two paragraphs** to every class, from at least two of the assigned articles or the assigned book that either spoke to you or more importantly, you did not quite get and would like to go over. We will do a 10-minute group reading of these paragraphs and then discuss the materials.

Note: I will ask everyone to share their concepts and ideas on a shared google doc for the course that will be shared with the class every week.

## 2. Weekly Reading Reflection Papers (25%):

You must submit typed and double-spaced paper not exceeding 3 pages (ideally 1 or 2 pages) by 2:00 p.m. on Monday every week. These papers must include a summary of the main analytic points; comparisons/connections between the readings, a paragraph identifying some of the critiques you may have of each of the readings and finally two to three questions you have pertaining to the readings that you may pose to the upcoming class.

**Doctoral students**, you are entitled to **skip/not submit three reflection papers** without penalty, **MA Students** you are entitled to **skip/not submit four reflection papers** without penalty.

**IMPORTANT NOTE:** Not submitting a reflection paper for a week **DOES NOT** entitle you to skip the reading assignment for those weeks.

**You still are expected to read all the assigned materials for the week and come to class with concepts and highlighted paragraphs for close reading no matter what level in the course you are at.**

## 3. Class Facilitation (7.5% \*2 times = 15%)

This is a graduate seminar, and every student will be responsible to co-facilitate TWO class sessions starting our second class-session with another student.

Note: On the first day of class, I will ask you to fill out a form stating (in order of preference) at least 5 seminar sessions you are interested in facilitating. Please come to the first class with your preferences in mind. I will do my best to accommodate your preferences. Once I hear back from you, I will assign facilitators. I will email (and post on D2L) the facilitation schedule by 5.00 pm on Wednesday, January 13th. When it is your turn to facilitate a discussion, you will carefully prepare a brief outline of the main arguments for the week's readings.

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

- a) What is the authors' research question(s)?
- b) What evidence does the authors use to support their argument?
- c) Does the author successfully answer their research question? Why or why not?
- d) 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 seminar begins (Monday 1.30 pm).

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

The total grades for facilitation will be based on both the outline and in-class facilitation.

**Tip:** Do NOT miss the reading reflections for the week of your facilitation. It is basically the same write-up as your facilitation write-up.

#### 4. Peer Reviewing (6%)

The goal of these workshops is to both acquaint you of the peer review process in academia and to help you workshop your final papers for the course with your peers. This has two parts:

**Part 1 (2%):** Submit the outline/abstract/idea note to your peer review group (same as your learner's support group) **by January 26<sup>th</sup>**. Peer group provides you **feedback** on the abstract **by Feb 2**. **Please remember to copy me in the email when sending your feedback.** Please incorporate the feedback you receive from the peer reviewers before submitting the outline/abstract/idea note to me.

**Part 2 (4%):** Everyone will prepare one finished section of your final seminar paper – this could be the introduction, the literature review, methodology section, or the epistemology section for peer reviewing. My suggestion is that the section you prepare for peer reviewing is the part of the paper you are struggling with the most. You will be sending your group (copying me on the email) the section, **by March 15**. Peer group will provide you feedback on the finished section **by March 25<sup>th</sup>**. **Please remember to copy me in the email when sending your feedback.** Please incorporate the feedback you receive from the peer reviewer/s before submitting your final paper to me.

The grades for both parts of the peer review process will be on a scale of 3 – Good, Satisfactory and Unsatisfactory and will be based on both the material submitted for feedback and the quality of feedback.

#### 5. Final Seminar Paper 30% + 5% for the outline.

**Doctoral students** will submit a seminar paper that should be a minimum of **20 pages but must not exceed 25-pages** and must be typed and double-spaced pages (references included). **MA student** will submit a seminar paper that should be a minimum of **18 pages but must not exceed 20 pages** and must be typed and double-spaced pages (references included). The goal of this assignment is so that you can in some ways move your work forward.

You have two options for the final seminar paper.

1. *Compare, contrast, and criticize four or more authors we read in our seminar using other authors, ideas and concepts in the field of gender relations. If you choose this option, you may submit 2 shorter papers (9/10 pages each), first after Module II and second after Module IV. If you choose to do the shorter papers, please check in with me before submitting your idea note (for this option, you will submit an idea note instead of an outline) on this option.*
2. *Use course themes, concepts, and theories to expand upon some empirical problem (your own research). This can be a literature review to answer an empirical question or a full empirical paper if you have data. You can think of this as practice to write your proposal for your MA or Ph.D. research.*

For both options, you should include some readings from the class, but most research must come from your independent review of the literature. You may use **no fewer** than 10 sources. The literature review could be relevant to your thesis or dissertation, or the beginning of a project you intend to develop. You may not use a literature review produced for another course or one you have already prepared for your thesis or dissertation. Remember, a literature review constructs a narrative of the topic. Do not simply provide summaries of individual readings. Instead, identify the major themes and claims in the literature, common methods and methodologies, strengths and limitations to make an argument about where your interests, curiosities and niche lies in the literature.

**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 15 to 25-page paper from scratch. Thus, we will break down this big task into a series of smaller tasks:

1. By **5 p.m. on Feb 9** you will need to submit an **outline/abstract/idea note** of your option and where you might be headed with such option. Think of it as the initial ideation note and plan for your final research paper/s. Please include the feedback you receive in your peer review group which is also your buddy group to rework your abstracts/outlines before submitting them to me. You can submit this on Dropbox on D2L. (5% of grade)
2. By **4pm on, February 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 **March 26th**. (1% of the grade)
3. Your final seminar paper is due anytime between the last day of classes and **April 20** on Dropbox (30 % of the grade)
4. OPTIONAL: 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 on **March 15th** over email or earlier. Please 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

### **Learners' Support Group Work (3%):**

The learners' group you form will be to support each other to learn and thrive this semester as we navigate the pandemic. I know you all already do that. But I wanted to recognize the work that goes in supporting each other. Everyone will get the support points unless I hear otherwise. Please check out the collective care post on D2L for more ideas to support each other.



## Schedule of Lectures and Readings

The schedule for readings and assignments is below. This schedule is tentative and is subject to change due to the emerging needs of the students and the course.

### MODULE I: Epistemology/Intellectual Histories

#### Jan 12: Week 1

*Introductions, How to READ, and the Importance of Gender Theorizing*

1. Combahee River Collective. 1977. "A Black Feminist Statement."
2. Lorde, Audre. 1984. "Transformation of Silence into Language and Action," Pp. 40-44. In *Sister/Outsider*. Freedom, CA: The Crossing Press.
3. hooks, bell. 1991. "Theory as Liberatory Practice," *Yale Journal of Law and Feminism* 4 (1): 1-12.
4. Collins, Patricia Hill. "Intersectionality's definitional dilemmas." *Annual Review of Sociology* 41 (2015): 1-20

#### Jan 19: Week 2

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

1. Butler, Judith. 2004. "Acting in Concert" Pp 1-16 in *Undoing Gender*. New York: Routledge.
2. Haraway, Donna. 1988. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective," *Feminist Studies* 14: 575-599.
3. Harding, Sandra. 1992. "Rethinking standpoint epistemology: What is" strong objectivity?" *The Centennial Review* 36.3: 437-470
4. Collins, Patricia Hill. 1986. "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought," *Social Problems* 33 (6): 14-32.
5. Ahmed, S. (2006). Orientations: Toward a Queer Phenomenology. *GLQ: A journal of Lesbian and Gay Studies*, 12(4), 543-574.

#### Jan 26: Week 3

**Submit Outline/Idea note of your final Paper/Project to your peer review group**

*Intersectionality and Post/Decolonial Feminist Thoughts*

1. Mohanty, Chandra Talpade. 1988. "Under Western eyes: Feminist scholarship and colonial discourses." *Feminist Review* 30: 61-88.
2. Crenshaw, Kimberlé. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color" *Stanford Law Review* 43 (6): 1241-1299.
3. Arvin, M., Tuck, E., & Morrill, A. 2013. Decolonizing Feminism: Challenging Connections between Settler Colonialism and Heteropatriarchy. *Feminist Formations*, 25(1), 8-34.
4. Patil, Vrushali. (2013). From Patriarchy to Intersectionality: A Transnational Feminist Assessment of How Far We've Really Come. *Signs: Journal of Women in Culture and Society*, 38(4), 847-867.
5. Banerjee, Pallavi and Raewyn Connell. (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)

#### Recommended 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.

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

## MODULE II: Gender as a Structure of Stratification

### Feb 2: Week 4

#### *Social Construction of Gender*

1. Risman, Barbara. J. (2018). *Where the millennials will take us: A new generation wrestles with the gender structure*. Oxford University Press. (Chapters 1, 2, 3, 8 and 9 – skim the rest)  
[Author (Risman) will visit the class – please come prepared with questions and comments for the authors]
2. 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.

#### Recommended readings

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

### Feb 9: Week 5

Submit Outline/Idea note of your final Paper/Project after incorporating feedback from peer review group

#### *Gender at the Individual Level of Analysis*

1. Davis, Georgiann. (2015). *Contesting intersex: The Dubious Diagnosis* (Vol. 10). NYU Press. (Focus on the first 3 chapters and the conclusion skim the rest)  
[Author (Davis) will visit the class – please come prepared with questions and comments for the authors]
2. 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. (Skim)
3. Meadow, Tey. 2011. "Deep down where the music plays': How parents account for childhood gender variance." *Sexualities*. 14(6), p. 725-747.

#### Recommended readings

- Bem, Sandra. 1981. "Gender Schema Theory: A Cognitive Account of Sex Typing," *Psychological Review* Vol. 88: 354-364.
- Chodorow, Nancy. 1989. Introduction: Feminism and Psychoanalytic Theory. In *Feminism and Psychoanalytic Theory*. New Haven: Yale University Press.

## Feb 15-22: Week 6 - READING BREAK

## Feb 23: Week 7

### *Gender at the Interactional Level of Analysis*

1. West, Candace and Don H. Zimmerman. 1987. "Doing Gender." *Gender & Society* 1(2): 125 - 151.
2. Martin, Karin. 1998. "Becoming a Gendered Body: Practices of Preschools," *American Sociological Review* 63(4): 494-511.
3. Kang, Miliann. Introduction – (1-30) *The Managed Hand: Race, Gender, and the Body in Beauty Service Work*. University of California Press, 2010.
4. Kristen Schilt and Laurel Westbrook. 2009. "Doing Gender, Doing Heteronormativity." *Gender & Society* 23(4): 440-464.
5. Sweet, Paige. L. (2019). The sociology of gaslighting. *American Sociological Review*, 84(5), 851-875.

### **Recommended readings**

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

## March 2: Week 8

### *Gender Macro Level of Analysis: Institutional, Cultural and Integrative*

1. Acker, Joan. 2006. "Inequality Regimes: Gender, Class, and Race in Organizations." *Gender & Society* 20:441-64
2. Ridgeway, Cecilia L. 2009. "Framed Before We Know It: How Gender Shapes Social Relations." *Gender & Society* 23:145-60.
3. Alegria, Sharla. 2019. Escalator or step stool? Gendered labor and token processes in tech work. *Gender & Society*, 33(5), 722-745.
4. 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.
5. Wingfield, Adia Harvey. 2009. "Racializing the glass escalator: Reconsidering men's experiences with women's work." *Gender & Society* 23(1): 5-26.

If anyone wants to focus on gender in organizations/economy these are some foundational readings:

### **Recommended Readings**

- Acker, J. (1990). Hierarchies, jobs, bodies: A theory of gendered organizations. *Gender & society*, 4(2), 139-158.
- Williams, C. L., Muller, C., & Kilanski, K. (2012). Gendered organizations in the new economy. *Gender & Society*, 26(4), 549-573.
- Britton, Danna. M., & Logan, Laura (2008). Gendered organizations: Progress and prospects. *Sociology Compass*, 2(1), 107-121

## MODULE III: Gender Theories and Its Everyday Implications

### March 2: Week 9

#### *Intersectional Masculinities, Femininities*

#### Families – framed by Gender and other Intersectionalities

1. Schippers, Mimi. "Recovering the feminine other: Masculinity, femininity, and gender hegemony." *Theory and Society* 36.1 (2007): 85-102.
2. Moore, Mignon. 2008. "Gendered Power Relations among Women: A Study of Household Decision-Making in Black, Lesbian Stepfamilies." *American Sociological Review*, (73): 335-356.
3. Pfeffer, Carla. 2010. "'Women's Work'? Women Partners of Transgender Men Doing Housework and Emotion Work" *Journal of Marriage and the Family*.
4. Brainer, Amy. 2017 "Mothering Gender and Sexually Nonconforming Children in Taiwan." *Journal of Family Issues* 38.7 (2017): 921-947.
5. Banerjee, Pallavi. 2021, "Visa Regime Within the Family: Gender and Dependence." Chapter 5. In *Dismantling Dependence: Gendered Migration, Indian Professional Families and the Visa Regime*. New York University Press.

#### Recommended readings

- DeVault, Marjorie L. *Feeding the family: The social organization of caring as gendered work*. University of Chicago Press, 1994.
- Dow, D. M. *Mothering while black: Boundaries and burdens of middle-class parenthood*. University of California Press, 2019.
- Lan, Pei-Chia. *Raising global families: Parenting, immigration, and class in Taiwan and the US*. Stanford University Press, 2018.
- Carrington, Christopher. *No place like home: Relationships and family life among lesbians and gay men*. University of Chicago Press, 1999.

### March 9: Week 10

#### *Intersectional Masculinities, Femininities*

#### Economy - framed by Gender and other Intersectionalities

1. Connell, R.W. and Messerschmidt, J.W., 2005. Hegemonic Masculinity: Rethinking the Concept. *Gender & Society*, 19 (6), pp.829-859.
2. Schilt, Kristen. 2006. Just one of the guys? How transmen make gender visible at work. *Gender & Society*, 20(4), 465-490.
3. Martin, Patricia Y., 2001. Mobilizing Masculinities<sup>1</sup>: Women's Experiences of Men at Work. *Organization*, 8(4), pp.587-618.
4. Trotter, LaTonya. J. 2017. Making a career: reproducing gender within a predominately female profession. *Gender & Society*, 31(4), 503-525.
5. Guevarra, Anna. R. (2018). Mediations of Care: Brokering Labour in the Age of Robotics. *Pacific Affairs*, 91(4), 739-758.

#### Recommended readings

- Banerjee, Pallavi, Soulit Chacko, and Bhumika Piya. 2020. "Paradoxes of Being and Becoming South Asian Single Mothers: The Enclave Economy, Patriarchy, and Migration." *Women, Gender, and Families of Color* 8 (1): 5-39.
- Mickey, Ethel L. 2019. "When Gendered Logics Collide: Going Public and Restructuring in a High-Tech Organization." *Gender & Society* 33,(4): 509-533.
- Wingfield, A. H. (2010). Are some emotions marked" whites only"? Racialized feeling rules in professional workplaces. *Social Problems*, 57(2), 251-268.
- Wingfield, A. H. (2007). The modern mammy and the angry Black man: African American professionals' experiences with gendered racism in the workplace. *Race, Gender & Class*, 196-212.
- Rao, Aliya Hamid. 2020. *Crunch Time: How Married Couples Confront Unemployment*. University of California Press.

### Mar 16: Week 11

#### *Sexualities, Identities and Lived Experience*

1. Moussawi, Ghassan., & Vidal-Ortiz, Salvador. 2020. A Queer Sociology: On Power, Race, and Decentering Whiteness. In *Sociological Forum* 35, (4). 1272-1289).  
[Authors (Moussawi and Vidal-Ortiz) will visit the class – please come prepared with questions and comments for the authors]
2. Pascoe, C.J. 2005. "Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse." *Sexualities*8(3): 329-346.
3. Naber, Nadine. 2006, "Arab American femininities: beyond Arab virgin/American (ized) whore." *Feminist Studies* 32,1 87-111.
4. Garcia, Lorena. 2009. "'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.
5. Strings, Sabrina. 2015. Obese black women as "Social Dead Weight": Reinventing the "diseased black woman". *Signs: Journal of Women in Culture and Society*, 41(1), 107-130.

#### Recommended readings

- Puar, Jasbir. K. (2018). *Terrorist assemblages: Homonationalism in queer times*. Duke University Press.
- Davis, Georgiann, Jodie M. Dewey, and Erin L. Murphy. 2016. "Giving Sex: Deconstructing Intersex and TranMedicalization Practices." *Gender & Society* 30.3 (2016): 490-514.
- 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.

### MODULE IV: Gender, Globalization Imperialism and Resistances

### Mar 23: Week 12

#### *Imperialism and Gender*

1. Rege, Sharmila. 1998. "Dalit women talk differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position." *Economic and Political Weekly* (1998): WS39-WS46.

- Balogun, Oluwakemi M. *Beauty Diplomacy: 2020. Embodying an Emerging Nation*. Stanford University Press.

[Author (Balogun) will visit the class – please come prepared with questions and comments for the authors]

### Recommended readings

- Oyěwùmí, O. (1997). *The invention of women: Making an African sense of western gender discourses*. U of Minnesota Press.
- Smith, Christen A. *Afro-paradise: blackness, violence, and performance in Brazil*. University of Illinois Press, 2016.
- Mitchell, Jasmine. *Imagining the Mulatta: Blackness in US and Brazilian Media*. University of Illinois Press, 2020.
- Poulami Roychowdhury 2020. *Capable Women, Incapable States: Negotiating Violence and Rights in India*. Oxford University Press.

### Apr 6: Week 13

#### *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.
- Puar, Jasbir. K. 2013. Homonationalism as Assemblage: Viral travels, Affective Sexualities. *Jindal Global Law Review*, 4(2), 23-43.
- 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.
- 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.
- Lakkimsetti, Chaitanya. 2014. "'HIV is Our Friend': Prostitution, Biopower and State in Postcolonial India," *Signs: Journal of Women and Culture* 40(1): 201-226

### Recommended readings

- Parreñas, Rhacel Salazar. *Children of global migration: Transnational families and gendered woes*. Stanford University Press, 2005.
- Parreñas, Rhacel Salazar. *The force of domesticity: Filipina migrants and globalization*. Vol. 26. NYU Press, 2008.
- Pabón-Colón, Jessica N. (2018). *Graffiti Grrlz: Performing Feminism in the Hip Hop Diaspora*. NYU Press.
- Sen, Debarati. *Everyday Sustainability: Gender Justice and Fair Trade Tea in Darjeeling*. SUNY Press, 2017.

### Apr 14: Week 14

#### *Resistance, Activism and Social Policy*

- Barker, Joanne. 2006. "Gender, Sovereignty, and the Discourse of Rights in Native Women's Activism." *Meridians: Feminism, Race, Transnationalism* 7.1 (2006): 127-161.
- Palmater, Pamela. 2016. "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.
- Abu-Lughod, Lila. "Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others." *American Anthropologist*. 104.3 (2002): 783-790.

4. Sofos, Spyros., & Shahrokni, Nazanin. 2019. Mobilizing Pity: Iranian Women on the Long Road to Azadi Stadium. *Jadaliyya*.
5. Gao, Grace., & Sai, Linna. 2020. Opposing the Toxic apartheid: The painted veil of the COVID-19 pandemic, race and racism. *Gender, Work & Organization*.

**Final Paper Due: Between last day of class and April 20, 2021 by 5:00 p.m. (Please submit on Dropbox in D2L and also email me a copy at the same time).**

### Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	97 – 100%	4.0	Outstanding performance
A	90 – 96.99%	4.0	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	85 – 89.99%	3.7	Very good performance
B+	80 – 84.99%	3.3	Good performance
B	75 – 79.99%	3.0	Satisfactory performance
B-	70 – 74.99%	2.7	Minimum pass for students in the Faculty of Graduate Studies
C+	67 – 69.99%	2.3	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.

### Absences and Deferrals

Students who miss class assessments (tests, participation activities, or other assignments) should inform their instructor as soon as possible. If the reason provided for the absence is acceptable, the instructor may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.

**Deferred Term Work Form:** Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre ([ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)) for approval by the Associate Dean.

### 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 the instructor explaining the basis for reconsideration of one's mark. The instructor 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.

### 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 can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary
3. Final grades are not posted by the Sociology Department. They are only available online.

### Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g [Student Non-Academic Misconduct Policy](#)). If



participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit:

<https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose. **Students in the course also MUST NOT share the recordings with anyone without seeking permission of the instructor.**

### **Media Recording**

*Please refer to the following statement on media recording of students:*

[https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP\\_FINAL.pdf](https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf)

#### **\*Media recording for lesson capture**

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked or will seek consent to include the identifiable student content to making the content available on University approved platforms.

#### **\*Media recording for self-assessment of teaching practices**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

#### **\*Media recording for the assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills

testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

### Research Ethics

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 Conjoint Faculties Research Ethics Board. 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.

### Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### Recording of Lectures

The audio or video recording of lectures and taking screengrabs of PowerPoint slides during the lecture are not permitted without explicit authorization. The non-authorized media recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

### Sharing of Lecture Notes and Exam Questions

Publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more

information, click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

### 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.html>

### Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at:

<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

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

### Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website go to: <https://library.ucalgary.ca>

### Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

### Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit:

<https://www.ucalgary.ca/student-services/student-success>

### Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca).

## Student Representation

The Graduate Student Association VP Academic can be contacted at [vpa.gsa@ucalgary.ca](mailto:vpa.gsa@ucalgary.ca)

For more information, and to contact other elected officials with the GSA, please visit this link:

<https://www.ucalgary.ca/pubs/calendar/grad/current/graduate-students-association-gsa-grad.html>

## Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

## Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

## Summary of Important Term Dates

- First day of Classes: Monday, January 11, 2021
- Last day to Drop a class: Thursday, January 21, 2021
- Last day to Add a class: Friday, January 22, 2021
- Last day of Classes: Thursday, April 15, 2021
- Last day to Withdraw: Thursday, April 15, 2021
- Last day to request Deferral of Term Work\*: Friday, April 30, 2021
- Deferral of Term Work (DTW) is intended to provide students with 30 days (normally) to complete final assignments. DTW is not meant to make up a major portion of the term work.

## Summary of Important Course Deadlines

- Weekly Reflection Submission: Mondays 2:00 p.m.
- Reading Reflection Outlines: Mondays 1:30 p.m.
- Part 1, Peer review submission to peer group by January 26th.
- Part 1, Peer feedback: Peer group provides feedback on the abstracts by Feb 2.
- Submit abstract/outline/idea note to instructor on D2L Dropbox: Feb 9
- Part 2, Peer Review Submission to peer group by March 15th.
- Part 2, Peer feedback: Peer group provides feedback on finished section on March 25th.
- Final Paper submission on D2L Dropbox by April 20th.