

**The University of Calgary  
Faculty of Social Sciences  
Department of Sociology**

**Sociology Department Home Page: <http://www.soci.ucalgary.ca>**

**Sociology 303  
Winter 2011**

## **SOCIOLOGY OF GENDER RELATIONS**

<b>Instructor:</b>	Dr. Gillian Ranson	<b>Teaching Assistant:</b>	Kate Hickey
<b>Office:</b>	SS 926/954	<b>Office:</b>	SS 911
<b>E-mail:</b>	<a href="mailto:ranson@ucalgary.ca">ranson@ucalgary.ca</a>	<b>E-mail:</b>	<a href="mailto:kjhickey@ucalgary.ca">kjhickey@ucalgary.ca</a>
<b>Office hours:</b>	Mon. 2.30-3.30 p.m., Wed. 10.30-11.30 a.m. or by appointment	<b>Office hours:</b>	TBA

### **COURSE OVERVIEW:**

This course is woven around the question: What does it mean to be a woman, or a man, in present-day Canada? A focus on the social context in which people interact obliges us to recognize that gender is not something we “naturally” acquire, and that there is no single version of femininity or masculinity. Instead, gender is something that we build through interactions with one another. Using readings and course materials from a variety of sources, we will consider the ways gender is socially constructed, represented and played out in personal relationships, schools, workplaces and families over the life course.

### **COURSE OBJECTIVES:**

Course objectives are not always explicitly outlined; the most important ones are sometimes hard to define. One way to approach them is to think of them as the instructor’s expectations. Another way is to consider them as a series of opportunities available to students wanting to make the most of their time in class. Among other experiences, this course will offer students the opportunity to:

- explore the idea of gender as a social construction rather than an innate attribute;
- consider the ways we “do gender” in everyday interactions;
- recognize the diversity of femininities and masculinities created out of those interactions;
- read a challenging collection of materials, mainly primary sociological sources, that take different approaches to gender issues;
- express their ideas, test their knowledge and improve their written skills through formal writing assignments;
- be part of a class in which participation is encouraged and diversity is valued.

## TEXT AND OTHER READINGS:

- Kimmel, Michael, Amy Aronson and Amy Kaler (eds.) 2008. *The Gendered Society Reader*, Don Mills ON: Oxford University Press (available in the book store)
- Supplementary readings (to be posted as scheduled on Blackboard)

You will be expected to read about 50 pages a week, and to come to class having read what was assigned for each day. Readings will be used as a basis for further discussion in lectures. The material introduced in lectures will cover new ground; it will complement the readings, but it won't replace them. In other words, you'll need to do the readings, *and* come to lectures, to get the most out of this class.

## COURSE REQUIREMENTS AND GRADING:

You will be responsible for *all* readings specified in the course outline, as well as *all* lecture materials (including DVDs, guest speaker presentations etc.) Tests will cover both readings and class materials, and will involve a variety of question types. These may include multiple-choice, true/false, "fill-in-the-blank" and short essay. Exams will not be cumulative.

The course grade will be determined as follows:

Test 1 (Feb. 11).....	30%
Test 2 (March 18).....	20%
Written assignment 1 (due in class March 7)....	15%
Written assignment 2 (due in class March 30)..	15%
Registrar-scheduled final exam.....	20%

More information about the written assignments will be given in class and posted on Blackboard. Briefly, however, the assignments will require you to respond to particular tasks assigned, and questions raised in class discussions and course materials. Some research among both scholarly and popular sources, and analysis of that material in the light of class discussion, may also be involved.

Grades will be assigned according to the following scale:

A+ = 95-100	B+ = 80-84	C+ = 67-69	D+ = 54-58
A = 90-94	B = 75-79	C = 63-66	D = 50-53
A- = 85-89	B- = 70-74	C- = 59-62	F = 49 or less

***Please note that ALL tests and assignments must be completed to obtain a passing grade in this course.***

## CONTACT INFORMATION:

Blackboard will be used to post class outlines, assignment and test information, and general announcements. There will also be a discussion forum ("Dr. Ranson's Blackboard Office") where you can post non-urgent questions about scheduling or other administrative matters, to which either the course TA, Kate Hickey, or I will respond. I will be available during office hours or by appointment, and it's during those times, and in person, that questions about course content and readings, concerns about grades, or any other personal issues should be dealt with. (Kate will also have office hours as the term proceeds. More information will be provided.) It's acceptable to e-mail us for administrative purposes, for example to set up an appointment – but please don't use e-mail as a replacement for an office visit, if there is something you want to discuss with us.

## **CLASS PROTOCOL:**

Because this is a big class, it's extremely important that we all behave in ways that are respectful of others. This means maintaining an environment that is not distracting, and that enables students to get as much as possible out of the time we are together. Cell phones should be turned off, and text messages should not be sent in class time. Laptops may be used in class for note-taking, but for no other purpose. (Permission to use them may be withdrawn if they aren't used appropriately). I work hard to begin and end classes on time; if you need to leave early, it's courteous to let me know in advance, and to sit somewhere that will allow you to leave without disrupting others. For everyone else – the class ends when the class ends, and not before!

## **OTHER ADMINISTRATIVE INFORMATION:**

### *Emergency evacuations:*

In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point in the Social Sciences food court.

### *Deferrals:*

If at all possible you must provide advance notice to the instructor if you are unable to take a test or pass in 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 late without appropriate documentation will be penalized 5% per day.*

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:

[http://ucalgary.ca/registrar/files/registrar/APP%20FOR%20DF%20EXAM\\_0.pdf](http://ucalgary.ca/registrar/files/registrar/APP%20FOR%20DF%20EXAM_0.pdf)

### *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 <http://www.ucalgary.ca/registrar/files/registrar/defTW.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).

**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 Departmental 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:** 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.

**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.

**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:** Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 295, phone 220-8237). Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.

***Handing in papers outside of class, return of final papers, and release of final grades:***

1. When students are unable to submit papers in class, they should make arrangements to hand in their papers directly to the instructor or teaching assistant. Papers will not be accepted in the main Sociology Department office.
2. Final papers will not be returned through the main Sociology Department office. The Freedom of Information and Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place (i.e. outside an instructor's office, the department office etc.) 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 instructor's office hours at the end of this term or at the beginning of the next term.
3. Final grades are not posted by the Sociology Department. They are available only online.

## TOPICS AND READINGS

The following is a tentative schedule of topics for class discussion, the accompanying readings, and the test and assignment timetable. This schedule may be changed if unforeseen circumstances arise, or if topics emerge during the course that seem to warrant more attention. (Please note that the chapter numbers refer to the course text. Supplementary readings will be posted on Blackboard.)

<u>Week beginning</u>	<u>Topic</u>	<u>Readings</u>
<i>Explaining gender</i>		
Jan. 10	Biology and beyond	Chs. 1, 2, 3
Jan. 17	Gender and culture	Chs. 5,6,7,8
Jan. 24	The social construction of gender	Chs. 10, 11, 12, Supp. reading 1
<i>Gendered institutions</i>		
Jan. 31	Gender, schools and education (1)	Supp. reading 2; Ch. 21
Feb. 7	Gender, schools and education (2)	
<b>TEST 1: Feb. 11</b>		
Feb. 14	Gender at work (1)	Chs. 24, 26
<b>Feb. 21</b>	<b>READING WEEK</b>	
Feb. 28	Gender at work (2)	Chs. 25, 15, Supp. reading #3
<b>WRITTEN ASSIGNMENT 1: March 7</b>		
March 7	Gender and family life (1)	Chs. 13, 16, 14, 17
March 14	Gender and family life (2)	
<b>TEST 2: March 18</b>		
<i>Gendered interactions</i>		
March 21	Friendship, love and intimacy(1)	Chs. 32, 33, 34, 35
March 28	Friendship, love and intimacy (2)	Ch. 36
<b>WRITTEN ASSIGNMENT 2: March 30</b>		
April 4	Bodies and violence (1)	Supp. reading 4, Ch. 37
April 11	Bodies and violence (2)	Ch. 38, Supp. reading 5
<b>REGISTRAR-SCHEDULED FINAL EXAM</b>		

**SUPPLEMENTARY READINGS**  
**(to be posted on Blackboard)**

1. Lucal, Betsy. 1999. "What it means to be gendered me: Life on the boundaries of a dichotomous gender system". *Gender & Society*, 13, 6: 781-797.
2. Thorne, Barrie. 1997. "Children and gender: constructions of difference". In M. Baca Zinn, P. Hondagneu-Sotelo and M. Messner (eds.) *Through the prism of Difference: Readings in Sex and Gender.* Needham Heights MA: Allyn and Bacon.
3. Leidner, Robin. 1991. "Making hamburgers and selling insurance: gender, work and identity in interactive service work". *Gender & Society*, 5, 2: 154-177
4. Johnson, Michael P. 1995. "Patriarchal terrorism and common couple violence: two forms of violence against women." *Journal of Marriage and the Family*, 57: 283-294.
5. Hollander, Jocelyn. 2001. "Vulnerability and dangerousness: the construction of gender through conversation about violence." *Gender & Society*, 15, 1: 83-109.