

Sociology 403 - Lecture 01
Special Topics in Gender Relations: Childhood and Youth
Winter 2017
TR 2:00-3:15 - SS 012

Instructor: Dr. Fiona Nelson
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Office Hours: Tuesdays, 9:00 – 11:00 a.m.
Other times available by appointment

Course Description

We tend to view childhood as “the formative years” when children learn to behave in ways considered culturally appropriate. Despite popular beliefs that gender develops spontaneously in children, considerable effort is put into assuring that children receive the desired kinds of gender information, and considerable scrutiny is put on their uptake and enactment of gender constructions. In this course, we will critically examine our cultural constructions both of childhood and of gender, attending to ways in which these constructions impact and inform each other.

Objectives of the Course

This will be a quasi-seminar styled course, requiring students to actively, closely and critically engage with the assigned reading materials. It will be imperative that students come to class with the assigned readings completed, and that they bring their books with them. In the first few weeks, we will be critically reviewing and examining foundational concepts. After that, class discussions will be built around the assigned readings. This is not a lecture-based course. Throughout the semester, a high degree of interaction and discussion is expected.

Core objectives of the course are that students develop their critical thinking skills, engage in academic discourse, and have opportunities to practice various forms of academic writing, including a term paper on a topic of their choosing.

Email Policy

I generally do not answer emails over the weekend or after 5:00 p.m. on weekdays. If you have a course-related question, please check the course outline first. Also, please e-mail me for administrative purposes only, for example to set up an appointment. Please do not use e-mail as a replacement for an office visit, if there is something you want to discuss. Questions about the course content, readings and assignments, or any other personal/academic issues, should be dealt with in person during my office hours (or by appointment).

Internet and electronic communication device information

Face-to-face, engaged, interaction is the key feature of a seminar course. In classes where there are lectures, students may use their computers for taking notes. During sessions built around class discussion (the Discussion Questions), students are requested *not* to use their computers. Cellphones should be turned off at all times.

Required Readings:

Rivers, Caryl and Rosalind C. Barnett. 2011. *The Truth About Boys and Girls: Challenging Toxic Stereotypes About Our Children*. New York: Columbia University Press.

Richardson, Scott. 2015. *Gender Lessons: Patriarchy, Sextyping and Schools*. Rotterdam/Boston/Taipei: Sense Publishers.

Gilbert, Jen. 2014. *Sexuality in School: The Limits of Education*. Minneapolis and London: University of Minnesota Press.

National Geographic: Gender Revolution. January, 2017. Special Issue: The Shifting Landscape of Gender.

Alberta Government. 2016. *Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions*. (Posted on class D2L site).

Assignments and Evaluation

Grade Components:

-Discussion Questions (6 x 5%)	30%
-Paper Proposal & Annotated Preliminary Bibliography	15%
-Show and Tell Presentation	10%
-Final Paper	45%

About the Discussion Questions:

Due: in class, February 9th, February 16th, March 2nd, March 9th, March 16th & March 23rd

On the above dates, you are asked to bring one topic/question that has occurred to you while completing the reading (assigned for that week), which you would like the class to discuss. You should clearly state your topic or question and then write a preliminary response to your own question/topic, or a brief discussion of why you think this topic needs to be discussed. Each of these write-ups should be about one page in length. Class discussions on these days will be structured around these topics/questions. Thus, you need to be prepared both to share your question/topic and thoughts on it with the class, and to discuss the questions/topics of your classmates.

It would be meaningless to submit a topic/question without being present to discuss it, or to submit one late. Without documentation to explain an absence, a missed submission will result in a loss of the 5% grade.

About the Paper Proposal and Annotated Preliminary Bibliography:

Due: In class, Tuesday, February 28th

Length: 5-8 pages

Articulate your plans both for the final Show and Tell Presentation and for the Final Paper, indicating the ways in which they are related to each other. Discuss how you will approach this topic. Try to come up with a very clear and concise topic for your final paper. This discussion should be one to two pages in length. The remainder of the paper will be the annotated bibliography. For this, you should identify at least five sources that you think will be relevant to your final paper. Summarize/describe each one and discuss the ways in which you will use it.

About the Show and Tell Presentation:

Dates: in class, March 28th, March 30th, April 4th, 6th, 11th

Choose something from your own childhood that was significant to you. It could be a toy, a game, an activity, book, movie, event, etc. (the options are abundant). If it is something you can bring to class, bring it (or a picture of it) (or whatever). Each person will have 8-10 minutes (including time for questions/discussion) to talk about their item in terms of their own gender socialization. Link your discussion to class materials, where appropriate. This item will also be the leaping-off point for your final paper. For example, if your item is a game, your paper might be on gendered play in preschool children, or teens and team sports, or violence in video games (whatever topic makes sense vis-à-vis the item you have chosen). You can discuss your final paper in this presentation but you are not required to do so. Be creative and feel free to use any resources at your disposal.

You will be required to submit a (maximum) one-page outline/description of your presentation on the day you present. A missed presentation, without appropriate documentation, will result in the loss of the 10% grade.

Once I have a sense of the presentations people are proposing (based on your Paper Proposal), I will arrange them and assign them to one of the five dates above. You will be given your presentation date when I return your Paper Proposal.

Attendance at all the presentation sessions is necessary – part of your presentation grade will be contingent on your attendance at the presentations of your classmates.

About the Final Paper/Project:

Due: Tuesday, April 18th, by 4:30 p.m.

****The paper must be submitted electronically, via the Dropbox in D2L.**

Length: 12-15 pages (double-spaced)

Your final Show and Tell presentation and your Final Paper are linked, as explained above. Based on your Show and Tell item, you will have chosen a topic for your final paper. Your paper might, for example, be a critical literature review, a secondary data analysis or a primary data analysis.

Further details about the final paper will be discussed in class.

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

Policy for Late/missed Assignments

This applies to the Paper Proposal and the Final Paper. If at all possible, you must provide *advance* notice to the professor if you are unable to attend or 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.

Paper Proposals or Final Papers submitted after the deadline, without documentation or approval, will be penalized by 10% of the grade weight for each day late.

Grade Reappraisal:

Within two weeks of the date an assignment is returned, students seeking reappraisal of the assignment must submit a written response to the professor, explaining the basis for reconsideration of one's mark. The professor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a reconsidered mark may be raised, lowered, or remain the same.

****The main Sociology Department office does not deal with any course-related matters. Please speak directly to your professor.***

****It is the student's responsibility to keep a copy of each submitted assignment.***

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

1. If students are unable to submit papers in class, they should make arrangements to hand in their papers directly to the professor. *Under no circumstances may papers/assignments be placed on or under the professor's door.*
2. Term work will be returned in class.
3. Final grades are not posted publicly. They are available only online.

Deferred Term Work Form:

https://www.ucalgary.ca/registrar/files/registrar/deferred_termwork15_0.pdf

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

Research Ethics

Whenever you perform research with human participants (i.e. surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research. There is no requirement of human-subject research in this course, although you do have the option of conducting some. If you choose human-subject research, you must work closely with the professor to design your research, and the ethics proposal must be ready for submission by February 16th.

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:

Students needing an Accommodation because of a Disability or medical condition should contact Student Accessibility Services (MC 293, phone 403-220-8237) in accordance with the Procedure for Accommodations for Students with Disabilities available at <http://ucalgary.ca/access/>. Please provide academic accommodation letters to the instructor as early in the semester as possible and no later than two weeks after the course begins.

Academic Misconduct:

Plagiarism, cheating and other academic misconduct are regarded as serious academic offences. Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources.

Please consult your instructor or the Writing Support Centre (<http://www.ucalgary.ca/ssc/writing-support>) if you have any questions regarding how to document sources.

Writing Skills Statement

All written assignments will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc) but also general clarity and organization. Research papers must be properly documented.

If you need help with your writing, you may use the Writing Support Centre. Visit the website for more details: <http://www.ucalgary.ca/ssc/writing-support>

"SAFEWALK" Program -- 220-5333

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.

Student Representation

The 2016-17 Students' Union VP Academic is Alicia Lunz (suypaca@ucalgary.ca). The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: arts1@ucalgary.ca, arts2@ucalgary.ca, arts3@ucalgary.ca, and arts4@ucalgary.ca. You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/provost/students/ombuds/role>

Emergency evacuations:

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

Course Schedule

- January 10th: First Class – NO ASSIGNED READING
January 12th: Foundations: Childhood and Youth – NO ASSIGNED READING
- January 17th: Foundations: Childhood and Youth – NO ASSIGNED READING
January 19th: Foundations: Childhood and Youth – NO ASSIGNED READING
- January 24th: Foundations: Sex/Gender/Sexuality – *National Geographic*
January 26th: Foundations: Sex/Gender/Sexuality – NO ASSIGNED READING
- January 31st: Foundations: Sex/Gender/Sexuality – NO ASSIGNED READING
February 2nd: Foundations: Sex/Gender/Sexuality – NO ASSIGNED READING
- February 7th: Rivers and Barnett – pp. 1-104
February 9th: **DQ #1 due**
- February 14th: Rivers and Barnett – pp. 105-196
February 16th: **DQ #2 due**
- February 21st & 23rd: READING WEEK – NO CLASS**
- February 28th: Richardson – pp. xi-109
Paper Proposal and Annotated Preliminary Bibliography due
- March 2nd: **DQ #3 due**
- March 7th: Richardson – pp. 111-194
March 9th: **DQ #4 due**
- March 14th: Gilbert – pp. ix-44
March 16th: **DQ #5 due**
- March 21st: Gilberts – pp. 45-102
March 23rd: **DQ #6 due**
- March 28th: **Show and Tell Presentations**
March 30th: **Show and Tell Presentations**
- April 4th: **Show and Tell Presentations**
April 6th: **Show and Tell Presentations**
- April 11th: **Show and Tell Presentations**
- April 18th: **Final Paper Due**