



UNIVERSITY OF
CALGARY

Fall 2020

FACULTY OF ARTS

Department of Sociology

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

COURSE TITLE: Sociology of Gender	
Course Number	Soci303 L01
Pre/Co-Requisites	Soci201
Class Dates	September 8 – December 9, 2020
Class Times	Soci Social (optional) – Fridays 2:00-3:00pm (MST)
Class Location	Online (D2L)
Top Hat Join Code	585985
Instructor Name	Dr. Annette Tézli (she/her)
Email	atezli@ucalgary.ca
Office Hours (via Zoom)	Wednesdays 12:00-3:00pm (MST); and by appointment Please book your appointment here: https://calendly.com/atezli

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Course Description

The term “sex” is frequently used to refer to an individual’s anatomical or biological characteristics. The concept of “gender” on the other hand highlights the complex social processes at work in creating understandings of sex and gender, ideas of gender differences, and material gender inequalities, which differentially shape individuals’ lived experiences and life chances. This course offers a critical introduction to the sociological analysis of sex, gender, gender relations, and sexuality, with a focus on Canadian society. While the study of gender is at times conflated with women’s issues, this course explores women’s, men’s, intersex individuals’, as well as non-binary and trans people’s experiences. Using a feminist lens, we will explore how gender and gender differences are created, maintained, justified, and transformed on the individual, interactional, institutional, and socio-cultural level. Moreover, in this course we will apply an intersectional framework to investigate the intricate ways in which gendered experiences are shaped by other dimensions of inequality, such as race, social class, sexuality, age, disability, etc.

Course Objectives/Learning Outcomes

By the end of this course, successful students will be able to:

- distinguish between sex and gender and move past binary understandings of both.
- recognize gender as socially organized rather than a naturally acquired characteristic.
- describe the ways in which gender and gender relations are personal, social, institutionalized, and political.
- analyze the ways we “do gender” in everyday interactions with other social actors and/or various societal institutions, such as family, education, work, and media using sociological and feminist perspectives at different levels of analysis.
- recognize the diversity of gender identities and expressions created in those interactions.
- analyze social gender-based inequalities in Canadian society and their intersection with other dimensions of inequality, such as social class, race, sexuality, age, disability, etc.
- communicate effectively in writing.

Course Format

I will teach this course using asynchronous, pre-recorded lectures, which will build on but not necessarily summarize the assigned readings. I will supplement pre-recorded lectures with short films and various learning activities that will give you the opportunity to apply course material in variety of ways. The online format posts a number of learning challenges, key concerns being motivation and procrastination. To keep you on track, lectures and corresponding activities will be available on D2L for 1 week. I will post all lecture material for the week on Mondays by 2:00pm and it will be available until the following Monday at 2:00pm, when the next lecture starts.

In addition, on Fridays at 12pm (noon) we'll have an optional online get-together for about an hour to discuss the main ideas of the week and allow for some exchange between members of the learning community. Note: these sessions will NOT be recorded.

You can expect 150 minutes of instructional time each week, including lectures, films, and learning activities. Weekly readings are not included in instructional time. Depending on your reading skills, you can expect to spend about 2-4 hours each week to do the assigned reading. Please check out the reading and note-taking resources posted under “Course Resources” on D2L should the readings and lectures take you significantly longer than suggested above.

Learning Technologies Requirements

Registered course participants can access all required learning materials through the course's D2L page: <https://d2l.ucalgary.ca/d2l/home/324250> (login required).

In order to be able to fully engage in this course, you should have reliable access to the following learning technology:

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

Required Textbook

Kimmel, Michael S., and Jacqueline Holler. 2017. *The Gendered Society*. 2nd Canadian ed. Don Mills: Oxford University Press.

- Please do not purchase earlier or US editions of the text. They will inadequately prepare you for the assessments.
- You can obtain a hard copy of the textbook, or [rent an e-copy from VitalSource](#).

Methods of Assessment and Grading Weights

	Date	% of final grade	Material covered
10/12 Online reading quizzes	weekly	25	
9/11 Top Hat Participation	weekly	5	
Assessment #1 (online)	September 25	10	Modules 1 & 2
Assessment #2 (online)	November 2	25	Modules 3-7
Final Exam (online)	TBD	35	Modules 8-13

10/12 Online reading quizzes (25% of your final grade)

The purpose of the reading quizzes is to encourage you do your assigned readings regularly and refine your reading skills. Completing the assigned readings also allows you to process some of the material prior to lecture and contribute meaningfully to class discussions and lecture exercises. Since the reading quizzes test your reading comprehension, you will be quizzed on the assigned readings before we expand on them in lectures.

I will make 2 ungraded practice quizzes, covering Chapters 1 and 4 of your textbook available at the beginning of the semester. The practice quiz will introduce you to the quiz format and various question designs. The first graded quiz will cover the course outline and is due on September 21. Subsequent reading quizzes are due at the beginning of the week before the corresponding lecture becomes available, so Mondays at 2:00pm (MST). For example, the first graded reading quiz will become available on Monday, September 7 at 2:00pm (MST) and will close on Monday, September 14 at 2:00pm (MST).

Each quiz has 15 questions and you will have 1 20-minute attempt to complete the quiz, which simulates exam conditions. Students with academic accommodations will receive extra time for the reading quizzes as indicated in their academic accommodation letters.

There will be 12 graded quizzes, the 10 highest scores of which will be included in the calculation of your final grade. Thus, you can miss 2 quizzes without penalty or complete all 12, but only your 10 highest scores will be counted. If you do not complete a reading quiz, you will receive an automatic grade of 0. If you have missed a quiz for an acceptable reason, please contact the instructor immediately to discuss available makeup options.

Participation (9/11 activities, 5% of final your grade)

Throughout the semester, you will participate in structured, graded activities and submit your answers on Top Hat. The purpose of these activities is to give you the opportunity to apply course material in a variety of ways, to keep you engaged in the course, and to facilitate interaction between instructor and students as well as among students. Graded exercises will commence on September 21. Each exercise will be graded out of 5 points. There will be 11 exercises for Modules 3-13 in total, 9 of which (for a total of 45 points) will count toward your final participation grade. That means you can miss exercises for 2 modules without penalty. If you complete all 11 exercises, only your 9 highest scores will count toward your final grade. I will provide more detailed information for each activity during their respective lectures. Prior to the start of the semester, you should create a Top Hat account, if you don't already have one, using your UofC credentials. You can find instructions here: <https://elearn.ucalgary.ca/getting-started-with-top-hat-students/>. The join code for this course is: 585985.

Assessment #1: Midterm Exam (10% of final your final grade)

Assessment #1 will be a timed online exam facilitated via D2L. You will have a 24-hour window to start the exam, but once you start the exam, you have to finish it within the allotted time. The exact exam format will be announced via email and D2L News prior to the exam. Since this is a timed exam, you will need a stable internet connection to complete the assessment within the allotted time. Questions will cover the assigned readings (irrespective of whether they were discussed in lecture), lecture material, exercises and discussions, and films. Questions are designed to test your comprehensive understanding of course material rather than your memorization skills. Please refer to the assignment schedule above for material covered in each assessment. I posted a set of study tips on D2L under "Course Resources."

Assessment #2: Midterm Exam OR Take-Home Assignment (25% of final your final grade)

For this assessment you can choose between an online exam facilitated through D2L or a take-home assignment. Please indicate which form of assessment you choose no later than **Monday, October 12, 2:00pm (MST)** through the survey provided on D2L. Anyone who has not selected an option at that point, will automatically be assigned the online exam.

1. Online exam

This will be a timed online exam facilitated via D2L. You will have a 24-hour window to start the exam, but once you start the exam, you have to finish it within the allotted time. The exact exam format will be announced via email and D2L News prior to the exam. Since this is a timed exam, you will need a stable internet connection to complete the assessment within the allotted time. Questions will cover the assigned readings (irrespective of whether they were discussed in lecture), lecture material, exercises and discussions, and films. Questions are designed to test your comprehensive understanding of course material rather than your memorization skills. Please refer to the assignment schedule above for material covered in each exam.

2. Take-home assignment

One of the most important skills you can acquire in university is to express yourself in written form. This assignment encourages you to refine your analytic and writing skills and to reflect on how gender affects you and others around you on a day-to-day basis. Since gendered expectations and practices have become normalized and naturalized in our lives, they remain largely invisible when left unquestioned. While the starting point of your discussion are your personal experiences, the goal of a sociological analysis is to examine how those personal experiences are shaped by various social forces rather than just personal choices and decisions. This assignment will ask you to produce a sociological analysis of your own gendered experiences, which should be informed by course material (lectures, films, assigned readings, etc.).

The take-home assignment will provide you with the opportunity to show your understanding of course material in non-standardized form. 14 days prior to the submission deadline (Monday, October 19, 14:00), I will post 3 different assignment options on D2L, and you will pick 1. Please refer to detailed assignment guidelines and writing resources posted on D2L when completing your assignment. Feel free to meet with me during my office hours to discuss assignment ideas, but I will not review and comment on drafts. Assignments must be submitted via D2L Dropbox by 2:00pm (MST) on Monday, November 2, 2020.

Final Exam (35% of your final grade)

The final exam for this course will be scheduled by the Office of the Registrar. The final exam schedule for the fall semester is usually released in early October. We will write a timed online final exam, the exact exam format of which will be announced via email and D2L News during the last week of lectures. You will have a 24-hour window to start the exam, but once you start the exam, you have to finish it within the allotted time. Since this is a timed exam, you will need a stable internet connection to complete the assessment within the allotted time. Questions will cover the assigned readings (irrespective of whether they were discussed in lecture), lectures, in-class exercises, class discussions, and films. Questions are designed to test your comprehensive understanding of course material rather than your memorization skills. The exam is not cumulative. Please refer to the assignment schedule for material covered in the final exam.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale. To maintain consistency in grade assignments, final grades will not be rounded up, no matter how close they are to the cut-off to the next better letter grade.

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent-superior performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

Grade Reappraisal

If you chose to seek reappraisal of examinations or assignments, you must submit a written response to the instructor explaining the basis for reconsideration of your assessment within 10 business days of receiving your grade. Please note that the re-evaluation of course work can lead to the grade being raised, lowered, or it might remain the same. For more information, see: <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Course Policies

Topics discussed and material included in this course will be explicit at times (deviance, violence, sexuality, profanity, etc.). You might find yourself reacting to that content with discomfort or distress, either because of personal experiences you had or because it conflicts with your personal convictions. While discomfort is part of any learning process, please do not hesitate to reach out to me should you need support/resources beyond what is provided on D2L under “Course Resources.”

Course Etiquette

Please keep in mind that all participants in this class are diverse in terms of their positions in complex social hierarchies organized around social class, race, ethnicity, citizenship, gender identities and expressions, sexual orientation, age, disabilities, etc. Material discussed in class will at times reflect, at times challenge or even contradict your own life experiences. In an effort to make this course welcoming and safe for all, please interact with all participants (fellow students, instructor, and TAs) professionally and respectfully.

Lecture Slides

Since lectures will be available for a limited time only, you should take notes to prepare for assessments. I will post PowerPoint slides for each lecture on D2L in advance of the lecture during which they will be covered. The PowerPoint slides I post on D2L will provide a lecture outline, but not complete lecture content. It is your responsibility to complete each slide during lecture. To assist your note-taking, I provided helpful note-taking resources on D2L under “Course Resources.” If you miss a lecture, it is your responsibility to obtain lectures notes from a classmate.

Recording of Lectures

Note that the audio or screen recording of lectures and taking screengrabs of PowerPoint slides during the lecture are not permitted without the instructor’s explicit authorization. The non-authorized 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

Note that 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>.

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.

E-mail

Please send emails only from your ucalgary account. Please include the following in each email:

- your course and section number in your email's subject line
- a proper salutation, your full name, UCID, short message, and a proper closing in the body of your email.

All emails will be answered within one business day. Please e-mail me for administrative purposes only. Questions about the course content, concerns about grades, or personal issues should be discussed in person during my office hours.

Office Hours

I will hold office hours via Zoom on Wednesdays from 12:00-3:00pm (MST). You can access the meeting via the Zoom tab on D2L, or the direct link provided under Contact Information & Office Hours in the D2L Content area. Feel free to visit office hours if you would like to review an assessment, ask questions about course material, or chat about your education/well-being in general.

If you would like to meet during regularly scheduled office hours, please book your appointment here: <https://calendly.com/atezli>. Please leave your name, course number, a brief description of the purpose of our meeting, and your video preference (video on or off) when you make your appointment so I can prepare for our meeting in advance.

If my office hours do not work for your schedule regularly, please email me your request for an appointment. We will then identify a timeslot that works for both of our schedules.

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/>.

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.

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.

Research Ethics

Students are advised that any research involving 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, you must not undertake any human subjects research without discussing your plans with me, 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.

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>

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/. 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.

Academic Integrity

As per University Calendar, “Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.” 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>.

I will facilitate all quizzes and exams via D2L. The online format poses particular challenges as the line between academic integrity and academic misconduct can be blurry. The following guidelines apply to **all quizzes and exams in this course**. All violations of these guidelines will be investigated in accordance with the Academic Integrity policies outlined here:

<https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

- All exams are open book, meaning you may use your textbook and lecture notes to answer exam questions. However, since you will be completing timed exams, I strongly recommend you prepare for exams as though they are in-class to make sure you finish your exam and quizzes on time.
- You may use platforms such as WhatsApp or Discord to form study groups, share lecture notes, or build community. However, you must not use them to share or solicit answers while completing an assessment.
- Assessments must be completed individually and independently by the student enrolled in this course.
- It is not permissible to impersonate another student in this course to complete their assessment, or to have someone impersonate you to complete an assessment for you.
- You must not collaborate with anyone in any way while taking an assessment.
- It is not permissible to take screenshots of quiz and exam questions while completing the assessment or when reviewing the results.
- It is not permissible to share quiz and exam questions with other students in the class or on 3rd party websites as outlined under Course Policies.
- It is not permissible to ask those who already completed an assessment to share their answers with you or use shared answers when completing an assessment.

Absences and Deferrals

It is your responsibility to complete all assessments listed in this course outline. That said, the ongoing pandemic and the transition to online learning can create exceptional challenges for some when it comes to completing scheduled assessments on time.

If you do not complete a **reading quiz**, you will receive an automatic grade of 0. If you have missed a quiz for an acceptable reason, please contact the instructor immediately to discuss available makeup options.

If at all possible, you must provide advance notice to the instructor if you are unable to take a **midterm exam** as scheduled. Note that there are no makeup exams for missed midterms in this course. If the reason you provided for your absence from a midterm exam is acceptable, the weight of the missed exam will be distributed evenly among the remaining course components.

Please note that requests to defer a Registrar scheduled **final exam** are dealt with through the Registrar's Office. Further information can be found at:
<https://www.ucalgary.ca/registrar/exams/deferred-exams>.

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. Their 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/ or email ombuds@ucalgary.ca.

Students' Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives, can be found here:
<https://www.su.ucalgary.ca>.

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.

Thrive Priority Support Network

Your academic success and personal well-being are important to me. Please feel free to contact me at any time you need academic or personal support and I will help you identify the appropriate resources. Please note that I am working closely with the Thrive Priority Support Network, which seeks to identify students who are facing academic challenges and provide appropriate support services early. This tool monitors this course's D2L gradebook for sudden changes in a student's academic performance and alerts academic development specialists, who will then reach out to the student to touch base. Engagement with the academic development specialist is entirely voluntary and all information is confidential. More information is provided here: <https://www.ucalgary.ca/student-services/student-success/advising/help>.

Student Support

Links to available on-campus supports as well as course-specific learning resources are available on D2L under CONTENT → CAMPUS RESOURCES, and CONTENT → COURSE RESOURCES.

Schedule of Lectures and Readings

Subject to change. Changes will be announced on D2L.

Module	Start Date	Topic	Reading
1. Introduction			
1	September 9	1.1. Sex and gender	Ch.1, 4 (practice & quiz #1)
2. Explanations of Gender			
2	September 14	2.1. Biology as ideology	Ch. 2 (quiz #2)
3	September 21 September 25	2.2. Psychoanalytic and developmental approaches Assessment #1 (online)	Ch. 3 (quiz #3)
4	September 28	2.3. Sociological perspectives	Ch. 5, pp. 98-117 (quiz #4)
5	October 5	2.4. Feminisms	Ch.5, pp. 117-136 (quiz #5)
3. Gendered and Gendering Institutions			
6	October 12	3.1. Families	Ch.6 (quiz #6)
7	October 19	3.2. Education	Ch.7 (quiz #7)
8	October 26	3.3. Paid work	Ch.8 (quiz #8)
4. Gendered Interactions			
9	November 2	4.1. Gendered Bodies Assessment #2 (online)	Ch.11 (quiz #9)
	November 9	TERM BREAK – No Lecture	
10	November 16	4.2. Gendered Intimacies	Ch.10 (quiz #10)
11	November 23	4.3. Gendered Sexualities	Ch.12 (quiz #11)
12	November 30	4.4. Gendered Violence	Ch.13 (quiz #12)
5. Conclusion			
13	December 7	5.1. Wrap-up	Epilogue
Final Exam Period: December 12-23 (online)			