



UNIVERSITY OF
CALGARY

Faculty of Arts

Department of Sociology

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

Soci303 L01 Sociology of Gender

- Winter 2019
- TR 9:30 – 10:45
- ENA101

Instructor: Dr. Annette Tézli

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Phone: 403-220-6513 (during office hours only)

Office Hours*: Mondays 9:00 – 11:00,

Thursdays 13:00 – 15:00; and by appointment

*except during the midterm break, on statutory holidays, and the final exam period

Course Description and Objectives

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.

Upon completion 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.

Please note: 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.

Required Readings

(available through the UofC Bookstore or Bound and Copied)

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

*You can rent the textbook here:

<https://redshelf.com/book/544191/the-gendered-society-544191-9780199008230>

*Please do **NOT** purchase earlier or U.S. editions of either text. They will inadequately prepare you for the assessments.

*A copy of the textbook is available on reserve at the Taylor Family Digital Library (TFDL).

Methods of Evaluation

Assignment Schedule and Outline

	Date due	% of final grade	Material covered
10 Online reading quizzes	weekly	15	
2 Gender observations	varies	10	weeks 2-14
Assessment #1	February 5	20	weeks 1-4
Assessment #2 (in-class exam or take-home essay)	March 21	25	weeks 5-9
Final exam	TBA	30	weeks 10-14

*Please note that I do **NOT** offer extra-credit options for this course beyond what is listed below.

10 Online reading quizzes

Studies repeatedly show that students will not complete their readings unless there is some form of incentive attached. However, completing the assigned readings prior to class will greatly facilitate your learning of the material. Completing the assigned readings also allows you to process some of the material prior to class and then contribute meaningfully to group and class discussions. The purpose of the reading quizzes is to encourage you to do your assigned readings regularly and thereby aid you with your class and exam preparation.

I will make 2 ungraded practice quizzes available during the first week of classes. Graded quizzes will commence the second week of class. Each quiz will be made available on D2L 1 week before the corresponding chapter is covered in class and must be completed before the beginning of the respective class. For example, the first 2 graded quizzes will cover textbook chapters 2 and 3 assigned for week 3 (January 22/24). The quizzes will be posted on January 15 after class (10:45) and must be completed **before** class starts on January 22 (9:30). Each quiz has 15 questions and you will have 1 20-minute attempt to complete the quiz. Students with academic accommodations will receive extra time for each quiz as indicated in their academic accommodation letters.

There will be 11 graded quizzes, but only 10 will count toward your total quiz grade. D2L will automatically drop your lowest grade. In addition, I am offering 1 extra-credit quiz at the beginning of the semester, which will count toward your overall reading quiz grade. Note that the total of all reading quizzes cannot exceed 100%.

If you do not complete a quiz without due cause (as outlined below), you will receive an automatic grade of 0. More information and a quiz schedule are provided on D2L.

2 Gender observations

One of the most important skills you can acquire in university is to express yourself in written form. The best way to develop your writing skills is to practice as much as possible. Written gender observations allow you to refine your writing skills and will assist you in reflecting 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 journal entries 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. Your journal entries will start with a description of a gendered experience, followed by a sociological analysis of that experience, an analysis which should be informed by course material (lectures, films, assigned readings, etc.).

Thursdays after class (10:45), I will post reflection questions pertaining to the week's topic of discussion on D2L. Over the course of the semester, you will select 2 of those questions and write a short response. You have one week (until the following Thursday, beginning of class) to submit your observation before the dropbox becomes unavailable. Each observation is worth a maximum of 20 points. Observations should pertain to the topics covered in class that week and should be illustrative of concepts, debates, ideas, controversies, etc. discussed in class and in the assigned readings. If you do not submit an observation for any reason other than those considered valid as per course outline, you will receive an automatic grade of 0. You will find detailed instructions, the grading rubric, an example, and due dates on D2L → CONTENT → Gender Observations or D2L → Dropbox.

Assessment I: Midterm Exam

The 50-minute in-class exam, worth 20% of your final grade, might include multiple-choice, true/false, fill-in-the-blanks, and short answer questions. Questions will cover the assigned readings (irrespective of whether they were discussed in lecture), lectures, in-class exercises, discussions, and films. Please refer to the assignment schedule above for material covered in each exam.

Assessment II: Midterm Exam OR Take-Home Essay

For the second assessment, worth 25% of your final grade, you can choose whether you want to write a 50-minute in-class exam or a take-home essay. Please indicate which assessment you choose no later than **Thursday, February 14, 9:30** through the survey provided on D2L. Anyone who has not selected an option at that point, will automatically be assigned the in-class exam. Once you made your selection/been assigned to the in-class exam, you will not be able to switch assessments, so select thoughtfully.

The 50-minute in-class exam might include multiple-choice, true/false, fill-in-the-blanks, short answer, and short essay questions. Questions cover the assigned readings (irrespective of whether they were discussed in lecture), lectures, in-class exercises, discussions, and films. Please refer to the assignment schedule above for material covered in the exam.

For the take-home essay option, you will write an argumentative essay, no more than 5 pages in length. 10 days prior to the submission deadline (**Tuesday, March 12, 10:45**), I will post 6 questions on D2L, and you will pick **1** as the starting point for your essay. Please refer to detailed assignment guidelines and writing resources posted on D2L. Feel free to stop by during my office hours to discuss paper ideas, but I will not read and comment on paper drafts. Essays must be dropped off in my office (SS950) on **Thursday, March 21** during my office hours (13:00-15:00).

Final Exam Information

The final exam for this course is scheduled by the Office of the Registrar; the schedule will become available later in the semester. Please note travel arrangements are NOT a valid reason to miss the final exam. Please DO NOT make travel arrangements until you know your final exam schedule. The 2-hour final exam will consist of 100 multiple-choice questions and will comprise 30% of your final grade. Questions will cover the assigned readings (irrespective of whether they were discussed in lecture), lectures, in-class exercises, class discussions, and films. The final 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:

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	
B+	80 – 84.99%	3.3	
B	75 – 79.99%	3.0	Good – clearly above average performance
B-	70 – 74.99%	2.7	
C+	67 – 69.99%	2.3	
C	63 – 66.99%	2.0	Satisfactory - basic understanding
C-	59 – 62.99%	1.7	
D+	55 – 58.99%	1.3	
D	50 – 54.99%	1.0	Minimal pass - marginal performance
F	<50%	0	unsatisfactory performance

The grades for a course component may be scaled to maintain equity among sections and to conform to departmental norms.

Course Policies

Attendance, Participation, and Classroom Etiquette

Regular attendance and reading the assigned material, an open mind, as well as your active and meaningful participation is required for this class to reach its fullest potential and to make it a rewarding experience for you and me. Lectures will build on, but not necessarily summarize the assigned reading. I expect you to have critically read the assigned texts, that you are an active participant in class discussions, and that your contributions are informed by the assigned reading.

I expect you to be on time so that other students in the class are not interrupted by your late arrival. During lectures, please make sure not to distract your fellow students in any way. If you come late or need to leave class early, please sit somewhere you can settle down or leave without disrupting others. If you miss a class, you will miss material relevant to your success in this course and it is your responsibility to obtain notes from one of your class mates.

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, 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, TA, and guest speakers) professionally and respectfully.

Lecture Slides

PowerPoint slides for each lecture will be posted on D2L in advance of the lecture during which they will be covered. PowerPoint slides posted on D2L will provide a lecture outline, but not complete lecture content. It is your responsibility to complete each slide during lecture. I suggest printing off the slides and bringing them to class to assist your note-taking. I strongly recommend taking notes by hand rather than electronically. I provided helpful note-taking resources on D2L for those of you not used to taking notes by hand.

Recording of Lectures

Note that the audio or video recording of lectures and taking pictures of PowerPoint slides during the lecture are **NOT** permitted without explicit authorization. To do so without the instructor's authorization constitutes academic misconduct, according to the University of Calgary Calendar. For more information, see: <http://www.ucalgary.ca/pubs/calendar/current/k-5-1.html>.

Sharing of Lecture Notes and Exam Questions

Note that publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, etc. is **NOT** permitted. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy: http://ucalgary.ca/policies/files/policies/non-academic-misconduct-policy_1.pdf.

Reappraisal of Grades and Academic Appeals

If you chose to contest a grade you received for an assignment, please refer to the UofC Calendar for more information (<http://www.ucalgary.ca/pubs/calendar/current/i.html>) and follow the procedures outlined therein. Please note that the re-evaluation of course work can lead to the grade being raised, lowered, or it might remain the same.

Technology Use

Please use electronic devices during lectures for class-related purposes only. Laptop users will be asked to use only certain sections of the room to limit possible distractions to other students. The laptop/tablet-free section will be identified on the first day of class. I recommend you turn off your Wi-Fi to help you stay focused during class. Please make sure to mute your cell phones and refrain from using them during the lecture.

E-mail

Please send emails only from your ucalgary account. Please put your course and section number in your email's subject line. It is courteous to include a proper salutation, your full name, student ID, and a proper closing in the body of your email. All emails will be answered within one business day. I tend to not check or answer emails on weekends. Please e-mail me for administrative purposes only, for example to set up an appointment. Questions about the course content, concerns about grades, or personal issues should be discussed in person during my office hours. If you have a specific course-related question, please check the course outline first.

Emergency Evacuations

In the case of fire or other emergency evacuation of this classroom/lab, please proceed to the assembly point at the ICT – Food Court.

Handing in Papers and 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 provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.
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.

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-5.html>.

Absences and Deferrals

It is your responsibility to complete all assessments listed in this course outline. If at all possible, you must provide advance notice to the instructor if you are unable to take a test as scheduled or submit an assignment on time. All requests for a deferral of an exam or assignment due to health reasons must be accompanied by written documentation as outlined in the University Calendar. Valid reasons to miss an assessment are: illness, domestic affliction, religious conviction, and student athletes travelling for competitions. Travel arrangements, misreading of the syllabus, and scheduling conflicts with other classes or employment responsibilities are **NOT** valid reasons to miss an assessment.

If you have missed an exam for a legitimate reason, I 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 I schedule a “make up” test for you, its date and location will be at the convenience of the Sociology Department.

If you have missed an assignment, you must contact the instructor to discuss a new deadline and mode of paper submission. Assignments submitted via email or placed under my office door without prior consultation will **NOT** be accepted.

Assignments submitted late (as of the beginning of class on the dates indicated in the assignment schedule) without due cause are subject to a **5-percentage points deduction** (i.e. 80% instead of 85%) for **each day** past the due date. Assignments not submitted within 7 calendar days of the due date without approval for extension will automatically receive a grade of 0.

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: <https://www.ucalgary.ca/registrar/student-forms>.

Student Representation

The 2018-19 Students’ Union VP Academic is Jessica Revington (suypaca@ucalgary.ca). For more information, and to contact other elected officials with the Student’s Union, please visit this link: <https://www.su.ucalgary.ca/about/who-we-are/elected-officials/>. You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters:

<http://www.ucalgary.ca/ombuds/contact>

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. You can also contact Campus Security from any of the “Help” phones located around Campus.

Academic Accommodation

The student accommodation policy can be found at:

<http://www.ucalgary.ca/access/accommodations/policy>.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities:

<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.

Student Resources

[SU Wellness Centre](#)

[Campus Mental Health Strategy](#)

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/ssc/advising/thrive>.

Course Schedule

Subject to change. Changes will be announced and discussed in class.

Week	Date	Topic	Reading
1. Introduction			
1	January 10	Course Welcome and Orientation	Kimmel & Holler, Ch.4
2	January 15 & 17	1.1. Sex & Gender	Kimmel & Holler, Ch.1
2. Explanations of Gender			
3	January 22 & 24	2.1. Biological, Psychoanalytic, and Developmental Approaches	Kimmel & Holler, Ch.2, 3
4	January 29 & 31	2.2. Sociological Perspectives	Kimmel & Holler, Ch. 5, pp. 98-117
5	February 5 February 7	Assessment #1 2.3. Feminist Perspectives	Kimmel & Holler, Ch.5, pp. 117-136
6	February 12 & 14	2.3. Feminist Perspectives, cont.	Kimmel & Holler, Ch.5, pp. 117-136
7	February 19 & 21	READING BREAK – NO CLASS	
3. Gendered & Gendering Institutions			
8	February 26 & 28	3.1. Families	Kimmel & Holler, Ch.6
9	March 5 & 7	3.2. Education	Kimmel & Holler, Ch.7
10	March 12 & 14	3.3. Paid Work	Kimmel & Holler, Ch.8
4. Gendered Interactions			
11	March 19 March 21	4.1. Gendered Bodies Assessment #2	Kimmel & Holler, Ch.11
12	March 26 & 28	4.2. Gendered Intimacies	Kimmel & Holler, Ch.10
13	April 2 & 4	4.3. Gendered Sexualities	Kimmel & Holler, Ch.12
14	April 9 & 11	4.4. Gendered Violence	Kimmel & Holler, Ch.13
Final Exam Period: April 15-27			
Please note travel arrangements are <u>NOT</u> a valid reason to miss the final exam. Please <u>DO NOT</u> make travel arrangements until you know your final exam schedule.			