

REVISED MARCH 19, 2020  
Revisions are indicated in *purple italics*



# UNIVERSITY OF CALGARY

**Winter 2020**  
FACULTY OF ARTS  
Department of Sociology  
Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: Special Topics in Gender Relations: Childhood and Youth			
Course Number	Soci 403: 02		
Pre/Co-Requisites	Pre-requisites: Soci 303 and 313		
Instructor Name	Dr. Fiona Nelson	Email	<a href="mailto:nelsonf@ucalgary.ca">nelsonf@ucalgary.ca</a>
Instructor 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). <i>Office hours are discontinued. Please feel free to email me at any time and we can, if need be, set up a phone call, Skype meeting etc.</i>		
Office Location	SS 954	Office Hours	Tuesdays 1-2:30 (or by appt.)
Telephone No.	403-220-3218		
Class Dates	January 14 – April 14, 2020		
Class Times	Tuesday and Thursday, 11-12:15		
Class Location	SA 245		

## 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.

## Course Objectives/Learning Outcomes

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 the reading materials with them. In the first few weeks, we will, for the most part, 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.

## Required Textbooks, Readings, Materials, Electronic Resources

-Books:

Orenstein, Peggy. 2020. *Boys and Sex: Young Men on Hookups, Love, Porn, Consent, and Navigating the New Masculinity*. New York: Harper. PP 1-133.

Pessin-Wheedbee, Brook. 2017. *Who Are You? The Kid's Guide to Gender Identity*. London and Philadelphia: Jessica Kingsley Publishers.

-Academic articles as listed in the Course Schedule: All are available online through the University library

-There might also be occasional small hand-outs

## Methods of Assessment and Grading Weights

### **Grade Components:**

-Discussion Questions (7 x 4%)	28%
-Reflection Papers (2 x 8%)	16%
-Paper Proposal & Annotated Preliminary Bibliography	10%
-Show and Tell Presentation	10%
-Final Paper	36%

### **About the Discussion Questions (DQs):**

**Due:** in class, January 23<sup>rd</sup>, February 13<sup>th</sup>, February 25<sup>th</sup>, March 5<sup>th</sup>, March 12<sup>th</sup>, March 19<sup>th</sup> & March 26<sup>th</sup>

On the above dates, you are asked to bring one topic/question that has occurred to you while completing the reading (assigned for that class/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 paragraph 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. DQs not submitted in class, the day they are due, will result in a loss of the 4% grade.

*DQs# 5-7 should be submitted through the D2L Dropbox. They will be due at midnight of the day they are due. DQs# 5 and 6 are due March 19<sup>th</sup> and DQ #7 is still due March 26<sup>th</sup>.*

***About the Reflective Papers (RPs):***

**Due:** in class, January 30<sup>th</sup> and March 3<sup>rd</sup>

Reflective papers will be due the class following an in-class exercise. It is thus imperative that you participate in the in-class exercise in order to write the reflective paper. Guidelines for the paper will be distributed at the end of the in-class exercise and the reflective papers will provide the substance of our class discussions on the days they are due. The reflective papers should be about two pages in length, double-spaced and must be submitted, in class, on the days they are due. Absence from the in-class exercise and/or failure to submit the RP will result in the loss of the 8% grade.

***About the Paper Proposal and Annotated Preliminary Bibliography:***

**Due:** In class, Tuesday, February 25<sup>th</sup>

**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 31<sup>st</sup>, April 2<sup>nd</sup>, 7<sup>th</sup>, 9<sup>th</sup> & 14<sup>th</sup>

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 about 8 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.

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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 (and will be noted) – students will be docked 2 of their 10 presentation points for every presentation day they miss (without appropriate documentation).

*In lieu of presentation, students should submit, via D2L Dropbox, the one-page write-up they would have submitted when they presented. These write-ups are due by midnight on April 14<sup>th</sup>.*

**About the Final Paper/Project:**

**Due:** Tuesday, April 21<sup>st</sup>, by 4:30 p.m. *Midnight is fine.*

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

**Length:** 14 - 16 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. This paper will require you to gather and analyse some sort of data. The paper will also contain a brief literature review and a discussion of your research methods.

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

**Final Exam Information**

There is no 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
<b>A+</b>	96 – 100%	4.0	Outstanding performance
<b>A</b>	90 – 95.99%	4.0	Excellent performance
<b>A-</b>	85 – 89.99%	3.7	Approaching excellent performance
<b>B+</b>	80 – 84.99%	3.3	Exceeding good performance
<b>B</b>	75 – 79.99%	3.0	Good performance
<b>B-</b>	70 – 74.99%	2.7	Approaching good performance
<b>C+</b>	67 – 69.99%	2.3	Exceeding satisfactory performance
<b>C</b>	63 – 66.99%	2.0	Satisfactory performance
<b>C-</b>	59 – 62.99%	1.7	Approaching satisfactory performance
<b>D+</b>	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
<b>D</b>	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
<b>F</b>	<50%	0	Failure. Did not meet course requirements.

## 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.

## Technology Use

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 (e.g. the Discussion Questions), students are requested not to use their computers. Cellphones should be turned off at all times.

## 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 with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty 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. 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 25th**.

## 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.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.

### 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>

### Absences and Deferrals

Students who are absent from class assessments (DQs, RPs, in-class exercises) should inform the professor as soon as possible. I will request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, I 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. For information on possible forms of documentation, including statutory declarations, please

see <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

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.

**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 can be found at:

<https://www.ucalgary.ca/registrar/exams/deferred-exams>

**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:

[https://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/deferred\\_termwork15\\_0.pdf](https://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/deferred_termwork15_0.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).

### 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.

### 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 Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); Information about the SU, including elected Faculty Representatives, can be found here:

<https://www.su.ucalgary.ca>.

### 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.



## Schedule of Lectures and Readings

### **WEEK 1: Introductions and Foundations**

January 14<sup>th</sup>: NO ASSIGNED READING

January 16<sup>th</sup>: NO ASSIGNED READING

### **WEEK 2: Foundations: Childhood and Youth**

January 21<sup>st</sup>: NO ASSIGNED READING

January 23<sup>rd</sup>: DQ #1 due

#### Assigned Readings:

- Peleg, Noam. 2013. Reconceptualising the Child's Right to Development: Children and the Capability Approach. *International Journal of Children's Rights* 21: 523-542.
- Sundhall, Jeanette 2017. A Political Space for Children? The Age Order and Children's Right to Participation. *Social Inclusion* 5 (3): 164-171.
- Age of consent handout – distributed in class

### **WEEK 3: Foundations: Gender and Childhood**

January 28<sup>th</sup>: ***IN-CLASS EXERCISE #1:***

#### Assigned reading:

- Murnen, Sarah K., Claire Greenfield, Abigail Younger, and Hope Boyd. 2016. Boys Act and Girls Appear: A Content Analysis of Gender Stereotypes Associated with Characters in Children's Popular Culture. *Sex Roles* 74: 78-91.

January 30<sup>th</sup>: ***RP#1 due***

NO ASSIGNED READING

### **WEEK 4: Foundations: Sex/Gender/Sexuality**

February 4<sup>th</sup>: NO ASSIGNED READING

February 6<sup>th</sup>: NO ASSIGNED READING

**WEEK 5: Foundations: Sex/Gender/Sexuality**

February 11<sup>th</sup>: NO ASSIGNED READING

February 13<sup>th</sup>: ***DQ #2 due***

Assigned readings:

- Garner, Betsie, and David Grazian. 2016. Naturalizing Gender Through Childhood Socialization Messages in a Zoo. *Social Psychology Quarterly* 79 (3): 181-198.
- Xiao, Sonya Xinyue, Rachel E. Cook, Carol Lynn Martin, and Matthew G. Nielson. 2019. Characteristics of Preschool Gender Enforcers and Peers who Associate With Them. *Sex Roles* 81: 671-685.
- Bradford, Nova J., G. Nicole Rider, Jory M. Catalpa, Quinlyn J. Morrow, Dianne R. Berg, Katherine G. Spencer, and Jenifer K. McGuire. 2019. Creating Gender: A Thematic Analysis of Genderqueer Narratives. *International Journal of Transgenderism* 20 (2-3): 155-168.

**WEEK 6: READING WEEK – NO CLASS**

**WEEK 7: Culture**

February 25<sup>th</sup>: **Paper Proposal and Annotated Preliminary Bibliography due**

***DQ#3 due***

Readings:

- Steensma, Thomas D., Roeline Biemond, Fijgie de Boer, and Peggy T. Cohen-Kettenis. 2010. Desisting and Persisting Gender Dysphoria after Childhood: A Qualitative Follow-up Study. *Clinical Child Psychology and Psychiatry* 16 (4): 499-516.
- Steensma, Thomas D. and Peggy T. Cohen-Kettenis. 2011. Gender Transitioning Before Puberty? *Archives of Sexual Behavior* 40: 649-650.
- Ashley, Florence. 2019. Gender (De)Transitioning Before Puberty? A Response to Steensma and Cohen-Kettenis (2011). *Archives of Sexual Behavior* 48: 679-680.
- Zucker, Kenneth J. 2019. Adolescents with Gender Dysphoria: Reflections on Some Contemporary Clinical and Research Issues. *Archives of Sexual Behavior* 48: 1983-1992.

February 27<sup>th</sup>: ***In-Class Exercise #2***

NO ASSIGNED READING

**WEEK 8: Culture**

March 3<sup>rd</sup>: ***RP #2 Due***

NO ASSIGNED READING

March 5<sup>th</sup>: ***DQ #4 due***

Assigned Readings:

- Nelson, Fiona. 2017. The Girl: Dead. *Girlhood Studies* 10 (3): 39-53.
- Bridge, Jeffrey A., Joel B. Greenhouse, Donna Ruch, Jack Stevens, John Ackerman, Arielle H. Sheftall, Lisa M. Horowitz, Kelly J. Kelleher and John V. Campo. 2019. Association Between the Release of Netflix's *13 Reason's Why* and Suicide Rates in the United States: An Interrupted Time Series Analysis. *Journal of the American Academy of Child and Adolescent Psychiatry* (in press) (available online) (8 pages).
- Froese, Jocelyn Sakal and Cameron Greensmith. 2019. Que(e)rying Youth Suicide: Unpacking Sexist and Racist Violence in *Skim* and *13 Reasons Why*. *Cultural Studies Review* 25 (2): 31-51.

**WEEK 9: Youthful Masculinities**

March 10<sup>th</sup>: NO ASSIGNED READING

March 12<sup>th</sup>: ***DQ #5 due***

Assigned Reading:

- Orenstein, Peggy. 2020. Boys and Sex: Young Men on Hookups, Love, Porn, Consent, and Navigating the New Masculinity. New York: Harper. PP 1-133.

**WEEK 10: Youthful Masculinities**

March 17<sup>th</sup>: NO ASSIGNED READING

March 19<sup>th</sup>: ***DQ #6 Due***

Assigned Reading:

- Orenstein PP 135-237

**WEEK 11: Looking Forward**

March 24<sup>th</sup>: Assigned Reading:

- Gansen, Heidi M. 2019. Push-ups Versus Clean-up: Preschool Teachers' Gendered Beliefs, Expectations for Behavior, and Disciplinary Practices. *Sex Roles* 80: 393-408.
- Colvin, Sharon, James E. Egan, and Robert W. S. Coulter. 2019. School Climate & Sexual and Gender Minority Adolescent Mental Health. *Journal of Youth and Adolescence* 48: 1938-1951.

March 26<sup>th</sup>: ***DQ #7 Due***

Assigned Reading:

- Pessin-Wheedbee, Brook. 2017. Who Are You? The Kid's Guide to Gender Identity. London and Philadelphia: Jessica Kingsley Publishers.

**Week 12: Show and Tell Presentations (March 31<sup>st</sup> and April 2<sup>nd</sup>)**

**WEEK 13: Show and Tell Presentations (April 7<sup>th</sup> and 9<sup>th</sup>)**

**WEEK 14: Show and Tell Presentations (April 14<sup>th</sup>)**

**Tuesday, April 21<sup>st</sup>: *Final paper due by 4:00 p.m. in D2L Dropbox.***