



<b>SOCI 504.04: Integrative Seminar: Sociology of Gender Relations</b>			
<b>Pre/Co-Requisites</b>	<i>6 units in courses labelled Sociology at the 400 level, and consent of the Department.</i>		
<b>Instructor:</b>	Dr. Fiona Nelson	<b>Lecture Location:</b>	SS 921
<b>Phone:</b>	403-220-3218	<b>Lecture Days/Time:</b>	Friday 9 – 11:45 AM
<b>Email:</b>	nelsonf@ucalgary.ca		
<b>Office:</b>	SS 954	<b>Office Hours:</b>	By Appointment
<b>Instructor Email Policy</b>	Feel free to contact me via email. I generally do not answer emails after 6:00 PM or over the weekend. Please take that into account if emailing about something time-sensitive. If you have a course-related question, please check the course outline first. 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 and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.		

**Course Description**

Has gender ever been a hotter topic?! This course will offer students opportunities to increase the depth and breadth of their knowledge of the Sociology of Gender. We will engage with theoretical and empirical sources while exploring some of the historical developments and contemporary issues in both the study and the living of gender. We will work to link academic research and theorizing to some of the key gender-challenges of our current time.

**Course Objectives/Learning Outcomes**

The objective, on an ongoing basis, is to engage thoughtfully, and critically, with writing/research/theorizing about gender. Students will be asked to read the assigned materials, to engage in reflective and critical writing about the materials, and to participate in class discussions about the materials. The ultimate objective of the course is to have students produce a high-quality final paper/literature review. Also, the ultimate objective is to see if we can make any headway in figuring out just what the actual heck is going on with gender these days.

**Required Textbooks, Readings, Materials, Electronic Resources**

There are no books to be purchased.

Required readings are listed in the Schedule of Topics and Readings.

**LEARNING TECHNOLOGIES AND REQUIREMENTS**

You will need to be able to access the course D2L site for course-related information.

Face-to-face, engaged interaction is the key feature of a seminar course. Please make sure your cellphone is turned off (or in your office) and try not to hide behind a laptop screen while in class.

### **Schedule of Topics and Readings**

#### **Week One: January 13<sup>th</sup>, 2023 – Introducing Everything**

-No Assigned Readings

#### **Week Two: January 20<sup>th</sup>, 2023 – Gender Studies: Some Sociological Origins**

-Assigned Readings:

West, Candace and Don H. Zimmerman. 1987. Doing gender. *Gender and Society* 1 (2): 125-151

<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/189945>

West, Candace and Don H. Zimmerman. 2009. Accounting for doing gender. *Gender and Society* 23 (1): 112-122.

<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/20676758>

#### **Week Three: January 27<sup>th</sup>, 2023 – Cultural Gender Equation**

-Assigned Readings:

Fausto-Sterling, Anne. The Five Sexes: Why Males and Female are Not Enough. 1993

(March/April). *The Sciences*. 20-24.

<https://doi.org/10.1002/j.2326-1951.1993.tb03081.x>

Fausto-Sterling, Anne. 2000. The Five Sexes, Revisited. *The Sciences*. (July/August). 19-23.

- [10.1002/j.2326-1951.2000.tb03504.x](https://doi.org/10.1002/j.2326-1951.2000.tb03504.x)

Muehlenhard, Charlene L. and Zoe D. Peterson. 2011. Distinguishing Between *Sex* and *Gender*:

History, current conceptualizations, and implications. *Sex Roles* 64 (11-12): 791-803.

DOI: 10.1007/s11199-011-9932-5.

Zosuls, Kristina M., Cindy Faith Miller, Diane N. Ruble, Carol Lynn Martin and Richard A. Fabes.

2011. Gender development research in *Sex Roles*: Historical trends and future directions. *Sex Roles* 64 (11-12): 826-842.

DOI: 10.1007/s11199-010-9902-3.

Hurlock, Kathleen Emily. 2022. Matrix of Intelligibility. *Encyclopedia of Queer Studies in*

*Education*. Chapter 78: 393-398.

<https://brill-com.ezproxy.lib.ucalgary.ca/display/title/61619>

Coker, Jonathan. 2022. Performativity. *Encyclopedia of Queer Studies in Education*. Chapter 87: 442-447.

<https://brill-com.ezproxy.lib.ucalgary.ca/display/title/61619>

**Week Four: February 3<sup>rd</sup>, 2023 – Cultural Gender Equation**

-Assigned Readings:

Hyde, Janet Shibley, Rebecca S. Bigler, Daphna Joel, Charlotte Chucky Tate, Sari M. van Anders.

2019. The Future of Sex and Gender in Psychology: five Challenges to the Gender Binary. *American Psychologist*. 74 (2), 171-193.

<http://dx.doi.org/10.1037/amp0000307>

Fausto-Sterling, Anne. 2019. Gender/Sex, Sexual Orientation, and Identity are in the Body: How Did They get There? *The Journal of Sex Research*, 56 (4-5), 529-555.

- <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/00224499.2019.1581883>

Turban, Jack. 2022 (August) What is Gender Dysphoria? *Psychiatry.org*.

<https://www.psychiatry.org/patients-families/gender-dysphoria/what-is-gender-dysphoria>

**Week Five: February 10<sup>th</sup>, 2023 – Some Theoretical Controversies (or controversial theorizing)**

-Assigned Readings:

Ekman, Kajsa Ekis. 2023. *On the Meaning of Sex: Thoughts About the New Definition of Woman*. Australia: Spinifex Press. Chapters 10,11,12,13,28 (33 pages). To be provided.

Lawford-Smith, Holly. 2022. *Gender-Critical Feminism*. Oxford: Oxford University Press. Chapters 2,3 (44 pages). To be provided.

Shaw, Deborah. 2022. A tale of two feminisms: gender critical feminism, trans inclusive feminism and the case of Kathleen Stock. *Women's History Review*. December.

- <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/09612025.2022.2147915>

**Week Six: February 17<sup>th</sup>, 2023 – Living Gender**

-Assigned Readings:

Mayo Jr., J.B. 2022. Two Spirit. *Encyclopedia of Queer Studies in Education*. Chapter 146: 743-749.

<https://brill-com.ezproxy.lib.ucalgary.ca/display/title/61619>

Turner, Robin Sudanan. 2022. Pronouns. *Encyclopedia of Queer Studies in Education*. Chapter

146: 743-749.

<https://brill-com.ezproxy.lib.ucalgary.ca/display/title/61619>

Devor, Aaron H. 2016. Gender Diversity: Trans, Transgender, Transsexual, and Genderqueer People. *The Blackwell Encyclopedia of Sociology*.

<https://onlinelibrary.wiley.com/doi/full/10.1002/9781405165518.wbeos0748>

Keener, Emily and Kourtney Kotvas. 2022. Beyond He and She: Does the Singular Use of “They, Them, Their” Function Generically as Inclusive Pronouns for Cisgender Men and Women? *Gender Issues*. March

<https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s12147-022-09297-8>

Honkasalo, Julian. In the Shadow of Eugenics: Transgender sterilisation legislation and the struggle for self-determination. In Pearce, Ruth, Igi Moon, Kat Gupta and Deborah Lynn Steinberg (eds.) 2020. *The Emergence of Trans: Cultures, Politics and Everyday Lives*. London and New York: Routledge. 17-33.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315145815>

### **Week Seven: February 24<sup>th</sup>, 2023 – Term Break**

### **Week Eight: March 3<sup>rd</sup>, 2023 – What is a Woman?**

-Assigned Readings:

Byrne, Alex. 2020. Are women adult human females? *Philosophical Studies*. 177 (12): 3783-3803

<https://doi.org/10.1007/s11098-019-01408-8>

Meghan Murphy on gender identity and women’s rights at the Vancouver Public Library

<https://www.feministcurrent.com/2019/01/18/meghan-murphy-on-gender-identity-and-womens-rights-at-the-vancouver-public-library/>

Letter to the Scottish government by the UN Special Rapporteur on Violence Against Women and Girls, its Causes and Consequences

<https://spcommreports.ohchr.org/TMResultsBase/DownloadPublicCommunicationFile?gld=27681>

J.K. Rowling Writes about her Reasons for Speaking out on Sex and Gender Issues

<https://www.jkrowling.com/opinions/j-k-rowling-writes-about-her-reasons-for-speaking-out-on-sex-and-gender-issues/>

Ekman, Kajsa Ekis. 2023. *On the Meaning of Sex: Thoughts About the New Definition of Woman*. Australia: Spinifex Press. Chapters 26 & 27 (12 pages). To be provided.

Lawford-Smith, Holly. 2022. *Gender-Critical Feminism*. Oxford: Oxford University Press. Chapter 5 (24 pages). To be provided.

**Week Nine: March 10<sup>th</sup>, 2023 – Childhood and Youth**

-Assigned Readings:

Batholomaeus, Clare and Damien W. Riggs. 2020. In Pearce, Ruth, Igi Moon, Kat Gupta and Deborah Lynn Steinberg (eds.) 2020. *The Emergence of Trans: Cultures, Politics and Everyday Lives*. London and New York: Routledge. 135-149.

[-https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315145815](https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315145815)

Fast, Anne A., and Kristina R. Olson. 2018. Gender Development in Transgender Preschool Children. *Child Development*. 89 (2): 620-637.

10.1111/cdev.12758

**Week Ten: March 17<sup>th</sup>, 2023 – Childhood and Youth**

-Assigned Readings:

Littman, Lisa. 2018. Parent reports of adolescents and young adults perceived to show signs of a rapid onset of gender dysphoria. *Plos One*.

<https://doi.org/10.1371/journal.pone.0202330>

Schaad, Kylar A. 2022. Looking for the signs: How childhood narratives define transgender identity. *Sociology Compass*.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/soc4.13005>

Wright, Colin. 2022. The Transgender Umbrella Casts its shadow over Gender Nonconformity. [www.realityslatstand.com](http://www.realityslatstand.com).

<https://www.realityslatstand.com/p/the-transgender-umbrella-casts-its>

Breslow, Jacob. 2022. They would have transitioned me: third conditional TERF grammar of trans childhood. *Feminist Theory*. 23 (4) 575-593.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/14647001211046442>

**Week Eleven: March 24<sup>th</sup>, 2023 – Childhood and Youth**

-Assigned Readings:

Gülgöz, Selin, Deja L. Edwards, and Kristina R. Olson. 2021. Between a boy and a girl: Measuring

gender identity on a continuum. *Social Development*. 31: 916-929.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/sode.12587>

Zitner, David. 2022. Gender dysphoria in children: Risking harm from well-intentioned parents and doctors. Macdonald-Laurier Institute.

<https://macdonaldlaurier.ca/gender-dysphoria-in-children-risking-harm-from-well-intentioned-parents-and-doctors/>

Lesbians-United.org. *Puberty Suppression: Medicine or Malpractice?*

-To Be Provided

LGBT Youth Scotland. *Trans, Non-binary and questioning coming out guide for young people*.

<https://www.lgbtyouth.org.uk/media/2892/tnq-coming-out-e-use.pdf>

### **Week Twelve: March 31<sup>st</sup>, 2023 – Where Are We going?**

-Assigned Readings:

Schilt, Kristen and Danya Lagos. 2017. The Development of Transgender Studies in Sociology. *Annual Review of Sociology*. 43: 425-443.

10.1146/annurev-soc-060116-053348

Suissa, Judith and Alice Sullivan. 2021. The Gender Wars, Academic Freedom and Education.

*Journal of Philosophy of Education*. 55 (1): 55-82.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/1467-9752.12549>

Lawford-Smith, Holly. 2022. *Gender-Critical Feminism*. Oxford: Oxford University Press.

Chapter 6 (23 pages). To be provided.

Lorber, Judith. 2022. *The New Gender Paradox*. Chapter 4 (18 pages). To be provided

### **Methods of Assessment and Grading Weights**

#### ***Grade Components:***

-News Discussion Piece	5%
-Critical Reflections (10 x 5%)	50%
-Paper Proposal, Annotated Preliminary Bibliography	10%
-Final Paper/ Lit Review	35%

***About the News Discussion Piece:***

**Due:** *In class*, various dates

On the days we are discussing news items, two students will have identified one news item each, which they should send to me by *noon on the Wednesday before our class*. I will forward the items to the class. Each student presenting a news item should prepare a (max) one-page write up (can be point form), in which they identify what they think makes this news timely/interesting/important; how they see it relating to class material/discussions; and a critical discussion question, related to the reading, they would like the class to discuss.

***About the Critical Reflections:***

**Due:** *In class*, January 20<sup>th</sup>, January 27<sup>th</sup>, February 3<sup>rd</sup>, February 10<sup>th</sup>, February 17<sup>th</sup>, March 3<sup>rd</sup>, March 10<sup>th</sup>, March 17<sup>th</sup>, March 24<sup>th</sup>, March 31<sup>st</sup>

**Length:** 3 pages (double-spaced)

You are asked to complete one of these short papers for each class in which we are discussing readings. There are two components to the paper. First, for each of the readings assigned for a given class, please formulate a critical/analytical question you would like to bring to the class for discussion. Second, choose one of your questions and write your response to it. The assignment will probably be most useful to you if you use as a departure point a strong (positive or negative) reaction that you have had to the particular reading, or if you are able to reflect on ways in which the reading might contribute to your final paper/larger research plans. The questions and answers you bring will form a significant part of our class discussions.

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

**Due:** **D2L Dropbox**, Friday, March 3<sup>rd</sup>, by midnight

You are asked to explain (in about one or two pages) your plans for the final paper. Describe the subject area and what you plan to do (e.g. lit review or research paper). Go on to include a preliminary annotated bibliography of at least four items. The bibliographic annotations should be one to two paragraphs each, describing/summarizing the item and also discussing how you see this item fitting in to your final paper.

***About the Final Paper/ Literature Review:***

**Due:** **D2L Dropbox**, Friday, April 21<sup>st</sup>, by midnight

**Length:** 8-10 pages

You will have chosen a topic of analysis and an approach to it. This will be discussed in much more detail in class. In addition, students are strongly encouraged to discuss their plans/designs for their papers individually with the professor.

## **Final Examination**

Final Exam	No Final Exam
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## **Grading Scale**

Letter grades will be assigned and submitted to the registrar based on the following scale:

<b>Grade</b>	<b>Percent range</b>	<b>Grade Point Value</b>	<b>Description</b>
<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.

## **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>

## **IMPORTANT POLICIES AND INFORMATION**

### **Absence From a Mid-term Examination**

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of that email may be requested as proof of the attempt to contact the instructor.

**Deferred Term Work Form:** Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at: [https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22\\_deferral-of-term-work\\_lapseGrade.pdf](https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22_deferral-of-term-work_lapseGrade.pdf)

Once an extension date has been agreed between instructor and student, the instructor will email the



form to the Faculty of Arts Program Information Centre ([ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)) for approval by the Associate Dean.

### **Deferral of a Final Examination**

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

### **Reappraisal of Grades:**

*For Reappraisal of Graded Term Work, see Calendar I.2*

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

*For Reappraisal of Final Grade, see Calendar I.3*

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

### **Academic Misconduct:**

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

### **Plagiarism And Other Forms Of Academic Misconduct**

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

### **Recording of Lectures:**

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

### **Academic Accommodations:**

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. 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

### **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 Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

### **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. 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.

### **Freedom of Information and Protection of Privacy (FOIP) Act:**

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

### **Copyright Legislation:**

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. 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.

### **Evacuation Assembly Points**

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

### **Important Dates:**

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

### **Faculty of Arts Program Advising and Student Information Resources**

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.

- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

### **Important Contact Information**

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)  
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives  
Phone: 403-220-6551  
Email: [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca),  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)  
Students' Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students' Association  
Phone: 403-220-5997  
Email: [askgsa@ucalgary.ca](mailto:askgsa@ucalgary.ca)  
URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman  
Phone: 403-220-6420  
Email: [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

### **Campus Mental Health Resources**

The University of Calgary recognizes the pivotal role that student 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 supports 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 the following resources:

*SU Wellness Centre:* <http://www.ucalgary.ca/wellnesscentre/>

*Student Wellness Services:*  
<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

*Campus Mental Health Strategy website:* <https://www.ucalgary.ca/mentalhealth/>.