



UNIVERSITY OF CALGARY

The University of Calgary
Faculty of Social Sciences
Department of Sociology

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

Sociology 677 SEMINAR IN SOCIOLOGY OF GENDER RELATIONS

• Winter 2018	• Wed: 9:00-11:45 a.m.	• Lecture Hall — SS 921
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Instructor: Dr. Pallavi Banerjee
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Office hours: Wednesdays, 12:30-1:30 p.m. and by appointment

Here's a link to my calendar where you can book appointments with through the available time-slots:
<https://drbanerjeeucalgary.youcanbook.me>

COURSE DESCRIPTION AND STRUCTURE

This course explores the social construction of sex and gender and the intersection of gender with other structures of inequality such as race, ethnicity, class, and sexuality. We will critically examine the idea that sex and gender are fixed biological realities and discuss what sociologists of gender have contributed to our understanding of gender as a major organizing aspect of society. Course readings focus on sociological approach to gender and the empirical applications of these theories and concepts to show how gender relations shape social institutions. In our introductory module, we begin with readings about *epistemology/intellectual history* including classics concerned with gender and inequality. The middle module of the class will be about *gender as a social structure* itself. The final module will be *applying theory to research and social policy* using the theoretical framework to better understand substantive areas of research such as the family, education, work, global labour-relations and religion. There is a week of readings left for the members of the class to assign which will span two areas of research, at least.

I encourage students to come with their own research projects in various stages, including but not limited to 1) a term paper that they would like develop during the semester, 2) a section of the master's thesis that they would like to publish in peer-reviewed journals, 3) dissertation or master's thesis proposal, 4) a review article/statement of the field paper. Consider using this seminar as an opportunity to move a project forward with the insights and ways of thinking that gender theories offer. The students who plan to specialize in sociology of gender and feminist studies would benefit most from the seminar, but I also welcome students with other research interests who want to enhance their analytic skills.

Each class will consist of a student-led presentation and discussion of the assigned readings. In addition, we will do a workshop for our individual research papers, including in-class writing, outlining and conceptual mapping, and peer-reviews.

I am very much looking forward to learning more about all these topics from our conversations, and I hope you are as well.

COURSE OBJECTIVES

At the end of the course, you should be able to:

- critically read, analyze and write about gender relations with a sociological lens
- analyze the intersection of gender with other axes of inequality such as race, ethnicity, class, and sexuality
- apply course material to real world and daily life examples of local and global gender issues
- apply gender theories and research to a topic of your choosing to advance understanding of gendered dimensions in that context.

READINGS

I have only assigned articles and book chapters for this course. Links and PDFs of book chapters and journal articles are listed below and also uploaded on D2L.

Readings that say “Recommended but optional” I will still be discussed in class but may not be part of your facilitation or critical responses. I encourage you to read them for class discussion even if you don’t include them in your facilitation or responses.

ASSIGNMENTS AND GRADES

1. Reading and Participation	15%
2. Class facilitation	15%
3. Critical Reading Responses (2) (10% each: 2-3 double-spaced pages choose 2 weeks between Week 2-13 except Week 10)	20%
4. Peer Workshop I-III (5% x 3 times)	15%
5. Assigning and discussing 1to 2 readings of your choice pertaining to substantive area on Week 10	4%
6. Final paper (18-20 double-spaced pages, by April 19)	30%
7. One compulsory Individual meeting with the instructor about final paper	1%
TOTAL	100%

DETAILS OF SEMINAR REQUIREMENTS

1. Reading and Participation 15%

This is a graduate seminar, and I want all of us to get as much out of it as we can. Thus, we will generally read about 100-200 pages of scholarly material per week. It’s important that you keep on top of the reading. We will discuss how to read in the first day of class. As you read through materials for this seminar, I strongly encourage you to ask how whatever it is we are reading might add to or enhance your research goals and interests. In some instances, these connections will be obvious, and in other instances, my hope is that you are pleasantly surprised as you see your work and thought influenced by our seminar readings.

Student participation is required, not optional, in this graduate seminar. I will not be lecturing. Instead, we will all learn from one another. If you miss a seminar session or regularly arrive late, it will be impossible for you to earn an “A” in this seminar unless you have official documentation that speaks to a reasonable excused (or late)

absence. I will assess seminar participation in a number of ways including (on time) attendance and active, thoughtful, and meaningful participation – by listening carefully, formulating your point when placing an argument, and showing respect for our shared intellectual space. Participation also includes preparedness for to answer questions, provide insightful commentary and/or critically assess course materials.

2. Class Facilitation (5% *3times = 15%)

This is a graduate seminar, and every student will be responsible to facilitate THREE class sessions starting Week 2.

Note: On the first day of class, I will ask each of you to email me (in order of preference) at least 5 seminar sessions you are interested in facilitating no later than midnight Thursday, January 11. I will do my best to accommodate your preferences. One of the three sessions will be co-facilitated (two facilitators). Once I hear back from you, I will assign facilitators on the course outline and reload the version on D2L.

I will email (and post on (D2L/Dropbox)) the facilitation schedule by 12pm on Monday, January 15th.

When it is your turn to facilitate a discussion, you will carefully prepare a brief outline of the main arguments for each week's readings.

Your brief outline (not more than one single-spaced page) will need to include the following:

1. What is the authors' research question(s)?
2. What evidence does the authors use to support their argument?
3. Does the author successfully answer their research question? Why or why not?
4. Write **at least two** questions for the class that will allow the class to explore the relationship between the authors' theories, concepts, and data.

Your outline must be submitted to me via D2L (Dropbox) 24 hours before our seminar begins (Tuesday 9am).

You will bring the outline to class to begin the class discussions.

These outlines are pass or fail, but I will not accept them if they aren't turned in on time—in which case you will receive a "2.5" for that particular facilitation. The total grades for facilitation will be based on both the outline and in-class facilitation.

3. Two Critical Reading Responses (2 *10% = 20%)

In order for this seminar to run smoothly, everyone must come to our seminar prepared to actively discuss our course readings. In order to keep us on task, I will ask you to submit a two-three pages double-spaced "critical reading responses" for two different weeks. There are three conditions to choosing the weeks for writing the critical responses:

1. The first critical response for everyone must be submitted by Week 7 (reading week). What this means is that your first critical response must be between Week 2 – Week 6. This will allow us to workshop your first critical responses in class. Your final grade for the first critical response will be assigned after the peer workshopping (see #4). You will get a chance in class to revise your first critical response based on the workshopping.
2. Your second critical response can be written for any week between Weeks 8-13 **except Week 11**.
3. You CANNOT submit a critical response for the same weeks that you are facilitating. The goal here is to ensure that you have a thorough understanding of readings for at least 5 weeks.

The critical response must:

- a) summarize the main analytic points of ALL the week's readings. For example, what's the main argument of each reading?
- b) explain how the readings or the theories in the readings connect to each other.
- c) Your response must end with at least two questions about each reading.

All responses must be submitted via (D2L/Dropbox) at least 1 hour prior to the start of our seminar—absolutely NO exceptions.

NOTE: Whether you are doing a critical response or facilitation, you should absolutely still read the assigned materials and come to seminar ready to actively engage in discussion.

4. Peer Workshop I-III (5% x 3 times = 15%)

The goal of this assignment is to acquaint you of the peer review process in academia and to help you with providing multiple feedbacks on your assignment. For this assignment we will be workshopping one of your critical responses and parts of your final project twice.

Workshop I: **Jan 31**. For your first workshop, you will bring the rough outlines/abstracts of your final project to class. These should be no more than 100 words. In this you will outline your topic for your research paper and your plans for tackling the topic or making it into a paper. You will need to engage with **one reading** – article or book that is of key importance to your project. In a couple of sentences explain as part of your abstract/outline why this reading is of importance to your project. Please bring **five hard copies** of your outline to distribute in class. We will be reading the abstracts in class for each other and provide feedback. I will be providing guidelines for providing feedback in class. We will roughly be using half of the class for this exercise.

Workshop II: **Feb 28**. For this, you will be workshopping the critical responses of your classmates. I will be uploading ungraded critical responses for everyone during reading week. You will come to class having read the critical response of your classmates. In class, I will provide you with guidelines for providing feedback to each other. You will be paired with one person and you will be providing detailed feedback to each other on their critical responses. You will have time in class to formulate written feedback for each other in class and discuss them. Everyone will have a chance to respond to the feedback and revise her critical responses based on the feedback. We will use half of the class time for this exercise.

Workshop III: **Mar 21**. For your final workshop, you will prepare one finished section of your final project – this could be the introduction, the literature review, methodology section, or the epistemology section. My suggestion is you prepare that section from your papers for the workshop that you are struggling with the most. You will be sending me the section 48 hours before class, so **9:00 a.m. by March 9**. I will upload the workshop materials soon after. All of us will read all of the workshop materials before coming to class. You will be paired with one person and you will be providing detailed feedback to each other on their materials. You will have time in class to formulate written feedback for each other in class and discuss them. Everyone will have a chance to respond to the feedback. Please use the feedback you receive in this workshop to strengthen the workshopped sections of your final paper. We will use half of the class time for this exercise.

Please bring **three hard copies** of your sections to class – one for me, one for yourself and one for your peer reviewer.

The grades for each workshop will be on a scale of 3 – Good, Satisfactory and Unsatisfactory and will depend on both your workshop material and participation in feedback.

5. Assigning and discussing readings on March 28 - Week 12 (4%)

The goal of this assignment is so that we can further our collaborative learning. Each student will be responsible for assigning **at least one to and at most two readings** (since we are small group) to the class that we will read and discuss those readings as a class on Week 10. The readings must be journal articles from reputed sociological journals and **MUST** pertain to furthering our knowledge on gender. You are free to pick a substantive area we have not covered in class or you can add to the substantive areas covered in class with the reading you assign.

Please send me your readings (a link and pdf) by **4:00 p.m. Feb 15, 2018**. I will then update the course outline with these readings and post the links and pdfs on D2L for the entire class to access

6. Seminar Paper 31% (1% for meeting with the professor, 5% for the outline and 25% for the final paper)

Everyone will submit a seminar paper that must not exceed 18-20 typed and double-spaced pages (references not included). The goal of this assignment is so that you can in some ways move your work forward. You have two options for the seminar paper.

1. Compare, contrast, and criticize two or more authors we read in our seminar.
2. Use course themes, concepts, and theories to expand upon some empirical problem (your own research).
My advice would be to choose #2 because it will allow you to get ahead in your own projects.

It can be quite daunting to write a 15-page paper from scratch. Thus, we will break down this big task into a series of smaller tasks:

1. By **5pm on Thursday, February 1st**, you will need to submit an outline of your option and where you might be headed with such option. Think of it as an abstract for your paper. You can submit this on Dropbox on D2L. (5%)
2. By **4pm on Feb 14**, you will schedule a 15-minute appointment with me at <https://drbanerjeeucalgary.youcanbook.me>. At this appointment, we will discuss how your seminar paper is going. Your meeting must occur no later than **March 20th**. (1%)
3. Your final seminar paper is due anytime between **last day of classes** in my house and by 5:00 p.m. on **April 19th** Thursday and **NO LATER**. It must be submitted both in hard copy and on Dropbox on D2L (25%).
4. Late papers will be subjected to letter grade reductions after the deadline. Every 48 hours that you are late, you will lose one letter grade on the mark you receive for the paper.
5. If you wish to receive feedback on your paper and incorporate that feedback before your final submission, your deadline for submitting me the full paper **is in class on March 21**. Please give me a hard copy as well as email me your papers by March 21. I will send you feedback within a week and will also indicate the grade you received on the draft (that will not be your final grade) and what you will need to do for your paper to be an A+ paper.

THE GRADE DISTRIBUTION IS AS FOLLOWS:

A+ = 97-100	B+ = 80-84	C+ = 67-69	D+ = 54-58
A = 90-96	B = 75-79	C = 63-66	D = 50-53
A- = 85-89	B- = 70-74	C- = 59-62	F = 49 or less

Seminar Schedule **(Tentative and Subject to Change)**

MODULE I: Epistemology/Intellectual History

Jan 10: Week 1

Introduction and the Importance of Gender Theorizing

Combahee River Collective. 1977. "A Black Feminist Statement. Available on-line at <http://www.feministezine.com/feminist/modern/Black-Feminist-Statement.html>.

Lorde, Audre. 1984. "Transformation of Silence into Language and Action," Pp. 40-44. In *Sister/Outsider*. Freedom, CA: The Crossing Press.
<http://solomon.bltc.alexanderstreet.com.ezproxy.lib.ucalgary.ca/cgi-bin/asp/philo/bltc/getdoc.pl?S8108-D004>

hooks, bell. 1991. "Theory as Liberatory Practice," *Yale Journal of Law and Feminism* 4 (1): 1-12.

Jan 17: Week 2

How do we know what we know? Feminist epistemology

Butler, Judith. 2004. "Acting in Concert" Pp 1-16 in *Undoing Gender*. New York: Routledge.

Haraway, Donna. 1988. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective," *Feminist Studies* 14: 575-599.

Collins, Patricia Hill. 1986. "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought," *Social Problems* 33 (6): 14-32.

Harding, Sandra. 1992. "Rethinking standpoint epistemology: What is 'strong objectivity?'" *The Centennial Review* 36.3: 437-470

Jan 24: Week 3

Intersectionality and Postcolonial Feminist Thoughts

Crenshaw, Kimberlé. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color" *Stanford Law Review* 43 (6): 1241-1299.

Glenn, Evelyn Nakano. 2002. "Integrating Race and Gender." Pp. 6-17 In *Unequal Freedom*. Cambridge: Harvard University Press.

Collins, Patricia Hill. "Intersectionality's definitional dilemmas." *Annual Review of Sociology* 41 (2015): 1-20

Choo, Hae Yeon and Myra Marx Ferree. 2010. "Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions and Institutions in the Study of Inequalities," *Sociological Theory* 28 (2): 129-149. (**Recommended but optional - will be discussed in class**)

Mohanty, Chandra Talpade. "Under Western eyes: Feminist scholarship and colonial discourses." *Feminist review* 30 (1988): 61-88.

Abu-Lughod, Lila. 1990. "The Romance of Resistance," *American Ethnologist* 17(1): 41-55. (**Recommended - optional - will be discussed in class**)

Banerjee, Pallavi and Raewyn Connell. (Forthcoming 2018). "Gender Theory As Southern Theory." in *The Handbook of the Sociology of Gender*, Second Edition. Edited by Barbara Risman, Carrissa Froyum, and William Scarborough. New York, NY: Springer Press. (10 pages)

MODULE II: Gender as a Structure of Stratification

Jan 31: Week 4

Social Construction of Gender

Risman, Barbara.J. Risman and Davis, Georgiann, 2013. From sex roles to gender structure. *Current Sociology*, 61(5-6), pp.733-755.

Martin, Emily, 1991. The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles. *Signs: Journal of Women in Culture and Society*, 16(3), pp.485-501.

Pfeffer, Carla A. (2014). "'I Don't Like Passing as a Straight Woman': Queer Negotiations of Identity and Social Group Membership." *American Journal of Sociology* 120(1):1-44.

Anne Fausto-Sterling. "The Five Sexes: Why Male and Female are not Enough" *The Sciences* (1993): 20-24.

Be prepared for Workshop I and please follow associated deadlines

Feb 14: Week 5

Gender at the Individual and Interactional Level

Individual Level

Davis, S. N., & Risman, B. J. (2015). Feminists wrestle with testosterone: Hormones, socialization and cultural interactionism as predictors of women's gendered selves. *Social science research*, 49, 110-125.

Bem, Sandra. 1981. "Gender Schema Theory: A cognitive account of sex typing," *Psychological Review* Vol. 88: 354-364.

Meadow, Tey. 2011. "Deep down where the music plays': How parents account for childhood gender variance." *Sexualities*. 14(6), p. 725-747.

Chodorow, Nancy. 1989. Introduction: Feminism and Psychoanalytic Theory. In *Feminism and Psychoanalytic Theory*. New Haven: Yale University Press. (**Recommended but optional - will be discussed in class**)

Interactional Level

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

Martin, Karin. 1998. "Becoming a Gendered Body: Practices of Preschools," *American Sociological Review* 63(4): 494-511.

Kristen Schilt and Laurel Westbrook. 2009. "Doing Gender, Doing Heteronormativity." *Gender & Society* 23(4): 440-464.

Hochschild, Arlie, and Anne Machung. 2012 *The Second Shift: Working families and the revolution at home*. Penguin. (Chp 1&2)

Thorne, Barrie. 1993. "Ch 5, Creating a Sense of Opposite Sides," from *Gender Play: Girls and Boys in School*. New Brunswick, NJ: Rutgers University Press. (**Recommended but optional - will be discussed in class**)

Feb 19-23: Week 6

Reading Week – No Class

Feb 28: Week 7

Macro Level of Analysis: Institutional and Cultural

Acker, Joan. 2006. "Inequality Regimes: Gender, Class, and Race in Organizations." *Gender & Society* 20:441-64.*

Ridgeway, Cecilia L. 2009. "Framed Before We Know It: How Gender Shapes Social Relations." *Gender & Society* 23:145-60.

Ridgeway, Cecilia L. and Shelley J. Correll. 2004. "Unpacking the Gender System: A Theoretical Perspective on Gender Beliefs and Social Relations." *Gender & Society* 18:510-31. (**Recommended but optional - will be discussed in class**)

Williams, Christine, Chandra Muller and Kristine Kilanski. 2012. "Gendered Organizations in the New Economy," *Gender & Society*. 26(4): 549-573

Wingfield, Adia Harvey. "Racializing the glass escalator: Reconsidering men's experiences with women's work." *Gender & Society* 23, no. 1 (2009): 5-26.

Kang, Miliann. Introduction – (1-30) *The managed hand: Race, gender, and the body in beauty service work*. University of California Press, 2010.

*Be prepared for **Workshop II** and please follow associated deadlines*

MODULE III: Gender Theories and its Empirical Applications

Mar 7: Week 8

Framed by Gender and other intersectionalities

Families – framed by Gender and other intersectionalities

Carrington, Christopher. 1999. "Feeding Lesbigeay Families," from *No Place Like Home*. Chicago: University of Chicago Press.

Moore, Mignone. 2008. "Gendered Power Relations among Women: A Study of Household Decision-Making in Black, Lesbian Stepfamilies." *American Sociological Review*, vol 73,2(Apr.): 335-356.

Pfeffer, Carla. 2010. "'Women's Work'? Women Partners Of Transgender Men Doing Housework and Emotion Work" *Journal of Marriage and the Family*.

Brainer, Amy. "Mothering gender and sexually nonconforming children in Taiwan." *Journal of Family Issues* 38.7 (2017): 921-947.

Economy - framed by Gender and other intersectionalities

Schilt, Kristen. (2006). Just one of the guys? How transmen make gender visible at work. *Gender & Society*, 20(4), 465-490.

Johnston, Josée, and Judith Taylor. "Feminist consumerism and fat activists: A comparative study of grassroots activism and the Dove real beauty campaign." *Signs: Journal of Women in Culture and Society* 33.4 (2008): 941-966.

Purkayastha, B. (2005). Skilled migration and cumulative disadvantage: the case of highly qualified Asian Indian immigrant women in the US. *Geoforum*, 36(2), 181-196.

Martin, Patricia. Yancey., 2001. Mobilizing Masculinities': Women's Experiences of Men at. *Organization*, 8(4), pp.587-618.

Mar 14: Week 9

Sexualities, Identities and Lived Experience

Rubin, Gayle. "Thinking sex: Notes for a radical theory of the politics of sexuality." *Social Perspectives in Lesbian and Gay Studies; A Reader* (1998): 100-133. (You can download Chapter 1 and just read this article, or read online from page 100)

Schippers, Mimi. "Recovering the feminine other: Masculinity, femininity, and gender hegemony." *Theory and Society* 36.1 (2007): 85-102.

Naber, Nadine. 2006, "Arab American femininities: beyond Arab virgin/American (ized) whore." *Feminist Studies* 32,1 87-111.

Le Espiritu, Y. (2001). " We don't sleep around like white girls do": Family, culture, and gender in Filipina American lives. *Signs: Journal of Women in Culture and Society*, 26(2), 415-440. **(Recommended but optional - will be discussed in class)**

Connell, R.W. and Messerschmidt, J.W., 2005. Hegemonic masculinity: Rethinking the concept. *Gender & Society*, 19 (6), pp.829-859.

Pascoe, C.J. 2005. "Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse." *Sexualities* 8(3): 329-346.

Garcia, Lorena. "“Now why do you want to know about that?” Heteronormativity, sexism, and racism in the sexual (mis) education of Latina youth." *Gender & Society* 23.4 (2009): 520-541.

Davis, Georgiann, Jodie M. Dewey, and Erin L. Murphy. "Giving Sex: Deconstructing Intersex and TranMedicalization Practices." *Gender & Society* 30.3 (2016): 490-514.

Mar 21: Week 10

Gender and Work II – Globalization and Gender

Sassen, Saskia (2004). Global cities and survival circuits. In B. Ehrenreich and A. Hochschild (Ed) *Global Woman*. (254-275). New York: Metropolitan Books.

Evelyn Nakano Glenn. "From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor." *Signs* 18, 1992: 1-43.

Parreñas, Rhacel Salazar. 2000. "Migrant Filipina domestic workers and the international division of reproductive labor." *Gender & Society* 14 (4): 560-580. **(Recommended but optional - will be discussed in class)**

Choo, Hae Yeon. 2016 "In the Shadow of Working Men: Gendered Labor and Migrant Rights in South Korea." *Qualitative Sociology* 39.4 (2016): 353-373.

Hoang, Kimberly. 2014. "Competing Technologies of Embodiment: Pan-Asian Modernity and Third World Dependency in Vietnam's Contemporary Sex Industry," *Gender & Society* 28(4): 513-536.

Lakkimsetti, Chaitanya. 2014. "“HIV is Our Friend’: Prostitution, Biopower and State in Postcolonial India,” *Signs: Journal of Women and Culture* 40(1): 201-226

Be prepared for Workshop III and please follow associated deadlines

Mar 28: Week 11

Readings in Substantive Areas for the class

I encourage students to assign readings from their area of research – ones that are framed by gender

Banerjee's Contributions: Banerjee, Pallavi. (forthcoming) "Visa Regime, Highly-Skilled Immigrant Workers and Gendered Dependence (Chp 3) in *Dismantling Dependence* (25 pages)

Rest of the readings for the week are to be assigned by students. Student assigning the reading will be responsible for leading the discussion on that reading/s

Students name Contribution: TBA

Apr 4: Week 12

Resistance, Activism and Social Policy

Barker, Joanne. "Gender, Sovereignty, and the Discourse of Rights in Native Women's Activism." *Meridians: feminism, race, transnationalism* 7.1 (2006): 127-161.

Palmater, Pamela. "Shining light on the dark places: Addressing police racism and sexualized violence against indigenous women and girls in The National Inquiry." *Canadian Journal of Women and Writing the Law* 28.2 (2016): 253-284.

Armstrong, Elizabeth A., Laura Hamilton, and Brian Sweeney. 2006. "Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape." *Social Problems* 53(4): 483-499.

Kelly, Erin L., Phyllis Moen, and Eric Tranby. 2011. "Changing workplaces to reduce work-family conflict schedule control in a white-collar organization." *American Sociological Review* 76(2): 265-290.

Abu-Lughod, Lila. "Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others." *American Anthropologist*. 104.3 (2002): 783-790.

Bhatt, Amy, Madhavi Murty, and Priti Ramamurthy. 2010. "Hegemonic Developments: The New Indian Middle Class, Gendered Subalterns, and Diasporic Returnees in the Event of Neoliberalism." *Signs: A Journal of Women in Culture and Society* 36(1): 127-152. **(Recommended but optional – will be discussed in class)**

Hollander, Joceylyn. 2013. "I Demand More of People: Accountability, Interaction and Gender Change." *Gender & Society*. Vol. 27 (5).

OR

Barbara Risman. 2009. "From Doing to Undoing: Gender As We Know It" *Gender & Society* 23:81-84. (You can either read Risman or Hollander)

Week 13 - LAST DAY OF CLASS – Celebration at my home – Day/date TBA (we'll doodle this)

Wrap Up and Reflections.

Choosing a journal exercise: This exercise is for you to familiarize yourself with the structure of a journal article including its component, style, and length. Choose a model article from a journal, to which you would like to send your manuscript in the future, and bring an outline of the article to class, taking note of the length and content of each section of the article. This could be the same article you assign to the class for reading.

Final Paper Due: Between last day of class and April 19, 2018 by 5:00 p.m.

OTHER ADMINISTRATIVE INFORMATION:

Attendance Policy

This is a graduate course and mandatory attendance should go without saying. Please plan to come to class on time and attend the full class period.

If you face any particular challenges that you believe will affect your commitment to this course, please make an appointment to meet with one or both of us at the earliest possible date. You may not be responsible for your circumstances, but you are responsible for letting me know when you need support. I will be more likely to be able to assist you in dealing with your situation if I know about it early in the semester. I however cannot emphasize enough how important it is for you to attend class. I cannot replicate class discussions for people who miss a class period.

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 me explaining the basis for reconsideration of one's mark. I 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.*

Reviewing of Exam and Assignment

Students will have **two weeks after the exams and assignments** have been marked and grades have been posted on D2L to review the exam. For instance, students cannot demand to review the first exam or analysis paper at the end of the term.

Technology Use

To minimize disruption in the classroom, all cell phones; tablets and other electronic devices must be turned OFF during class unless otherwise instructed. Laptops are permitted in the classroom BUT ONLY to take notes and to connect with TopHat. Research has shown that laptops bring down your own and your classmates performances and grades (I have posted the research on this on D2L under "Useful Links").

Email

Students can contact me over email ONLY to make appointments or in case of an **emergency**. Please put your course number and section (Soci 677) in your email's subject line, **and include a proper salutation (Dear/Hello, Dr/Pallavi/Professor Banerjee)**, your full name, student ID, and a **proper closing** to the email. *All emails violating customary email conventions will be ignored.* All other emails will be answered within one to two business day. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining assignments or exams, know that I **do not** discuss marks over email – any questions regarding marks needs to be addressed face-to-face. If you have a course-related question, please check the course outline first. Questions that can be answered by consulting the course outline will not be answered. *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 and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.**

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 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.

Ethics Research

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.

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>

PLAGIARISM: Using someone else's words, ideas, or written work without acknowledgement is unethical, and may lead to dismissal from the program. Always acknowledge the sources and materials that you use. If you use a string of three or more exact words from another source, place the words in quotes and cite the author, year and page number in the text. If you use paraphrase (use the ideas but not the exact words) or use a concept or phrase, cite the author and year in the text. You can plagiarize ideas as well as words. If you have a question as to whether something is plagiarism, it probably is, but feel free to ask and look up on the link above.

Deferrals

When possible, please provide advance notice if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, misreading the syllabus, and scheduling conflicts with other classes or employment are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

If you have missed a test for a legitimate reason, the instructor 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 the instructor schedules a "make up" test for you, its date and location will be at the convenience of the Department of Sociology.

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>

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://www.ucalgary.ca/registrar/files/registrar/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).

Student Representation

The 2017-18 Students' Union VP Academic is Tina Miller ([suvpaca@ucalgary.ca](mailto: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>

Emergency Evacuations

In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at the Professional Faculties - Food Court. Please check these assembly point locations for all of your classes at: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

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. Campus Security can also be contacted from any of the "Help" phones located around Campus.

Academic Accommodation

The student accommodation policy can be found at: 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 ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.