SOC 301- B1: SOCIOLOGY OF GENDER
Winter 2019
Tuesdays and Thursdays, 11:00 – 12:20
T  B  45

Instructor: Laura Aylsworth
Office: 5-29 Tory
Office Hours: By appointment.
Email: Laura.aylsworth@ualberta.ca
*Please check spelling of address carefully and use your University email for all communication.

COURSE DESCRIPTION:

This course takes gender as a phenomenon of inquiry to examine how gender produces and is produced by our social world. Throughout the course, we will explore how gender is constructed and maintained through social interactions, institutions, and structures. We will look at how gender became a category of inquiry and how our understandings of gender have changed over time. We will analyze how gender norms influence and are influenced by various social institutions, including work, family, and law. Adopting an intersectional approach, we will also consider how experiences of gender are shaped by its intersection with other markers of difference (like race, class, sexual orientation, and ability). Attending to privilege and power, this course considers how gender both maintains and challenges the status quo and implications for the politics of the everyday.

This course aims to develop students’ capacities to critically reflect on and analyze gendered relations of power. By the end of the course students should have a nuanced understanding of gender (what it is, what it does, how it’s done, etc.) and be familiar with intersectional approaches to analyzing power relations. Students should also be able to critically engage with academic texts and reflect on their own social location.

COURSE PREREQUISITE:

SOC 100 or consent of instructor

COURSE MATERIALS:

All readings will be available on eClass or through the university’s library website.
COURSE FORMAT:
This course consists of lectures, discussion, films, and other multimedia. To do well in this course you will have to attend lectures, take good notes, and carefully read assigned readings. Lectures will not simply replicate the readings. They may explore, build on, and challenge key themes and concepts, as well as introduce new topics and examples. It is important to complete readings, attend lectures, and take notes on what is said in addition to what is on the slides. I will post some of my PowerPoint on the course website. These slides are not a comprehensive outline of what is discussed in class and posting remains at my discretion. All material is subject to examination.

COURSE EVALUATION:
To best accommodate different learning styles and class size, there are multiple evaluation components:

Exam Question Submission 3% (3 @ 1 %)  By 11:59 pm on January 27, March 3, April 7
Online Participation 7% (5% + 2%)  By 11:59 pm on April 9
Midterm examinations 60% (2@ 30%)  February 5 and March 12
Final Exam 30%  April 17 @ 9:00 am* (tentative)

*It is your responsibility to verify date and time of the final exam in Beartracks

EVALUATIVE COMPONENTS:

Exam Question Submission: Students must provide an exam question submission before each exam (2 midterms and 1 final). Each submission must include a multiple-choice question and accompanying answers. A select number of questions may be included on each examination. See eClass for more detail.

Online Participation: Every year I compile a list of additional resources on topics related to class to enhance lectures and provide additional learning opportunities. Each student must contribute to the list in two ways:

1. Post a unique link to a media source (news article, documentary, movie, book, etc.) of relevance to gender. Include a brief summary of the source and its relation to course material (5%)
2. Provide a brief comment on a post other than their own that contributes to the discussion (2%)

Additional details will be made available on eClass.

Midterm & Final Examinations: The content and format of the exams will be discussed with the class prior to the exam date. Example of representative exam material will be shared in class and on eClass.
CLASSROOM POLICIES/ATMOSPHERE:

This course takes an intersectional and critical approach to the examination of power relations. Please take this into consideration when deciding whether to continue in this class. It is possible that students may be introduced to topics and lifestyles through course material and/or the experiences of others that challenge or conflict with their own life experiences (i.e. work, personal, or family history). It is important to consider, integrate, and critique new material and alternate experiences as opposed to simply dismissing or criticizing them.

The classroom is intended as a safe and welcoming place for all. Discussion and debate are encouraged, but respect, open-mindedness, and awareness are essential. There will be zero tolerance for disrespectful, discriminatory, or offensive behavior (language included).

GRADING:

Marks for graded course requirements are given in percentages, to which letter grades are also assigned, according to the table below. The percentage mark resulting from all graded components produces the final letter grade for the course. Marks for grades are not curved or scaled.

<table>
<thead>
<tr>
<th>Letter</th>
<th>%</th>
<th>Pts</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>95-100</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A</td>
<td>90-94</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>85-89</td>
<td>3.7</td>
<td>Good</td>
</tr>
<tr>
<td>B+</td>
<td>80-84</td>
<td>3.3</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>75-79</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>70-74</td>
<td>2.7</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>66-69</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>62-65</td>
<td>2.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-</td>
<td>58-61</td>
<td>1.7</td>
<td>Poor</td>
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<tr>
<td>D+</td>
<td>54-57</td>
<td>1.3</td>
<td>Poor</td>
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<td>D</td>
<td>50-53</td>
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</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>0.0</td>
<td>Fail</td>
</tr>
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ATTENDANCE, ABSENCES, AND MISSED GRADE COMPONENTS:

Absence from Class
Regular attendance is essential for optional performance. If you are unable to attend class, it is your responsibility to contact a classmate to find out what was discussed and get notes. Lecture notes, detailed slides, and other class material will not be available online, nor will they be provided by your instructor.

Policy for Missed Midterm Exams:
Should you miss a midterm examination, you must contact the instructor via email within two working days of the exam, or as soon as able to, having regard for the circumstances underlying the absence. Excused absence for a missed exam is not automatic and, depending on the circumstances, appropriate documentation may be required. Travel plans, weddings, and vacations are not excusable absences as per University policy. Please familiarize yourself with the Attendance section of the University Calendar. Students with an excused absence will be required to write a make-up exam or have the weight of the missed midterm exam transferred to the final exam, at the instructor’s discretion. If the student has an unexcused absence or does not write the assigned make-up exam at the prescribed time set by the instructor, a raw score of zero will be assigned for the missed exam.

Policy for Late Assignments:
Late assignments are not accepted because they are worth such a small percentage of the final grade. I encourage you to submit early and avoid procrastination.

Absence from Final Exam
A student who has missed a final exam must formally apply to their Faculty office within two working days following the scheduled date of the missed final exam (or as soon as the student is able, having regard to the circumstances underlying the absence) in order to be considered for a deferral final examination. The decision to grant a deferred final exam is NOT the instructor’s. Refer to the Absence from Final Exams information provided in the Attendance section of the University Calendar for full details.

Date of Deferred Final Exam: Students approved for a deferred final exam will write on Saturday May 4th, 9:00am, location BUS 1 10.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a deferral is a serious breach of the Code of Student Behaviour.

STUDENT RESOURCES:
The best all-purpose website for student services is: https://www.ualberta.ca/current-students.

Accessibility Resources (1-80 SUB)
The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information or to register for services visit the Accessibility Resources webpage.

**LEARNING AND WORKING ENVIRONMENT:**

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment.

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

**REQUIRED NOTES:**

**Academic Integrity**

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at https://www.ualberta.ca/governance/) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

All students should consult the Academic Integrity website. If you have any questions, ask your

**Audio or Video Recording**

“Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the Instructor or as a part of an approved accommodation plan. Student or Instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).”

**Course Outline Policy**

"Policy about course outlines can be found in Course Requirements, Evaluation Procedures and Grading of the University Calendar."
LECTURE SCHEDULE:
*Lecture schedule and accompanying readings are subject to change. You will be notified accordingly.

January 8 – Introduction to the course

January 10 & 15 – Clarifying and complicating gender

- Lorber, Judith. 1996 “Beyond the Binaries: Depolarizing the Categories of Sex, Sexuality, and Gender.” *Sociological Inquiry* 66(2), 143-159.

January 17 – Intersectionality

- McIntosh, Peggy. *White Privilege: Unpacking the Invisible Knapsack*

January 22 & 24 – Learning, Doing, and Being Gender(ed):


January 29 & 31 – Hegemonic & Non-hegemonic genders


February 5 – Midterm 1
February 7 & 12 - Beyond the Binary: Gender Non-Conformity


February 14 – Sexualities & Sexual Identities


February 19 & 21 – NO CLASS

February 26 & 28 – Gendered Institutions: Family


March 5 & 7 – Gendered Institutions: Work


March 12 – Midterm 2
March 14 & 19 - Gendered Institutions: Criminal Justice System


March 21 & 26 - Gendered Violence


March 28 & April 2: Gendered Spaces


April 4 & 9 – Gendered Activism & Resistance