

3. Learn sociological theories of gender.
4. Become familiar with ideas of hegemony, 'other', representation, subjectivity, and deconstruction.
5. Apply these ideas critically to gender in Canadian culture and the cultures of other societies.

LEARNING OUTCOMES:

1. Understand the 'social construction of reality'.
2. Express this comprehension by deconstructing our perspectives of gender and the assumption that gender is binary.
3. Utilize the ideas of Objective 4 in analyzing gender and associated concepts.
4. Learn and employ sociological theories that address gender and its implications for daily existence and social policy.

TRANSFERABILITY: UA & AF, UC, UL, AU, Concordia UC, Canadian UC, GMU, KUC

***** Grades of 'D' or 'D+' may not be acceptable for transfer to other post-secondary institutions.**

Students must be aware it is their responsibility to contact receiving institutions to ensure transferability.

GRADING CRITERIA:

GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A+	4.0	95 – 100	EXCELLENT
A	4.0	90 – 94	
A-	3.7	87 – 89	FIRST CLASS STANDING
B+	3.3	83 – 86	
B	3.0	80 – 82	GOOD
B-	2.7	77 – 79	
C+	2.3	73 – 76	SATISFACTORY
C	2.0	65 – 72	
C-	1.7	60 – 64	
D+	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

NOTE: On the College's marking grid there is no D-. Therefore no such final mark will be recorded. However, for the course assignments, I will use D- as an additional non-failing mark.

EVALUATIONS:

Written assignments for this course emphasize synthesis of ideas from a sociological standpoint, and the best questions you can think of to advance that synthesis. Analysis does not mean just reporting what others have said on a topic. Important as this is, other authors' ideas or conclusions are valuable because they add insight or specific details that help you to ask questions about the topic you have selected. Essays for me are philosophical inquiries that are advanced through your and others' investigations. Deciding what questions are worth raising is an important part of analysis. Conclusions can be valuable but aren't obligatory for any of my assignments.

How your grade is calculated?

Assignment 1: Autobiographical Essay	Weight: 33.3%
Assignment 2: Popular Culture Essay	Weight: 33.3%
Final Exam Assignment (Take-Home Research Analysis Essay or Project to be Approved By Me)	Weight: 33.3%

The following example illustrates the determination of how the grade is calculated:

Task	Grade	Score	Final score & Grade	
Essay 1	B	3.0	3.0	
Essay 2	B-	2.7	3.0	
Final Exam Assignment	B+	3.3	3.3	
			$(3.0+3.0+3.3)/3=3.00=B$	

**** Always be aware this is a 3000-level course. This establishes a higher expectation of sophistication in your thought, questions, and conceptualization, than would be looked for in lower-classified courses.**

Gender-Autobiographical Essay: Due Date - Last Class of January

Reflect on your life history, the strands of influence and enforcement, imagination and exploration, that might have been evident at different times in your life. Use as your backdrop, any of the ideas in the readings for the course. This essay is one in which you tell me something about yourself, about if, what, how, and why you are gendered. Do not overlook important questioning. This is a self-reflective but not an opinion paper.

Minimum Length: 1000 words

Popular Culture Essay: Due Date - March 11th

This essay will discuss an aspect of Canadian or international culture, that you interpret through art or articles, books or other materials you have read; films or shows you have watched, social events current in the minds of many, etc. Gender is the main focus, and you will use concepts addressed in the course, to discuss gender and/in popular culture. In this essay you will analyze the varieties of discourse you detect in how this aspect is depicted and explained.

Minimum length is 1200 words.

Take-Home Exam Research Analysis Essay (Or Project): Due Date: TBA

In this assignment I am looking for critical intellect and synthesis. Ideally, you will weave together your best thoughts about gender, and some of the ideas and theories and observations that give perspective on it. A main question, and subsidiary questions that flow from it, are the spine of this essay. For the paper you will choose one reference from those listed in the Bibliography section in the *Key Concepts* book. You will analyze this, but first also delve into the item you've chosen. A few lines won't be adequate. I need to know the concept(s), logic, and some particulars of the listing you have selected. Also, tell me why you have chosen it. **Don't make this must a descriptive term paper. To re-state the purpose of this: You should do more than summarize a couple of paragraphs in the items you select. Read through them completely and communicate to me the main ideas, intentions, and logic of the authors.**

Minimum Length: 1600 words

***Grammar is important to communicating precise meaning. Therefore, while it will not be valued as highly as content, it will be evaluated and therefore can affect your mark.

******ALL WRITTEN ASSIGNMENTS ARE SUBJECT TO LATENESS PENALTIES OF ONE GRADE LEVEL PER CALENDAR DAY BEYOND THE DUE DATE. A PENALTY WILL ALSO BE APPLIED FOR INSUFFICIENT LENGTH AND NOT SENDING WRITTEN WORK TO ME AS EXPLAINED IN THIS OUTLINE:**

******ALL WRITTEN ASSIGNMENTS MUST BE SENT BY EMAIL, TO MY COLLEGE ACCOUNT: asegal@gprc.ab.ca ALSO, YOU MUST INCLUDE THE WORD 'ASSIGNMENT' IN THE SUBJECT LINE, AND INDICATE WHICH ASSIGNMENT IT IS.**

Discussion Bonus mark:

Every person in the course may (but not necessarily will), receive a bonus mark in increase his/her final grade by at least one letter grade based on a combination of the frequency and quality of the participation. Discussion postings to a Moodle discussion forum also will be considered class participation. You will be eligible for a bonus mark only if you display commitment to the course by reading the books and completing all written assignments. Although attendance is not relevant to the regular assignments for the course, it is important to your eligibility for a bonus mark. Eligibility for the bonus is nullified if you are absent for more than 2 classes.

STUDENT RESPONSIBILITIES:

University courses provide the best intellectual and perhaps social experience, when students arrive prepared for the day's work. My classes are heavily discussion-oriented and therefore require commitment from students.

1. Read assignments.
2. Participate in class conversation about the material.
3. Complete all written work.
4. Indicate on submitted material your name; section and course number; and which assignment is being sent to me.
5. All written work must be sent via email to asegal@gprc.ab.ca You MUST use the word 'assignment' in the subject line.
6. *** Electronic Devices: People who must have contact with others during class time may leave their cell phones on 'vibrate', and leave the room if a response is required. Otherwise, texting or use of phones will result in you having to miss that particular class. Please do not put me in a position of having to do this.

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/>

Or the College Policy on Student Misconduct: Plagiarism and Cheating at

<http://www.gprc.ab.ca/about/administration/policies/>

**Note: all Academic and Administrative policies are available on the same page.

Instructors reserve the right to use electronic plagiarism detection services on written assignments. Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Week 1 *Introduction to SO3010*

Week 2 *JB: Introduction; JH: A Note from the Series Editor, Preface, Introduction*

Week 3 **JB: Chapter 1 - Gender Regulations; JH: Chapter 1 - Gaga Feminism For Beginners**

Week 4 **KC: The Body; Agency; Citizenship; Subjectivity**

Week 5 **JH: Chapter 2 – Gaga Genders; JB: Chapter 2 - Gender Regulations**

Class Discussion:

How do Butler’s concepts articulated in the first two chapters of her book coincide with Halberstam’s two chapters? Prepare for class with the same approach with the concepts from the KC book.

Week 6 **KC: Representation; Performativity**

Week 7 **JH: Chapter 4 - Gaga Sexualities: The End of Normal; KC: The Male Gaze, Heteronormativity, New Reproductive Technologies**

Week 8 **JB: Chapter 3 - Doing Justice to Someone...; KC: Power; Men, Masculinity, and Masculinities; Femininities; Disability; Diaspora**

Week 9 **JH: Chapters 4 & 5 - Gaga Relations: The End of Marriage; Gaga Manifesto; KC: Feminist Politics, Class**

Week 10 **JB: Chapter 8 - Bodily Confessions**

Week 11 **JB: Chapter 9 - The End of Sexual Difference?; KC: Cyberspace**

Week 12 **JB: Chapter 10 - The Question of Social Transformation**