

University of Manitoba
Department of Sociology
Sociological Perspectives on Gender and Sexuality
077.381 L01 Inter-session Term I 2004

Professor: Dr. Fiona Green
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Office Hrs: After class or by appointment
Class location: 236 Isbister
Credit Hours: 3

Course Objectives:

This course uses historical and cross-cultural standpoints to examine the social and cultural construction of contemporary "gender" and "sexuality," along with the ideological and material structures which (re)produce them. The initial focus is on: the process of sex/gender acquisition; the development of gender roles and sexuality; and on the relations between and among women and men. The latter part of the course explores the reality of living with socially constructed and perpetuated notions of gender and sexuality. Here we address: the historical emergence of categories of gender and sexual identity; the history of women's liberation, gay rights struggles and movements; lesbian, gay, transsexual and transgendered communities; and the possibilities and restraints of identity politics. By the end of the course, students should have an appreciation for the significance of historical and cross-cultural perspectives on gender and sexuality and a basic understanding of a variety of major issues regarding gender acquisition, gender roles, sexualities, and relations between and among women and men.

Students are expected to enter the course with a basic understanding of the main theoretical perspectives in sociology. The purpose of the course is to develop a critical analysis of sociological theories on gender and sexuality. That is, the course is not taught from one theoretical perspective, but offers a variety of viewpoints with the goal of providing a critical presentation of some of the issues in this complex and developing field.

Classes consist of lectures, audio and video presentations, as well as discussion and *presentations from students*. Students will learn or strengthen skills in critical thinking, reading and essay writing, group problem-solving, and oral presentations.

It is important to keep a hard/paper copy of all assignments handed in. In case of misplacement, a copy will be required. To avoid late submissions (which are all docked 2% per day, including weekend days) due to computer and printer difficulties, students should make hard copies of draft work and keep a back up copy on disk of all work done on a word processor, including the final product, and submit a disk or draft copy to verify their progress in the event of computer/printer failure. If students are unable to personally hand in an assignment, have someone hand it into the Sociology Office on or before the due date. ***Work slipped under the instructor's office door will NOT be accepted.***

Required Texts:

Feinberg, Leslie. (1998). Trans Liberation: Beyond pink or blue. Boston: Beacon Press.

Nelson, A. and Robinson, B.W. (2002). Gender in Canada. Toronto: Prentice Hall, Addison Wesley Longman, Allyn & Bacon.

All readings listed in syllabus as handouts (H) or on reserve (R) in the University of Manitoba Elizabeth Dafoe library. You are responsible for obtaining and reading all of these documents.

Student Evaluation:

<u>Due Date</u>	<u>Assignment/ Test</u>	<u>Weight</u>
May 07	Research Paper Outline	05%
May 10	Term test #1	25%
May 17	Term test #2	20%
May 26	Individual Paper	20%
May 26	Class Participation	10%
Various	Group Project/Presentation	20%
NOTE:	<i>There is no final exam in this course</i>	

1. **Group Project/Presentation = 20%**

Each student is responsible for participating in a group project and presenting the findings to the class, and each group is responsible for preparing a critical report on the assigned subject area and presenting it to class on the assigned date. Be sure to:

1. Foreground the most significant information in the reading(s);
2. Present the information in an engaging and interesting manner
3. Focus on particular points of interest to generate class discussion/participation;
4. Make every effort to involve the class in discussion. (Providing questions for the class from the readings often facilitates class participation and discussion);
5. Approach the material critically, drawing on life experience and additional education where appropriate

This assignment provides students with an opportunity to: thoroughly understand one particular area of the course material; become familiar with classmates in a way not facilitated by standard classroom learning; and assist the class as a whole to use a variety of techniques to add to the dynamics of the learning process by participating in a group project.

The entire group is assigned a grade out of **10** for the presentation. *All members must contribute*. Each student hands in a short, individually crafted, response paper to the professor in the class following the presentation. The paper is to be no more than five (5) pages in length and is to provide an *overview of the reading(s)* and address *personal observations, thoughts* and *criticisms* of the material presented. Comments are not to focus on *group members, the group process or other group presentations*. The write-up is a personal response to both the material and the subject of the presentation. Students will receive an individual grade out of **10** for this portion of the assignment. **Students not meeting all of these requirements will receive a mark of zero. Late submissions will be docked 2% per day, including weekends.**

2. **Research Paper Proposal = 5%**

Each student is to complete an individual 12 page (equivalent to 250 words per page) paper on a topic of her/his choice that is relevant to the course. A statement of the paper topic, a detailed outline of the paper, and a tentative bibliography of at least five academic references is required no later than **MAY 07th**. **Failure to hand in this assignment results in a mark of zero (0) for 5% of the final grade. Late submissions will be docked 2% per day, including weekends.**

3. Section Tests (25 and 20% = 45%)

Each student is expected to write and complete two in-class tests, one on **MAY 10th** and the other on **MAY 17th**. Tests may consist of definitions, short answer questions and a selection of essay questions. Test questions will cover material from the texts, videos, lectures, class discussions and group presentations. Full marks will be given for answers that demonstrate a scope of knowledge, a depth of understanding, appropriate use of citation and examples, and critical analysis.

Tests have been designed to cover all the material in manageable chunks. Students are expected to write tests on the specified test dates. Missed tests will warrant a zero. Only under *exceptional* circumstances will alternate dates be considered. Should students find themselves in this unusual situation, see the professor with the appropriate documentation (i.e. Doctors certificate) to make alternative arrangements.

4. Individual Paper = 20%

The final 12 page research paper, which is an elaboration of the approved research statement (and must accompany the final paper) is due on **MAY 26th**. The research paper is to be written in formal essay style. **There will be no extensions and late papers will warrant a zero. Only those papers previously approved and marked through the proposal assignment will be accepted and marked.**

5. Class Participation = 10%

Students are evaluated on their class participation, which includes but is not limited to: attending class, reading and thinking about material prior to class and actively listening to and providing constructive feedback to others in class (whether in small group or larger class discussion). Students will share the responsibilities of facilitation, note taking, time keeping, and reporting back to the class in an equitable and meaningful way. Please be considerate and respectful of the needs and rights of others in the class. Any student who has a legitimate reason for leaving class early should inform the professor at the beginning of class. Persistent disturbance in the classroom (i.e., talking and whispering during class lectures; passing notes; arriving late or leaving early) is disruptive to the classroom atmosphere and to the learning environment. This behavior is not tolerated and its perseverance may lead to disbarment of students from the course.

Efforts have been made to find texts and articles that are both accessible and challenging. Students are expected to complete readings BEFORE class and bring notes and questions from the readings to each class in order to participate in class discussion. Students will present specific readings to the class in a group presentation. Any student experiencing difficulty with the course material is encouraged to consult the professor *before* the problem gets out of hand.

Grades

A+ 95-100	Exceptional. Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in their use in to satisfy the requirements of an assignment
A 88-94	Excellent. Thorough knowledge of concepts and/or techniques together with a high degree of skill and/or some elements of originality in their use to satisfy the requirements of an assignment.
B+ 81-87	Very Good. Very good level of knowledge of concepts and/or techniques together with considerable skill in their use to satisfy an assignment.
B 76-80	Good Good level of knowledge of concepts and/or techniques along with a considerable degree of skill in their use to satisfy an assignment.
C+ 70-75	Competent. Acceptable level of knowledge of concepts and/or techniques with a fairly high degree of skill in their use to satisfy the requirements of an assignment.
C 60-69	Fairly Competent. Acceptable level of knowledge of concepts and/or techniques together with some degree of skill in their use to satisfy requirements of an assignment.
D 50-59	Passing. Minimal knowledge of concepts and/or techniques together with some ability in their use to satisfy the requirements of an assignment or course.
F 0-49	Failing. No knowledge of the required concepts and/or techniques with an inability to use them to satisfy the requirements of an assignment.

The conversion of percentage grades to letter grades will be rounded up only when students are .5 away from the next letter grade. (e.g. ,69.5 will be converted to 70 = C+)

Students with concerns about the evaluation of tests and assignments are to submit the work in question with a full, written explanation of the concern to the professor no later than one day after the assignment has been handed back to the class. An appointment will then be made to discuss the student's concerns.

Any student found guilty of academic misconduct may lose part of or the entire term marks for a course, may be given an F grade in the course, may be placed on a disciplinary suspension or may be expelled from the University. Students should acquaint themselves with the University's policy on 'plagiarism and cheating' and 'examination impersonation' found in the University Undergraduate Calendar.

Course Outline

Week One:

May 03 *Introduction:* Overview of course

Expectations – assignments, tests, groups,
Discussion of Shrewsbury's "What is Feminist Pedagogy?" (H)

- May 04 ***Sociological perspectives on gender, sex and sexuality***
Student selection of group presentations
N&R: "Basic concepts" (Ch.1:1-21, Ch. 7: 294-307)¹
N&R: "Constraints and limitations of gender and sex" (Ch.1: 21-38)
Feinberg: "We are all works in progress" (1-13)
Feinberg: "Allow me to introduce myself" (14-35)
Feinberg: "Portrait - Gary Bowen" (63-65)
- May 05 **Library Research** – begin research projects and **outline** that is **due on Friday**
- May 06 ***Biological, Psychological and Social Psychological Perspectives***
N&R: "Biological sex" (Ch. 2: 39-58)
N&R: "Psychological and Social Psychological perspectives" (Ch. 2: 58-71)
Fausto-Sterling: "Dueling Dualisms" (1-29; 257-273) (H)
Video: *Sex Unknown: David Reimer* (2000: 45m)
- May 07 **Library Research Paper outlines due = 5%**
Fausto-Sterling: "That sexe which prevailith" (30-44;273-275)(H)
Feinberg: "Portrait - Linda Phillips" (36-40)
Video: *World of Women: Gender Tango* (CKY,1997:50m)

Week Two:

- May 10 **Section Test 1= 20%**
May 11 ***Historical and Structural Perspectives: Gender***
N&R: "Mainstream Sociological theories" (Ch. 3:72-88)

N&R: "Feminist Theories" (Ch.3:89-99)

N&R: "Men and masculinity" (Ch 3: 99-111)

Video: *Tough Guise* (Media Ed Foundation, 2000: 70m)

Week Two Contd

- May 12 ***Historical and Structural Perspectives: Sexualities***
Stoltenberg: How men have (a) sex (25-39)(H) **AND**
Rupp: "Finding the lesbians in Lesbian History: Reflections on female same-sex sexuality"

¹ These readings, as well as all handouts given in class and readings on reserve (R) in the library are **required** reading. Substitutions or additions may alter this reading list at any time.

in the Western world" (302-306)(H).

Rich (1980) "Compulsory heterosexuality and Lesbian existence" (631-660)(H)

Feinberg: "Living our true spirit" (43-62)

Kinsman (1996) "The Historical Emergence of Homosexualities and Heterosexualities: Social Relations, Sexual Rule and Sexual Resistance." (48-81)²

Video: *Anatomy of Desire* (NFB, 1995:50m)

May 13

Gender and Sexuality Socialization

N&R: "Childhood & Adolescence: Socialization and the family" (Ch.4:112-32;Ch. 7:307-16)

N&R: "Peer Groups and Schools" (Ch. 4:133-170)

Thorne: "Girls and Boys Together... but mostly apart: Gender arrangements in Elementary School" (154-165) **AND** Kimmel: "What are little boys made of?" (166-169)

Film: *The Pinks and the Blues* (UM 60m 1976)

Week Two Contd

May 14

Communication:

N&R: "Language and Non-verbal communication" (Ch. 5: 162-182)

² Other fine articles by Kinsmen are: "Sexual colonization of the Indigenous Peoples" & "These Things May Lead to the Tragedy of Our Species: The Emergence of Homosexuality and Lesbianism in Canada" found in Kinsman, G. (1996). The Regulation of Desire: Sexuality in Canada. 2nd Edition. Montreal: Black Rose Books.

Gibbon: "Gender and Language use: the evidence" (105-137) (H)

Gibbon: "Changing language, change the world" (149-155) (H)

Symbolic representations of gender

N&R: "Media, Television" (Ch. 5: 182-207)

Video: *Killing Us Softly 3* (Media Education Foundation, 2000:35m)

Week Three:

May 17 Section Test 2= 20%

May 18 ***Relationships:***
N&R: "Friendship" (Ch 7:270-273) **AND** Stewart et. al.: "Friendships" (Ch. 5:86-105)

N&R: "Love and Intimate relationships" (273-294) **AND**
Feinberg: "Portrait - Cynthia Phillips" (41-42)

Stewart et. al.: "Family, Courtship and Marriage" (106-129) (H)

Video: *Toward Intimacy* (NFB, 1992, 62m)

Week Three Contd:

May 19 ***Violence in relationships***
N&R: "Defining intimate violence"(Ch. 7: 316-327) **AND** Allen & Kivel "Men Changing Men"
(398-401) (H)

Steinem: "Supremacy crimes" **AND** Brenner: "A letter from Claudia Brenner"(H)(401-404)
AND Crenshaw : Mapping the Margins: Intersectionality, Identity, politics, and violence
against women of color" (405-414) (H)

Video: *When Women Kill* (NFB, 1994:50m)

Last day for voluntary withdrawal from course

May 20 ***Gender, equality and social change***
Feinberg: "I can't afford to get sick" (79-94)
Video: *Stolen Moments* (NFB, 1997:92)

May 21 **Victoria Day. No Class**

Week Four:

May 24 Feinberg: "In the spirit of Stonewall" (95-112)
In class exercise: Barnstein: "Be all that you can be" from My Gender Workbook (H)

May 25 Video: Ladies as gentlemen" (Alliance Atlantis, 60 m, 2004)
Feinberg: "Preface" (ix-xiii) **AND** "Our Sacred Past" (38-47) (H)

May 26 **Papers Due @ 10:45 = 20%**

Absolutely no extensions

Group Presentations

- 1) Foreground the most significant information in the readings. This is a limited overview of the assigned text;
- 2) Focus on particular points of interest to generate class discussion and participation. This

may be one or two points for each group member;

- 3) Make every effort to involve class members in discussion. You may choose to:
 - i) Provide questions for the class from the readings or from your own understanding of the material;
 - ii) Make an outrageous comment(s) about the reading, or
 - iii) Present an alternative view to facilitate class participation and discussion.
- 4) Approach the material critically, drawing on life experience and additional readings or education where appropriate. What is the bias of the author, is something/someone left out, is this an inclusive perspective, why or why not?;
- 5) Present the information in an engaging and interesting manner. The presentations so far have been able to do this. Be creative, take risks.

Write Up: Personal response to reading and presentation

- 1) Provide an overview of the reading by foregrounding the most significant information in the reading(s). This overview should present the main arguments, theories, or points of the reading.
- 2) Provide your personal observations of the reading(s).
Did you like the reading; why/why not? Was the content interesting? Why, why not? Was the reading too theoretical/not theoretical enough? Was it too descriptive, not descriptive enough? Why, why not? Was it too difficult, full of jargon? Was it well written, easy to follow, lots of examples?
- 3) Criticisms of the reading(s).
What is the bias of the author? Is there a reason why the author is writing from this perspective, or possibly excluding other perspectives or peoples realities and experiences?
- 4) Provide your personal response to reading:
Did the article make you think differently? How and Why/why not? Are you more steadfast in your understanding, thinking, or opinion of an issue now? Why/why not? Are there questions that have been raised from reading this work? What are they, why are they important to you? Has your thinking been challenged by the reading? Why/why not? What would make the reading more interesting, relevant, applicable to your life?

Selected Bibliography

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