

**University of Manitoba**  
**Department of Sociology**  
**Sociological Perspectives on Gender and Sexuality**  
**077.381 L01 Inter-session Term I 2006**

**Professor:** Dr. Fiona Green  
**Office:** 301E Isbister Building  
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**Office Hrs:** After class or by appointment  
**Class location:** **236 Isbister**  
**Credit Hours:** **3**

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**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 genders. The latter part of the course explores the reality of living with socially constructed and perpetuated notions of genders and sexualities. 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 transgender 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 and genders.

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, Adie. (2006). Gender in Canada. Toronto: Pearson/ Prentice Hall

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 05	Research Paper Proposal	<b>05%</b>
May 08	Term test #1	<b>25%</b>
May 15	Term test #2	<b>20%</b>
May 24	Individual Paper	<b>20%</b>
May 24	Class Participation	<b>10%</b>
Various	Group Project/Presentation	<b>20%</b>
NOTE:	<i>There is no final exam</i>	<b>100%</b>

### ***Individual/Group Project/Presentation = 20%***

Each student is responsible for participating in a solo or group project and presenting the findings to the class, and each person 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 other theories/author's studied, additional education and, where appropriate, life experience.

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 critical and reflective 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.**

### ***Research Paper Proposal = 5%***

Each student is to complete an individual 12 page (equivalent to 250 words per page) paper on a topic of their choice, which 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 06<sup>th</sup>**. **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.**

***Term Tests (25% and 20% = total of 45%)*** 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.

Each student is expected to write and complete two in-class tests; one on **May 8th (25%)** and the other on **May 15th (20%)**. 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.

### ***Individual Paper = 20%***

The final 12 page research paper, which is an elaboration of the approved research paper proposal (and must accompany the final paper) is due **May 24th**, is to be written in formal essay style, and is to be handed in to the professor at the beginning of the last class of the course. **There will be no extensions and late papers will warrant a zero. Only those papers accompanying previously approved and marked research paper proposals will be accepted and marked.**

### ***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 input and feedback 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 (talking and whispering during class lectures; passing notes; arriving late or leaving early etc) is rude, disrespectful and disruptive to the classroom atmosphere and to the learning environment. This behavior is not tolerated and its perseverance will lead to student disbarment from the course. All cellphones are to be turned off before entering classroom and not be turned back on until having exited the classroom.

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

<b>A+</b> 95-100	<b>Exceptional.</b> Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in their use in to satisfy the requirements of an assignment
<b>A</b> 88-94	<b>Excellent.</b> 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 or course.
<b>B+</b> 81-87	<b>Very Good.</b> Very good level of knowledge of concepts and/or techniques together with considerable skill in their use to satisfy the requirements of an assignment or course.
<b>B</b> 76-80	<b>Good.</b> Good level of knowledge of concepts and/ or techniques along with a considerable degree of skill in their use to satisfy the requirements of an assignment or course.
<b>C+</b> 70-75	<b>Competent.</b> 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 or course.
<b>C</b> 60-69	<b>Fairly Competent.</b> Acceptable level of knowledge of concepts and/ or techniques together with some degree of skill in their use to satisfy requirements of an assignment or course.
<b>D</b> 50-59	<b>Passing.</b> Minimal knowledge of concepts and/ or techniques together with some ability in their use to satisfy the requirements of an assignment or course.
<b>F</b> 0-49	<b>Failing.</b> 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, placed on a disciplinary suspension or expelled from the University. Students should acquaint themselves with the University's policy on 'Plagiarism and Cheating' and 'Examinations: Personations' found in the University Undergraduate Calendar.

## Course Outline

### Week One:

- May 01 **Introduction:** Overview of course  
Expectations – assignments, tests, groups  
Discussion of Shrewsbury’s “What is Feminist Pedagogy?” (H)
- May 02 **Sociological perspectives on gender, sex and sexuality**  
Student selection of group presentations  
Nelson: “Basic concepts” (Ch. 1:1-21, Ch. 7: 285-305)  
Nelson: “Constraints and limitations of gender and sex” (Ch. 1: 21-36)  
Feinberg: “We are all works in progress” (1-13); “Allow me to introduce myself” (14-35); “Portrait - Gary Bowen” (63-65)
- May 03 **Library Research** – begin research projects and **outline** that is **due on Friday**
- May 04 **Biological, Psychological, Social Psychological and Gender Perspectives**  
Nelson: Chapter Two (37-69)  
Fausto-Sterling: “Dueling Dualisms” (1-29; 257-273) (R)  
Video: *Sex: Unknown* (2000: 45m)
- May 05 **Library Research Paper outlines due = 5%**  
Nelson: “A brief history of gender in Canada” (Ch. 3:70-82)  
Fausto-Sterling: “That sexe which prevailith” (30-44; 273-275)(R)  
Feinberg: “Portrait - Linda Phillips” (36-40)  
Video: *World of Women: Gender Tango* (1997:50m)

### Week Two:

- May 08 **Section Test 1= 20%**
- May 09 **Historical and Structural Perspectives: Gender**  
Nelson: “Mainstream Sociological and Feminist Theories” (Ch. 3:82-94)
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- Nelson: “Men and masculinity” (Ch 3: 94-104)
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- Video: *Tough Guise* (Media Ed Foundation, 2000: 70m)
- May 10 **Historical and Structural Perspectives: Sexualities**  
Kinsman (1996) “The Historical Emergence of Homosexualities and Heterosexualities: Social Relations, Sexual Rule & Sexual Resistance.”(R;48-81)
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- Rich (1980) “Compulsory heterosexuality and Lesbian existence” (R; 631-660)
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- Feinberg: “Living our true spirit” (43-62) **AND** Rupp: “Finding the lesbians in Lesbian History: Reflections on female same-sex sexuality in the Western world” (R; 302-306)
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- Video: *Anatomy of Desire* (NFB, 1995:50m)

## Week Two Cont'd

May 11 ***Gender and Sexuality Socialization***

Nelson: "Childhood & Adolescence: Socialization & the family" (Ch.4:105-32)

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Nelson: "Contemporary Gender-Sexuality Socialization & Development" (Ch. 7:295-306) **AND** Kimmel and Plante "The Gender of Desire..." (R: 123-136)

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Nelson: "Peer Groups and Schools" (Ch. 4:126-140; 140-156)

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

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Stoltenberg: How men have (a) sex (R; 25-39)

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May 12

### ***Communication:***

Nelson: "Language and Non-verbal communication" (Ch. 5: 158-180)

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Gibbon: "Gender and Language use: the evidence" (R:105-137) **AND**  
Gibbon: "Changing language, change the world" (R:149-155)

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### ***Symbolic representations of gender***

Nelson: "Media, Television" (Ch. 5: 180-209)

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

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## Week Three:

May 15 **Section Test 2= 20%**

May 16 ***Intimate Relations:***

Nelson: "Friendship" (Ch 7:264-273) **AND** Stewart et. al.: "Family, courtship and marriage" (R; Ch 6:106-129)

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Nelson: "Love and Intimate relationships" (273-295) **AND**  
Feinberg: "Portrait - Cynthia Phillips" (41-42)

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Salvin-Williams: "Dating and Romantic Relationships among gay, lesbian, and bisexual youths" (H:113-122)

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

### **Week Three Cont'd**

May 17 LAST DAY TO WITHDRAW WITHOUT ACADEMIC PENALTY

***Violence in relationships***

Nelson: "Violence in intimate relationships" (Ch. 7: 306-317)

AND Allen & Kivel "Men Changing Men" (R; 398-401)

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

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

May 18 ***Gender, equality and social change***

Nelson: "Gender, Equity and Social Change" (Ch. 10: 414-439)

Feinberg: "I can't afford to get sick" (79-94)

Video: *Stolen Moments* (NFB, 1997:92)

May 19 Research class

### **Week Four:**

May 22 VICTORIA DAY NO CLASS

May 23 Feinberg: "In the spirit of Stonewall" (95-112)

Feinberg: "Preface"(H:ix-xiii);"Our Sacred Past" (H; 38-47) AND "The Give  
Away (H:21-29)

Video: Ladies as gentlemen" (Alliance Atlantis, 60 m, 2004)

May 24 **Papers Due @ 10:30 = 20%**

## Individual and 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? How does the argument proposed connect with, challenge, trouble those of other author's/theorists?
- 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 or applicable to your life?



## Selected Bibliography

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- Bonvillian, N. (2001). Women and men: Cultural constructs of gender. 3<sup>rd</sup> Edition. New Jersey: Prentice Hall.
- Brettell, C., and Sargent, C. (2001). Gender in cross-cultural perspective. 3<sup>rd</sup> Edition. New Jersey: Prentice Hall
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- Nanda, S. (2000). Gender Diversity: Crosscultural variations. Illinois: Waveland Press.
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