

**University of Manitoba, Department of Sociology**  
**Sociological Perspectives on Gender and Sexuality (SOC 3810-A01)**  
**Spring Session 2008**

**Professor:** Dr. Angela Failler  
**Office:** 301L  
**Phone:** 786-9116  
**Office Hrs:** After class or by appointment  
**Class location/time:** 401 Tier Building, 8:30-10:30a.m.  
**Credit Hours:** 3

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**Course Objectives:** This course examines 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 and the development of gender roles and sexual identities. 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 limits of identity politics. By the end of the course, students should have an appreciation for critical perspectives on gender and sexuality and for the ways in which gender and sexuality intersect with other formations of social difference including age, class, race, ethnicity, disability, and language.

Students are expected to enter the course with a basic understanding of the main theoretical perspectives in Sociology, and openness to exploring a variety of viewpoints and issues within the complex field of the sociology of gender and sexuality.

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.

**Note on assignments:**

Be sure to keep an extra hard/paper copy of all assignments handed in. Late assignments will be penalized 2% per day, including weekend days. Should you be unable to personally hand in an assignment during class, have someone else 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 (H) are in-class handouts. Readings listed as (R) are on reserve in the University of Manitoba Elizabeth Dafoe library. You are responsible for obtaining and reading all of these documents.

**Student Evaluation:**

<b>Due Date</b>	<b>Assignment/ Test</b>	<b>Weight</b>
May 09	Research Paper Proposal	<b>05%</b>
May 12	Term test #1	<b>25%</b>
May 20	Term test #2	<b>20%</b>
May 28	Class Participation	<b>10%</b>
May 28	Individual Paper	<b>20%</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 (see further instructions below). 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 shape the dynamics of the learning process by actively participating in a project/presentation. The entire group is assigned a grade out of **10** for the presentation. *All members must contribute.*

In addition, 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 a critical overview of the reading(s) as well as a personal response (see further instructions below). Comments are not to focus on group members, the group process or other group presentations. 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 each weekend day.*

***Research Paper Proposal = 5% May 9<sup>th</sup>***

Each student will eventually complete an individual 10 page paper (@ 12 pt font) on a topic of their choice and relevant to the course. First, however, a research proposal in the form of a detailed outline of the paper including a tentative bibliography of at least 5 academic references must be submitted by **MAY 9<sup>th</sup>**. *Failure to hand in this assignment results in a mark of zero. Late submissions are docked 2% per day, including each weekend day.*

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

Tests will cover all course 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, death certificate) to make alternative arrangements.

Each student is expected to write and complete 2 in-class tests: one on **May 12 (25%)** and the other on **May 20 (20%)**. Tests may consist of definitions, short answer questions and essay questions. Test questions cover material from the texts, videos, lectures, class discussions and group presentations. Full marks are given for answers demonstrating a scope of knowledge, a depth of understanding, appropriate use of citation and examples, and critical analysis.

**Individual Paper = 20% May 28<sup>th</sup>**

The final 10 page research paper, which is an elaboration of the approved research paper proposal, is to be written in formal essay style, and handed in at the beginning of the last class of the course on May 28<sup>th</sup>. *There will be no extensions and late papers will warrant a zero. Only those papers accompanying previously approved and marked proposals will be accepted and marked.*

**Class Participation = 10% May 25<sup>th</sup>**

Students are evaluated on their class participation which includes but is not limited to: attending class, reading and thinking about material prior to class, actively listening and providing constructive input in class (in small groups or larger class discussion), and sharing the responsibilities of the group presentation. All students are expected to be considerate and respectful of the needs and rights of others in the class. Disruptive behavior is not tolerated and its persistence will lead to student disbarment from the course. All cell phones are to be turned off before entering classroom and left off on until having exited the classroom.

**Grades:**

A+	90-100%	EXCEPTIONAL. Exceptional knowledge of concepts and/or techniques and exceptional skill and/or great originality in their use in satisfying the requirements of an assignment or course.
A	85-89%	EXCELLENT. Thorough knowledge of concepts and/or techniques together with a high degree of skill and/or originality in their use.
A-	80-84%	VERY GOOD-EXCELLENT. Very high level of knowledge of concepts and/or techniques with very high degree of skill and/or some elements of originality.
B+	75-79%	VERY GOOD. High level of knowledge of concepts and/or techniques together with considerable skill in using them.
B	70-74%	GOOD. Acceptable level of knowledge of concepts and/or techniques together with reasonable skill in using them.
C+	65-69%	COMPETENT. Acceptable level of knowledge of concepts and/or techniques together with a fair degree of skill in using them.
C	60-64%	FAIRLY COMPETENT. Acceptable level of knowledge of concepts and/or techniques together with some ability in using them.
D	50-59%	PASSING. Minimal knowledge of required concepts and/or techniques together with minimal ability in using them.
F	0-49%	FAILING. No knowledge of the required concepts and/or techniques nor ability to use them.

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.

### **Group/Individual Presentation Instructions:**

- 1) Foreground the most significant information in the reading(s);
- 2) Focus on one or two concepts of interest;
- 3) Use an example to illustrate your concept(s) at work in the world;
- 4) Construct two critical questions to lead a class discussion;
- 5) Approach the material *critically*, drawing on theoretical concepts and/or the work of other theorists.

In addition, make every effort to involve class members in discussion, and present the information in an engaging and interesting manner. Be creative! Take risks!

### **Write Up Instructions: Personal response to reading and presentation**

- 1) Provide an overview by foregrounding the most significant information in the reading(s). This overview should present the main arguments, theoretical concepts, and key examples.
- 2) Criticisms of the reading(s):
  - What are the starting assumptions of the author?
  - What are the strengths and limits of the author's approach to the issues presented? (In other words, what kinds of perspectives/experiences are accounted for, and what is left out?)
  - How does the argument proposed connect with, challenge, or trouble the theories or arguments of other author's/theorists?
- 3) Personal response to reading(s):
  - Did you feel a connection to the issues raised in this reading? If yes, how? If no, why not?
  - What taken-for-granted assumptions in your own life has this reading encouraged you to rethink, if any?
  - What would make the reading more interesting, relevant or applicable to your education/life?

## Course Outline

### Week One:

- May 05 **Introduction:** Overview of course  
Expectations – assignments, tests, groups
- May 06 Discussion of Shrewsbury’s “What is Feminist Pedagogy?” (H)  
**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 07 **Library Research** – begin research projects and **outline due on Friday**
- May 08 **Biological, Psychological, Social Psychological and Gender Perspectives**  
Nelson: Chapter Two (37-69)  
Fausto-Sterling: “Dueling Dualisms” (1-29; 257-273) (R)  
Video: *Middle Sexes: Redefining He and She* (2006: HBO doc, 55m)
- May 09 **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: *Sex Unknown* (Nova: 2000: 45)

### Week Two:

- May 12 **Section Test 1= 20%**
- May 13 **Historical and Structural Perspectives: Gender**  
Nelson: “Mainstream Sociological and Feminist Theories” (Ch. 3:82-94)  
Nelson: “Men and masculinity” (Ch 3: 94-104)  
Video: *Tough Guise* (Media Ed Foundation, 2000: 70m)
- May 14 **Historical and Structural Perspectives: Sexualities**  
Kinsman (1996) “The Historical Emergence of Homosexualities and Heterosexualities: Social Relations, Sexual Rule & Sexual Resistance.”(R: 48-81)  
Feinberg: “Living our true spirit” (43-62)  
Rupp: “Finding the lesbians in Lesbian History: Reflections on female same-sex sexuality in the Western world” (R: 302-306)  
Video: *Anatomy of Desire* (NFB, 1995:50m)
- May 15 **Gender and Sexuality Socialization**  
Nelson: “Childhood & Adolescence: Socialization & the family” (Ch.4:105-32)  
Nelson: “Contemporary Gender-Sexuality Socialization & Development” (Ch.7:295-306)  
Nelson: “Peer Groups and Schools” (Ch. 4:126-140; 140-156)  
Stoltenberg: How men have (a) sex (R: 25-39)  
Video: *Gender Tango* (60 min)
- May 16 **Communication:**  
Nelson: “Language and Non-verbal communication” (Ch. 5: 158-180)

***Symbolic representations of gender***

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

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

May 19 VICTORIA DAY NO CLASS

May 20 **Section Test 2 = 20%**May 21 ***Intimate Relations:***

Nelson: "Friendship" (Ch 7:264-273)

Stewart et al.: "Family, courtship and marriage" (R; Ch 6:106-129)

Nelson: "Love and Intimate relationships" (273-295)

Feinberg: "Portrait - Cynthia Phillips" (41-42)

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

Video: *Toward Intimacy* (NFB, 1992, 62m)May 22 **LAST DAY TO WITHDRAW WITHOUT ACADEMIC PENALTY*****Violence in relationships***

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

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

Steinem: "Supremacy crimes"

Brenner: "A letter from Claudia Brenner"

Crenshaw: Mapping the Margins: Intersectionality, Identity, politics, and violence against women of color" (R:401-414)

Video: *When Women Kill* (NFB, 1994:50m)May 23 ***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)

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

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

May 26 Research and writing class

May 27 Research and writing class

May 28 **Papers Due in class @ 10:30 = 20% ABSOLUTELY NO EXTENTIONS**

**Further reading:**

- Ashton-Jones, E., Olson, G. & Perry, M. (2000). *The gender reader* (2nd ed). Boston: Allyn & Bacon.
- Baird, V. (2001). *The No-Nonsense Guide to Sexual Diversity*. London: Verso.
- Barnstein, K. (1998). *My gender workbook: how to become a real man, a real woman, the real you, or something else entirely*. New York: Routledge.
- Benjamin, S. (2001). Challenging Masculinities: disability and achievement in testing times. *Gender and Education*, 13(1), 39-55.
- Bohjalian, C. (2000). *Trans-sister Radio*. New York: Vintage Books.
- Bonvillian, N. (2001). *Women and men: Cultural constructs of gender* (3rd ed.). New Jersey: Prentice Hall.
- Brettell, C., and Sargent, C. (2001). *Gender in cross-cultural perspective* (3rd ed.). New Jersey: Prentice Hall
- Brittain, I. (2004). Perceptions of disability and their impact upon involvement in sport for people with disabilities at all levels. *Journal of Sport and Social Issues*, 28(4), 429-452.
- Bullough, V. & Bullough, B. (1993). *Cross dressing, sex and gender*. Philadelphia: University of Pennsylvania Press.
- Butler, J. (1990). *Gender Trouble: Feminism and the subversion of identity*. New York: Routledge.
- Connell, R. W. (2005). *Masculinities* (2nd ed.). Los Angeles: Polity Press.
- Connell, R. W., & Messerschmidt, J. W. (2005). Hegemonic masculinity: Rethinking the concept. *Gender and Disability*, 19(6), 829-859.
- Crawford, M & Unger, M. (2000). *Women and Gender: A Feminist Psychology* (3rd ed.). Boston: McGraw Hill.
- Dubinsky, K. (1999). *The second greatest disappointment: Honeymooning and tourism at Niagara Falls*. Toronto: Between the Lines.
- Fausto-Sterling, A. (2000). *Sexing the Body: Gender politics and the construction of sexuality*. New York: Basic Books.
- Feinberg, L. (1996). *Transgender warriors: Making history from Joan of Arc to Rupaul*. Boston: Beacon Press.

**Further reading cont'd.**

- Gerschick, T. J., & Miller, A. S. (1994). Gender identities at the crossroads of masculinity and physical disability. *Masculinities* 2(1), 34-55.
- Willett, J., & Deegan, M.J. (2001). Liminality and disability: rites of passage and community in hypermodern society. *Disability Studies Quarterly*, 21(3), 137-152.
- Gibbon, M. (1999). *Feminist Perspectives on Language* (Feminist Perspective Series). Toronto: Pearson Hall.
- Haddad, T. (Ed.) (1993). *Men and Masculinities: A critical anthology*. Toronto: Canadian Scholars Press.
- Irvine, L., & Klocke, B. (2001). Redefining Men: Alternative Masculinities in a Twelve-Step Program. *Men and Masculinities*, 4(1), 27-48.
- Kilmartin, C. (2000). *The Masculine Self* (2nd ed.). Boston: McGraw Hill.
- Kimmel, M.S. & Messner, M.A. (Eds) (2007). *Men's Lives*. 7th Edition. Toronto: Allyn & Bacon
- Kimmel, M.S. & Plante, R. F. (Eds) (2006). *Sexualities: Identities, behaviors, and society*. Oxford: Oxford University Press.
- Kinsman, G. (1996). *The Regulation of Desire: Sexuality in Canada* (2nd ed.). Montreal: Black Rose Books.
- Kivisto, P. & Harding, E. (Eds.) (2007). *Intersecting Inequalities: Class, race, sex and sexualities*. New Jersey: Pearson Education.
- Kuypers, J.A. (Ed) (1999). *Men and Power*. Halifax: Fernwood Publishing.
- Lafont, S. (2003). *Constructing Sexualities: Readings in sexuality, gender and culture*. New Jersey: Prentice Hall.
- Miller, J. (2001). *One of the Guys: Girls, gangs and gender*. Oxford: Oxford University Press.
- Morris, J. (1991). *Pride against prejudice: a personal politics of disability*. London: Women's Press.
- Nanda, S. (2000). *Gender Diversity: Crosscultural variations*. Illinois: Waveland Press.
- Okun, B., Fried, J. and Okun, M. (1999). *Understanding Diversity: A learning-as-practice primer*. California: Brooks/Cole

### Further reading cont'd.

- Paul, E. (2002). *Taking Sides: Clashing views on controversial issues in sex and gender* (2<sup>nd</sup> ed.). Boston: McGraw Hill.
- Pharr, S. (1997). *Homophobia: A weapon of sexism* (Expanded Edition). Berkeley: Chardon Press.
- Rabinowitz, F. and Cochran, S. (1994). *Man Alive: A primer of men's issues*. Belmont: Wadsworth.
- Renzetti, C., and Curran, D. (1999). *Women, Men and Society*. 4th Edition. NY: Allyn and Bacon.
- Ritch, C. and Cohen, M. (1996). *The Lives of Lesbians, Gays and Bisexuals*. Orlando, FL: Harcourt Brace.
- Scott-Dixon, K. (Ed.). (2006). *Trans/forming Feminisms: Trans-Feminist Voices Speak Out*. Toronto: Sumach Press.
- Simmons, R. (2002). *Odd Girl Out: The hidden culture of aggression in girls*. Toronto: Harcourt.
- Spade, J. & Valentine, C. (Eds.). (2004). *The Kaleidoscope of Gender: Prisms, patterns and possibilities*. Toronto: Thomson Wadsworth.
- Stibbe, A. (2004). Health and the social construction of masculinity in Men's Health Magazine. *Men and Masculinities*, 7(1), 31-35.
- Stoltenberg, J. (1990). *Refusing to be a Man: Essays on sex and justice*. Portland: Meridian.
- Swain, J. (2006). The role of sport in the construction of masculinities in an English independent junior school. *Sport, Masculinity and Society*, 11(4), 317-355.
- Valentine, G. (1999). What it means to be a man: the body, masculinities, disability. In R. Butler & H. Parr (Eds.), *Mind and body spaces: geographies of illness, impairment and disability* (pp. 167-180). New York: Routledge.
- Ward, M. (1996). *A World Full of Women*. Toronto: Allyn and Bacon.
- Wilchens, R. A. (1997). *Read My Lips: Sexual subversion and the end of gender*. CT: Firebrand Books.
- Wilde, A. (2004). Disabling masculinity: the isolation of a captive audience. *Disability and Society*, 19(4), 355-370.

Department of Sociology. Prospective students. Undergraduate study.Â History of Sociological Thought (CORE). Class and Capitalism in a Neoliberal World (CORE). Introduction to Quantitative Methods in Social Sciences I (CORE). Researching Society and Culture (CORE). Race and the Making of the Modern World (CORE). Sociology of Gender (CORE).Â To claim your specialism in Gender Studies you will choose 75CATS worth of modules, (including a 30CATS dissertation) in this specialist area. The options currently available for the 2017/18 year which could be chosen for the Gender Studies specialism, are listed below and are indicative of the type of module list which could be available in future years. First year: International Perspectives on Gender (15CATS).