

University of Manitoba
Department of Sociology
Sociological Perspectives on Gender and Sexuality
077.381 L01 Inter-session Term II 2002

Professor: Dr. Fiona Green
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Phone: 474-8744 or 786-9409 (voice mail)
Office Hrs: After class or by appointment
Class location: 303 Tier
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 subcultures; 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.

Required Materials/ Readings:¹

Nelson, A. and Robinson, B.W. (2002). Gender in Canada: Prentice Hall, Addison Wesley Longman, Allyn & Bacon. (Available in the U of MB book store)

Selected readings from:

Minas, Anne (2000). Gender Basics: Feminist Perspectives on Women and Men. 2nd Edition. Toronto: Wadsworth Thompson Learning. (All required readings are on reserve in the Elizabeth Dafoe Library)

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.

Student Evaluation

Assignment/ Test	Due Date	Worth
1. Group Project/Presentation	Various, assigned in class	20%
2. Term test	June 10, 2002	25%
3. Term test	June 17, 2002	25%
4. Individual Paper	June 25, 2002	20%
5. Class Participation	June 25, 2002	10%
<i>There is no final exam in this course</i>		100%

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

Each student is responsible for participating in a group project and presenting the findings to the class. 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. Focus on particular points of interest to generate class discussion/participation;
3. Make every effort to involve the class in discussion. (Providing questions for the class from the readings often facilitates class participation and discussion);
4. Approach the material critically, drawing on life experience and additional education where appropriate;
5. Present the information in an engaging and interesting manner.

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 write-up in the class following the presentation. The write-up is to be no more than three (3) pages in length and is to provide an *overview of the reading(s)* and address *personal observations and criticisms* based on 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.

This assignment provides students with an opportunity to: thoroughly understand one particular area of course material; to become familiar with classmates in a way not facilitated by standard classroom learning; and to 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. **Students not meeting all of these requirements will receive a mark of zero.**

It is important to keep a copy of all assignments handed in. In case of misplacement, a copy will be required. 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.**

2. Section Tests - two each worth 25% = 50% in total

Each student is expected to write and complete two in-class tests, one on **June 10** and the other on **June 17**. 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., Doctor's certificate) to make alternative arrangements.

3. Individual Paper = 25%

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 is required no later than **June 07**. Failure to hand in this assignment results in a mark of zero (0) for **5%** of the final grade.

The final research paper, which is an elaboration of the approved research statement (and must accompany the final paper) is due on **June 25 = 20%**. 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 will be accepted and marked.

It is important to keep a copy of all assignments handed in. In case of misplacement, a copy will be required. 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.***

4. 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. 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. Good level of knowledge of concepts and/or techniques together with considerable skill in their use to satisfy an assignment.
B 76-80	Good Acceptable 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 personations' found in the University of Manitoba *General Calendar*.

Course Outline

Week One:

- June 03 **Introduction:** Overview of course
Expectations – assignments, tests, groups
Discussion of Feminist Pedagogy (hand out)
- June 04 **Sociological perspectives on gender, sex and sexuality**
Basic concepts – N&R, Ch.1:1-21, Ch. 7: 294-307
-- Minas, Introduction (R)
Constraints and limitations of gender and sex – N&R: Ch. 1: 21-38
- June 05 **Library Research** - begin research projects and outline which is due on Friday
- June 06 **Biological, Psychological and Social Psychological Perspectives**
Biological sex -- N&R: Ch. 2: 39-66
Psychological and Social Psychological perspectives – N&R: Ch. 2: 58-71
- June 07 Video: *World of Women: Gender Tango* (CKY, 1997:50m)
Library Research Paper outlines due = 5%

Week Two:

- June 10 **Section Test 1= 25%**
- June 11 **Historical and Structural Perspectives: Gender**
Mainstream Sociological theories – N&R, Ch. 3:72-88
Feminist Theories – N&R: Ch.3:89-99
Men and masculinity – N&R: Ch 3: 99-111
Video: *World of Women: Body Politics* (CKY 60m 1997)
- June 12 **Historical and Structural Perspectives: Sexualities²**
Kinsman (1996) "These Things May Lead to the Tragedy of Our Species..." (R)
Rich (1980) "Compulsory heterosexuality and Lesbian existence" (R)
Video: *Anatomy of Desire* (NFB, 1995:50m)
- June 13 **Gender and Sexuality Socialization**
Development and Socialization in Childhood and Adolescence
Socialization and the family – N&R: Ch. 4:112-149; Ch. 7:307-316
– Stoltenberg (hand out)
Peer Groups and Schools – N&R: Ch. 4:133-170)
Film: *The Pinks and the Blues* (UM 60m 1976)
- June 14 **Symbolic representations of gender**
Language and Non-verbal communication – N&R: Ch. 5: 162-182
– Minas: Part II..1, VI.2A&B (R)
Media, Television – N&R, Ch. 5: 182-207;
– Minas: Part II.3,4,5 (R)
Video: *Killing Us Softly 3* (Media Education Foundation, 2000:35m)

²Another fine reading by Kinsmen (optional on reserve) is "The historical emergence of homosexualities.."

Course Outline

Week Three:

- June 17 **Section Test 2= 25%**
- June 18 ***Intimate relations: Sex and Sexuality***
Friendship – N&R: Ch. 7: 270-273
– Minas: Part IV.2 (R)
Love and relationships -- N&R, Ch. 7: 273-294
-- Minas: Part IV.1&4; VI.5&6(R)
Video: *Toward Intimacy* (NFB, 1992, 62m)
Last day for voluntary withdrawal
- June 19 ***Violence in relationships***
Defining intimate violence – N&R: Ch. 7: 316-327
Rape and Sexual Harassment – Minas: Part IV.5, 6 &7; Part VII.1,2,3,4 &7(R)
Video: *When Women Kill* (NFB, 1994:50m)
- June 20 ***Gender, equality and social change***
Lorde: "The Uses of the Erotic: The Erotic as Power" (R)
Video: *Stolen Moments* (NFB, 1997:92)
- June 21 No class - university regulation

Week Four:

- June 24 In class exercise: Barnstein: "Be all that you can be" from *My Gender Workbook* (handout)
- June 25 **Papers Due - 20%**

Selected Bibliography:

Ashton-Jones, E., Olson, G. & Perry, M.(2000). The gender reader. 2nd Edition. Boston: Allyn & Bacon.

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.

Bonvillian, N. (2001). Women and men: Cultural constructs of gender. 3rd Edition. New Jersey: Prentice Hall.

Bullough, V. & Bullough, B. (1993). Cross dressing, sex and gender. Philadelphia: University of Pennsylvania Press.

Crawford, M & Unger, M. (2000). Women and Gender: A Feminist Psychology. 3rd Edition. Boston: McGraw Hill.

Selected Bibliography Continued

- Dubinsky, K. (1999). The second greatest disappointment: Honeymooning and tourism at Niagara Falls. Toronto: Between the Lines.
- Feinberg, L. (1996). Transgender warriors: Making history from Joan of Arc to Rupaul. Boston: Beacon Press.
- Haddad, T. (Ed.) (1993). Men and masculinities: A critical anthology. Toronto: Canadian Scholars Press.
- Kilmartin, C. (2000). The masculine self. 2nd Edition. Boston: McGraw Hill
- Kimmel, M.S. & Messner, M.A. (Eds) (1998). Men's lives. Fourth Edition. Toronto: Allyn and Bacon.
- Kinsman, G. (1996). The Regulation of Desire: Sexuality in Canada. 2nd Edition. Montreal: Black Rose Books.
- Kuypers, J.A. (Ed) (1999). Men and power. Halifax: Fernwood Publishing.
- Minas, A. (Ed) (2000). Gender basics: Feminist perspectives on women and men. 2nd Edition. Belmont: Wadsworth.
- Nelson, E.D. and Robinson, B.W. (Eds) (1995). Gender in the 1990s: Images, realities and issues. Toronto: Nelson Canada.
- Paul, E. (2002). Taking Sides: Clashing views on controversial issues in sex and gender. 2nd Edition. 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.
- Stoltenberg, J. (1990). Refusing to be a man: Essays on sex and justice. Portland: Meridian.
- Ward, M. (1996). A world full of women. Toronto: Allyn and Bacon.

Student Presentations – 77.381

Week Two:

June 10

Section Test 1= 25%

June 11

Historical and Structural Perspectives: Gender

Mainstream Sociological theories (N&R, Ch. 3:72-88)

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

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

Video: *"Tough Guise"* (Media Education Foundation, 1999:50 m)

June 12

Historical and Structural Perspectives: Sexualities³

Kinsman (1996) "These Things May Lead to the Tragedy of Our Species: The Emergence of Homosexuality and Lesbianism in Canada." (R)

Rich (1980) "Compulsory heterosexuality and Lesbian existence" (R)

Stoltenberg (hand out)

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

June 13

Gender and Sexuality Socialization

Childhood & Adolescence: Socialization and the family (N&R:Ch. 4:112-132;Ch. 7:307-16)

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

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

³ Another fine reading by Kinsmen is "The historical emergence of homosexualities and heterosexualities: Social relations, sexual rule and sexual resistance" (optional, on reserve)

Week Two Continued

June 14 **Symbolic representations of gender**
Language and Non-verbal communication (N&R, Ch. 5: 162-182)

Language and Non-verbal communication (Minas: Part II.1, VI.2A&B)

Media, Television (N&R, Ch. 5: 182-207 and Minas: Part II.3,4,5)

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

Week Three:

June 17 **Section Test 2= 25%**
June 18 **Intimate relations: Sex and Sexuality**
Friendship (N&R, Ch7:270-273; Minas: Part IV.2)

Love and relationships (N&R, Ch. 7: 273-294)

Love and relationships (Minas: Part IV.1 & 4; VI.5 &.6)

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

June 19 **Violence in relationships**
Defining intimate violence (N&R: Ch. 7: 316-327)

Rape and Sexual Harassment (Minas: Part IV.5, 6 &7)

Rape and Sexual Harassment (Midas: Part VII.1,2,3,4 &7)

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

June 25 **Papers Due - 20%**

Group Presentations – 77.381

- 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?