

# **SOCIOLOGY 2118-001:**

## **Sex and Gender Relations**



### **Course Description**

(NOTE: Not all topics listed here may be covered)

This course discusses the dynamics of sex and gender relationships in different socio-cultural contexts.

Major topics for discussion include gender role differentiation, sex role stereotyping and changes over time in male/female relationships in North American society. Attention is given, where possible, to cross-cultural studies. [Instructor's note: this is the official catalogue description, but don't let the "male/female" put you off: the course will include abundant discussion of 2S, trans\*, and nonbinary identities, and I will be trying to get the course description changed to better reflect a "spectrum" understanding of sex and gender in future versions of the course catalogue.]

### **Course Logistics**

- Instructor: Bill Kirkpatrick, billkirkp@gmail.com (preferred) or b.kirkpatrick@uwinnipeg.ca.  
Do NOT use Nexus to email me: I do not guarantee responses to any Nexus email.
- Office Hours: Mondays, 11:00-12:00, and Wednesdays, 2:30-3:30, or by appointment. To find me in office hours, please use <https://aca-media.org/whereisbill>.
- Schedule: The class meets in person M/W/F 8:30-9:20 a.m. The first class is Sep. 6 and the last is Dec. 4. VW date: Nov. 13. A permitted or necessary change in mode of delivery may require adjustments to important aspects of course outlines, like class schedule and the number, nature, and weighting of assignments and/or exams.

## Learning Goals

By the end of this course, you should:

- Have a solid understanding of a range of influential sociological approaches to sex and gender.
- Be able to think in sophisticated ways about biological and cultural understandings of sex and gender, as well as how sex and gender work sociologically.
- Be able to think critically and ethically about your personal, social, and political engagement(s) with sex and gender relations.
- Improve your ability to conduct original sociological research, including your ability to produce effective analyses of sex and gender relations.

## Required Materials

All course materials will be available through Nexus or the University of Winnipeg library.

## Assignments

Late assignments will be penalized ½-grade per day (e.g. B+ to B).

Midterm Exam (due Oct. 20)	30%	Team Roles (see below)	20%
Final Project (rolling due dates)	40%	Participation and Engagement	10%

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## Daily Schedule

Readings/screenings should be completed by that day's class, and you should come to class prepared to discuss them. Please don't work too far ahead: I reserve the right to make changes to this course outline; therefore, we may not get to all the topics listed on this course outline. However, I will never change due dates on assignments to be earlier than was stated on the first day of class.

Sep. 6 Course Introduction

### UNIT 1: BIOLOGY AND ITS DISCONTENTS

Sep. 8	What Biology Tells Us I	Read:	Kimmel, " <u>Ordained by Nature</u> ," pp. 21-33 Steinem, " <u>If Men Could Menstruate</u> "
Sep. 11	What Biology Tells Us II	Read:	Kimmel, " <u>Ordained by Nature</u> ," pp. 36-46 Fausto-Sterling, " <u>The Five Sexes, Revisited</u> "
Sep. 13	The Gamete Question	Read:	Martin, " <u>The Egg and The Sperm</u> "

Sep. 15 Biological Determinism and Trans Politics      Read: Griffiths, "[Sex is Real](#)"  
 Da Costa, "[The 'New' White Feminism](#)" pp. 318-326 (you may start at "Second-Wave Feminism: A Genealogy" and stop at "Conclusion"  
 Brayboy, "[Two Spirits, One Heart, Five Genders](#)"

**UNIT 2: DOING GENDER**

Sep. 18 Doing Gender I      Read: West & Zimmerman, "[Doing Gender](#)," pp. 125-135

Sep. 20 Doing Gender I      Read: West & Zimmerman, "[Doing Gender](#)," pp. 135-151

Sep. 22 Hegemonic Masculinity I      Read: Connell & Messerschmidt, "[Hegemonic Masculinity](#)," pp. 829-848

Sep. 25 Hegemonic Masculinity II      Listen: *The Ezra Klein Show*, "[The Men—and Boys—Are Not Alright](#)"  
Read: Connell & Messerschmidt, "[Hegemonic Masculinity](#)," pp. 849-854

Sep. 27 Hegemonic Femininity      Read: Schippers, "[Recovering the Feminine Other](#)," pp. 85-95

Sep. 29 Intersectionality      Read: Hill Collins, "[Prisons for Our Bodies, Closets for Our Minds](#)," pp. 87-105

Oct. 2 Queering Queerness      Read: Butler, "[Imitation and Gender Insubordination](#)," pp. 13-25  
 Wilson, "[Our Coming In Stories](#)"  
Note: Midterm Exam handed out, due Oct. 20

Oct. 4 No Class—time to work on project      Note: Extra office hours, 9:00 a.m.-11:00 a.m., on Zoom—  
[USE THIS LINK](#)

Oct. 6 No Class—time to work on project      Turn In: Part 1 of final project by 10:00 p.m.

**— READING PERIOD: OCT. 9-13 —**

Oct. 16 Hegemony at Work I      Read: Martin, "[Becoming a Gendered Body: Practices of Preschools](#)"  
Send: Your topic idea for your final project to Bill by 5:00 p.m.

Oct. 18 Hegemony at Work II      Read: Al-Jbouri & Pomerantz, "[A New Kind of Monster](#)"

Oct. 20 No Class—Midterm Due      Turn In: Midterm Exam by Fri., Oct. 20 at 5:00 p.m.

**UNIT 3: SEX AND GENDER NEGOTIATIONS**

Oct. 23 Questioning Marriage I      Watch: *Foucault's History of Sexuality, Vol. 1, Explained*  
Read: Foucault, "[We 'Other Victorians'](#)"

Oct. 25 Questioning Marriage II      Read: Heaphy & Hodgson, "[Public Sex, Private Intimacy](#)"  
 Traister, "[The Return of the Marriage Plot](#)"

Oct. 27 Questioning Marriage III      Read: Schippers, "[The Monogamous Couple, Gender Hegemony, and Polyamory](#)," pp. 314-319

TallBear, "[Making Love and Relations Beyond Settler Sex and Family](#)," 151-164

- Oct. 30 The Second Shift Read: Hochschild, [The Second Shift](#), ch. 4: "Joey's Problem"
- Nov. 1 Economic Opportunity Read: Wong, "[Competing Desires: How Young Adult Couples Negotiate Moving for Career Opportunities](#)"
- Nov. 3 No Class—time to work on project Turn In: Part 2 of final project by 10:00 p.m.

#### **UNIT 4: SEX AND GENDER AND TECHNOLOGY**

- Nov. 6 Domestic Technology Read: Cowan, "[The Industrial Revolution in the Home](#)"
- Nov. 8 Romance in the Digital Age Read: Hobbs et al., "[Liquid Love?](#)"
- Nov. 10 Gender Politics in the Digital Age Read: Massanari, "[#Gamergate and The Fappening](#)"
- Nov. 13 Debate: Pornography Note: Nov. 13 is the final date to withdraw from Fall courses without academic penalty (NB: withdrawing before this date does not necessarily result in a fee refund)

#### **UNIT 5: WHAT DID THE PANDEMIC TEACH US?**

- Nov. 15 Sex and Gender in the Time of COVID I Read: Calarco et al., "[By Default](#)"
- Nov. 17 Sex and Gender in the Time of COVID II Read: McCallum & Rose, "[Domestic Violence, Coercive Control and Mental Health in a Pandemic](#)"

#### **UNIT 6: SEX AND GENDER IN INTERNATIONAL CONTEXT**

- Nov. 20 The Ethnoscape Read: Mac & Smith, "[Borders](#)"
- Nov. 22 The Ideoscape/Mediascape Watch: Mixion, "[We Got the Power](#)"  
Mixion, "[Dalla Dalla](#)"  
bin Supar, "[Fancy-Twice Dance Cover Spiderman](#)"  
Read: Ha, "[Muslim Youth in K-pop Dance Practices](#)"
- Nov. 24 The Financescape Watch: Nike ad: "[Girl Effect](#)"  
Read: McCarthy, "[Empowering Women through Corporate Social Responsibility](#)," pp. 603-619

#### **UNIT 7: STUDENTS' CHOICES**

- Nov. 27 Students' Choices I: Food Read: Adams, "[The Sexual Politics of Meat](#)"
- Nov. 29 Students' Choices II: Eco-Sexuality Read: Nelson, "[Getting Dirty](#)"
- Dec. 1 Students' Choices III: Comedy Watch: *Baroness von Sketch*: "[We're at the Cottage](#)"; "[Gender Studies](#)"; "[Heteronormative Gender Role Play](#)"  
Read: Carter, "[Thank You for Making Me So Comfortable](#)"
- Dec. 4 Course summary

**DEC. 12: FINAL PROJECT DUE BY 5:00 P.M. ON TUESDAY, DEC. 12**

## Team Roles

Many days, you will have a "Team Role" intended to help class go well (see [this sheet](#) for the schedule):

### **D = Discussion leader (100 points out of 1000, or 10% of your final mark)**

Responsible for posting discussion questions to Nexus 72 hours ahead of class, giving a 2-minute summary of the reading at the start of class, then running class discussion for that day.

*Ex. If you are signed up for discussion leader for Sep. 11, you should post your discussion questions by 1:30 p.m. on Sep. 8, then be prepared to summarize the article for the class on Sep. 11 and manage class discussion.*

Criteria: To do well on this assignment, you must:

- provide thoughtful, open-ended discussion questions that demonstrate your solid understanding of the material (marks of A- and above will be reserved for people who post their questions to Nexus by the deadline).
- provide a clear, coherent, and accurate summary of the reading at the beginning of class (you are *strongly* encouraged to practice this ahead of time).
- strive to manage discussion effectively: keeping us grounded in the reading(s), asking follow-up questions, etc. You are not expected to be an expert at class management, but you should show that you can engage in informed dialogue with your classmates.
- in class, use clips or exercises to stimulate critical thinking if helpful.

### **M = Meme maker (20 points out of 1000, or 2% of your final mark)**

Responsible for preparing a meme for the day based on that day's reading and posting it to Nexus 24 hours ahead of class. You are free to use [sites like this](#).

*Ex. If you are signed up for meme maker for Sep. 11, you should do the readings ahead of time and prepare a meme that illustrates a key ideas from the reading. Send me your completed meme as a JPG or PNG by 1:30 p.m. on Sep. 10. You will also introduce/explain it in class on Sep. 11.*

Criteria: To do well on this assignment, you must demonstrate solid understanding of one or more of the key points of the argument of the reading and a modicum of thoughtfulness and creativity in your choice of meme.

### **R = Respondent (50 points out of 1000, or 5% of your final mark)**

Responsible for supporting the discussion leader by being ready with responses to discussion questions and being ready to jump in with questions and ideas of your own.

*Ex. If you are signed up as respondent for Sep. 11, you must be in class on Sep. 11 and be an **active and supportive** participant in class discussion, having done the reading and worked through the discussion questions, being proactive in volunteering to answer, etc.*

Criteria: To do well on this assignment, you must:

- be among the first to response to the discussion leader's questions and take the initiative to prevent the conversation from lagging.
- demonstrate preparedness and understanding, showing through your contributions that you have read and understood the reading(s), thought through and prepared responses to the discussion leader's questions on Nexus, and tried to find connections between that day's readings, other ideas from the course, real-world examples, etc.
- support the leader by visibly demonstrating interest, enthusiasm, and engagement.

- help the leader manage discussion effectively by being proactive in asking for or providing clarity (e.g., if their question is not clear), bringing discussion back to the readings, and assisting with time management.

**N = Note-taker (30 points out of 1000, or 3% of your final mark)**

Responsible for posting detailed notes on class lecture and discussion to Nexus, at the latest by 10 p.m. on the day *after* class.

*Ex. If you are a note-taker for Sep. 11, you must be in class and take detailed notes, then upload them to Nexus by 10:00 p.m. on Sep. 12.*

Criteria: To do well on this assignment, you must include any important announcements and key bits of housekeeping in addition to capturing the key themes, discussion points, and debates that occurred in class. Your notes do not need to be a transcript of who said what, but the most important points and the gist of the ensuing conversations should be obvious. Marks of A- and above will be reserved for notes that are uploaded by the deadline and for notes that demonstrate attention to editing and proofreading for clarity and correctness prior to uploading.

These roles will be assigned on a rolling basis, and you will be expected to keep up with your role for any given class period. Performance of these roles will be marked with a ✓+, ✓, ✓-, or 0. To keep the marking manageable, I will **not** be providing unsolicited feedback, but you are **always** welcome to come to drop-in hours in order to get feedback on your performance of each role.

## **Policies and Expectations**

Your Attendance: Attendance is highly encouraged and will greatly enhance your own and others' class experience; it is also a major component of your "class engagement" grade. Furthermore, the in-class exercises (team roles) will not be possible to make up if you are absent.

My Attendance: When it is necessary for me to cancel a class due to exceptional circumstances, I will make every effort to inform students via Nexus and email as soon as possible.

Public Health: Students can find answers to updates and frequently asked questions related to COVID-19 here: <https://www.uwinnipeg.ca/covid-19/index.html>

Participation/Engagement: The main responsibilities of creating a productive and enjoyable class rest with you, and that is why class engagement is part of your final course grade (10%). Your active contributions affect not only what you get out of the course but also what your classmates get out of the course.

Assessment Criteria For Participation: Merely showing up and taking notes is not enough for your success in this class: I'll be looking for evidence of preparedness (e.g. referencing the readings), ability to make connections to other readings/discussions, effort to listen to and build on classmates' comments, and willingness to engage in critical thinking and dialog. You can also demonstrate class engagement in ways other than speaking in class (e.g. sending me your thoughts via email; coming to office hours to talk about ideas; sending me relevant items of interest; etc.). I am happy to provide periodic feedback during office hours as we progress through the course so that you can make adjustments as necessary.

Preparation: Always have the day's readings ready to consult during class. The course outline will always state clearly what you should read prior to each class, which assignments you should hand in, and what else

you must do or bring for a given day. Late assignments will be penalized by a half-grade for each 24 hours of lateness (e.g. from B+ to B). If you know that you will have difficulty completing an assignment on time, let me know before the deadline and I will work with you to the extent possible.

Written Work: Unless otherwise specified, all written work must be typed in twelve-point font, with one-inch margins on all sides, and double-spaced. Your name and the date of completion must be given at the top.

Marks: The calculation of your mark will be based on a 1,000-point scale, and the weight of each assignment is listed above. Final grades shall be approved by the Department Review Committee and may be subject to change. If you are concerned about your mark, please come talk to me as early as possible. I will use the following scale:

A+	90-100%	EXCEPTIONAL. Demonstrated exceptional mastery of course material, together with exceptional skill and/or great originality in using knowledge and concepts from the course.
A	85-89.9%	EXCELLENT. Demonstrated thorough understanding of course material, together with very high degree of skill and/or considerable originality in using knowledge and concepts from the course.
A-	80-84.9%	OUTSTANDING. Demonstrated very high level of understanding of course material, together with high degree of skill and/or originality in using knowledge and concepts from the course.
B+	75-79.9%	VERY GOOD. Demonstrated high level of understanding of course material, together with reasonably high degree of skill and/or originality in using knowledge and concepts from the course.
B	70-74.9%	GOOD. Demonstrated above-average level of facility with course material, together with reasonable skill and/or originality in using knowledge and concepts from the course.
C+	65-69.9%	COMPETENT. Demonstrated acceptable level of facility with course material, together with fair skill and/or originality in using knowledge and concepts from the course.
C	60-64.9%	FAIRLY COMPETENT. Demonstrated acceptable familiarity with course material, together with adequate skill and/or originality in using knowledge and concepts from the course.
D	50-59.9%	PASSING. Demonstrated minimal grasp of course material, together with minimal skill and/or originality in using knowledge and concepts from the course.
F	0-49.9%	FAILING. Demonstrated insufficient knowledge of course material, together with inadequate skill and/or originality in using knowledge and concepts from the course.

Communication Policy: I will regularly use email and/or Nexus to send out announcements, changes in the schedule, reminders about due dates, etc. It is your responsibility to check your email regularly to keep up-to-date with these announcements. I prefer billkirkp@gmail.com but b.kirkpatrick@uwinnipeg.ca will work too. Do NOT email me through Nexus: I do not guarantee any response to messages sent via the Nexus email client. Except when I have given you advance notice, or in rare cases of personal or family emergency, I promise to answer all email from students within 24 hours (36 hours on weekends) and will hold you responsible for any announcements made via email within 24 hours of the announced change (36 hours on weekends). Please keep in mind that more involved questions should be asked in office hours, not over email.

Exams: The course has a take-home, essay-style midterm exam. Make-up exams will only be offered in cases of verified emergency. Proper certification includes: notes from licensed medical professionals; evidence of legal responsibility (e.g., compulsion to testify in legal proceedings); and notes from the U of W Counseling Services Office. In case of bereavement or personal events of a tragic nature, please provide documentation from any of those three sources, including that person's contact information. In case of a health issue, your note need not give any specific medical information but must attest to the legitimacy of the absence.

Absences for Religious Observance: Students may choose not to attend classes or write examinations on holy days of their religion, but they must notify me at least two weeks in advance. A list of university-recognized religious holidays can be found at <http://uwinnipeg.ca/academics/calendar/docs/important-notes.pdf>.

Accessibility and Special Accommodations: I am striving to make the class and my teaching materials as accessible as possible. Access needs will be addressed pre-emptively through the following strategies:

- Captions for in-class videos, and transcripts of audio material, will be provided whenever possible.
- Classes may be recorded with advanced notice to the instructor and the consent of the other students.
- Flexible deadlines are possible with advance notice.
- Participation will be evaluated through a variety of modalities: in-class discussion, contributing to Nexus, drop-in hours, etc.

It is important that the course be accessible to all students. Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., note-takers) are encouraged to contact Accessibility Services (AS) at 204-786-9771 or [accessibilityservices@uwinnipeg.ca](mailto:accessibilityservices@uwinnipeg.ca) to discuss appropriate options. All information about a student's disability or medical condition remains confidential <http://www.uwinnipeg.ca/accessibility>. If you need any alternative accommodations in the curriculum, instruction, or evaluation procedures in order for you to be able to participate fully in the course, or if there are any external issues that may affect your work in this course, please contact me privately as soon as possible.

Academic Honesty and Non-Academic Misconduct: Students are encouraged to familiarize themselves with the regulations and policies found in the University of Winnipeg's Academic Calendar [here](#). Special attention should be given to subsections 8 (Student Discipline), 9 (Senate Appeals), and 10 (Grade Appeals). Please note, in particular, the subsection of Student Discipline pertaining to plagiarism and other forms of cheating. Detailed information can be found at the following:

Academic Misconduct Policy and Procedures: <https://www.uwinnipeg.ca/institutional-analysis/docs/policies/academic-misconduct-policy.pdf> and <https://www.uwinnipeg.ca/institutional-analysis/docs/policies/academic-misconduct-procedures.pdf>

Non-Academic Misconduct Policy and Procedures: <https://www.uwinnipeg.ca/institutional-analysis/docs/student-non-academic-misconduct-policy.pdf> and <https://www.uwinnipeg.ca/institutional-analysis/docs/student-non-academic-misconduct-procedures.pdf>

I also encourage you to view the University of Winnipeg library video tutorial "Avoiding Plagiarism."

Misuse of AI and Filesharing Sites: Unless otherwise explicitly stated, students are not permitted to use artificial intelligence (AI) tools (such as ChatGPT) at any stage of their work in this class, and you may face an allegation of academic misconduct if you use such tools in your assignments.. Uploading essays and other assignments to essay vendor or trader sites (filesharing sites that are known providers of essays for use by others who submit them to instructors as their own work) is highly problematic, and students who do this can be charged with Academic Misconduct. I'm happy to have a conversation with you about the ethics of participating on such sites.

Respectful Learning Environment: Students are expected to conduct themselves in a respectful manner on campus and in the learning environment irrespective of platform being used. Behaviour, communication, or acts that are inconsistent with a number of UW policies (e.g., Respectful Working and Learning Environment Policy, Acceptable Use of Information Technology Policy) could be considered "non-academic" misconduct. Detailed information can be found [here](#) and [here](#).

Privacy: You have rights in relation to the collection of your personal data by the University; see [here](#). There are also protections in place regarding in-class testing, so you should also be aware of policies in that regard.

Copyright: The University requires me to including the following: "Course materials are owned by the instructor who developed them. Examples of such materials are course outlines, assignment descriptions,



lecture notes, test questions, and presentation slides. Students who upload these materials to filesharing sites, or in any other way share these materials with others outside the class without prior permission of the instructor/presenter, are in violation of copyright law and University policy. Students must also seek prior permission of the instructor/presenter before photographing or recording slides, presentations, lectures, and notes on the board." However, it should be noted that, unfortunately, this UW-provided statement is not an entirely accurate invocation of Canadian copyright law. For example, in claiming that prior permission must always be sought, the statement fails to acknowledge "fair dealing" exceptions when no prior permission is required. I wish that the University's statement would emphasize fair dealing as strongly as it asserts the supposed extent and sanctity of copyright. In any case, in keeping with the University's mission as an educational institution, I encourage you to freely share my course materials, your class notes, etc.

Holidays: The University is closed for the following holidays: September 4 (Labour Day), September 30 (Truth and Reconciliation Day), October 9 (Thanksgiving Day), November 11 (Remembrance Day), December 23 through January 4, February 19 (Louis Riel Day), March 29 (Good Friday).

## MY OFFICE

(but note: always check Where Is Bill Today? for where to find me in office hours):

**RICHARDSON BUILDING**  
**599 PORTAGE AVENUE**  
**OFFICE 2RC34**

**PORTAGE AVENUE SIDE**

