

SOC3128-001: The Sociology of Sexuality



Course Description

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

This course explores sociological theories and research in the area of gender and sexuality. The course material examines social construction of gender and sexuality from both micro (interactional) and macro (social structural) viewpoints. The focus is on modern society but attention will be paid to historical processes and cross-cultural studies. Topics such as gender socialization, sports, and the family will also be explored.

Course Logistics

Instructor: Bill Kirkpatrick, billkirkp@gmail.com (preferred) or b.kirkpatrick@uwinnipeg.ca.
Please do not use Nexus to email me: I do not guarantee responses to any Nexus email.

Office Hours: Tuesdays, 11:30-12:30, and Wednesdays, 2:30-3:30, or by appointment. To find me in office hours, use <https://aca-media.org/whereisbill>.

Schedule: The class meets T/Th 10:00-11:15. The first class is Jan. 11, 2022 and the last is Apr. 5.

Format: The class will meet synchronously online at least until the February reading week. Per UW guidelines, students must be available during the posted lecture times for live streaming and/or group interactions. High speed internet is mandatory.

Learning Goals

By the end of this course, you should:

- Have a solid understanding of the social construction of gender and sexuality and of some of the key sociological theories in this area.
- Be able to analyze the sociology of sexuality and gender, including how they function as modes of social, political, legal, cultural, and economic power.
- Be able to think in sophisticated ways about the sociology of sexual differences, with particular attention to what they reveal about micro and macro social arrangements, laws, the economy, the family, our built environment, and more.
- Be able to think critically and ethically about how you participate--as a scholar, a citizen, a creator, an activist—in the social (re)production of sexuality and gender and/or of sociological alternatives to sexual and gender norms.
- Improve your ability to comprehend and apply challenging scholarly texts.
- Improve your ability to conduct original sociological research, including to produce effective expository writing.

Required Materials

- Michel Foucault: *The History of Sexuality, Vol. 1* (available at the bookstore; any version is fine)
- Access to a Netflix account (can use free trial period)

Assignments

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

Reading Notes (rolling due dates)	20%	Paper Prospectus (Due Mar. 19)	10%
Discussion Leader/Respondent (rolling due dates)	05%	Final Paper (Due Apr. 18)	30%
Paper Proposal (Due Jan. 28)	05%	Participation and Engagement	10%
Midterm Exam (Due Feb. 27)	20%		

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 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.

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 (05%). 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: See appendix after the Daily Schedule.

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 or on a separate cover page.

Marks: All written assignments must be completed in order to receive a passing grade. The calculation of your mark will be based on a 1,000-point scale, and the weight of each assignment is listed above. If you are concerned about your mark, please come talk to me as early as possible. I will use the following scale:

A+	97-100%	EXCEPTIONAL. Demonstrated exceptional mastery of course material, together with exceptional skill and/or great originality in using knowledge and concepts from the course.
A	93-96.9%	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-	90-92.9%	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+	87-89.9%	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	80-86.9%	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+	77-79.9%	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	70-76.9%	FAIRLY COMPETENT. Demonstrated acceptable familiarity with course material, together with adequate skill and/or originality in using knowledge and concepts from the course.
D	60-69.9%	PASSING. Demonstrated minimal grasp of course material, together with minimal skill and/or originality in using knowledge and concepts from the course.
F	0-59.9%	FAILING. Did not demonstrate sufficient 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. Except 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. I prefer billkirkp@gmail.com but b.kirkpatrick@uwinnipeg.ca will work too.

Exams: The course has a take-home midterm essay exam, and you will be given a minimum of two weeks to complete it.

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 to arrange an alternate date if necessary. 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.
- Class discussions may be recorded with advanced notice given to the instructor and with 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 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 Filesharing Sites: 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/proctoring, so you should also be aware of policies in that regard.

Copyright: The University of Winnipeg 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 the University 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 make full ethical use of your fair-dealing rights.

Daily Schedule

Readings/screenings should be completed by that day's class, and you should come prepared to discuss them.

Please don't work too far ahead: you are responsible for all changes to the readings announced 72 hours in advance.

* = Write DERN *primarily* on that reading

DATE	THEME	TO DO FOR THIS DAY	DERN GROUP (LAST NAME BEGINS WITH ...)
JAN. 11	Course Introduction		
<u>UNIT 1: THEORIES OF GENDER AND SEXUALITY</u>			
Jan. 13	History of Sexuality I	<u>Read:</u> *Foucault, pp. 3-35 ("We Victorians" and "Incitement to Discourse") <u>Post:</u> Introductory video to Nexus by Fri., Jan. 14	1 (A-C)
Jan. 18	History of Sexuality II	<u>Read:</u> *Foucault, pp. 36-49 ("The Perverse Implantation")	2 (D-J)
Jan. 20	History of Sexuality III	<u>Read:</u> *Foucault, pp. 133-159 ("Right of Death and Power over Life")	3 (K-O)
Jan. 25	Gender Performativity	<u>Watch:</u> Charpentier-Basille, "Devenir" <u>Watch:</u> Butler, "Your Behavior Creates Your Gender" <u>Read:</u> * Butler, "Imitation and Gender Insubordination" , pp. 13-25 <u>Read:</u> Fraker, "Gender is dead, long live gender"	4 (P-Z)
Jan. 27	Gender, Sexuality, Sex	<u>Read:</u> * Sedgwick, "Axiomatic" <u>Watch:</u> Gadsby, "Nanette" (Netflix) <u>NOTE:</u> Paper proposal due by 5:00 p.m. on Fri., Jan. 28	1 (A-C)
<u>UNIT 2: BIOLOGY, BODIES, AND THE PERFORMANCE OF GENDER AND SEXUALITY</u>			
Feb. 1	The Sociology of Biological Differences	<u>Read:</u> Martin, "The Egg & the Sperm" * Fausto-Sterling, "The Five Sexes, Revisited" Griffiths, "Sex is Real"	2 (D-J)
Feb. 3	Trans* Bodies, Trans* Identities	<u>Read:</u> * Currah, "The Transgender Rights Imaginary" Schilt & Lagos, "The Development of Transgender Studies in Sociology," pp. 426-431	3 (K-O)
Feb. 8	Unruly Bodies	<u>Read:</u> Steinem, "If Men Could Menstruate" * Mandziuk, "Ending Women's Greatest Hygienic Mistake" <u>NOTE:</u> Midterm exam handed out, due 5:00 pm on Sun., Feb. 27	4 (P-Z)

Feb. 10	Disciplining Bodies	Read:	*Herzig, Plucked, Ch. 6 & 7	1 (A-C)
Feb. 15	Medicalizing Bodies	Read:	*Fishman, "The Making of Viagra"	2 (D-J)
Feb. 17	Technologizing Bodies	Read:	*Adams-Santos, "Sexuality and Digital Space"	3 (K-O)

— READING PERIOD: FEB. 21-25 —

UNIT 3: SEXUALITY AND ETHICS

Mar. 1	Eco-Sexuality and Indigeneity	Read:	*Nelson, "Getting Dirty"	4 (P-Z)
Mar. 3	Consent I	Read:	*Fischel, "Crippling Consent"	1 (A-C)
Mar. 8	Consent II	Read:	Kipnis, "Sexual Paranoia Strikes Academe" *Clarke, "An A for a Lay" Rentschler, "#MeToo and Student Activism against Sexual Violence"	2 (D-J)
Mar. 10	The Orgasm Gap	Read:	Andrejek et al., "Climax as Work"	3 (K-O)

UNIT 4: NON-NORMATIVE AND POLICED SEXUALITIES

Mar. 15	Prostitution	Read:	*Mac & Smith, Revolting Prostitutes, Ch. 3 & 6 (NOTE: long but very readable)	4 (P-Z)
		NOTE:	Final date to withdraw without academic penalty from Winter courses is Mar. 16	
Mar. 17	BDSM	Read:	Davis, "How BDSM Frameworks Can Teach You to Talk About Sex" *Parchev & Langdridge, "BDSM under Security"	1 (A-C)
		NOTE:	Paper prospectus due by 5:00 p.m. on Sat., Mar. 19	
Mar. 22	Objectum-Sexuality	Listen:	Love & Radio, "A Girl of Ivory"	2 (D-J)
		Read:	*Terry, "Loving Objects"	
Mar. 24	Zoophilia	Read:	*Bourke, Loving Animals, Introduction Srinivasan, "What does Fluffy Think?"	3 (K-O)
Mar. 29	Pedophilia	Read:	*Angelides, "Historicizing Affect, Psychoanalyzing History"	4 (P-Z)
Mar. 31	No Class			
Apr. 5	Summary and Wrap-Up			

Apr. 18: Final paper due by 5:00 p.m. on Monday, Apr. 18

Criteria for Class Participation—General

Merely showing up class 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 your 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, not just exam prep; sending me relevant links and items of interest; etc.). During drop-in hours, I am happy to provide periodic feedback on your participation grade as we progress through the course so that you can make adjustments as necessary.

Points	Criteria
59 or below	<ul style="list-style-type: none"> • Disruptive, distracted. • Frequently engaged in side conversations. • Spends significant amount of time texting on mobile phone or surfing the Internet.
60-69	<ul style="list-style-type: none"> • Present, not disruptive. • Demonstrates little non-verbal evidence of paying attention and/or rarely contributes to discussion • Engages in side conversations and spends time texting and/or surfing the Internet.
70-79	<ul style="list-style-type: none"> • Demonstrates ongoing non-verbal evidence of paying attention (e.g. taking notes, looking alert) but does not contribute to class discussion • Contributes on occasion, but offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). • Demonstrates sporadic engagement (e.g., distracted by side conversations/texting).
80-89	<ul style="list-style-type: none"> • Demonstrates good preparation: knows reading facts well, has thought through implications of them. • Offers questions, interpretations, and analysis of reading (more than just facts) to class. • Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. • Demonstrates consistent ongoing engagement.
90-100	<ul style="list-style-type: none"> • Demonstrates excellent preparation: has analyzed reading exceptionally well, is able to relate it to other material (e.g., other readings, discussions, experiences, etc.). • Offers analysis, synthesis, and evaluation of readings and/or asks critical/thoughtful questions • Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, etc. • Demonstrates ongoing very active engagement.

Criteria for Class Participation—Zoom Edition

What role did you perform today?

- | | |
|--------------------------|---|
| 4: Idea generator: | Took the reading and ran with it, making connections to other readings, built on your classmates' comments, and generated new insights out of course material. |
| 3: Positive contributor: | Helped summarize and clarify the reading, asked productive questions, added good points |
| 2: Affirmer: | Built up your classmates and supported them verbally or visually (e.g. camera-on smiling, sending thumbs-ups, etc.); echoed or gave your own example to bolster other people's points |
| 1: A Presence: | You were in class, camera-on, listening, helping give visual feedback, asking clarifying questions about assignments, etc. |
| 0: A Non-presence: | Yes, you were in class, but had your camera off and/or said nothing and added nothing to the learning community we are trying to build together |
| -1: Absent: | You weren't there and didn't send me thoughts/ideas ahead of your absence. |