



**SOCI 312 - 201 (3)**  
***Gender Relations***  
Winter 2019

WOOD - 1  
Tuesdays & Thursdays, 12:30 – 1:50 PM

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**Instructor:** Name: Craig Meadows  
Office: ANSO 3116  
✉ craig.meadows@ubc.ca  
🕒 Office Hours: Thursdays 11:00 AM to 12:00 PM or by appointment

**Academic Calendar Entry:**

The nature of gender relations, their social and cultural expression, and theories of gender inequality.  
*Prerequisite:* One of SOCI 100, SOCI 101, SOCI 102.

**Course Overview:**

There are three primary aspects to this course. The first involves the study of gender as a way of organizing social life, and thus the experiences, possibilities, limitations, and relations that result from gendered social structures. This means that we will examine:

- a) How politics, economics, and culture *assign roles and establish norms* of gender performance and thereby condition gendered identities and the forms of inequality they produce.

To this end, we will look at how various *social technologies of gender* produce sexed and gendered subjects, and thus how sex and gender have been historically linked together to create organized and regulated subjects. Thus, the first aspect of the course is a study of the social production and performance of gender.

The second aspect has to do with the problematization of gender as a distinct field of study. While many still speak of gender in simple, universal terms (e.g. Hillary Clinton as a representative of all women and their interests when she ran for President of the United States in 2016), categories of class, race, sex, sexuality, and ability all modify simple notions of gender and gender inequality. What this means is that we will not only question the assumed unity of gender and its connections to sex/sexuality, but we will bring gender into contact with categories of class and race. We will examine how intersections change how we understand and define those categories.

The third aspect takes shape from the first two categories as we examine gender relations in the context of neoliberal urban space and globalization. From an initial analysis of queer public space and urban redevelopment processes, we will trace how gender shapes discourses and practices of neoliberalism and globalization in social, political, and economic practices, discourses, and designs.



**Course Objectives:**

To provide a survey of issues in gender relations in order to unsettle dominant understandings of the gendered world. To make the familiar uncomfortable, and to provide tools of gender analysis that translate to both institutional-professional research and analysis as well as a means to interpret and understand gendered practices in everyday life.

**Evaluation Criteria and Grading:**

Description	Weight	Due Date
Final Exam	25	Exam Period
Gender Journal: Entries (10 @ 0.5 marks per entry)	5	P/F – Must be completed by week 12.
Journal Essay (5 pages)	20	April 2 <sup>nd</sup>
Reading Discussion Questions	5	Sign-up date
Participation	15	
Reading Responses (6 @ 5 marks per response)	30	6 @ 5 marks each

**Late Submissions:**

No extensions are allowed and there are deductions of 5% per day late. Accommodations are made for students registered with the Centre for Accessibility and those who have university recognized absences with supporting documentation.

**Participation:** Active engagement with course materials, peers, and the course director are essential to a successful seminar. To this end, the following factors will be taken into consideration when calculating your grade:

- *Attendance:* It is not possible to participate if not in attendance. Please contact the course director in advance if you are unable to attend class due to health or family issues. Note the penalty for missed classes increases exponentially and a zero for attendance will result in zeroes for the remaining categories.
- *Verbal Contributions:* Direct contributions that are related to course materials or engage peers and the course director.
- *Active Listening:* Allowing space for the contributions of other students and paying attention to/engaging with their comments. Domination of the class, refusal to allow others to speak, active disrespect shown to peers or the course director, or a pattern of refusal to stick to course materials will all negatively impact your grade.
- *Group participation:* Much of your participation will come from small group discussions and will be calculated from peer and self-evaluations. Groups will discuss readings and films, and submit summaries of their discussions. A copy of the form and expectations for group discussions is attached to the end of the syllabus.



**Gender Journal & Journal Essay:** Keep a weekly, hand written journal assessing gendered interactions/experiences in everyday life. These can be any form of interaction (with others, observed others, media, and can include references to the built environment). These entries will be checked weekly or bi-weekly to see that they are done, but will not be read. Entries should include *detailed descriptions and assessments* and should be substantial enough to support your journal essay (one page in a small journal should be sufficient). Grades are pass/fail. The journal essay will be a 5-6-page work drawn from material in the journal, and linked to course materials.

**Reading Discussion Questions:** Questions are due before class on the sign-up date (submit by email). You will sign up for one set of discussion questions that you will write about the reading you signed up for. Sample questions for week 2 (Samuel R. Delany's "Times Square Blue") are included below. You must write 3 questions that cover the following approaches:

- One type asks for clarification/expansion/definition of a difficult passage or concept. For example, "How does Delany's periplum of the porn theatres establish a sexual public and/or how does this space serve to refigure the ways that sex and gender are linked together?"
- A second type of question points to an issue or problem developed by the text that needs examination. For example, "In what way does Delany's text challenge common understandings of sexual identity?" or "What does Delany's portrayal of individuals in the porn theatres suggest about the function of the theatres in broadening heterosexual gender relations" or "What does Delany's description of sexual encounters in porn theatres do to help us understand the function and importance of sexual publics?"
- A third question that links the current reading to another reading from the course. Ask how one part of the reading relates to, challenges/critiques, expands upon, or opens new questions about the structure of gender relations/inequality or the function of power in gender relations. The easiest way to do this question is to relate to ideas discussed in previous classes.

Your paper submission one week after the class discussion should include a brief reflection on how your group approached the questions compared to what your thoughts were in advance. What directions did the group take and how did they help you to better understand the text? Be sure to take notes on their comments during the group discussion, and have some point form notes of what you think the answers are before you discuss it to base your comparison on. Your response should be no more than one, double spaced page that includes the questions and your reflection.

**Reading Responses:** 350-500 word responses for one assigned reading for the week for six of the eleven weeks with readings. Responses *should not be summaries* of the reading. Rather, your responses should address at least one of the following:

- The significance of the text. What issues or questions does it raise and what is the importance of the argument that it makes?
- Describe the social structures in the text and their impacts or interrelationships (institutions, culture, beliefs, values, as well as rules, laws, or resources that reproduce, restrict or otherwise



affect social life and/or the environment). Or, describe the manner in which individuals or groups navigate or resist social structures outlined in the text and why this is significant.

- Note: You must build your response around at least one of the Reading Discussion Questions posted for that reading.

Responses are due at the beginning of the first class for each week. Responses should be written in formal language, cite the text using consistent citation methods (do not include a works cited), and use double or 1.5 spacing. Include your name, student#, the date and a title on the upper left corner of the first page, and print on both sides if possible. Submissions can be made by email prior to the start of class if you unable to attend, but a hard copy must follow.

Note: You cannot submit a reading response for the materials covered in your reading discussion questions assignment.

**Final Exam:** a definition and essay based exam with a selection of multiple choice questions. Essay questions will be posted in week 12 and discussed in the final class of the semester.

At the end of the course, *STANDING DEFERRED* standing will be granted where necessary (such as serious illness or bereavement) – at which time documentation will be required.

### **Grading System:**

This course will be graded as follows:

<b>Percentage Grade</b>	<b>Letter Grade</b>	<b>Grade Point Score</b>	<b>Descriptive Term</b>
A+	90 and above	4.33	Excellent
A	85-89	3.95-4.30	Excellent
A-	80-84	3.70-3.90	Very Good
B+	76-79	3.30-3.60	Very Good
B	72-75	2.95-3.20	Good
B-	68-71	2.65-2.90	Good
C+	64-67	2.40-2.60	Satisfactory
C	60-63	2.00-2.30	Satisfactory
C-	55-59	1.50-1.90	Satisfactory
D	50-54	1.00-1.40	Marginal
F(Fail)	49 and below		Unsatisfactory



## **Course Policies:**

### Computer (and Wireless Device) Usage

The objective of this section is to ensure that the course code of conduct, accessibility, and high standards of academic integrity and professionalism are maintained. This course does not require the use of internet or email while you are in class, and creating a non-distracting environment is of the utmost concern. As such, the following outlines the laptop policy for this class:

The **only** legitimate use of a laptop computer in SOCI 312 is note taking, unless otherwise noted by the instructor:

1. Computer use in this class is only permitted to students who have an expressed need.
2. Permission is granted through meeting with the professor.
3. Students who receive permission to use a laptop in class must sit in the designated area.

Note: You may use your phone to record lectures, so long as they are for personal use only.

### Cell Phone Bonus Grade:

In order to facilitate an environment that is conducive to learning, students will earn a bonus of up to 5% on their final grade for turning in their cell phones at the front of the class *before the beginning of class*. Late arrival means no bonus. The bonus grade is calculated at a rate of 0.25% for each non-film class in which you turn in your phone. This is a *voluntary program* and the student assumes all risk associated with participation.

### Required Materials:

Most readings are in the course pack available in the bookstore. Recommended and missing readings are posted to Canvas.



## **Course Schedule:**

Note: The course director reserves the right to change the weekly schedule. Students will be advised in advance, and a new outline will be issued.

### **Week 1: Introduction/Foundations of Gender Theory I**

3 January

### **Week 2: Urban Social Interaction in Times Square: Queering the Hetero Gaze in the Abandoned Spaces of Capitalism**

8/10 January

- Samuel R. Delany. 1999. "Times Square Blue." *Times Square Red, Times Square Blue*. New York: New York University Press. Pgs. 1-108.

### **Week 3: Tolerance and the Age of Diversity: Security, Safe Space, and Development as Anti-Queerness, or, How Disney and Giuliani Immunized Times Square for Hetero White Families**

15/17 January

- Samuel R. Delany. 1999. "...Three, Two, One, Contact: Times Square Red." In *Times Square Red, Times Square Blue*. Pgs. 111-99.
- Recommended: Neil Smith. 2002. "New Globalism, New Urbanism: Gentrification as Global Urban Strategy." *Antipode*. 34(3). Pgs. 427-50.

### **Week 4: Delany & Queer Urban Publics/Rethinking Pornography in the Internet Age**

22 January

- Dianne Chisholm. 2005. "Introduction: Sodom and Gomorrah in the Era of Late Capitalism; or, A Return to Walter Benjamin." *Queer Constellations: Subcultural Space in the Wake of the City*. Pgs. 1-39.

24 January

- Steve Garlick. 2010. "Taking Control of Sex?: Hegemonic Masculinity, Technology and Internet Pornography." *Men and Masculinities*. 12(5). Pgs. 597-614.

### **Week 5: Gender and Neoliberal Governance: Economics and the Family**

29/31 January

- Wendy Brown. 2015. "Revising Foucault: *Homo Politicus* and *Homo Oeconomicus*." *Undoing the Demos: Neoliberalism's Stealth Revolution*. Brooklyn, NY: Zone Books. Pgs. 79-111.



## **Week 6: Gender and Neoliberal Governance II: The Administration of Race and Gender**

Choose your own adventure II: Read one of the following two chapters.

5/7 February

- Lalaie Ameeriar. 2017. "Bodies and Bureaucracies." *Downwardly Global: Women, Work, and Citizenship in the Pakistani Diaspora*. Durham, NC: Duke University Press. Pgs. 25-52.

7 February

- Dean Spade. 2011. "Administrating Gender." *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law*. Brooklyn, NY: South End Press. Pgs. 137-170.

## **Week 7: Gender and Neoliberal Governance III: "Wrong Bodies" and the Surveillance State**

12 February

- Stuart Hall et al. 1978. "The Origins of Social Control." *Policing the Crisis: Mugging, The State, and Law & Order*. 2<sup>nd</sup> ed. New York: Palgrave MacMillan. Pgs. 32-55.

14 February

- Robyn Maynard. 2017. "Misogynoir in Canada." *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Halifax, NS: Fernwood Publishing. Pgs. Tbd.

Screening: *Uprising: Hip Hop and the LA Riots*. 2012. Mark Ford, dir. 66 mins.

## **Week 8: Gender & Neoliberal Globalization I: Free Trade Zones and Zones of Occupation**

26 February

- Carolina Bank Muñoz. 2007. "The Tortilla Behemoth: Sexualized Despotism and Women's Resistance in a Transnational Mexican Tortilla Factory." In *The Wages of Empire: Neoliberal Policies, Repression, and Women's Poverty*. Amalia Cabezas, Ellen Reese, & Marguerite Waller, eds. Boulder, CO: Paradigm Publishers. Pgs. Tbd.
- Screening: *Maquilapolis*. 2006. Vicky Funari, dir. 70 mins.

28 February

- Jennifer Olmsted. 2007. "Globalization under Occupation: Gender and Poverty in Iraq and Palestine." In *The Wages of Empire*. Pgs. Tbd.

## **Week 9: Gender & Neoliberal Globalization II: Slow Violence**

5/7 March

- Rob Nixon. 2013. "Slow Violence, Gender, and the Environmentalism of the Poor." *Slow Violence and the Environmentalism of the Poor*. Cambridge, MA: Harvard University Press. Pgs. Tbd.



### **Week 10: How “They” Became a Problem: Neoliberal Tolerance and the Abject Other**

12/14 March

- Wendy Brown. 2006. “Tolerance as Governmentality: Faltering Universalism, State Legitimacy, and State Violence.” *Regulating Aversion: Tolerance in the Age of Identity and Empire*. Princeton, NJ: Princeton University Press. Pgs. 78-106.

### **Week 11: Feminist Subjects and Disciplined Others: Countering the Repressive Culture Narrative**

19/21 March

- Saba Mahmood. 2005. “The Subject of Freedom.” *Politics of Piety: The Islamic Revival and the Feminist Subject*. Princeton, NJ: Princeton University Press. Pgs. 1-39.

### **Week 12: Neoliberal State Violence: Resistance to the Neoliberal Consensus**

26 March

- Imogen Tyler. 2013. “Naked Protest: Maternal Politics and the Feminist Commons.” *Revolting Subjects: Social Abjection and Resistance in Neoliberal Britain*. London: Zed Books. Pgs. 104-24.

28 March

- Sarah Schulman. 2017. “The Police and the Politics of Overstating Harm.” *Conflict is Not Abuse: Overstating Harm, Community Responsibility, and the Duty of Repair*. Vancouver, BC: Arsenal Pulp Press. Pgs. 81-110..

### **Week 13: Neoliberal Revanchism and the “Free Speech” Commons; or, why Jordan Peterson, Jon Kay and others are Schmucks**

2 April

- “How free should free expression be?” *The Agenda with Steve Paikin*. TVOntario. Nov. 30, 2017. 40 mins.





**SOCI 312 Group Participation Evaluation Form** Name \_\_\_\_\_

Student Name	Attendance 10 marks	Contributions 10 marks	Active Listening 10 marks	Total 30 marks	Comments

Note: The average for the total column for all students combined cannot be higher than 25. Exceptions must be approved by the course instructor.

**Evaluation Rubric**

**Attendance (Note: Poor attendance will affect other categories).**

Missed 0-1 discussions	10
Attended all but two discussions	8
Missed 3-4 discussions	6-7
Missed 5 or more discussions	0

**Contributions**

Excellent: Always contributes with references to text and course materials, stays on topic	9
Very Good: Regular contributions with readings done most of the time, stays on topic	8
Good: Contributes sometimes, makes occasional reference to readings, might stray	7
Satisfactory: Occasional contributions, some reference to readings, might stray	6
Poor: Rarely contributes, never references readings, strays from topic	0-5

**Active Listening**

Excellent: Listens and responds to peers, integrates ideas, does not dominate group	8-9
Good: Might get distracted on occasion, might dominate at times, but generally good	7
Fair: Disregards ideas from others, might be distracted or uninterested, might dominate	5-6
Poor: Does not allow space for others to talk or very uninterested, too cool for school	0-5