## Course Information

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| **Course Title** | **Course Code Number** | **Credit Value** |
| Gender Relations | SOCI 312 – 204 | 3 |
| **Class Location** | **Days** | **Time** |
| Buchanan 208 | Monday, Wednesday, Friday | 9:00-9:50 |

### 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.

## Contacts

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| **Course Instructor** | **Contact Details** | **Office Location** | **Office Hours** |
| Dr. Craig Meadows | craig.meadows@ubc.ca | ANSO 3116 | Mondays, 10:00-11:00 |

## Other Instructional Staff

## Course Structure

Classes are a combination of lectures (with only occasional use of PowerPoint slides), a few videos and films, and small group and lecture discussions. Discussion questions are posted to Canvas for each reading. These questions highlight key issues or concepts in the text and establish relations to other texts in the course, and are geared to help you orient yourself in what are sometimes difficult readings.

The overall purpose of the lectures is to produce understandings of the texts, to understand the the basics of sociological approaches to gender and its terminologies, to discuss contemporary issues in gender, and to question both common sense and academic gender politics and methodologies.

## Learning Outcomes

You should come away from the course with the following:

1. An ability to question assumptions underlying gender discourses.
2. An ability to critically read contemporary structures and discourses of the state, modernity, and everyday life as they relate to gender.
3. An ability to articulate theoretical frameworks.
4. An improved ability to conceptualize, analyze, and critique everyday gender experience.

## Learning Materials

1. Samuel R. Delany. 2001. *Times Square Red, Times Square Blue*. New York: New York University Press. Note: the bookstore will not restock this book when it sells out. If you want them to bring in a copy then you must place an order with them or try to find a copy online. This book was used last year so you can try to find used copies as well. It’s a previous edition but it will still work for this course.
2. All other readings and course materials will be posted to Canvas.

## Assessments of Learning

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| **Description** | **Weight** | **Due Date** |
| 3 Essays: Choose any 3 of 4 essay assignments during the semester: 20 marks per essay | 60 | Due Dates: 9:00 am, Fridays, Weeks 4, 8, 10, & 13. |
| Intra-Group Presentation Week 9 | 10 |  |
| Final Exam | 20 |  |
| Participation | 10 |  |
| Total | 100 |  |

**Late Submissions:**

You have one extension of 7 days for any of the three essays. You cannot use the extension for more than one assignment. You do not need to ask to take advantage: just turn it in within the 7 day period. If the seven days ends on a holiday, then upload the essay to Canvas and bring a hard copy to the next class. Any papers submitted after seven days or papers submitted late after using your extension will be docked at a rate of 5% per day. Accommodations are made for students registered with the Centre for Accessibility and those who have university recognized absences with supporting documentation.

**Grade Revisions and Petitions:**

There are no re-writes in this course. All submissions are final. Students are welcome to seek additional explanation for their grades from their grader one week after they are returned. If you are unsatisfied with the explanation, a grade petition can be submitted to the course instructor. You must include a clean copy of the essay, the graded essay, and a one page assessment of the strengths and weaknesses of your work with the grade you think it should have received.

***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.

***Essays:***

There are four essay assignments in this course, and you get to choose to do three of them. Note: the final exam will cover the topic area that you did not write an essay on. The first option is to write an essay on Samuel R. Delany for week 4. The second option is to write an essay on Gender Normativity that is due week 8. The third option is to write a paper on Gender Oppression that is due in week 10, and the final option is to write on either Lines of Flight or Free Expression or TERFs and that is due in week 13. Instructions for the essays will be posted to Canvas.

**Grading System:**

This course will be graded as follows:

**Percentage Grade Letter Grade Grade Point Score Descriptive Term**

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

## Schedule of Topics

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: Course Introduction & Vocabularies of Gender**

6 January

* Introduction

8 January

* Janet Siltanen & Andrea Doucet. 2017. “Hegemonic Gender and Intersecting Relations of Dominance.” *Gender Relations in Canada: Intersectionalities and Social Change*. Oxford: Oxford University Press. Pgs. 70-82.

10 January

* Siltanen & Doucet. “Doing and Undoing: Gender, Performativity, and Social Change.” Pgs. 102-20.

**Week 2: The Forgotten Spaces of Capital - Deregulated Identity**

13/15/17 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: (Neoliberal) Organized Spaces of Capital – Policing Sex, Producing Gender**

20/22/24 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: Gender Normativity I – Performative Masculinity**

**Essay #1: Samuel R. Delany is due.**

27/29/31 January

* Kevin Floyd. 2009. “Performative Masculinity: Judith Butler and Hemingway’s Labor without Capital.” *The Reification of Desire: Toward a Queer Marxism*. Minneapolis, MN: University of Minnesota Press. Pgs. 79-119.

**Week 5: Gender Normativity II – Gender and Neoliberalism, or, What Progress?**

3/5/7 February

* 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 Oppression I – The Abject Feminine**

10/12/14 February

* Barbara Creed. 1993. “Kristeva, Femininity, Abjection.” *The Monstrous-Feminine: Film, Feminism, Psychoanalysis*. New York: Routledge. Pgs. 8-15.

12/14 February

* Screening: *Jennifer’s Body*. 2009. Karyn Kusama, dir. 102 mins.
* Frederick Bilchert. 2018. “*Jennifer’s Body* Would Kill if it Came Out Today.” *Vice*. Oct. 23.

**Week 7: Gender Normativity III – A Phenomenology of Gender Performativity and Transmisogyny**

24 February

* Gayle Salamon. 2018. “Comportment.” *The Life and Death of Latisha King: A Critical Phenomenology of Transphobia*. New York: New York University Press. Pgs. 25-62.

26/28 February

* Gayle Salamon. “Movement.” Pgs. 63-102.

**Week 8: Gender Oppression II – Rethinking Oppression and Pornography**

**Essay #2: Gender Normativity is due**

2/4/6 March

* Nancy Bauer. 2015. “How to Do Things with Pornography.” *How to Do Things with Pornography*. Cambridge, MA: Harvard University Press. Pgs. 52-87.

**Week 9: Gender Oppression III: Rethinking the Rights bearing Individual and the Deployment of the Law**

9 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.

11 March

* Screening: *Cruel and Unusual*. 2006. Janet Baus, Dan Hunt, & Reid Williams, dirs. 63 mins.

13 March

* Dean Spade. 2011. “Rethinking Transphobia and Power—beyond a Rights Framework” *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law*. Brooklyn, NY: South End Press. Pgs. 101-36.

**Week 10: Lines of Flight I – Camp and the Negative Turn**

**Essay #3: Gender Oppression is Due**

16/18/20 March

* Richard Dyer. 1992. “It’s being so camp as keeps us going.” *Only Entertainment*. New York: Routledge. Pgs. 135-146.
* Screening: *Desperate Living*. 1977. John Waters, dir. 90 mins.

**Week 11: Lines of Flight II – Utopian Performativity in the Present**

23/25/27 March

* José Esteban Muñoz. 2009. “Queerness as Horizon: Utopian Hermeneutics in the Face of Gay Pragmatism” & “The Future is Present: Sexual Avant-Gardes and the Performance of Utopia.” *Cruising Utopia: The Then and There of Queer Futurity*. New York: New York University Press. Pgs. 19-32 & 49-64.

**Week 12: Dealing with the “Freedom of Expression” Wankers and the TERFS: On Jordan Peterson, Megan Murphy, Self-Help Psychology, and the Safe Spaces of the Transmisogynist Right**

30 March

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

1/3 April

* “Gender Critical.” *ContraPoints*. 30 March 2019. 34 mins.

**Week 13:**

**Essay #4: Lines of Flight, Free Expression, or TERFs is due**

6 April

* Course Review

8 April

* Exam Prep

## University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are availableon[**the UBC Senate website**](https://senate.ubc.ca/policies-resources-support-student-success)**.**

## Other 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.

### Learning Analytics

Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

1. Not do anything. Online materials are provided to help you succeed in the course. I will not use analytics to surveil students. You are thus free to learn or not learn.

### Copyright

All materials included in the course pack and any links or readings on Canvas are coprighted materials and must be cited when used.

You are welcome to record lectures, but these are for personal use only. Under no circumstances can you share lectures with others or post them to the internet.

All lecture slide materials and lectures/discussions are public domain and do not need to be cited.

*Version: March 11, 2019*

**Group Participation Evaluation Form Your Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Group Member** | | **Contributions** | | **Active Listening** | | **Total** | | **Comments (use back for more space)** | |
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|  |  | | **Average Score:** | |  | | **(Sum of each score divided by number of students)** | |

Note 1: The average score cannot be higher than 16. Exceptions must be approved by the instructor/TA.

Note 2: You must evaluate yourself and your peers. Comments should explain how each group member contributed to the discussions, or why their presence was detrimental to group success.

**Evaluation Rubric**

**Attendance (Note: Attendance establishes the starting point of your participation grade).**

Missed 0-1 discussions 10

Missed 2 discussions 8

Missed 3 discussions 6

Missed 4 discussions 4

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 from topic 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