



2810 WDE Sex/Gender and the Body in Literature and Culture

Winter 2023 Jan 9 - Apr 11

Course Location: On-line
Class Times: Anytime!
(Lectures will be posted on D2L. There will be either a Discussion Post or a Quiz almost every week.)

To our Student: Should you require information or documents from our office in another format, please let us know. We are happy to help you. Contact your instructor or our Department of English Administrative Assistant.

Instructor Information

- Instructor: TBD
- Email: [TBA](#)
- Office Hours: By appointment via Zoom/email

Teaching Assistant Information

- Teaching TBD
- Email: [TBA](#)
- Office Hours: By appointment via Zoom/email

Course Description/Overview

An introduction to the role that cultural texts play in constructions and understandings of gender, sexuality, and the body. Topics to be covered include intersectional feminism, feminist critiques of sociobiology, queer studies, trans politics, antiracist feminism, and disability rights. These topics will be illuminated through a variety of cultural and theoretical texts.

Course Objectives and/or Learner Outcomes

- read philosophical, scientific, and cultural writings about sex and gender critically, and assess their rhetorical, ideological and aesthetic strategies.
- write well (grammatically correct, clear, effective prose).
- communicate ideas effectively and coherently
- understand intersectional analyses
- read cultural texts critically for their representation of sex, race, and gender.
- think independently and critically about cultural discussions about gender, sexuality and the body
- identify and assess the social, political, and scientific and other ethical themes in discussions about gender and sexuality

Course Resources

Required Course Text(s)

- Howson, Alexandra. *The Body in Society*. 2nd Edition. Polity, 2013.
- Kincaid, Jamaica. *A Small Place*. Penguin, 1988.
- Coyote, Ivan. *One in Every Crowd*. Arsenal Press, 2012.
- Spillet, Tasha. *Surviving the City*. Portage&Main, Highwater Press, 2018.
- Several additional readings on the Class D2L: mycourselink.lakeheadu.ca
- Several required Screenings. These Screenings are the equivalent of required readings and will feature in Term Test and Exam questions. Students who miss the Screenings are responsible for making arrangements to view them.

Course Website(s)

- [Desire2Learn](#) (or [myCourseLink](#))¹

Course Schedule of Assigned Readings:

See D2L site mycourselink.lakeheadu.ca for each week's lectures and assignments.

Introductions: Getting Ready

- Take a bit of time to familiarize yourself with the course site and expectations. There is a "Welcome, Intro to 2810" video that explains how the course will operate.
- Reading Howson, "The Body, Gender and Sex" (50-69) and viewing the "Sex/Gender Intro" video will help give us a shared starting point.

Week 1: Education, Regulation, and Surveillance of Bodies

- Howson, "The Civilized Body" (85-94); "Discipline and Docility" (128-35); "Regulating the Body" (150-78)
- Michel Foucault, "Panopticism" and "Graphicx" from *Discipline & Punish*. Vintage, 1977. 200-9.)

Week 2: The Science of Sex/Gender

- Judith Lorber, "Believing is Seeing: Biology as Ideology." *Gender & Society*. (1993) 7(4): 568-581. (On D2L: mycourselink.lakeheadu.ca)
- Martin, Emily. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male- Female Roles." *Signs*. 16:3 (Spring 1991): 485-501.

DUE: Quiz #1 (TBA)***Week 3: Science, Race, and Gender***

- Fausto-Sterling, Anne. "Sexing the Brain." *Sexing the Body*. Basic Books, 2000. 115-45.



- Marks, Jonathan. "How science invented race." *Is science racist?* Polity, 2017. 28-56.

DUE: Discussion #1

Week 4: Intersectionality & Racialized Surveillance

Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack". *Peace and Freedom*. July/August 1989. [https://psychology.umbc.edu/files/2016/10/White-](https://psychology.umbc.edu/files/2016/10/White-Privilege_McIntosh-1989.pdf)

- [Privilege_McIntosh-1989.pdf](https://psychology.umbc.edu/files/2016/10/White-Privilege_McIntosh-1989.pdf)
- **Screening:** Crenshaw, *Intersectionality*
- Robyn Maynard, from *Policing Black Lives*. Fernwood Publishing, 2017. 8-16, 40- 49, 162-65, 208-14.

DUE: Quiz #2 (TBA)

Week 5: Intersections: Race & Sexuality

- **Screening:** Paris is Burning: <https://lakeheadu.kanopy.com/video/paris-burning-0>

DUE: Discussion #2 (TBA)

Reading Week

Week 6: Colonial Bodies

- Kincaid, *A Small Place*
- Lugones, "The Coloniality of Gender." *Worlds & Knowledges Otherwise*. (Spring 2008): 1-17.
- Morton, Katherine. "Ugliness as Colonial Violence"

DUE: Discussion #3 (TBA)

Week 7: Disability and bodily "betrayals"

- Howson, "The body, norms and stigma", "Discrepancies", "Models of Disability" (26-36)
- **Screening:** *Picture This* https://www-nfb-ca.ezproxy.lakeheadu.ca/film/picture_this/

DUE: Quiz #3 (TBA)

Week 8: Race, Gender, & Sport

- Howson, "Femininity and Objectification" (69-74); "Distinction, physical capital and the male body" (123-28)
- Rankine, Claudia. "II" *Citizen: An American Lyric*. Graywolf Press, 2014. 23-37.
- <https://slate.com/culture/2020/09/caster-semenya-ruling-testosterone-in->

[sports.html](#)

- <https://www.cbc.ca/sports/opinion-case-of-namibian-runners-further-exposes-half-baked-testosterone-regulation-1.6092033>

DUE: Term Test (60-minute test; TBA)

Week 9: TransNarratives

- Coyote, *One in Every Crowd*
DUE: Discussion #4 (TBA)

Week 10: “Obesity”, Race, and (Trans)gender

- Howson, “The tyranny of slenderness” (140-48)
- Vade & Solovay. “No Apologies.” *The Fat Studies Reader*. Rothblum & Solovay, eds. NYU Press, 2009. 167-75. (linkbelow)
- Kwan, Samantha. “Navigating Public Spaces.” *The Politics of Women’s Bodies*. OUP, 2014. 241-57.

DUE: Quiz #4 (TBA)

Week 11: Urban Spaces and Sex Work

- Sherene Razack, “Gendered Racial Violence and Spatialized Justice: The Murder of Pamela George” *Sociology of the Body*. 2nd ed. Malacrida and Low, eds. OUP, 2016. 151-7. (D2L)
- Marissa Crazytrain. “Dances for Dollars.” *Me Sexy*. Ed. Drew Hayden Taylor. Douglas & McIntyre, 2008. 150-9. (D2L)

DUE: Quiz #5

Week 12: MMIW&G

- Spillet, *Surviving the City*

DUE: Discussion #5: (Dec 3)

Review: April 10-11, 2023

- Exam Review

Exam to be held in the Exam Period: Details to follow

Assignments and Evaluation

Table of Assignments

Assignment	Due date	Value	Length
<i>Discussion Posts</i>	<i>TBA</i>	25%	<i>150-200 words approx. (including responses to other posts)</i>
<i>Quizzes</i>	<i>TBA</i>	25%	<i>20 minutes each</i>
<i>Term Test</i>	<i>TBA</i>	20%	<i>60 minutes</i>
<i>Final Exam</i>	<i>TBA</i>	30%	<i>2 hours</i>

Assignment Policies

- All assignments are individual assignments and cannot be completed collaboratively.
- Assignments are due as indicated in the Course Schedule. All work must be submitted via the course sitemycourselink.lakeheadu.ca.
- If you require an extension, you must ask for one BEFORE the due date.
- The final exam must be written on the date scheduled, so do not make travel plans for the exam period until the exam schedule is posted.
- Exceptions to these policies are allowed only with a doctor's note or other appropriate documentation.

Details of Assignments

Discussion Posts (25%)

Due: *TBA (5 x 5% each for 25% of final mark)*

Since our ideas sometimes develop through the process of writing them down and engaging with other people, there are five assigned on-line discussion topics throughout the semester. Each **Discussion Post** should be a 100-150 words, well written response to the question for each week (see below) and is worth 5% of your final mark. The five Posts together are worth 25% of your final mark.

For each of the five Discussion Posts, you are also expected to respond to two posts by others in the class. You will be graded both on the quality of your own post and on the comments you provide on other posts. Be supportive and collegial in your comments.

You must post your own comments first before you are able to respond to other posts. Your "Discussion" posts can be brief: a couple of point-form comments, a relevant question, a quotation from the assigned reading that is relevant to the discussion topic, and a quick, collegial response to a classmate's Discussion post. Marks will be awarded for high quality questions/engagement/comments that refer directly to course readings. Posts should be relevant and timely.



All **Discussion Posts** must be submitted through the D2L (mycourselink.lakeheadu.ca). Discussion Boards are open at the beginning of the week and stay open until the end of the week.

Quizzes (25%)

Quiz Schedule: *TBA (5 x 5% each for 25% of final mark)*

There are five quizzes throughout the semester. Each Quiz is worth 5% of your final grade. You will be allowed two attempts at each quiz and will be awarded your higher mark.

Quizzes will be available on Fridays and stay open until 5pm Saturdays.

Term Test (20%)

A 60-minute test to be written via mycourselink.lakeheadu.ca.

Final Exam (30%)

A 2-hour exam to be written as scheduled in the Exam Period.

Marking Standards

All assignments will be marked in accordance with the [English Department Marking Standards²](#).

Collaboration/Plagiarism Rules

Plagiarism is the unacknowledged use of someone else's words and/or ideas. Not acknowledging your debt to the ideas of a secondary source, failing to use quotation marks when you are quoting directly, buying essays from essay banks, copying another student's work, or working together on an individual assignment, all constitute plagiarism. Resubmitting material you've submitted to another course is also academic dishonesty. All plagiarized work (in whole or in part) and other forms of academic dishonesty will be reported to the Dean, who is responsible for judging academic misconduct and imposing penalties. The minimum penalty for academic misconduct is a 0 on the assignment in question. It might also be subject to more severe academic penalties.

See the [Student Code of Conduct³](#).

Course Policies

Students are expected to complete the readings each week, to watch the posted lectures and videos, and to submit each week's quiz or discussion post. Students are expected to engage with each other in a collegial manner.

University Policies

Students in this course are expected to conform to the [Student Code of Conduct - Academic](#)



Integrity⁴.

Accommodations: Lakehead University is committed to achieving full accessibility for persons with disabilities in accordance with the terms of the Ontario Human Rights Code⁵. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the course. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS)⁶ and register as early as possible.

This course outline is available online through the English Department homepage⁷ and/or the Desire2Learn or My CourseLink¹ site for the course.

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1. <https://mycourselink.lakeheadu.ca/d21/home>
 2. <https://www.lakeheadu.ca/programs/departments/english/marking-standards>
 3. <https://www.lakeheadu.ca/students/student-life/student-conduct>
 4. <https://www.lakeheadu.ca/students/student-life/student-conduct/academic-integrity/node/51239>
 5. <http://www.ohrc.on.ca/en/ontario-human-rights-code>
 6. <https://www.lakeheadu.ca/students/student-life/student-services/accessibility>
 7. <https://www.lakeheadu.ca/programs/departments/english>