

**GENDER AND SOCIETY  
SOC265H1F  
Fall 2015**

Professor Bonnie Fox  
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Course Website: [www.chass.utoronto.ca/~bfox/soc265](http://www.chass.utoronto.ca/~bfox/soc265)

Teaching Assistant: Louise Birdsell Bauer  
Spadina Ave.; Room 225E

Tutorials: Tues. 2-3 & 3-4 , in MP 137

Class Time: Tues. 12-2

Location: SS 2117

Office Hour: Tues. 3:30-4:30

Office Hour: Tues. 2-3; 725

**IMPORTANT NOTE:** The prerequisite to take this course is SOC 101Y1 or 102H1 or 103H1. Students without this prerequisite will be removed any time they are discovered and without notice.

This course explores the complex nature of gender, especially the social inequalities associated with it. We begin with basic questions about biology and especially the stories told about biology that shape our thinking about sex and gender. Then, we explore some of the main social processes that create gender differences -- and, more important, the idea of gender difference. These powerful social processes shape our bodies as well as our identities and how we behave. We consider the processes by which both our bodies and our behaviour come to be gendered. These include more than "socialization." Finally, our focus on individuals includes a look at sexuality – the ideas of heterosexuality and homosexuality, the argument that sexuality is socially constructed, and some of the interpersonal consequences of our assumptions about sexuality and gender.

The course then examines the consequences of living in a society organized around the assumption of gender difference and inequality – the consequences for our most intimate relationships, our work, our life chances and our well-being. We first consider culture, and specifically the images of women's bodies in popular media. Then we focus on social organization in order to better understand the ways that gender differences, divisions and inequalities are created in families and in workplaces (and the labour force generally). Because the way these institutions are organized is the product of a particular history, we briefly consider some of the social history that produced current social arrangements for acquiring our livelihood, making and sustaining family, and caring for children and each other.

The course ends with a discussion of various forms of violence – interpersonal violence but also the violence done to ordinary people through the workings of the economy and orientation of the government.

Because gender is one of several important and intersecting axes of inequality in this society, we will pay attention to the effects of social class and race as we focus on gender. Understanding social inequality is our key goal.

This course may be different from others you have had. Unlike courses in which there is a textbook that surveys the field of study, raising key questions and summarizing key research findings, the **lectures** provide that function in this course. The readings consist of journal articles and book chapters. I chose them because they are either classics in the field, offering some of the most insightful analyses or important research findings, or because they offer sociological arguments that should generate discussion. They illustrate the arguments I make in the lectures. But the **lectures themselves are essential** for an overview and understanding of key questions, issues and findings in the field of sociology of gender. Lectures tie together the readings and develop the main arguments in the course. In short, the lectures and the readings are both essential to your understanding, and to do well in this course. Tests will draw equally on both lectures and readings. Attendance at lectures is therefore essential! So are careful reading and thinking about the lectures and the readings. You are expected to be able to identify and discuss the key arguments in each reading and every lecture – and to think about the arguments you encounter.

There will also be several **tutorials**. The dates are listed on the course outline below. Attendance is optional but will be rewarded (as 5% of the grade) The first two tutorials will offer tips on effective reading and essay writing. The first test will be returned and reviewed in the fourth tutorial. Tutorials will also involve discussion of course material and the issues raised in lectures and readings.

**NOTE:** This course is not on Blackboard. Instead, see the course website (at the address on the first page). Overhead slides and other essential information will be posted on that site.

**Required Texts:** (1) Michael Kimmel, Amy Aronson, and Amy Kaler. 2015. *The Gendered Society Reader. Third Canadian Edition*. Don Mills: Oxford University Press.

(2) Coursepack, Canadian Scholars Press

These two required texts are available at the University of Toronto Bookstore.

<b>Grading:</b>	<i>weights</i>	<i>dates</i>
Participation	5%	Sept.29, Oct.6, Oct.20, Nov.17
First essay	20%	Oct. 13
First test	30%	Oct.27
Second essay	20%	Nov. 24

Second test

25%

Dec. 8

Please note: Test/Assignment Dates are fixed and non-negotiable.

### **Requirements:**

**Tests:** There will be two in-class tests that will include both multiple-choice and essay questions. To do well on the tests, you need to know the specific arguments in each of the readings and lectures, and be able to discuss the main issues and ideas covered in both the readings and lectures. That is, you will be expected to know what the main argument is in each reading, as well as the main arguments made in each lecture. The tests are synthetic, so you should also review and think about **main themes and arguments** discussed in the course, in preparation for the tests. The dates of the tests are on the course outline (and above).

**Make-up Tests:** In the case of illness or personal crisis that prevents you from taking the test, you must inform Professor Fox during the week the test is given. Messages may be left on the office voice mail or sent as emails, and these should include your name, student number, telephone number and email address so that you can be reached with information about the make-up test. Make-up tests will only be given to students who have certifiable reasons for having missed the test. The make-up test will be given within two weeks of the missed test.

In the case of illness, you must supply a duly completed Verification of Student Illness or Injury form (available at [www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)). A doctor's note is not acceptable. The form must be placed in a sealed envelope, addressed to Professor Fox and submitted before the make-up test. For other problems, you need a letter or email from your college registrar. The letter must be emailed to Professor Fox or placed in a sealed envelope, addressed to Prof. Fox, and submitted before the make-up test.

**Essays:** Two short essays are required. Both will address a set of questions on required readings and will involve some analysis of the authors' arguments. Assignments will be handed out in class. The essays are **due at the beginning of class**, on the dates listed. There will be a penalty for handing in any essay after class, and a daily penalty after that.

**Late essays:** If a personal or family crisis prevents you from meeting a deadline, you must get a letter from your college registrar. (It is a good idea anyway to advise your college registrar if a crisis is interfering with your studies.) The letter must be emailed to Professor Fox or placed in a sealed envelope, addressed to Prof. Fox, and submitted with your work in class or during office hours.

You will lose **2** percentage points for every day an essay is late. If you must hand in an essay outside of class or office hours, attach the medical certificate or the registrar's letter to the essay. Work handed in late should be put in the second-year mailbox in room 225 in the Sociology Department building (at

725 Spadina Ave., Mon.- Fri. 9:00-5:00) – and be sure to date-stamp it first. Alternatively, it can be slid under my office door (before 5 pm any week day) – but first be sure to have it date stamped at the date-time machine located in room 225 on the second floor at 725 Spadina Ave. Professor Fox does not take essays by email. (Students must keep copies of their work, in case assignments are lost. Students are responsible for assignments that are lost.)

**On writing essays:** The first tutorial will be about effective reading. Reading sociology is not like reading novels (!) and this course assumes that students have good readings skills – and we will review these. The second tutorial will be about effective essay writing. We hope this will answer many of the questions often asked by students about essay assignments, and well as teach important skills such as proper citation. Students who have additional questions or concerns about writing should make an appointment to see Professor Fox or Louise Birdsell Bauer during office hours. We recommend using the very helpful website, “Writing at the University of Toronto,” at [www.writing.utoronto.ca](http://www.writing.utoronto.ca). Look under “advice” and make appropriate selections. Writing workshops are also available for students; for information on them go to the website [www.writing.utoronto.ca/news/writing-plus](http://www.writing.utoronto.ca/news/writing-plus) Wm. Strunk and E.B. White’s *The Elements of Style* is the best general summary of the rules of grammar and good writing.

Students are expected to acquaint themselves with the rules concerning **plagiarism**. Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly (and what was alright in high school may not be alright in university).

The *Code of Behaviour on Academic Matters* in the Calendar of the Faculty of Arts and Science specifies: “It shall be an offence for a student knowingly: to **represent as one’s own** any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism. Wherever in the Code an offence is described as depending on ‘knowing’, the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.”

In short, do not “borrow” passages from books or articles or websites without **citing them**. If you copy the words of other people, put quotation marks around them and cite the reference (that is, put author, date, & page number in parentheses). If you paraphrase you also need to cite the reference, with the page number. Then, be sure to put all sources that you cite in the “References” at the back of the paper. Plagiarizing can result in a very serious penalty, and any suspected case will be turned over to the Office of Academic Integrity.

Familiarize yourself with the University of Toronto’s *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules.

**Accessibility Needs:**

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible..

**Attendance:** Students are responsible for attending every lecture. I strongly recommend that you read the required material before coming to class: you will better understand both the lecture and the readings if you do.

**Class procedures:** The two hours will be used for lecture, but students should feel free at any time during the lecture to raise questions or to comment on the material. A point-form outline of the lecture will be presented in the form of slides during lectures. These slides are not lecture notes. They are posted on the website at [www.chass.utoronto.ca/~bfox/soc265](http://www.chass.utoronto.ca/~bfox/soc265). They are meant to help you take notes, and will be posted before class.

**Contacting Us:** Professor Fox is best reached either by email (if you put "SOC265" in the subject field) or by coming to her office in the Sociology Dept. (at 725 Spadina) during office hours on Tues., from 3:30 to 4:30. She is happy to answer brief, simple questions by email – and will usually do so within 24 hours – but longer questions should be asked in person. Louise's office hour is 2-3 on Tues. (except for those with tutorials) in room 225 in the Sociology Department at 725 Spadina Ave.

## OUTLINE

**Sept. 15 Introduction**

Readings: Lois Gould, 2009. Boy or Girl? X [find link on website]

Susan J. Douglas, 2010. Introduction: Fantasies of Power. Pp. 1-22 from *The Rise of Enlightened Sexism: How Pop Culture Took Us from Girl Power to Girls Gone Wild*. In coursepack.

Discussion Question: S. Douglas gets us thinking about the messages that commercial media has been sending us about gender. What are your assumptions about images of femininity and whether feminism is needed today, as a force for change? Do we need change with respect to gender?

**Sept. 22 Examining Biology and Stories About Biology**

Readings: David M. Buss, 2015 (1995). Psychological Sex Differences through Sexual Selection. Pp. 4-9 in *The Gendered Society Reader. Third Canadian Edition*, edited by Michael S. Kimmel, Amy Aronson and Amy Kaler. Don Mills: Oxford University Press [the "Text"].

Robert M. Sapolsky, 2015 (1998). Testosterone Rules. Pp. 9-14 in Text.

Emily Martin, 1991. The Egg and the Sperm. *Signs* 16: 485-501 [link]

Anne Fausto-Sterling, 2001 (1995). How to Build a Man. Pp. 306-310, from *Men's Lives. Fifth Edition*, edited by Michael S. Kimmel and Michael Messner. In coursepack.

Discussion Questions: These readings involve arguments about and research on biology, as well as the stories told by scientists. Psychologist David Buss argues that some gender differences are the product of evolution (i.e., biologically inherited). What are the other likely causes of the behaviour he describes? Biologist Robert Sapolsky examines the evidence on whether testosterone causes aggressive behaviour. Does it? Anthropologist Emily Martin also shows how assumptions about gender shape biologists' explanations of reproduction. How do they; how are their assumptions biasing how they describe physiological processes? Biologist Anne Fausto-Sterling argues that scientists' explanations of the biology that produces male bodies include assumptions about gender. What are those assumptions, or biases?

## **Sept. 29 Examining Sex: The Social Construction of the Sexed and Gendered Body**

### **First Tutorial – tips on effective reading + discussion of readings**

Readings: Anne Fausto-Sterling, 2015 (1993). The Five Sexes: Why Male and Female Are Not Enough. Pp. 24-29 in Text.

Patricia Gagne, Richard Tewksbury and Deanna McGaughey, 2015 (1997). Coming Out and Crossing Over: Identity Formation and Proclamation in a Transgender Community. Pp. 56-66 in Text.

Evelyn Blackwood, 1984. Sexuality and Gender in Certain Native American Tribes: The Case of Cross-Gender Females. *Signs* vol. 10, no. 1, pp. 27-42. [link]

Judith Lorber, 2015 (1994). Believing is Seeing: Biology as Ideology. Pp. 14-24 in Text.

Karin Martin, 1998. Becoming a gendered body. *American Sociological Review* vol. 63, no. 4, pp. 494-511 [link]

Discussion Questions: Anne Fausto-Sterling challenges the idea that the male-female binary is what “nature gives us.” What is her point? Patricia Gagne and her colleagues are also making a point about the male-female binary. What is it? And what do we learn from the anthropological evidence provided by anthropologist Evelyn Blackwood about the relationship between biological sex

and gender? What does Judith Lorber's title mean? What examples does this sociologist provide to show that gender is socially constructed? Sociologist Karin Martin found many ways in which little girls' bodies are treated differently than little boys' bodies -- that social processes create *gendered bodies*. In what ways were the girls being treated differently than the boys? What do we mean by "gendered bodies?"

## **Oct. 6        The Social Construction of Gendered Individuals**

### **Second Tutorial – on effective essay writing + discussion of readings**

Readings: Candace West and Don Zimmerman, 2015 (1987). *Doing Gender*. Pp. 34-45 in Text.

Marianne Cooper, 2000. Being the Go-To Guy. *Qualitative Sociology* 23, 4, pp. 379-390 (only) [link]

C.J. Pascoe, 2007. Chap. 3 (pp. 52-83) from *Dude, You're A Fag*. In coursepack.

Gillian Creese, 2015. Gendered Diaspora across Generations: The New African Diaspora in Vancouver. Pp. 122-133 in Text.

Discussion Questions: These researchers are all sociologists. C. West and D. Zimmerman develop an argument that is very different from socialization arguments, to explain why women and men often behave differently. What is their argument? How do they define "gender"? How is their understanding different from that produced by arguments about socialization? Marianne Cooper describes how a "new masculinity" is "done" by the men in Silicon Valley. What does this masculinity involve? What is C.J. Pascoe's interpretation of the white boys' frequent use of "fag" in the high school she studied? What has Gillian Creese learned about how gender and race together affect us?

**Essay #1 due on Oct. 13, at the start of class.**

## **Oct. 13        Examining Sexuality**

Readings: Steven Seidman, 2010. Introduction & Heterosexuality. Pp. xi-xix and 43-49 from *The Social Construction of Sexuality*. In coursepack.

Michael A. Messner, 2005. Becoming 100 Percent Straight. Pp. 115-120 from *Sex, Self and Society*, edited by Tracey L. Steele. In coursepack.

Beres, Melanie, 'It Just Happens': Negotiating Casual Heterosexual Sex. In Text.

Vivian Namaste, 2015. Genderbashing: Sexuality, Gender, and the Regulation of Public Space. Pp. 390-399 in Text.

Discussion Questions: Steven Seidman argues that sexuality is socially produced, and not a “natural” phenomenon. What does he mean by that? How does Michael Messner’s story about his youth illustrate Seidman’s argument? Melanie Beres has analyzed the language young adults use to describe their experiences with casual sex. What is her main finding? Vivian Namaste describes one of the main consequences of cultural beliefs that there are two sexes, that gender derives from sex, etc. What is her argument?

## **Oct. 20 Images of Women’s Bodies in Pop Culture**

### **Third Tutorial – discussion of course material; tips on test taking**

Reading: Susan J. Douglas, 2010. Sex “R” Us. Pp. 154-187 from *The Rise of Enlightened Sexism: How Pop Culture Took Us From Girl Power to Girls Gone Wild*. In coursepack.

Film: Jean Kilbourne’s ‘Killing Us Softly 4’ [in class]

Discussion Questions: Susan Douglas is illustrating what she sees as a new kind of sexism – what she calls “enlightened sexism.” What is the chief problem she is describing? Describe some of the key issues that Jean Kilbourne raises about the ways women’s bodies are portrayed in ads.

## **Oct. 27 TEST 1**

### **Nov. 3 A Look at Work Today: Gendered Workplaces, Gendered Jobs and the Conflict Between Employment and Family [or the question Can Women Have It All?]**

Readings : Marianne Cooper, 2000. Being the Go-To Guy. *Qualitative Sociology* 23, 4, pp. 390-405 [link]

Pamela Stone, 2007. Gilded Cages, Chap. 4 (pp. 80-104). From *Opting Out*. In coursepack or Contexts (fall 2007)

Brenda Beagan, 2015. Micro Inequities and Everyday Inequalities: “Race,” Gender, Sexuality, and Class in Medical School. Pp. 267-279 in Text.

Bernadette Stiell and Kim England, 2015 (1997). Domestic Distinctions: Constructing Difference among Paid Domestic Workers in Toronto. Pp. 313- 324 in Text.

Discussion Questions: How did the “new masculinity” that M. Cooper studied impact the family lives of the men (and the women in their lives)? Why did the very successful women that Pamela Stone studied quit their jobs and stay home with their kids? What inequalities did Brenda Beagan find in her study of medical school? What are the “differences” among paid domestic workers found by B. Stiehl and K. England?

## **Nov. 17 A Look at Gender in Families: Reproducing Gender?**

### **Fourth Tutorial – return of Test 1 & discussion**

Readings – Bonnie Fox, 2001. The Formative Years: How Parenthood Creates Gender. *The Canadian Review of Sociology and Anthropology* 38, 4, pp. 373-390. [link]

Gillian Ranson, 2015 (2005). No Longer “One of the Boys”: Negotiations with Motherhood, as Prospect or Reality, among Women in Engineering. Pp. 192-201 in Text.

Stephanie Coontz, 2011. When We Hated Mom (*New York Times*) [link]

Discussion Questions: In my study of couples becoming parents for the first time, I found some inequalities that developed with parenthood in most of the relationships of the couples I interviewed. What were these? Gillian Ranson (along with many other researchers) has found something about the obstacle that women face trying to combine careers and motherhood. What is it?

### **Essay #2 due on Nov. 24, at the start of class**

## **Nov. 24 A Brief Look at Some Social History**

Readings: Maxine L. Margolis, 1984. Putting Mothers on the Pedestal, Chap 2 (pp. 11-61) from *Mothers and Such*, by Maxine Margolis. In coursepack.

Discussion Questions: What factors created the modern definition of motherhood, according to anthropologist and historian Maxine Margolis?

## **Dec. 1 Violence in Everyday Life and in Neoliberal Social Policy**

Readings: Rebecca Solnit, 2014. The Longest War. Pp. 19-36 from *Men Explain Things to Me*. In coursepack.

Sepali Guruge, Nazilla Khanlou and Denise Gastaldo, 2015 (2010). Intimate Male Partner Violence in the Migration Process: Intersections of Gender, Race and Class. Pp. 377-389 in Text.

Susan J. Douglas. 2010. Epilogue: The F-Word. Pp. 297-306 from *The Rise of Enlightened Sexism*. In coursepack.

Discussion Questions: What ongoing problems are these writers describing? What are the sources of violence against women?

**Dec. 8      TEST 2**