

GENDER AND SOCIETY
SOC265H1F
Fall 2013

Professor Bonnie Fox
725 Spadina Ave., Room 382
416 978-4213

Class Time: Thurs. 12-2
Location:
Office Hour: Thurs, 3-4

bfox@chass.utoronto.ca

Course Website: www.chass.utoronto.ca/~bfox/soc265

Teaching Assistants: Jaime Nikolaou & Spencer Underwood Hrs: ???

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.

This course explores the complex nature of gender, especially the social inequalities associated with it. It begins with basic questions about biology, identity and differences between boys and girls. Then, it explores the social processes that create gender differences -- and, more important, the idea of gender difference -- as well as normative heterosexuality. The course also examines the consequences of living in a society organized around the assumption of gender difference -- consequences for our most intimate relationships, our family life, our life chances and our material well-being. Because many of these consequences follow (in part) from the way society is organized, the course considers some of the social history that produced current social arrangements involving how people acquire their livelihood, how they make and sustain family, and how they care for children and each other. The course then examines current social arrangements to better understand the ways that gender differences, divisions and inequalities are created in families, in workplaces, in social organization generally, in popular culture, and in interpersonal relationships. Because gender is one of several important axes of inequality in this society, the course also discusses the effects of social class and race.

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 (in both the Fox text and the "coursepack") are from journal articles and book chapters. I chose them because they are either classics in the field, offering some of the most insightful analysis or important research findings, or because they offer clear sociological analyses of the topics under discussion. They illustrate the arguments I make in the lecture. But the **lectures themselves are essential** for an overview and understanding of the key questions, issues and findings. 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. You are expected to be able to identify and discuss the key arguments in each reading and every lecture.

There will also be several **tutorials**. Attendance is optional. They will offer instruction on good note taking and effective essay writing, and techniques for test taking. The first test will also be returned and reviewed in the tutorials. As well, time permitting, tutorials will be discussion groups.

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.

Contacting Us: I am best reached either by email (if you put “Soc265” in the subject field) or by coming to my office during office hours on Thurs. 3:00 to 4:00. I am happy to answer brief, simple questions by email – and will usually do so within 24 hours – but longer questions must be asked in person.

Required Texts:

C.J. Pascoe, 2007. *Dude, You’re A Fag: Masculinity and Sexuality in High School*. Berkeley: University of California Press

Bonnie Fox, 2009. *When Couples Become Parents: The Creation of Gender in the Transition to Parenthood*. Toronto: University of Toronto Press

Coursepack, Canadian Scholars Press

These are all available at the University of Toronto Bookstore.

Other articles are available online; the links are on the website.

Grading:	<i>weights</i>	<i>dates</i>
First essay	20%	Oct. 10
First test	25%	Oct. 24
Second essay	30%	Nov. 14
Second test	25%	Nov. 28

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** that prevents you from taking the test, you must inform Professor Fox during the week the test is given (and preferably on the day of the test). 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: for illness, must supply a duly completed **Verification of Student Illness** or Injury form (available at www.illnessverification.utoronto.ca). A doctor's note is not acceptable; for other problems, you need a letter from your college registrar. The make-up tests will be given within two weeks of the missed 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. . These essays are **due at the beginning of class**, on the dates listed. There will be a penalty for handing in any essay after class.

Late essays: You will lose **2** percentage points for every day an essay is late. If a personal or family crisis prevents you from meeting an essay deadline, you must get a letter from your college registrar and talk to me as well (before the deadline). If there is a legitimate reason why you will miss a deadline, I am willing to work out another date. When you hand in the work, 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). Alternatively, it can be slid under my office door (before 5 pm any week day). (Students must keep copies of their work, in case assignments are lost. Students are responsible for assignments that are lost.) **Note:** Please be aware that turning in an old paper, or large parts thereof, for credit in a second (or third etc.) course, is considered an academic offense that results in students being referred to the Office of Academic Integrity.

On writing essays: Students who have questions or concerns about writing should make an appointment to see me or [TAs] during our office hours. I recommend using the very helpful website, "Writing at the University of Toronto," at www.writing.utoronto.ca. Look under "advice" and then "style and editing."

Writing workshops are also available for students; for information on them go to 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. Some words of **advice**: Write short, simple sentences and make sure that every paragraph contains a single theme or idea. When you begin a new theme, start a new paragraph

Students are expected to acquaint themselves with the rules concerning **plagiarism**: From the *Code of Behaviour on Academic Matters* -- "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 use the words of other people, put quotation marks around them and cite the reference (author, date, page number). Plagiarizing can result in a very serious penalty, and any suspected case will be turned over to the Office of Academic Integrity. Please also be aware that turning in an old paper, or large parts thereof, for credit in a second (or third etc.) course, is considered an academic offense that results in students being referred to the Office of Academic Integrity.

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. Lectures synthesize large bodies of research findings and, in the absence of a textbook that reviews the research in the field, are essential. 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 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 my website at www.chass.utoronto.ca/~bfox/soc265. They are meant to help you take notes, and will be posted before class.

Contacting Us: I am best reached either by email (if you put "SOC265" in the subject field) or by coming to my office in the Sociology Dept. (at 725 Spadina) during office hours on Thurs., from 3:00 to 4:00. I am happy to answer brief, simple questions by email – and will usually do so within 24 hours – but longer questions should be asked in person. [TAs'] office hours are on in room....

Tutorials: Optional tutorials will be offered on several weeks. These are optional, but will offer instruction on good notetaking and effective essay writing, and techniques for test taking. The first test will also be returned and reviewed in the tutorials. As well, time permitting, tutorials will be discussion groups.

OUTLINE

Sept. 12 Introduction

Readings: Lois Gould, 2009. Boy or Girl? X [find link on website]
Jayme Poisson, 2011. Parents Keep Child's Gender Secret (*Toronto Star*) [link]
Stephanie Nolan, 2011. In Much of the World, Gains in Women's Roles Elude a Silent Majority (*Globe and Mail*) [link]

Sept. 19 Biology and the Question of Difference: Sex and the Sexed Body

Readings : 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

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

Robert Sapolsky, 2000 (1998). The Trouble With Testosterone. Pp. 14-19, from *The Gendered Society Reader*, edited by Michael S. Kimmel. In coursepack

Alice Dreger, 2011. Redefining the Sexes in Unequal Terms (*New York Times*) [link]

Discussion Questions: Biologist Anne Fausto-Sterling argues that scientists' explanations of the biology that produces male and female bodies are full of assumptions about gender. What is her argument? How do scientists define masculinity and femininity in their apparently neutral accounts? Emily Martin also shows how assumptions about gender shape biologists' narratives on reproduction. How do they? Biologist Robert Sapolsky examines the evidence on whether testosterone causes aggressive behaviour. What does the evidence show?

Sept. 26 The Social Construction of Gender in a Gendered Society

Readings : Karin Martin, 1998. Becoming a gendered body. *American Sociological Review* vol. 63, 4, pp. 494-511 [link]

Judith Lorber, 1994. "Night to His Day": The Social Construction of Gender and Believing is Seeing: Biology as Ideology, Chaps. 1 & 2 (pp. 13-54) from *Paradoxes of Gender*. In coursepack

C.J. Pascoe, 2007. Chaps. 1 and 2 (pp. 1-51). *Dude, You're A Fag*. (Berkeley: University of California Press).

Jan Hoffman, 2011. Boys Will Be Boys? (*New York Times*) [link]

Discussion Questions: Karin Martin found many ways in which little girls' bodies are treated differently than little boys' bodies – that is, she found that social processes create *gendered bodies*. In what ways were these little girls being treated differently than the boys? Judith Lorber argues that gender is an institution. What does she mean? What does this institution accomplish, according to Lorber? What does Lorber mean when she argues that gender (as difference) is socially constructed? What does C.J. Pascoe mean when she refers to an “informal sexuality curricula” in the high school she studied? What does the Mr. Cougar skit indicate about boys' and girls' bodies?

First Tutorial – on effective reading, note-taking and essay writing

Oct. 3 The Social Construction of Gender II: “Doing Gender”

Readings: Candace West and Don Zimmerman, 1987. Doing Gender. *Gender & Society* 1,2, pp. 125-151 In coursepack.

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). *Dude, You're A Fag*.

Discussion Questions: 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? Marianne Cooper describes how a “new masculinity” is “done” by the men in Silicon Valley. What does this masculinity entail? What is the relationship between this kind of masculinity and the work the men do, and the companies they work for? Why do the white boys that Pascoe observed so frequently call others “fag”? What is this labeling about?

Essay #1 due on Oct. 10, at the start of class.

Oct. 10 Gender and Heteronormativity, Gender in Sexual Negotiations

Readings: Steven Seidman, 2010. Introduction & Heterosexuality & (optional) The Revolt Against Sexual Identity. Pp. xi-xix and 43-49 and (optional) 81-101 from *The Social Construction of Sexuality*. In coursepack

Mary Louise Adams, 1997. 'Why Can't I Be Normal?: Sex Advice for Teens. Chap. 5 (pp. 83-107) from *The Trouble With Normal*. In coursepack

C.J. Pascoe, 2007. Chap. 4 (pp. 84-114). *Dude, You're A Fag*.

Discussion Questions: Steven Seidman argues that sexuality is socially produced, and not a "natural" phenomenon. What does he mean by that? According to Seidman and colleagues, what challenges to the notion of a sexual identity are occurring today? [optional] Why, according to M. L. Adams, was there such concern in the 1950s about teen sexuality and the issue of normality? How does C.J. Pascoe interpret high-school boys' frequent talk about sex?

Oct. 17 Social History: Patriarchy in Pre-Industrial Europe

Readings – Claudia Opitz, 1992. Life in the Late Middle Ages. Pp. 267-318, from *A History of Women*, ed. by Christiane Klapisch-Zuber. In coursepack

Discussion Questions: According to Opitz, what were the key features of the inequality that women faced in the late Middle Ages in Europe? What possibilities were there for women's agency (as opposed to their victimization) in patriarchal Europe? Is the gender inequality described by Opitz different in nature from gender inequality in Canada today? If so, how is it?

Second Tutorial – discussion of course material; tips on test taking

Oct. 24 TEST 1

Oct. 31 The Historical Development of Our Gender Order

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

Sonya Rose, 1986. Gender at Work: Sex, Class and Industrial Capitalism. *History Workshop Journal*, 21 (spring), pp. 113-131 [link]

Discussion Questions: What social changes and processes created the modern definition of motherhood, according to Maxine Margolis? How was gender actively "at work" in industrial capitalism, according to Sonya Rose?

Video: 'Killing Us Softly IV' by Jean Kilbourne

Nov. 7 Gender in the Making of Families: Motherhood/Fatherhood

Readings – Bonnie Fox, 2009. Chaps. 3, 4, and 5 (pp. 77-184), *When Couples Become Parents*. (Toronto: University of Toronto Press).

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

Discussion Questions: According to B. Fox, why did many of the women she interviewed seem to be protecting their husbands/partners in the early weeks and months after childbirth? In what ways did these new mothers feel more dependent on their spouses? What factors explain why so many couples became more conventional with parenthood? Why did some resist that change?

Third Tutorial – return of Test 1; discussion of course material

Essay #2 due on Nov. 14 at the start of class.

Nov. 14 Gendered Workplaces and Gendered Work

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

Kristen Schilt, 2006. Just One of the Guys? *Gender & Society* 20, 4, pp. 465-490 [link]

Discussion Questions: How did the “new masculinity” that M. Cooper studied impact the family life of the men (and the women in their lives)? Why did the very successful women that Pamela Stone studied quit their jobs, to stay home with their kids? What do we learn from Kristen Schilt’s study about how women and men are evaluated and treated differently in the workplace?

Nov. 21 Gender in the Work of Sustaining Families: Earning and Caring

Readings: Bonnie Fox, 2009. Chap 6 (pp. 185-219), *When Couples Become Parents*.

Pierrette Hondagneu-Sotelo, Selections from chaps. 6 and 7 (pp. 145-156, 171-179, 193-203), from *Domestica*. In coursepack

Discussion Questions: Why did so many of the women B. Fox studied do more of the housework over the year? Hondagneu-Sotelo examines how both women who employ nannies and nannies themselves “see” their relationship – that is, what employers want from the nanny and what the nanny wants from her employer. What does she find?

Nov. 28 TEST 2