

**GENDER AND SOCIETY  
SOC265H1S  
Winter 2013**

Professor Bonnie Fox  
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Class Time: Thurs. 12-2  
Location: SS2117  
Office Hour: Thurs. 3:30-4:30  
Prerequisite: SOC. 101Y or  
SOC. 102H or SOC. 103H

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

Teaching Assistant: Louise Birdsell Bauer

Office Hour: Thurs. 3-4  
Room 225

This course explores the complex nature of gender, especially the social inequalities associated with it. We begin with basic questions about biology, identity and whether there are differences between boys and girls, men and women. Then, we explore the social processes that create gender differences as well as normative heterosexuality. We also examine the consequences of living in a society organized around the assumption of gender difference between sexes – 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 our society is organized, we consider some of the social history that produced current social arrangements involving how we acquire our livelihood, how we make and sustain family, and how we care for children and each other. We examine these arrangements to better understand the ways that gender differences, divisions and inequalities are created in families and in workplaces, and in social structure, culture and interpersonal relationships more generally. Because gender is one of several important axes of inequality in this society, the effects of social class and race will also be discussed.

**Note:** Students without the prerequisite can be removed from the course at any time (without notice).

**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.

<b>Grading:</b>	<i>weights</i>	<i>dates</i>
First test	30%	Feb. 28
Second test	30%	Apr. 4
First essay	15%	Feb. 7
Second essay	25%	5 Apr.

### **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. The tests are synthetic, so you should review and think about **main themes and arguments** discussed in the course in preparation for them. 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. 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, you need a U of T Medical Certificate signed by your doctor; 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 questions about the required readings and require some analysis of the authors' arguments.

**Late essays** may be handed in only if I have given you permission beforehand. You will lose **2** percentage points for every day an essay is late, and **both assignments must be completed**. 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. If there is a legitimate reason why you missed a deadline, I am willing to work out another deadline. Once you have my permission to hand in the work, attach the registrar's letter to the essay when you hand it in. 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.)

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 produce 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.

Please note: Test/Assignment Dates are fixed and non-negotiable: Plan your schedule around them.

**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.

**On writing essays:** Students who have questions or concerns about writing should make an appointment to see me or Melissa during our office hours. I 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 then "style and editing." Writing workshops are also available for students; for information on them go to [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. 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.

**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](http://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 "SOC 265" in the subject field) or by coming to my office in the Sociology Dept. (at 725 Spadina) during office hours on Thurs., from 3:30-4:30. 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. Diana Miller's office hours are on Thurs. from 2:00 to 3:00 in room 225 in Sociology.

**Tutorials:** Several tutorials will be held throughout the term. The times will be determined on the first week of classes. They will provide you a chance to discuss the course readings and lectures, and are voluntary.

## OUTLINE

### Jan. 10 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]

### Jan. 17 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

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

Sharon Preves, 2009. Intersex Narratives: Gender, Medicine and Identity. Pp. 32-42, from *Sex, Gender and Sexuality*, edited by Abby Ferber, Kimberly Holcomb, and Tre Wentling. In coursepack

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

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? Does biologist Robert Sapolsky find evidence that testosterone causes aggressive behaviour? What does his evidence show? What do we learn from Preves about the assumption that there are two sexes (only)? Why do you think physicians feel compelled to operate on intersexuals?

### Jan. 24 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 & 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? 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?

### **Jan. 31            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 when they describe why women and men behave differently. What is their argument? Marianne Cooper describes how a “new masculinity” is “done” by the men in Silicon Valley. What does it entail? What is the relationship between this kind of masculinity and the work they 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 Feb. 7, at the start of class.**

### **Feb. 7            Gender and Heteronormativity, Gender in Sexual Negotiations**

Readings: Steven Seidman, 2010. Introduction & Heterosexuality. Pp. xi-xix and 43-49 & 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

Melanie Beres, 2008 (2006). “It Just Happens”: Negotiating Casual Heterosexual Sex. Pp. 370-381, from *The Gendered Society Reader: Canadian Edition*, edited by Michael Kimmel, Amy Aronson and Amy Kaler. 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? Why, according to Mary Louise Adam, was there such concern, in the 1950s, about teen sexuality and the issue of normality? What does Melanie Beres learn when she talks to young adults about their experiences of casual sex: What does their talk indicate about gender differences in those encounters? How does C.J. Pascoe interpret high-school boys' frequent talk about sex?

### **Feb. 14            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?

### **Reading Week – no class**

**Feb. 28 – TEST 1**

### **Mar. 7 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?

### **Mar. 14 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?

### **Essay #2 due on Mar. 21, at the start of class**

### **Mar. 21 Gender in the Work of Sustaining Families: Earning and Caring**

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

Veronica Tichenor, 2011 [2005]. Gendered Bargain: Why Wives Cannot Trade Their Money for Housework. Pp. 666-678 from Susan Ferguson, editor. *Shifting the Center*. In coursepack

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? Why are women unable to effectively 'trade' the money they bring into the household for their husband's added housework and child care, according to Tichenor? Hondagneu-Sotelo's findings tell us much about what both women who employ nannies and nannies themselves want, need and expect in their relationship, given their relative situations. What does she find?

### **Mar. 28          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?

### **Apr. 4          Second test**