

University of Toronto
SOC265H1F – Gender & Society
Instructor: Diana Miller
Summer 2012

CONTACT INFORMATION

Class meetings: 2-4pm Tuesdays and Thursdays, ROOM SS2118
Instructor's Email: diana.miller@utoronto.ca
Instructor's Office Hours: Mondays 1-3pm, or by appointment, Room #225 in the Sociology Department, 725 Spadina Avenue (SE corner of Bloor/Spadina)

Teaching assistant: TBA, office hours by appointment in Room #225 of the Sociology Department
Teaching assistant's email: TBA@utoronto.ca

COURSE DESCRIPTION AND OBJECTIVES

Welcome to Gender & Society. In this course, we will examine the complex and socially constructed nature of gender relations in Western society. We will begin by considering basic questions about biology as the source of gender difference, and then explore the ways that gender difference is constructed at both the institutional and interactional levels. In the course of this discussion, we will review debates about what "gender" actually means: is it an individual identity? A feature of social organization? A performance? We will examine the ways that gender difference is built into various aspects of our everyday lives, including the economy, the family, and sexual relations.

EVALUATION

Reading Quizzes	Ongoing	10%
Midterm	Tuesday, June 5 th , 2012	30%
Written Assignment	Thursday, June 14 th , 2012	30%
Final Exam	Tuesday, June 26, 2012	30%

Reading Quizzes: A reading quiz will be available for each lecture with assigned readings. These reading quizzes are intended to get you thinking analytically and independently about the readings before class, and help you prepare to ask insightful questions during lecture. Each reading quiz will consist of a few (usually 3-5) multiple choice questions, and should only take a few minutes to complete. The questions will focus on the main arguments being made in the assigned readings. You will need to complete 8 reading quizzes before the end of the course. You may complete more than the required number of reading quizzes; if you do so, your top 8 marks will be counted.

Reading quizzes must be completed BEFORE lecture. They will be available for 24 hours before the lecture (i.e. from 2pm the day before the lecture until 2pm the day of the lecture). To complete a reading quiz, log on to Blackboard and access the folder called "Reading Quizzes" (under the "Content" tab).

Written Assignment: Detailed instructions will be provided about the written assignment in class.

Midterm and Final Exam: The midterm and final exam will consist of a combination of multiple choice, true/false, short answer, and/or short essay questions. The approximate number and weighting of the questions will be discussed in class.

COURSE POLICIES

Email: If you email the course instructor or teaching assistant for assistance, you can expect a response within two business days. Before sending an email, please check to see if your question is already answered in the syllabus or on Blackboard. Email is most suitable for questions that are clear, concise, and easily answerable; if you are confused about the course material or need to discuss a concept, you should attend the instructor's or teaching assistant's office hours. You may not receive a response to your email if a) it does not originate from a University of Toronto email account, as it may be filtered into a spam folder, or b) if it contains material that is inflammatory, offensive, or otherwise inappropriate for a professional academic environment.

Missed classes: You are responsible for all material covered in class. Missing class is not advisable, but if you must miss class then you assume full responsibility for catching up on the material covered that day. Make friends in class and find someone who will share their notes with you – the instructor and TA do not provide notes or other supplementary materials in cases of missed classes.

Late Papers: Late work is not acceptable, and will result in a 2% deduction from the assigned grade per calendar day, including weekends and holidays. If you must submit late work, place it in the drop boxes provided in Room 225 of 725 Spadina Ave (open Monday to Friday from 9:00 a.m. to 5:00 p.m.), using the time-stamp machine. Please note that these drop boxes are available during business hours only, and if you submit work there you must notify your TA that you have done so or it may not be retrieved.

Tests and Make-up Tests: All students must write the test at the regularly scheduled sitting in class, or at Accessibility Services with prior registration. Make-up tests may be granted at the discretion of the instructor, but are not guaranteed, to students who a) contact the instructor or a TA within three days of the test and b) provide acceptable documentation at the time of the make-up test.

Documentation: Requests to write a make-up test or submit late work without penalty will be considered *only with appropriate documentation*. Appropriate documentation includes a University of Toronto medical certificate or, in cases where the situation is of a personal rather than medical nature, a letter from your registrar.

Regrading: Students may request a re-grade of a written assignment or the written portion (e.g. short answer or short essay) on a test. Students must wait 24 hours after the paper or test is handed back before submitting a re-grade request, and must provide a brief written statement identifying the problem with the original grade assigned and justifying why their grade should be reviewed. If the instructor agrees that a paper or test should be reviewed, the new mark is final and may be higher or lower than the original mark.

Academic Integrity: Students are expected to understand and follow the University of Toronto's policies regarding academic integrity. Cheating, misrepresentation, and plagiarism will not be tolerated, and will result in serious penalties. Students must use proper citation practice, and know the difference between

[acceptable and unacceptable paraphrasing](#) of others' work. If you are unfamiliar with academic integrity at the University of Toronto, the onus is on you to inform yourself of your responsibilities as a student. A suggested starting point is www.utoronto.ca/academicintegrity. Margaret Proctor's document entitled "[How Not to Plagiarize](#)," available on the aforementioned website, is a particularly recommended resource.

COURSE SCHEDULE AND REQUIRED READINGS

You will need to purchase the following book:

Pascoe, CJ. 2007. *Dude, You're a Fag: Masculinity and Sexuality in High School*. University of California Press.

The remaining readings can be found as Blackboard links (under the "Content" tab, in the folder called "Course Readings"), or in your course pack, which is available from the University of Toronto bookstore at the Koffler Centre. The note in square brackets after each reading denotes where you will find it. Plan to do the required readings before the lecture, and come prepared to discuss them and ask questions about them. There is no obligation to do the optional readings, and they will not appear on the tests.

May 15th

Required reading:

Introduction: What is the sociology of gender and why does it matter?

Poisson, Jayme. "Parents Keep Child's Gender Secret." *Toronto Star*, 21 May 2011. [Blackboard link]

Gould, Lois. "A Fabulous Child's Story," available [Blackboard link]

Optional:

Any or all other articles from the Toronto Star discussion around the original article, available at: <http://www.thestar.com/topic/genderless%20baby>

May 17th

Required Reading:

Decoupling gender from biology

Fausto-Sterling, Anne. 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]

Preves, Sharon. 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]

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

Martin, Emily. 1991. "The Egg and the Sperm: How Science has Constructed a Romance Based on Stereotypical Male-Female Roles." *Signs* 16(3): 485-501 [Blackboard link]

Discussion Questions: What is the relationship between gender identity and biological sex? Are there only two sexes? What motivates some people's insistence that natural biological variation be classified into two sexes? If biology cannot explain gender difference, what can?

May 22nd

Required Reading:

The Social Construction of Gender I: Macro Perspectives

Lorber, Judith. 1994. "Night to His Day," Chapter 1 (pp. 13-36) from *Paradoxes of Gender*. [In coursepack]

Martin, Karin. 2001. Becoming a gendered body. *American Sociological Review* vol. 63, 4, pp. 494-511. [Blackboard Link]

May 24th

Required Reading:

The Social Construction of Gender II: The Daily Practice of Gender

West, Candace and Don Zimmerman. 1989. "Doing Gender" *Gender & Society*, 1(2): 125-151. [Blackboard Link]

Connell, RW. "Sex Role Theory," pgs 47-54 in *Gender & Power* [In coursepack]
Chapter 1 (at least pgs 1-15) of *Dude, You're a Fag*

May 29th

Deconstructing the categories "woman" and "man" I: Multiple Masculinities

R.W. Connell . 2005. "Relations among Masculinities: Hegemony, Subordination, Complicity, Marginalization," pgs 76-81 in *Masculinities*, University of California Press. [In coursepack]

Cooper, Marianne. 2000. "Being the Go-To Guy." *Qualitative Sociology* 23, 4, pp. 379-405 [Blackboard Link]

Chapter 4 (pgs. 84-114) of CJ Pascoe's *Dude, You're a Fag*

Optional:

Chapter 5 of CJ Pascoe's *Dude, You're a Fag*.

May 31st

Required Reading:

Deconstructing the categories "woman" and "man" II: Intersectionality

Glenn, Evelyn Nakano. 1999. "The Social Construction and Institutionalization of Gender and Race." Pgs 3-35 In *Revisioning Gender*, edited by Ferree, M.M., Lorber, J., and Hess, B.B. [coursepack].

Dhillon, Amrit. "Do Indian women need the right to dress like a tart?" *Globe and Mail*, 29 July 2011. [Blackboard Link]

Eva Hattie L. Schueler. "Hunger Games Casting: Why Jennifer Lawrence Shouldn't Play Katniss." *Huffington Post Online*, 1 March 2012. [Blackboard link]

Optional:

Glenn, Evelyn Nakano. 1992. "From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor" *Signs* 18(1): 1-43

Patricia Hill Collins. 2000. "The Politics of Black Feminist Thought," Chapter 1 (pgs 1-19) in *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment, 2nd Edition*. Routledge.

Discussion Questions: Does anything unite all people in the categories "men" or "women"? Do all women/men experience femininity/masculinity in the same way? What are the major factors that might shape how people experience gender?

June 5th

MIDTERM

June 7th

Required Reading:

Sexuality and Heteronormativity

Martin, Karin A. 2009. "Normalizing Heterosexuality: Mothers' Assumptions, talk and Strategies with Young Children." *American Sociological Review* 74(2): 190-207 [Blackboard Link]

Pascoe, CJ. *Dude, You're a Fag* Chapters 2 & 3 (pgs 25-83)

June 12th

Required Reading:

Gender and the economy I: Pre-Industrial Societies

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: How does the economy shape gender relations, and how is it in turn shaped by gender relations? What were the main sources of gender inequality in pre-capitalist societies? How did women negotiate these inequalities?

June 14th

Required Reading:

Gender and the economy II: Capitalist societies - ASSIGNMENT DUE

Arat-Koc, Sedef, 2001. "The Politics of Family and Immigration in the Subordination of Domestic Workers in Canada." Pgs 352-369 in *Family Patterns, Gender Relations*, ed. by Bonnie Fox. Oxford University Press. [coursepack]

Collins, Patricia Hill.1997. "The Meaning of Motherhood in Black Culture and Black Mother-Daughter Relationships," Pgs 264-273 from *Gender Through the Prism of Difference*, ed. by Maxine Baca Zinn, P. Hondagneu-Sotelo, and M. Messner, [coursepack]

Kelly, Erin L., Samantha K. Ammons, Kelly Chermack, and Phyllis Moen. 2010. "Gendered Challenge, Gendered Response: Confronting the Ideal Worker Norm in a White Collar Workplace." *Gender & Society* 24(3):281-303 [Blackboard link]

Discussion Questions: What are the sources of gender inequality in capitalist societies? How are gender relations shaped by the social organization of a capitalist society?

June 19th

Required Reading:

Gender and the Family/Unpaid Work

Hays, Sharon. 1996. "From Rods to Reasoning: The Historical Construction of Intensive Mothering." Pgs 19-50 in *The Cultural Contradictions of Motherhood*,

Yale University Press.

Veronica J. 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]

Discussion Questions: What are the consequences of the public/private divide for the ways that unpaid labour and the work of sustaining families are organized?

June 21st

Required Reading:

Gender and Culture/Media

Johnston, Josée and Judith Taylor. 2008. "Feminist Consumerism and Fat Activists: A Comparative Study of Grassroots Activism and the Dove Real Beauty Campaign," *Signs* 33 (4): 941-966 [Blackboard Link]

Radway, Janice. 1984. "Reading the Romance," Chapter 1 (pgs 1-19). [in coursepack]

FINAL EXAM

Tuesday, June 26th from 2-4 – Location to be announced.