

University of Toronto  
**SOC265H1F – Gender & Society**  
Instructor: Diana Miller  
May-June 2014

CONTACT INFORMATION

*Class meetings:* 3-5pm Tuesdays and Thursdays, Sidney Smith 2118  
*Instructor's Email:* diana.miller@mail.utoronto.ca  
*Instructor's Office Hours:* Mondays 2-4pm or by appointment, room #225A in the Sociology Department, 725 Spadina Avenue (SE corner of Bloor/Spadina)  
*Teaching assistant:* Chris Tatham, [chris.tatham@mail.utoronto.ca](mailto:chris.tatham@mail.utoronto.ca)

COURSE DESCRIPTION AND LEARNING OBJECTIVES

Welcome to Gender & Society. In this course, we will examine the complex and socially constructed nature of gender relations in Western society. In the first half of this course, we review key theories and concepts that sociologists have used to understand gender and gender relations, including gender as a social construction, as a practice, as a hierarchical system of social relationships, and as an axis of inequality. The second half of the course focuses on key sites at which gender inequalities are built into modern Western society, such as the organization of the economy, paid work, marriage and family, sexual relationships, and mass media.

By the end of this course, students will be able to:

- Distinguish between different levels of analysis at which we can study gender
- Identify different ways of conceptualizing gender, and explain key differences between them
- Explain how key organizational features of Western society (e.g. family structure, workplace structure, mass media) impact gender relationships

EVALUATION

Reading quizzes/Reading notes	Ongoing	10%
Test #1	Thursday, May 29 <sup>th</sup> , 2014	30%
Written Assignment	Tuesday, June 10 <sup>th</sup> , 2014	30%
Test #2	Thursday, June 19 <sup>th</sup> , 2014	30%

**Reading quizzes and reading notes:** 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, and to help you prepare to ask insightful questions during lecture. Each reading quiz will consist of a few (usually 3-4, but the number will vary) 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. To complete a reading quiz, log on to Blackboard and access the folder called "Reading Quizzes" under the "Course Materials" tab. The reading quizzes close on 5pm Friday of the week in which the readings were assigned, i.e. the reading quizzes for May 20<sup>th</sup> and 22<sup>nd</sup> close at 5pm on Friday May 23<sup>rd</sup>.

As an alternative or supplement to the reading quizzes, you may hand in a set of reading notes summarizing the main argument of any *substantive* reading (i.e. a book chapter or journal article, *not* a newspaper article or report summary). Please use the reading notes template found on Blackboard. Reading notes must be handed in during the same half of the course in which the reading was assigned, i.e. reading notes for the first half of the course must be handed in before Test #1, and reading notes for the second half of the course must be handed in before Test #2.

**Written Assignment:** The written assignment will consist of a 6-8 page essay analyzing the arguments made in *Dude, You're a Fag* by CJ Pascoe. Detailed instructions will be provided about the written assignment in class.

**Tests:** Both Test #1 and Test #2 will consist of a combination of multiple choice, true/false, short answer/definition, and/or short essay questions. Test #2 is not cumulative; it will cover only readings and lecture material discussed after the midterm. 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 office hours or ask a question during class. You may not receive a response to your email if it does not originate from a University of Toronto email account, as it may be filtered into a spam folder.

**Missed classes:** Missing class is not advisable, but if you must miss class then you are responsible for catching up on the material. Make friends and find someone who will share their notes with you—the instructor does provide notes or other supplementary materials, even for documented absences.

**Late Papers:** Late work is not acceptable, and will result in a 2.5% deduction from the assigned grade per calendar day, including weekends and holidays. If you must submit late work, place it in the drop box provided in room 225 of 725 Spadina Avenue, using the time-stamp machine. The drop box is available Monday-Friday from 9am-5pm only. If you submit work there you must notify your TA that you have done so, or your work 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 missed 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 means 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.

**Re-grading:** 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 specific 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](http://www.utoronto.ca/academicintegrity). Margaret Proctor's document "[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.

This book is available in print at the University of Toronto Bookstore. Print copies and e-book versions are also available at multiple mass-market retailers (e.g. amazon.ca, chapters.indigo.ca). All other readings can be found as Blackboard links (under the "Course Materials" tab, in the folder called "Assigned Readings"). Plan to do the required readings before the lecture, and come prepared to discuss them and ask questions.

### May 13<sup>th</sup> Introduction / Decoupling Gender from Biology

Required reading: 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." Pgs 32-42 in *Sex, Gender and Sexuality*, edited by Abby Ferber, Kimberly Holcomb, and Tre Wentling. [In coursepack]

Sapolsky, Robert. 2000. "The Trouble With Testosterone." Pgs 14-19 in *The Gendered Society Reader*, edited by Michael S. Kimmel. [In coursepack]

Discussion Questions: What is the relationship between gender identity and biological sex? Are there only two sexes? If biology cannot explain gender difference, what can?

**May 15<sup>th</sup>**

**The Social Construction of Gender I: Macro Perspectives**

Required Reading:

Lorber, Judith. 1994. "Night to His Day." Pgs 13-36 in *Paradoxes of Gender*. [In coursepack]

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

Renzetti, Claire M., Daniel J. Curran and Shana L Maier. 2012. "Multiple Genders." Pgs 67-69 in *Women, Men and Society, 6<sup>th</sup> edition*, Pearson. [In coursepack]

Optional:

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

Discussion Questions:

What does it mean for gender to exist at two levels of analysis? What are some of the ways that gender is built into social institutions and everyday practice?

**May 20<sup>th</sup>**

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

Required Reading:

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 22<sup>nd</sup>**

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

Connell, R.W . 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): 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 27<sup>th</sup>**

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

Required Reading:

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. [In coursepack]

Collins, Patricia Hill. 1997. "The Meaning of Motherhood in Black Culture and Black Mother-Daughter Relationships" in *Through the Prism of Difference*, edited by Maxine Baca Zinn. Allyn & Bacon. [In coursepack]

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?

**May 29<sup>th</sup>** **Test #1, in class**

**June 3<sup>rd</sup>** **Sexuality and Heteronormativity**

Required Reading: Martin, Karin A. 2009. “Normalizing Heterosexuality: Mothers’ Assumptions, Talk and Strategies with Young Children.” *American Sociological Review* 74(2): 190-207 [Blackboard Link]

Pascoe, C.J. *Dude, You’re a Fag* Chapters 2 & 3 (pgs 25-83)

Discussion Questions: How is the social organization of sexuality related to gender?

**June 5<sup>th</sup>** **Gender and the economy I: Pre-Industrial Societies**

Required Reading: Renzetti, Claire M., Daniel J. Curran and Shana L Maier. 2012. “Ancestors and Neighbours.” Chapter 3 (pgs. 56-67 and 70-72) from *Women, Men and Society*, 6<sup>th</sup> edition, Pearson. [In coursepack]

Claudia Opitz, 1992. “Life in the Late Middle Ages.” Pgs 267-306 in *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 10<sup>th</sup>** **Gender and the economy II: Capitalist societies - ASSIGNMENT DUE**

Required Reading: 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*, edited by Bonnie Fox. Oxford University Press. [In 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 12<sup>th</sup>** **Gender and the Family/Unpaid Work**

Required Reading: Dunne, Gillian. “Lesbians at Home: Why Can’t a Man be More Like a Woman?” Pgs 385-415 in *Family Patterns, Gender Relations*, edited by Bonnie Fox. Oxford University Press [In coursepack]

Fox, Bonnie. 2009. “The Formative Years: How Parenthood Creates Gender.”

*Canadian Journal of Sociology* [Blackboard link]

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 17<sup>th</sup>**

Required Reading:

**Gender and Culture/Media**

Milkie, Melissa A. 1999. "Social comparisons, reflected appraisals, and mass media: The impact of pervasive beauty images on black and white girls' self concepts." *Social Psychology Quarterly*

Centre for the Study of Women in Film and Television. "The Celluloid Ceiling," "Gender @ the Movies," and "It's a Man's (Celluloid) World." [Full text on Blackboard]

Discussion Questions: Are women still under-represented and/or stereotyped in media depictions? If so, what are the social forces underlying these dynamics?

**June 19<sup>th</sup>**

**Test #2, in class**