

SOC265H1F
Gender & Society
Summer 2016

Judy Beglaubter

Office Hours: Thursdays 11-12

725 Spadina Ave, Room 397

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Class time: Tuesdays & Thursdays 12-2

Location: SS2110

TA: Louis Birdsell Bauer

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This course explores the complex nature of gender, especially the social inequalities associated with it. It is divided into three parts. In the first, we begin with basic questions about biology, identity, and differences between boys and girls. The course then examines the social history that produced current gender arrangements by considering changes in the way people have acquired their livelihood, made and sustained family, and cared for children and each other over the last few centuries. Finally we will explore the social process that create (the idea of) gender differences in contemporary society, as well as some of the consequences of living in a society organized around this assumption – for our most intimate relationships, our family life, our life chances, and our material well-being. Throughout the course you will be asked to use your “sociological imagination” to problematize common-sense understandings of gender and envision a world in which gender does not matter or exist

Unlike courses in which there is a textbook that provides an overview of the material, the lectures provide that function in this course. As such, attending class is essential in order to develop an understanding of the theoretical context, situate the findings and arguments presented in the texts, and make connections amongst course material. Throughout the course you will be asked to use your “sociological imagination” to problematize common-sense understandings of gender and envision a world in which gender does not matter. Students should come to class prepared to discuss readings and engage meaningfully with the material. Tests will draw equally on both lectures and texts and you will need to be able to identify and discuss the key arguments in each reading and every lecture to succeed in this course.

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

Required Text: A Coursepack is available at the U of T Bookstore
See Blackboard for other required readings

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

Communication: You can reach me by email (put "SOC265" in the subject) or during office hours or by appointment. 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

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|---------------------------|---------------|-----|--------------------|
| Course Evaluation: | Test #1 | 30% | In Class - May 24 |
| | Essay | 35% | Due June 2 |
| | Test #2 | 25% | In Class - June 16 |
| | Participation | 10% | |

Note: These dates are fixed and non-negotiable - Plan your schedule around them

Participation: Participation will be graded periodically in the form of in-class writing

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 be able to discuss the main issues and ideas covered in the lectures

Make-up Tests: Students who miss a test will receive a grade of zero. Make-ups will only be given to students who have certifiable reasons: In the case of illness, you must inform the professor the same week the test is given and supply a completed "Verification of Student Illness or Injury" form:: www.illnessverification.utoronto.ca. A doctor's note is not acceptable. For other personal or family issues, a letter from your college registrar is required.

Essay: There is one essay in this course. Specific instructions and requirements will be handed out in class and posted on Blackboard. The paper is **due at the beginning of class on June 2**. There will be a penalty for handing in an essay after class. Keep copies of all your work.

Late essays: You will lose **2 percentage points** for every day an essay is late. Work handed in late must be **date-stamped** and put in the second-year mailbox in room 225 in the Sociology Department building (725 Spadina Ave., Mon.- Fri. 9:00-4:45). You may hand in late papers electronically, however you also are required to hand in a hardcopy to me at our next class. If a crisis prevents you from meeting a deadline, you must get a letter from your college registrar. If you are unable to hand in your paper due to illness, you must supply a completed "Verification of Student Illness or Injury" form, available at: www.illnessverification.utoronto.ca. Any documentation must be emailed to me or attached and submitted with your work.

On writing: How you communicate your ideas is just as important as your grasp on the material. In order to write a persuasive essay, you need to develop an argument, not just describe phenomena. You must also pay close attention to style, mechanics, and proper referencing. Write short, simple sentences and make sure that every paragraph contains a single main point or idea that you subsequently develop. When you begin a sentence with a new idea, start a new paragraph. Students who have questions or concerns about writing should make an appointment to see me or the TA during 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

Plagiarism: 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: practices acceptable in high school may prove unacceptable 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 (ie, put author, date, page number in brackets). As well, if you paraphrase from a source, you must cite the page number. Be sure to put all sources that you cite in the References section 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 Matter*:
<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: 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

Grading policy: Students who are dissatisfied with their test or paper grade have one week to address their concerns, in writing, to the TA. Indicate in a 1-page typed document why the grade was inappropriate. If unsatisfied with the outcome of your meeting with the TA, the instructor will review your concerns. Upon reconsideration the grade may be raised or lowered

May 10 Introduction: Why Study Sex and Gender?

Lois Gould. 1972. "X: A Fabulous Child's Story." *Polare* [\[Link\]](#)

Jayne Poisson. 2011. "Parents Keep Child's Gender Secret." *Toronto Star* [\[Link\]](#)

Susan Douglas. 2010. "Girls Gone Anti-Feminist: Is '70s Feminism an Impediment to Female Happiness and Fulfillment?" *In These Times* [\[Link\]](#)

May 12 Biology and the Question of Difference

Robert Sapolsky. 2015 (1998). "Testosterone Rules." Pp. 9-14 in *The Gendered Society Reader* [\[Coursepack\]](#)

Anne Fausto-Sterling. 1993 "The Five Sexes: Why Male and Female Are Not Enough." *The Sciences*, 33(2): 20-25 [\[Link\]](#)

Evelyn Blackwood. 1984. "Sexuality and Gender in Certain Native American Tribes: The Case of Cross-Gender Females." *Signs* 10(1): 27-42 [\[Link\]](#)

Suzanne Kessler & Wendy McKenna. 1985. "The Primacy of Gender Attribution." Pp. 1-20 in *Gender: An Ethnomethodological Approach* [\[Coursepack\]](#)

May 17 An Integrative Framework for Studying Gender

Judith Lorber. 2003 (1994). "The Social Construction of Gender" Pp. in *Reconstructing Gender: A Multicultural Anthology, 3rd Edition* [\[Coursepack\]](#)

Evelyn Nakano-Glenn. 1999. "The Social Construction and Institutionalization of Gender and Race." Pp. 1-14 in *Revisioning Gender* [\[Coursepack\]](#)

Raewyn Connell. 2009. "Gender Relations," in *Gender, 2nd Edition* [\[Coursepack\]](#)

May 19 Variations in Gender Relations Pre-capitalism

Eleanor Burke Leacock. 1980. "Selections from Myths of Male Dominance And Women's Status in Egalitarian Society: Implications for Social Evolution." Pp. 33-38, 43-62 & 137-145 in *Myths of Male Dominance* [\[Coursepack\]](#)

Friedrich Engels. 1972 (1884). "The Origin of the Family, Private Property, and the State." Pp. 189-204 in *Feminism: The Essential Historical Writings* [\[Coursepack\]](#)

Bridget Hill. 1994. "Women's Work in the Family Economy" and "The Undermining of the Family Economy" Pp. 24-68 in *Women, Work, and Sexual Politics in Eighteenth-Century England* [\[Coursepack\]](#)

May 24 **Test #1 – On lectures 1-4**

May 26 **The Historical Development of Our Gender Order**

Christine Stansell. 1987. "Female Work and Poverty" and "The Problem of Dependency: Men and Women, Rich and Poor." Pp. 3-30 in *City of Women* **[Coursepack]**

Maxine Margolis. 2009. "Putting Mothers on the Pedestal." Pp. 119-135 in *Family Patterns, Gender Relations* **[Coursepack]**

Meg Luxton. 1980. "Wives and Husbands." Pp. 43-79 in *More Than A Labour of Love: Three Generations of Women's Work in the Home* **[Coursepack]**

May 31 **Examining Gender Today: Childhood & Adolescence**

Karin Martin. 1998. "Becoming a Gendered Body." *American Sociological Review* 63(4): 494-511 **[Link]**

Barrie Thorne. 1993. Selections from "Gender Separation: Why and How," "Creating a Sense of 'Opposite Sides'," and "Do Girls and Boys Have Different Cultures?" Pp. 49-56, 64-78 & 89-109 in *Gender Play* **[Coursepack]**

C.J. Pascoe. 2007. "Dude, You're a Fag: Adolescent Male Homophobia." Pp. 52-83 in *Dude You're A Fag: Masculinity and Sexuality in High School* **[Link]**

June 2 **Examining Gender Today: Sexuality**

Karin Martin. 1996. "'My Hair Is My Accomplishment:' Gender Differences at Puberty." Pp. 19-58 in *Puberty, Sexuality and the Self: Girls, Boys and Adolescence* **[Coursepack]**

Michael Kimmel. 2008. "Hooking Up: Sex in Guyland." Pp. 190-216 in *Guyland: The Perilous World Where Boys Become Men* **[Coursepack]**

Laura Hamilton & Elizabeth Armstrong. 2009. "Gendered Sexuality in Young Adulthood: Double Binds and Flawed Options." *Gender & Society* 23(5): 589-616 **[Link]**

June 7 **Examining Gender Today: Marriage & Parenthood**

Bonnie Fox. 2001. "The Formative Years: How Parenthood Creates Gender." *Canadian Review of Sociology and Anthropology* 38(4): 373-389 **[Link]**

Gillian Dunne. 2000. "Opting into Motherhood: Lesbians Blurring the Boundaries and Transforming the Meaning of Parenthood and Kinship." *Gender & Society* 14(1): 11-35 **[Link]**

Carla Shows & Naomi Gerstel. 2009. "Fathering, Class, & Gender: A Comparison of Physicians and Emergency Medical Technicians." *Gender & Society* 23(2): 161-187 [\[Link\]](#)

June 9 Examining Gender Today: Work

Kristen Schilt. 2006. "Just One of the Guys? How Transmen Make Gender Visible at Work." *Gender & Society* 20(4): 465-490 [\[Link\]](#)

Marianne Cooper. 2000. "Being the Go-To Guy: Fatherhood, Masculinity, and the Organization of Work in Silicon Valley." *Qualitative Sociology* 23(4): 390-405 [\[Link\]](#)

Saskia Sassen. 2003. "Global Cities and Survival Circuits." Pp. 254-274 in *Global Woman: Nannies, Maids, and Sex Workers in the New Economy* **[Coursepack]**

June 14 Examining Gender Today: Popular Culture

Josée Johnston & Judy Taylor. 2008. "Feminist Consumerism and Fat Activists: Grassroots Activism and the Dove 'Real Beauty' Campaign." *Signs* 33(4): 931-966 [\[Link\]](#)

Sheila Jeffreys. 2005. "Harmful Cultural Practices and Western Culture." Pp. 28-45 in *Beauty and Misogyny: Harmful Cultural Practices in the West* [\[Link\]](#)

Michael Kimmel. 2002. "Gender, Class, and Terrorism." *Chronicle of Higher Education* [\[Link\]](#)

June 14 Test #2 – On lectures 5-10