

University of Toronto  
**SOC365H1S – Gender Relations**  
Summer 2012

INSTRUCTOR: Paulina García-Del Moral  
OFFICE: 725 Spadina Ave., Room 274  
CLASS MEETINGS: 2-4pm Tuesdays and Thursdays, Sidney Smith 2102  
OFFICE HOURS: Mondays 1-3pm, or by appointment, room #225 in the Sociology Department  
EMAIL: [p.garciadelmoral@utoronto.ca](mailto:p.garciadelmoral@utoronto.ca)  
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### **COURSE DESCRIPTION AND OBJECTIVES**

This course aims to understand what it means to claim that gender is an organizing principle of social relations at multiple and interrelated levels. This course takes the intersection of gender with other structures of inequality such as race, ethnicity, and class as its point of departure. To better understand the complex nature of gendered relations, the course will attempt to understand how specific social, political, and historical contexts produce gendered social institutions and cultural practices. The course focuses therefore on the relationship between the gender, the nation-state, and citizenship; gender and work; gender and violence as products of social institutions and cultural practices. The course further emphasizes the changes in these institutions and practices that are associated with structural forces like globalization and migration.

**IMPORTANT NOTE:** The prerequisite to take this course is SOC265H1F. Students without the prerequisite can be removed at any time they are discovered.

### **STUDENT RESPONSIBILITIES AND EXPECTATIONS**

Students are expected to attend class, read assigned course materials before class, and take good notes. Students should be prepared to participate in class discussions. Students are also expected to weekly visit the BlackBoard course website and check updates from the professor.

### **EMAIL POLICY**

I will respond to your email within two business days (48 hours, except weekends and holidays). Your use of an official U of T address is required. Please include the course code (e.g. SOC365) in the subject line and your full name, student number, and the course code in your message. Please do not send a repeat email (e.g., "did you get my email?"). Please treat emails as you would any other professional communication: you should be respectful in the way you address the instructor and the TA, and strive to write a coherent, sensible email. 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 make an appointment with the TA. Please read the syllabus carefully before asking a general question about the course.

### **REQUIRED READINGS**

The majority of the readings can be found as Blackboard links (under the “Content” tab, in the folder called “Course Readings”). You will also need to purchase the 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. Be sure to check the BlackBoard website every week for updates from the instructor.

## EVALUATION COMPONENTS AND GRADING POLICIES

<u>Type</u>	<u>Due Date</u>	<u>Weight</u>
Reading Responses (4)	Ongoing	20%
In-class test 1	Thursday, July 19, 2012	25%
Written Assignment	Thursday, August 2, 2012	30%
In-class test 2	Thursday, August 9, 2012	25%

**Reading Responses:** Students are expected to hand in **4** reading responses, each worth 5% of the final mark. Reading responses should represent students’ critical engagement with the reading material and the topic for the week. Reading responses should not exceed 2 pages double-spaced, 12 point-font, Times New Roman, with 1 inch-margins all around. More specific instructions will be given in class. Reading responses must be completed and submitted via BlackBoard BEFORE lecture and a hard copy must be submitted in class. Late reading responses will be penalized 1% marks per day.

**Reading Responses Due Dates: July 12, July 19, July 26, August 7**

**In-class Tests:** There will be two in-class tests. The first in-class test will be one hour long and will be administered during the first half of the class on the specified date. There will be no late admittance. The second in-class test will be held on the last day of classes and will be two hours long. The tests will include concept definitions, short answer 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 dates of the tests are on the course outline (and above). These dates are fixed and non-negotiable. Please plan your schedule around them. There will be **no** final exam in this class.

**Written Assignment:** Detailed instructions will be provided about the written assignment in class. The assignment must be completed and submitted via BlackBoard BEFORE lecture. A hard copy must be submitted in class.

**Handing in Assignments:** All assignments must be handed to the instructor in hard copy in class and electronically via BlackBoard. The instructor and TA will NOT accept electronic copies of assignments via email. Do not put submissions under the office door of the instructor. The instructor is not responsible for student assignments submitted in this way. Students must always keep an extra hard copy of their assignment for their own records. For instructions on how to upload an assignment using BlackBoard, please see: <http://youtu.be/nZu0J9i7F3Q>

## PROCEDURES AND RULES

### 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. The instructor and TA do not provide notes or other supplementary materials. Please ask your classmates if they can share their notes with you.

### **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.

### **Late Papers**

You are expected to complete and submit assignments on time. The reading responses and writing assignment are to be submitted via BlackBoard before class (see above). Hard copies must be submitted in class. Assignments handed in after the beginning of class are considered one day late and will be penalized. If a student anticipates missing an assignment deadline due to uncontrollable circumstances, he or she should contact the professor at least 3 days in advance, explain the situation, and request accommodation. A student may be required to submit supporting documentation at the discretion of the instructor. Please note that accommodation will be provided only for those students with compelling reasons. Please do not email the instructor or the TA your late assignments; they should still be submitted via BlackBoard. If you cannot submit the hard copy during class, you must place it in the third-year drop boxes provided in room 225 of 725 Spadina Avenue, using the time-stamp machine. Please note that these drop boxes are available during business hours only (Monday to Friday 9.00 am to 4.30 pm), and if you submit work there you must notify your TA that you have done so or it may not be retrieved.

### **Penalty**

Late assignments will be penalized 2% marks per day. Under no circumstances will assignments that are more than five days late be accepted unless they are accompanied by valid documentation of circumstances beyond student's control. The penalty will run from the day the assignment was due until the day it is submitted electronically. The penalty period includes weekends and holidays.

**Academic Integrity:** Students are expected to understand and follow the University of Toronto's policies regarding academic integrity. Cheating, misrepresentation, and plagiarism are unacceptable. They 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, you are responsible for becoming acquainted with the policies by visiting the following website: [www.utoronto.ca/academicintegrity](http://www.utoronto.ca/academicintegrity).

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.

### **Grade and Grade Review**

The grading is done with care, in consultation between the instructor and the TA. If you have questions about your grade, please read through your work before approaching the instructor. If you feel that the grade does not reflect the quality of your work and you would like to request a grade review, please note the following: 1) Students must wait 24 hours after the receiving a test or a paper before submitting a re-grade request. 2) Students must carefully re-read your assignment, all assignment guidelines and marking schemes, all of the grader’s comments, and so forth. 3) Students **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. Please note that academic scholarship is merit-based, not need-based. The fact that you feel you want or need a higher grade is not sufficient. You must have good reason to believe you in fact earned a higher grade than you were awarded.

### **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 Salina 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)

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.

### **Adding and dropping this course**

Students wishing to add the course must do so through ROSI and/or the Registrar’s office. You should not contact the instructor about adding the course. The last day to add this course is July 9. The last day to drop this course without academic penalty is July 30. In keeping with University policy, assignment or test worth more than 10% of your final mark will be graded and returned in the week prior to that date.

## **COURSE SCHEDULE AND REQUIRED READINGS**

**WEEK 1**                      **Thinking about women, gender, and inequality**

**July 3**                         Introduction and overview of the course

**July 5** Focus: Understanding gender as constitutive of power relations and as a category of sociological analysis.

Required Reading: Scott, Joan. 1986, "Gender: a useful category for historical analysis" *American Historical Review*, Dec. 1986, pp. 1053-1075. [In BlackBoard]

Choo, Hae Yeon and Myra Marx Ferree. 2010. "Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions and Institutions in the Study of Inequalities," *Sociological Theory* 28 (2): 129-149. [In BlackBoard]

V. Spike Peterson, 2005. "How (the meaning of) gender matters in political economy." *New Political Economy* 10 (4): 499-521. [In BlackBoard]

Discussion Questions: What is the difference between "women" and "gender" as the object of politics? How does "woman" and "feminine" have a symbolic value apart from actual "women"? How is this contested and changing? How does the intersection of gender with other social inequalities (especially race and class) shape the potential meaning of "women" in more or less inclusive ways?

## **WEEK 2 Gender Politics and the State**

**July 10** Focus: Understanding the relationship between gender, nation, citizenship and the State.

Required Reading: Haney, Lynne. 1996. "Homeboys, Babies, Men in Suits: The State and the Reproduction of Male Dominance." *American Sociological Review* 61(5): 759-778. [In BlackBoard]

Yuval-Davis, Nira, Floya Anthias and Eleonore Kofman. 2005. "Secure borders, safe havens and the gendered politics of belonging: Beyond social cohesion." *Ethnic and Racial Studies* 28 (3):513-535. [In BlackBoard]

**July 12** Focus: Gendered and racialized political discourses of motherhood, immigration, and citizenship.

### **Reading Response 1 due**

Required Reading: Berkovich, Nitza. 1997. "Motherhood as National Mission: The construction of womanhood in the legal discourse of Israel." *Women's Studies International Forum* 20 (5/6): 605-619.

Korteweg, Anna and Goekce Yurdakul. 2006. "Islam, gender, and immigrant integration: boundary drawing in discourses on honour killing in the Netherlands and Germany." *Ethnic and Racial Studies* 32 (2): 218 -238.

Optional: Valverde, Mariana. 1992. "'When the Mother of the Race is Free': Race, Reproduction and Sexuality in First-Wave Feminism." Pp. 3-26 in Iacovetta and

Valverde (eds) *Gender Conflicts: New Essays in Women's History*. Toronto and Buffalo: University of Toronto Press. [In course pack]

### WEEK 3

#### The Production of Gender through Work

July 17

Focus on the relationship between gender, identity, and political economy.

Required Reading:

Leidner, Robin. 1991. "Serving Hamburgers and Selling Insurance: Gender, Work, and Identity in Interactive Service Jobs." *Gender & Society* 5(2): 154-177.

Salzinger, Leslie. 1997. "From High Heels to Swathed Bodies: Gendered Meanings Under Production in Mexico's Export-process Industry." *Feminist Studies* 23(3): 549-574.

July 19

**In-Class Test 1 covering weeks 1-3. Note: Test will be administered between 2.10 and 3.00 pm – NO late admittance.**

**Reading Response 2 due**

We will watch the documentary *Señorita Extraviada – Missing Young Woman*. Attendance is mandatory. This documentary will introduce next week's topic, and you will be asked questions about this documentary in the second in-class test.

### WEEK 4

#### Thinking and Re-Thinking Gender-Based Violence

July 24

Focus: Understanding violence against women as a product of power Inequalities that have multiple national and global dimensions.

Required Reading:

Monárrez-Fragoso, Julia E. 2010. "The Victims of Ciudad Juárez Femicide: Sexually Fetishized Commodities." Pp. 59-69 in Fregoso and Bejarano (eds). *Terrorizing Women: Femicide in the Américas*. Durham and London: Duke University Press. [In course pack]

Menjívar, Cecilia. 2011. "Corporeal Dimensions of Gender Violence: Woman's Self and Body." Pp. 63-97 in *Enduring Violence: Ladina Women's Lives in Guatemala*. Berkeley and Los Angeles: University of California Press. [In course pack]

July 26

Focus on understanding the relationship between violence, women and men from an intersectional perspective.

**Reading Response 3 due**

Required Reading:

Razack, Sherene. 2000. "Gendered Racial Violence and Spatialized Justice: The Murder of Pamela George." *Canadian Journal of Law and Society/Revue Canadienne Droit et Société* 15 (2): 91-130. [In BlackBoard]

Hamber, Brandon. 2010. "Masculinity and Transitional Justice: An Exploratory Essay." *Peace Prints: South Asian Journal of Peacebuilding* 3(1): Autumn 2010. [In BlackBoard]

**WEEK 5**

**Gender in the World Polity**

**July 31**

Focus on the power of global discourses of gender equality and women's rights.

Required Reading:

Ramirez, F., Soysal, Y. and S. Shanahan. 1997. "The Changing Logic of Political Citizenship: Cross-National Acquisition of Women's Suffrage Rights, 1890 to 1990." *American Sociological Review* 62(5): 735-745 [In BlackBoard]

Leavitt, Peggy and Sally Merry. 2009. Vernacularization on the ground: local uses of global women's rights in Peru, China, India and the United States *Global Networks* 9(4): 441-461. [In BlackBoard]

**August 2**

Focus on the contested nature of discourses of gender equality and women's rights.

**Assignment due**

Required Reading:

Keck, Margaret, and Kathryn Sikkink. 1998. "Transnational networks on Violence against women." Pp. 165-198 In *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca, NY: Cornell University Press. [In course pack]

Yuval-Davis, Nira 2006. "Human/Women's Rights and Feminist Transversal Politics." Pp. 296-312 in Ferree and Tripp (eds.). *Global Feminism: Transnational Women's Activism, Organizing, and Human Rights*, New York University Press. [In course pack]

**WEEK 5**

**Masculinity, Power, and Gender Equality**

**August 7**

Focus on  
**Reading Response 1 due**

Required Reading:

Tyson Smith and Michael Kimmel. 2005. "The hidden discourse of masculinity in gender discrimination law." *Signs* 30 (3): 1827-1849. [In course pack]

Connell, Raewyn. 2008. "Men, Masculinity and Gender Justice" pp. 51-68 in Lenz, Ullrich and Fersch (eds) 2008. *Gender Orders Unbound: Globalization, Restructuring and Reciprocity*. Farmington Hills MI: Barbara Budrich. [In course pack]

Optional:

Connell, Raewyn. 2005. "Change among the Gatekeepers: Men, masculinities and gender equality in the global arena" *Signs* 30 (3): 1801-1825. [In BlackBoard]

**August 9**

**In-Class Test 2**

Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.