

GENDER AND SOCIETY
SOC265H1F
Fall 2018

Professor Bonnie Fox
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Class Time: Tues. 12:00-2:00
Location: WI 1016 (New College)
Office Hour: Tues. 3:00-4:00

Course Website: www.chass.utoronto.ca/~bfox/soc265

Teaching Assistant: Spencer Underwood
Office Hour: Tues. 11:00 – 12:00 in 225F, 725 Spadina Ave.

IMPORTANT NOTE: The prerequisite to take this course is SOC 101Y1 or 102H1 or 100H1. Students without this prerequisite will be removed any time they are discovered and without notice.

This course explores the complex nature of gender, especially the social inequalities associated with it. We begin with basic questions about biology and especially the stories told about our biology that shape our thinking about sex and gender. Then, we explore some of the main social processes that create gender differences in individuals – and also the idea that boys and girls, men and women, are different. We explore the social processes by which both our bodies and our behaviour come to be gendered. These “engendering” processes include more than socialization. Our focus on individuals also includes a look at sexuality, both the argument that sexuality is socially constructed and some of the interpersonal consequences of our assumptions about sexuality and gender.

The course then turns to social organization in order to better understand the ways that gender differences, divisions and inequalities are created in our personal lives, our families and our paid work. Because a particular history has shaped important institutions, we briefly consider some of the social history that produced the current divisions of work based on gender that characterize families and capitalist workplaces. Then we look at the dynamics in couples’ relationships that are common with parenthood, and that promote gender divisions and inequalities; the pressures and constraints on dual-earner couples (especially women); and the problematic reliance on employing women from poor countries to work as nannies to solve what many call Canada’s “childcare crisis.” Then we examine gender in the workplace -- the ways different kinds of masculinity are produced at work (as well as the consequences of that), the ways workplaces are “gendered” and thus create problems for people (especially women) with family responsibilities, and the sources of the “gender gap” in earnings.

Next, we examine popular culture, specifically the images of women's bodies in commercial media. Then, the course ends with a discussion of violence – a particularly gendered phenomenon.

Because gender is one of several important and intersecting axes of inequality in this society, we will pay attention to the effects of social class and race as we discuss gender. Understanding social inequality is the key goal in the course.

This course may be different from others you have had. Unlike courses in which there is a textbook that surveys the field of study, raising key questions and summarizing key research findings, the **lectures** provide that function in this course. The readings consist of journal articles and book chapters. I chose them because they either offer some of the most insightful analyses or convey important research findings. They illustrate the arguments I make in the lectures. But the **lectures themselves are essential** for an overview and understanding of the key questions, arguments and findings in this course. Lectures tie together the readings and develop the main arguments in the course. So, both the lectures and the readings are essential to your understanding, and to do well in this course. Tests will draw equally on both lectures and readings. Attendance at lectures is therefore essential! So are careful reading and thinking about the lectures and the readings. You are expected to be able to identify and discuss the key arguments in each reading and every lecture.

The course also offers several **tutorials**. The dates are listed on the course outline below. Attendance is optional but will be well worth your time. The first two tutorials will provide guidelines on effective reading and essay writing. The first test will be returned and reviewed in the fourth tutorial. Tutorials will also (time permitting) give you a chance to discuss course material.

NOTE: The course website (at the address on the first page) is where you will find overhead slides, links to required readings (that are journal articles) and other essential information.

Required Texts: (1) Michael Kimmel, Amy Aronson, and Amy Kaler. 2015. *The Gendered Society Reader. Third Canadian Edition*. Don Mills: Oxford University Press.

(2) Coursepack, Canadian Scholars Press.

These two required texts are available at the University of Toronto Bookstore.

Grading:	<i>weights</i>	<i>dates</i>
First essay	20%	Oct. 9
First test	30%	Oct.16
Second essay	20%	Nov. 20
Second test	25%	Dec. 4

Please note: Test/Assignment Dates are fixed and non-negotiable.

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. That is, you will be expected to know what the main argument is in each reading, as well as the main arguments made in each lecture. The tests are synthetic, so you should also review and think about **main themes and arguments** discussed in the course, in preparation for the tests. The dates of the tests are on the course outline (and above).

Make-up Tests: In the case of illness or personal crisis 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. The make-up test will be given within two weeks of the missed test.

In the case of illness, you must supply a duly completed Verification of Student Illness or Injury form (available at www.illnessverification.utoronto.ca). A doctor's note is also acceptable but must contain the start date and expected end date of the illness. The form must be placed in an envelope, addressed to Professor Fox and submitted before the make-up test. For other problems, you need a letter or email from your college registrar. The letter must be emailed to Professor Fox or placed in an envelope, addressed to Prof. Fox, and submitted before the make-up test.

Essays: Two short essays are required. Both will address a set of questions on the required readings. These assignments will be handed out in class. The essays are **due at the beginning of class** on the dates listed. There will be a penalty for handing in any essay after class, and a daily penalty after that.

Late essays: If a personal or family crisis prevents you from meeting a deadline, you must get a letter from your college registrar. (It is a good idea anyway to advise your college registrar if a crisis is interfering with your studies.) The letter must be emailed to Professor Fox or placed in an envelope addressed to Prof. Fox and submitted with your work in class or during office hours.

You will lose **2** percentage points for every day an essay is late. If you must hand in an essay outside of class or office hours, attach the medical certificate/note or the registrar's letter to the essay. 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) – and be date stamped; then email me that it has been submitted to the mailbox. Alternatively, it can be slid under my office door (before 5 pm any week day) – but first be sure to have it date stamped at the date-time machine located in room 225 on the second floor at 725 Spadina Ave. Do not send essays by email.

On writing essays: The first tutorial will be about effective reading. Reading sociology is not like reading novels (!) and this course assumes that students have good reading skills, but we will review these. The second tutorial will be about effective essay writing. We hope this will answer many of the questions often asked by students about essay assignments, and well as teach important skills such as proper citation. Students who have additional questions or concerns about writing should see Professor Fox or Spencer Underwood during our office hours. We recommend using the very helpful website, "Writing at the University of Toronto," at www.writing.utoronto.ca. Look under "advice" and make appropriate selections. Writing workshops are also available for students; for information on them go to the website 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.

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters...*

(<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Students are expected to acquaint themselves with the rules concerning **plagiarism**. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly (and what was alright in high school may not be alright in university). Do not copy 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 writer properly (that is, put author's surname, date, & page number in parentheses). If you paraphrase you also need to cite the writer properly, giving surname, date and page number. Then, be sure to put all sources that you cite in the "References" 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.

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.

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.

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 to 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 the website at www.chass.utoronto.ca/~bfox/soc265. They are meant to help you take notes, and will be posted before class.

Contacting Us: Professor Fox is best reached either by email (if you put “SOC265” in the subject field) or by coming to her office in the Sociology Dept. (at 725 Spadina) during office hours on Tues., from 3:00 to 4:00, or by appointment another day. She is happy to answer brief, simple questions by email – and will usually do so within 24 hours – but longer questions should be asked in person. Spencer’s office hour is 2-3 on Tues. (except for those with tutorials) in room 225 in the Sociology Department at 725 Spadina Ave.

OUTLINE

Sept. 11 Introduction

Readings: Lois Gould, 2009. *Boy or Girl?* X [find link on website]

Discussion Questions: Lois Gould’s fictional story reminds us how pervasive gender is in our lives. How much of your life do you think it affects?

Sept. 18 Stories about Biology and Gender and Evidence about Biology and Gender

Required Readings: Emily Martin, 1991. *The Egg and the Sperm*. *Signs* 16: 485-501 [link on website]

Cordelia Fine, 2007. *Why Can’t a Woman Be More Like a Man?* Pp. 83-107 from *Testosterone Rex: Myths of Sex. Science and Society*. In Coursepack.

Robert M. Sapolsky, 2015 (1998). *Testosterone Rules*. Pp. 9-14 in *The Gendered Society Reader. Third Canadian Edition*, edited by Michael S. Kimmel, Amy Aronson and Amy Kaler. Don Mills: Oxford University Press [the course “Text”].

Discussion Questions: These readings involve arguments about and research on biology. Anthropologist Emily Martin shows how assumptions about gender shape biologists’ explanations of the process of reproduction. How do their assumptions bias the way they describe this physiological process? (Do not worry about remembering the details of this biology!) Psychologist Cordelia Fine reviews scientific research to address popular arguments that biology determines behaviour, especially the assumption that boys’ and girls’ brains are different and this brain difference makes their behaviour different. She also asks whether men and women are indeed different. What does she find and argue? Neurobiologist

Robert Sapolsky examines the evidence on whether the hormone testosterone causes aggressive behaviour in men. Does it?

Sept. 25 The Social Construction of Sexed and Gendered People (and their Bodies)

First Tutorial – tips on effective reading + discussion of readings

Required Readings: Karin Martin, 1998. Becoming a gendered body. *American Sociological Review* vol. 63, no. 4, pp. 494-511 [link]

Patricia Gagne, Richard Tewksbury and Deanna McGaughey, 2015 (1997). Coming Out and Crossing Over: Identity Formation and Proclamation in a Transgender Community. Pp. 56-66 in Text.

Emily Kane, 2006. 'No Way My Boys are Going to Be Like That!' Parents' Responses to Children's Gender Nonconformity. *Gender & Society* 20, 2: 149-176 [link]

Judith Lorber, 2015 (1994). Believing is Seeing: Biology as Ideology. Pp. 14-22 in Text.

Evelyn Blackwood, 1984. Sexuality and Gender in Certain Native American Tribes: The Case of Cross-Gender Females. *Signs* vol. 10, no. 1, pp. 27-42. [link] Optional.

Discussion Questions: These readings are about the ways gender behaviour is socially created, as well as how bodies are 'gendered' through social processes. Karin Martin found many ways in which little girls' bodies are treated differently than little boys' bodies. In what ways were the girls being treated differently than the boys – and their bodies subject to social influences -- in the preschool she studied? What do we mean by "gendered bodies"? Patricia Gagne and her colleagues are also making a point about the male-female binary in this culture. What is the point? Anthropologist Evelyn Blackwood provides evidence about how societies organized differently from our own have allowed people more autonomy with respect to gender. (This reading is optional but very interesting.) What did Emily Kane find out about how American parents often react to nonconforming behaviour of their sons? What does Judith Lorber's title mean? What examples does Lorber provide to show how gender is socially constructed? (What is the point of her discussion of sports, and the point of her discussion of public washrooms?)

Oct. 2 The Social Construction of Gendered People: 'Doing Gender'

Second Tutorial – on effective essay writing + discussion of readings

Required Readings: Candace West and Don Zimmerman, 2015 (1987). Doing Gender. Pp. 34-44 in Text.

C.J. Pascoe, 2007. Dude, You're a Fag: Adolescent Male Homophobia. Pp. 52-83 from *Dude, You're A Fag*. In Coursepack.

Marianne Cooper, 2000. Being the Go-To Guy. *Qualitative Sociology* 23, 4, pp. 379-390 (only) [link]

Gillian Creese, 2015 . Gendered Diaspora across Generations: The New African Diaspora in Vancouver. Pp. 111-115 in Text.

Sarah A. Miller, 2016. 'How You Bully a Girl': Sexual Drama and the Negotiation of Gendered Sexuality in High School. *Gender & Society* 30, 5: 721-744 [link]
Optional

Discussion Questions: These readings provide an understanding of gender, especially of how it is created – an understanding that challenges the assumption that gender is a stable characteristic of individuals. How is gender created, according to C. West and D. Zimmerman? How do they define “gender”? The readings by Pascoe, Miller and Cooper provide examples of the “doing” of gender. What is C.J. Pascoe’s interpretation of the white boys’ frequent use of “fag” in the high school she studied? Marianne Cooper describes how a “new masculinity” is “done” by the men in Silicon Valley. What does this masculinity involve, and in what way is it a reflection of the particular industry the men are working in? Gillian Creese describes the challenges that young African immigrants face as they try to make a life in Vancouver. The task of presenting oneself in a way that avoids social sanction, which is a key concern in the West and Zimmerman argument, involves what challenges for these immigrants? Finally, what is Sarah Miller’s argument about girls’ bullying? (Note: This is an optional reading.)

Essay #1 due on Oct. 9, at the start of class

Oct. 9 Sexuality and Inequality

Third Tutorial – discussion of course material; tips on test taking

Required Readings: Steven Seidman, 2010. Introduction & Heterosexuality. Pp. xi-xix and 43-49 from *The Social Construction of Sexuality*. In Coursepack.

Vivian Namaste, 2015. Genderbashing: Sexuality, Gender, and the Regulation of Public Space. Pp. 390-397 in Text.

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

Beres, Melanie, 2015 (2006), 'It Just Happens': Negotiating Casual Heterosexual Sex. Pp. 170-180 in Text. Optional

Discussion Questions: Steven Seidman argues that sexuality is socially produced (or constructed), and not a "natural" phenomenon. What does he mean by that? Vivian Namaste describes one of the main consequences of cultural beliefs that there are two sexes, and that gender derives from a person's sex, etc. What is her argument? Laura Hamilton and Elizabeth Armstrong's findings are different from the common argument that there is a "double standard" for sexual behaviour. Stressing the importance of beliefs, what do they find to be the key problems (or "double binds") face by upper middle-class ("privileged") female university students? Melanie Beres has analyzed young adults' stories about their experiences of casual sex. What is her argument? (This reading is optional.)

Oct. 16 TEST 1

Oct. 23 A Brief Look at Some Social History, to Address Questions about the Sources and Causes of Gender Roles and Gender Inequalities

Required 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] Optional

Discussion Questions: What factors created the modern understanding of motherhood, according to anthropologist and historian Maxine Margolis? Sociologist and historian Sonya Rose describes the ways in which ideas about gender shaped how -- during the industrial revolution -- early factory owners organized their workplaces. How did assumptions about sex/gender differences influence the organization of the work force, as well as wage levels and the way machinery was built, according to Rose? (This article is challenging and optional, but well worth reading.)

Oct. 30 Gender in Families: Relationships and Practices that Reproduce Gender Inequalities

Fourth Tutorial – return of Test 1 & discussion

Required Readings: Bonnie Fox, 2014. When the Baby Comes Home. Pp. 232-250 from *Family Patterns, Gender Relations. Fourth Edition*, edited by B. Fox. In Coursepack.

Sedef Arat-Koc, 2014. The Politics of Family and Immigration in the Subordination of Domestic Workers in Canada. Pp. 316-341 from *Family Patterns, Gender Relations. Fourth Edition*, edited by B. Fox. In Coursepack.

Gillian Ranson, 2015 (2005). No Longer “One of the Boys”: Negotiations with Motherhood, as Prospect or Reality, among Women in Engineering. Pp. 192-200 in Text

Discussion Questions: In my study of couples becoming parents for the first time, I explored reasons why couples so often developed more conventional arrangements of their work (i.e., more gender-divided work) with parenthood. What dynamics developed in the couples’ relationships that promoted more conventional arrangements? Sedef Arat-Koc describes the conditions of paid domestic workers in Canada that put them in a vulnerable position. What are the key sources of their potential exploitation? Gillian Ranson (along with many other researchers) has found something about a key obstacle that women face trying to combine careers and motherhood. What is that obstacle?

Nov. 13 Paid Work Today: Gendered Workplaces, Gendered Jobs and the Conflict between Employment and Family [addressing the question Can Women Have It All?]

Required Readings: Brenda Beagan, 2015. Micro Inequities and Everyday Inequalities: “Race,” Gender, Sexuality, and Class in Medical School. Pp. 267-277 in Text.

Kris Paap, 2006. Bodies at Work: The Social and Physiological Production of Gender. Pp. 108-130 from *Working Construction: Why White Working-Class Men Put Themselves – and the Labor Movement – In Harm’s Way*. In Coursepack

Marianne Cooper, 2000. Being the Go-To Guy. *Qualitative Sociology* 23, 4, pp. 390-405 (only) [link]

Pamela Stone, 2007. Gilded Cages, Chap. 4 (pp. 80-104). From *Opting Out*. In Coursepack

Discussion Questions: These readings reveal much about the gendered nature of paid work, which helps explain gender inequality in workplaces. What inequalities did Brenda Beagan find in her study of medical school? Kris Paap’s study of construction workers is based on her involvement in that work and the observations she did and analysis she developed as a result. In what ways does she find masculinity being constructed on construction jobs (as a kind of “social wage”)? How did the “new masculinity” that M. Cooper studied in Silicon Valley – a very different site than Paap’s -- impact the family lives of the men (and the

women in their lives)? Why did the very successful women that Pamela Stone studied quit their jobs and stay home with their kids?

Essay #2 due on Nov. 24, at the start of class?

Nov. 20 The Images of Women's and Men's Bodies in Pop Culture

Required Readings: Susan Bordo, 2015 (1993). *The Body and the Reproduction of Femininity*. Pp. 122-130 in Text.

Michelle Lazar, 2013. *The Right to be Beautiful: Postfeminist Identity and Consumer Beauty Advertising*. Pp. 37-51 in *New Femininities*, edited by R. Gill and C. Scharff. In Coursepack

Steven Jackson, 2015 (2014). *Globalization, Corporate Nationalism, and Masculinity in Canada: Sport, Molson Beer Advertising, and Consumer Citizenship*. Pp. 343-349 in Text.

Film: Jean Kilbourne's "Killing Us Softly 4" [in class]

Discussion Questions: These readings explore how popular commercial media images and messages promote gender inequality, and also undermine feminist arguments and analyses. What does women's increased attention to managing their bodies involve and produce, according to Susan Bordo? How do each of the disorders she describes – hysteria, agoraphobia (or fear of public places) and anorexia – develop out of the "practice of femininity" (during the time period in which they were common), according to Bordo? Why are these destructive behaviours appealing, according to Bordo? What is the message in ads for beauty products, according to Michelle Lazar? How does this message co-op and undermine feminism? What is Steven Jackson's argument about the "trinity" of sport, alcohol and masculinity – and its relationship to nationalism?

Nov. 27 Violence in Everyday Life and in Neoliberal Social Policy

Readings: Rebecca Solnit, 2014. *The Longest War*. Pp. 19-36 from *Men Explain Things to Me*. In Coursepack.

Sherene Razack, 2015 (2002). *Gendered Racial Violence and Spatialized Justice: The Murder of Pamela George*. Pp. 80-89 in Text.

Discussion Questions: Rebecca Solnit's "longest war" is a problem unlike the others discussed in this course, as it is about individual actions that cause harm, and less about social organization. What do you think is needed to change the violence done to women? Sherene Razack analyzes the murder of an aboriginal woman by white middle-class men, introducing issues of race, class, colonial status and colonial history, among other social factors. What is her argument?

Dec. 4 TEST 2