**Course Description**

This is one of the ‘core’ courses in the Gender area. It is an overview of the sociology of gender focusing on various ways of thinking about gender and recent research in key sub-areas of the field. There are many ways to organize a survey of the field. The comprehensive exam list is one way. Here I’ve given you another window into the field. I use the now widely accepted guiding principle of intersectional analysis and invite you to contrast different levels of intersectional analyses. Then, we will delve into what Raewyn Connell (1987:97) argues are “empirically the key structures of the field of gender relations”: labour, power and cathectic.

The readings include, usually four, assigned articles or chapters a class period in addition to several recommended readings. On the first day of class, we will discuss how to make the readings available to everyone. The recommended readings will be most helpful for those who are taking the Gender Comprehensive Exam since they link the required readings to the broader conversations they are engaging. Reading them will mean that you can use this class to begin to formulate ideas about the literature in conversation with others, and to craft your own approach. Those not taking the Gender Comprehensive Exam might read the recommended readings more selectively. I have tried to include Canadian, European, global and American work. Where you see an * that denotes the reading is on the comprehensive exam list. Like most faculty, I am not an expert in all of these areas. So if you have an idea for a reading in a given week, come talk to me. One of the assignments also recognize that the Comprehensive Exam list should be dynamic.

**Course Requirements and Evaluation**

Course requirements emphasize critical reading, thinking and writing. The aim is to help you gain a deep understanding of the readings, and develop your own insight into the readings including how it might, or might not, be useful in your own work.

*Class participation and weekly short comments: 10%*

Except for the first class, each subsequent class you will hand in a short comment on at least one of the assigned readings for that class. This one page comment should briefly state one of the writer’s main arguments and critically evaluate it by noting any weaknesses or flaws in the argument, by considering its implications for understanding gender, or by discussing an
empirical question it raises for you. Your short comments should be handed in at the beginning of class as a hard copy.

_Two critical essays: 50% (25% each)_

You will pick two weeks to write an 8-10 page critical essay on all the assigned readings that day. In these essays, you should summarize the main arguments of each reading and evaluate them critically.

Ideally, the critical essays should be handed in on the day the readings in question are being discussed. If they are handed in later, the standards for grading will be different in that the essay should reflect the understanding gained from the class discussion. One of these essays must be handed in within the first 3 weeks of classes.

_Longer Assignment 40%

Option 1:

Critically examine the most recent Comprehensive Exam Reading List and the Organization of this Course. Discuss what you would put on the Comprehensive Exam List, and what you would delete, and why. Then write a syllabus for a graduate ‘core’ survey course on gender. This paper will be due _Monday June 24 at 9am_

Option 2:

Pick one areas of the course that interest you. Write a critical review paper that engages the recommended readings and/or other relevant literature. This 12-15 page paper should be in the style of an _Annual Review of Sociology_ article or research proposal in that it should review a set of questions and debates in the literature and propose directions for further research. If you would like to write about an area that is not included in this course, come talk to me. This paper will be due _Monday June 24 at 9am_

Option 3: You could also write two additional critical essays, for 20% each, with due dates as explained above.

_Evaluation:_

I will not accept late work, except where there are legitimate, documented reasons beyond a student’s control. Note the flexible due dates of the short essays. The class participation and weekly assignments cannot be made-up since their intent is to generate fruitful class discussion.

The class participation and weekly assignments are marked on a pass/fail basis. All other assignments are marked on a quality scale by letter grades.
Course Schedule and Class Format

This is a seminar with both student and faculty leadership and input. The first week of class, we will assign weeks to a student to lead the discussion. Discussion should focus on the main arguments of the assigned readings and critical evaluation of them. I will also provide context to the articles, often drawing on the recommended readings.

Week 1: May 9
Introduction to intersectional analyses of labour, power and cathexis


Week 2: May 14
Intersectional analyses


Also pick one short comment from the Symposia on the contributions of Patricia Hill Collins to discuss in class (articles by Higgenbotham, Choo, Baca Zinn, Moore, Yuval-Davis, Purkayastha, Bose) Gender and Society 2012 26 (1).


Recommended


**Week 3: May 16**

**Intersectional analyses at the macro-structural level: patriarchy, sexuality, capitalism, colonialism, nation, migration**


**Recommended**


*Armstrong, Pat and Hugh Armstrong. 1987. “Beyond Sexless Class and Classless Sex:


**Week 4: May 21**

**Intersectional analyses of at the micro-interactional level: Doing gender, Doing Difference**


**Recommended:**


**Week 5: May 23**

**Intersectional analyses at the meso-institutional level**


Cooky, Cheryl, Faye L. Wachs, Michael Messner and Shari L. Dworkin. 2010. “It’s Not About the Game: Don Imus, Race, Class, Gender and Sexuality in Contemporary Media.” Sociology of Sport 27(2): 139-159


**Recommended:**


**Week 6: May 28**

**CATHEXIS I: LGBTQ+ SEXUALITIES**


**Recommended:**


*Seidman, Steven. 1996. *Queer Theory/Sociology*. Blackwell. [Seidman’s Intro & Epstein]


**Week 7: May 30**

**CATHEXIS II: HETEROSEXUALITIES**


**Recommended:**


**Week 8: June 4**

**POWER I: VIOLENCE**


**Recommended:**


**Week 9: June 6**

**POWER II: CONTROL**


**Recommended:**


**Week 10: June 11**

**LABOUR I: CARE WORK and DIVISIONS OF LABOUR**

Instead of class this day, attend a session or two of the Global Carework Summit at Hart House conference (if you want lunch you will have to register, otherwise you can attend for free) [https://www.uml.edu/Research/CWW/carework/Summit/](https://www.uml.edu/Research/CWW/carework/Summit/)


**Recommended:**


*Milkman, Ruth. 1987. *Gender at Work: The Dynamics of Job Segregation by Sex during World War II*. University of Illinois Press. [as much as you need to get the argument]


**Week 11: June 13**

**LABOUR II: CARE LABOUR PROCESSES AND MEANINGS**


*Lan, Pei-Chia. 2008. “Migrant women’s bodies as boundary markers: Reproductive crisis and sexual control in the ethnic frontiers of Taiwan.” *Signs* 3,4: 833-861.


**Recommended:**


**Week 12: June 18**

**Labour III: Care Work: Bridging Labour, Power and Cathexis?**


**Recommended:**


**Academic Integrity Clause**

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean’s office for adjudication. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. Students are expected to cite sources in all written work and presentations. See this link for tips for how to use sources well: (http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize).

According to Section B.I.I.(e) of the Code of Behaviour on Academic Matters it is an offence "to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere."

By enrolling in this course, you agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the Code of Behaviour on Academic Matters (http://www.artsci.utoronto.ca/osai/The-rules/code/the-code-of-behaviour-on-academic-matters) and Code of Student Conduct (http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/codeofstudentconduct.htm) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

**AccessAblity Services**

It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. Please see the University of Toronto Governing Council “Statement of

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. We also understand that disabilities can change over time and will do our best to accommodate you.

Students seeking support must have an intake interview with a disability advisor to discuss their individual needs. In many instances it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. To schedule a registration appointment with a disability advisor, please visit Accessibility Services at [http://www.studentlife.utoronto.ca/as](http://www.studentlife.utoronto.ca/as), call at 416-978-8060, or email at: accessibility.services@utoronto.ca. The office is located at 455 Spadina Avenue, 4th Floor, Suite 400.

Additional student resources for distressed or emergency situations can be located at distressedstudent.utoronto.ca; Health & Wellness Centre, 416-978-8030, [http://www.studentlife.utoronto.ca/hwc](http://www.studentlife.utoronto.ca/hwc), or Student Crisis Response, 416-946-7111.

**Equity and Diversity**

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated.

Additional information and reports on Equity and Diversity at the University of Toronto is available at [http://equity.hrandequity.utoronto.ca](http://equity.hrandequity.utoronto.ca).