

University of Toronto – Department of Sociology  
**SOC365H1F: Gender Relations**  
**Mondays & Wednesdays 5:10 pm – 7:00 pm**  
**Summer 2024**

Instructor: Brigid Burke  
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Office hours: Mondays 4-5pm via Zoom, or by appointment  
Course Website: Access via U of T Quercus (q.utoronto.ca)  
Class Location: Online via Zoom  
Teaching Assistant: TBA

### **Course Description**

This course examines the dynamics of gender in daily life. In the first half of the course, we will focus primarily on exploring theoretical understandings of gender and gender relations. In the second half of the course, we will apply these approaches to examine the social construction of gender as it relates to various institutions and relations. Throughout the class, we will explore how gender is both informed by and informs experiences of race, violence and the body, and examine contemporary debates on gender. The major assignment in the course is based on primary research, and as such, instruction on research methods will be integrated throughout the semester to ensure students are equipped to complete high-quality research projects.

### **GOALS AND LEARNING OUTCOMES**

In this course, students will:

1. Familiarize themselves with feminist literature on sex and gender
2. Interrogate the effect of gender as an organizing principle of social relations
3. Examine the intersection of gender with other structures of inequality
4. Engage in critical thinking as they learn to collect, and conduct a sociological analysis of social media data that speak to gender identity, politics or relations

### **Land Acknowledgement**

The city of Toronto, including the UTSG campus, is on Indigenous territory. We acknowledge this land on which the University of Toronto operates. It has been a site of human activity for 15,000 years. This land is the territory of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. The territory is the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory.

## Course Format

This is a fully virtual class. Synchronous lectures will take place via *Zoom* during the scheduled class time. Attendance is required and students are expected to come to class having done the readings so as to participate in class debates and discussions. Students will have the opportunity to ask questions and receive clarifications about the class material or assignments during class, weekly office hours, or any time via email/the class discussion board.

**Prerequisites & Exclusions:** Completion of 1.0 SOC FCE at the SOC 200 or higher level is required to take this course. Students without the prerequisites will be removed at any time without notice. It is recommended, but not required, that students take SOC265 in preparation for this course. *These class prerequisites and exclusions are firm and cannot be waived.*

## Textbooks and Other Materials

- There is no assigned textbook for this class. Hyperlinks to all assigned readings will be provided.
- Selected book chapters not accessible online will be made available through Quercus.
- The list of assigned journal articles is included in the class schedule.
- Every attempt will be made to follow this list, but it is subject to change at the discretion of the instructor.
- N.B. if you encounter a broken link throughout the semester, please advise asap so that it can be updated. Unless you contact me and I am unable to resolve the issue in a timely manner, broken links are not excuses for not doing the readings. In addition to contacting me, you can also copy-paste the reading title into the U of T library database search box, to independently locate the reading.

## ASSIGNMENTS & EVALUATIONS

**Class Reflections (15% of final grade):** Students will demonstrate understanding of, and critical engagement with, the class subject matter by submitting written reflections after each class. Students will be assigned reflection groups, divide class readings between their groups so each student covers 1 reading, and will be given time in class to share what they learnt about their selected readings with the group. Class reflections should be between 250-400 words, be submitted by midnight the day of the class and address the following questions:

1. What did you know about the topic before you did the reading?
2. How did reading the materials impact your understanding or perspective about the topic? What did you learn? What are you still confused or unclear about from the reading?
3. How did coming to class / participating in discussion further refine your understanding about the topic? How did learning about the other context from your partner impact your understanding of the context you read about?
4. What questions did the class/material raise? What are you left with (e.g. a wondering, a question, or a feeling)?

\*Students must attend and participate in class to receive points for corresponding class reflections.

**Doing Gender Dialogue & Reflection (20%) Due May 22<sup>nd</sup>**: Students will work in pairs to discuss and reflect on their lived experiences of doing gender, in relation to a specific field, activity or role (e.g. work, school, home/family life, romance/dating, sports, etc.). They will record a 30-minute minimum conversation covering:

- What does it mean to “Do Gender”? What’s your understanding of the concept?
- What is your experience “Going Gender” at/in/as (chosen field/activity/role).
  - Describe concrete experiences, what led up to them, feelings before/during/after.
- How, if at all, were you pressure to conform to gender norms, or held accountable for breaking them? How, if at all, did you observe this happening to others? What short/long term impacts did this have?
- Comparing your experiences, what can you conclude about “Doing Gender”? What did your dialogue on “Doing Gender” reveal about gender?

Each student will submit: 1) a sound file with the audio recording of the interview (checked only to verify completion) and 2) a reflection on the conversation points and what they learn from the overall experience. The reflection can be submitted as a written document (no more than 2 pages), a video response (no more than 2 minutes) or a 1-page digital collage combining text and creative visuals.

### **Scaffolded Research Assignment**

Students will work individually, or in groups of up to 3, to complete a content analysis of social media data highlighting a contemporary topic related to gender. This assignment is broken down into 4 main components, and students will be given in-class instruction, research workshops and class time for individual/group work on the assignment. The components of the assignment to be submitted for evaluation include:

**Proposal (10%) – Due Midnight May 27<sup>th</sup>**: Students will propose social media research project on a contemporary gender issue. They will submit a written proposal (no more than 1 page) outlining:

1. Their proposed research question
2. The sociological significance of their proposed research
3. How the topic relates to their own identity and ideas about, experiences with, or understandings of gender
4. Possible academic theories/concepts for grounding their research
5. Bibliography (can be on a separate page)

**Theoretical Framework & Research Process (10%) – Due Midnight June 3<sup>rd</sup>**: For this component of the project students will 1) review sociological literature on gender to identify and key concepts/theories relevant to their topic; 2) identify the search terms they will use to find data, and; 3) identify the inclusion/exclusion criteria they will use to screen data in alignment with their research question. These will be summarized in a document of no more than 2-3 pages (Excluding Bibliography).

**Data Collection Process & Charting (20%) – Due Midnight June 10<sup>th</sup>:** For this assignment students will organize social media data collected through their research process into a chart. They chart should include individual columns for: data source, date, hyperlink, decision (was post included/excluded from the final analysis). For all “accepted” posts, students must also include columns for: data/summary, and three additional columns to chart focal themes, concepts or specific data that students will examine in their analysis.

Students will also complete a PRISMA-style flow chart outlining their research process. This should be accompanied by a re-statement of the inclusion/exclusion criteria used and their (revised) research question.

**Final Project (25%) – Due Midnight June 17<sup>th</sup>:** Students will submit a final report that reflects the process and product of the research completed throughout the semester. The report will offer a narrative of the project, underscoring the research question and highlighting the importance of the research findings. Students will be assessed on critical and analytical skills in formulating a research question, describing the research design (methods), synthesizing (not summarizing) the data, calling on a theoretical approach to frame and explain the analyses, and highlighting the project’s contributions to the sociology of gender. This can be submitted either as a formal research paper (no more than 8 pages) or a recorded video presentation (no more than 8 minutes).

**N.B. A Rubric and Hand-Out with more specific assignment instructions and evaluation criteria will be posted to Quercus for each assignment. Class time will be accorded to go over assignment instructions and expectation and answer any student questions. Students are also encouraged to follow up by Quercus message or in office hours for additional support.**

GRADING SUMMARY

<u>Assignment</u>	<u>Weight</u>	<u>Due Date</u>
Class Reflections	15 points	Ongoing
Dialogue & Reflection on Doing Gender	20 points	May 22 <sup>nd</sup>
Proposal	10 points	May 27 <sup>th</sup>
Theoretical Framework & Research Process	10 points	June 3 <sup>rd</sup>
Data Collection Process & Charting	20 points	June 10 <sup>th</sup>
Final Project	25 points	June 17 <sup>th</sup>
<b>Total</b>	<b>100 points</b>	

You should receive at least one significant mark (15%) before the last day you can drop a course without academic penalty.

Please note that Grades in Quercus gives early access to preliminary grades; it does not represent your official final marks. For final grades logon to [ACORN](#).

## **Ouriginal – Plagiarism Detection Tool**

Students will be required to submit their assignments to the University's plagiarism detection tool 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 tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

For some of your assignments, we will be using the software Ouriginal. It uses text matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. Ouriginal is integrated into Quercus. For the assignments set up to use Ouriginal, the software will review your paper when you upload it to Quercus. To learn more about Ouriginal's privacy policy please review its [Privacy Policy](#).

Students not wishing their assignment to be submitted through Ouriginal will not be assessed unless a student instead provides, along with their work, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own.

## **PROCEDURES AND RULES**

### **Course Webpage**

The course syllabus, links to all the readings, handouts, assignment submission links and course announcements will be posted on Quercus. You are responsible for all course content posted to Quercus. Please make sure to check your official [utoronto.ca](mailto:utoronto.ca) email addresses, Quercus Messages as well as the course Quercus page regularly. *Please review your Quercus settings to ensure that course notifications are turned on.*

### **Electronic communication**

You are encouraged to use electronic communication to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules:

- Assignments will not be accepted via email. See above for how to submit them.
- All online communication must be conducted through Quercus Messaging (not Outlook).
- All online communication must include the course code (i.e., SOC365) in the subject line.
- All online communication should be signed with the student's full name and student number.
- Online communication from students will generally be answered within 48 hours of receipt (except on weekends or holidays).
- All online course communication must maintain a respectful and professional tone.
- Online communication asking questions that are answered in the course syllabus or website (e.g., "how much is assignment X worth; when is the assignment due; when is the test...") will not receive a response.

- Online communication must identify a specific question or concern. Students asking questions that are very involved or in-depth may be asked to attend office hours.  
\*Emails that do not follow these guidelines will not receive a response.

### Grade Appeals

Students who are dissatisfied with their grades have 1 week to address their concerns, in writing, to the teaching assistant. Students contesting a grade will submit a 1-page typed document to the TA, outlining why the grade is believed to be inappropriate. The teaching assistant will then review the claim and respond in writing, either by email or hard copy. Students who remain unhappy with the response should make an appointment with me to review the case. Note that the remark can result in an increase or decrease of the grade.

### Missed Deadlines/Classes

Students who are late in submitting an assignment for medical reasons, need to email the instructor (not the TA), and also declare their absence on the system (ACORN).

If a health, personal or family crisis prevents you from meeting a deadline, you should contact **your college registrar**. It is recommended you always advise your registrar if a crisis is interfering with your studies. Should this occur, I advise you to inform both me and your registrar as soon as possible so we can coordinate any needed accommodations. If you delay, it becomes more difficult to put accommodations in place.

I understand students may experience difficulties in completing coursework. My priority is on you, your wellbeing and your learning *as people*, and in supporting your mastery on the material and overall success in the class. If you feel like you are falling behind or experiencing academic difficulties in the course, I encourage you to make an appointment with me so that I can assess the situation and recommend a strategy for moving forward. Again, if this is the case it's imperative you reach out as soon as possible, as the longer you wait the harder it will be for me to help you.

- Class Attendance: Attendance is mandatory and will be recorded each class. Please note, class time will be dedicated for reviewing assignment content, group work and reflection. Part of the classes will also be dedicated to instruction and work on class assignments. Students who fail to attend a class will miss vital instruction, support and work time on assignments.
- Class Reflections: As noted above, students **must attend class** to receive marks for the corresponding reflections. There are no-make ups for these assignments. If you missed class, you will receive zero for the corresponding reflection.
- Research Project: It is important to note that the major research project in this class is scaffolded, composing a total of 4 assignments. Feedback on earlier assignments is crucial for being able to complete later assignments. Given the intensive summer semester timeline, I cannot guarantee that students submitting late work on an assignment will receive feedback before the following assignment is due. Students must therefore prioritize submitting all assignments by the stated deadlines.

### Academic Integrity & Use of Artificial Intelligence Tools

Students are expected to know and adhere to the University's principles of academic integrity. Any act of plagiarism or other unethical behavior will be addressed in accordance with University guidelines. Please see the "[Code of Behaviour on Academic Matters](#)" for specific information on academic integrity at the U of T. See also: [How Not to Plagiarize](#). Students may choose to use generative artificial intelligence tools as they work through the assignments in this course; this use must be documented/cited in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work. If you do rely on AI to help generate ideas (e.g. asking ChatGPT to provide a list of contemporary debates about gender to help inspire your essay topic selection), you are responsible, and will be held accountable for any resulting limitations or biases with the integration of the generated content. You **must not** integrate and pass off any AI-generated content as your own original work, you **must not** cite ideas from any articles identified through AI without finding, reading, vetting and developing your own original assessment of these sources. You **must** use AI responsibly, judiciously and in conformity with academic principles of academic integrity. If you have any doubts or concerns, you are responsible for consulting with me or your TA to ensure that your work and work process conforms to this policy.

### Accessibility and Student Accommodations

Students with diverse learning styles and needs are welcome in this course. If you may require accommodations, please feel free to approach me and visit the [Accessibility Services Office](#) as soon as possible.

### Writing Support

Students are urged to seek assistance from the [University of Toronto Writing Centre](#). This is recommended for all students as valuable resource for strengthening writing assignments (which you are paying for!), but especially for students who anticipate any problems in this area.

### Food Insecurity Support

Students who are experiencing food insecurity are encouraged to access either [The University of Toronto Student Union \(UTSU\) Food Bank](#) or [The Toronto Food Bank and Community Food Programs](#).

## **ENGAGING WITH COURSE MATERIAL**

To prepare yourself to engage with the class materials as critical and analytic consumers and to better prepare you to write the class memos, you should ask yourself a few questions as you read the assigned materials: *What are the main points that the author is trying to make? What are the specific components of each theory being discussed? How do each of the theories/approaches relate to each other or contradict each other? Are there contingencies or specific conditions under which the theories do/do not apply, or certain contexts in which they are more effective/applicable? What implications do these readings/theories have for how we understand human identity, thoughts, behaviour and/or interaction from a sociological perspective? How do these theories explain social inequality?* Being able to answer these questions will help you move beyond absorbing facts, to develop a critical lens. If you are unsure about how to approach a

specific reading or you are confused about any of the theories/approaches covered in the class, I strongly encourage you to post a question to the discussion board or to come speak to me during office hours.

### **CLASS ETIQUETTE**

I encourage students to engage in vibrant debate and discussion about the course material. Some topics covered may be sensitive in nature. Students are expected to conduct themselves professionally and be respectful of different opinions. If confronted with an opposing idea, my expectation is for students to engage in dialogue with each other to build understanding around these differences. It is important to recognize that each person in the class has valuable insights to contribute and that our learning as a group will be maximized when we each commit to sharing with and listening to each other as openly as possible.

During virtual classes, for example, students will not only hear the instructor lecture, but they are also exposed to their classmates' questions (many of which they might not have thought of on themselves), opinions/responses (which they may or may not agree with to varying degrees), real life examples/experiences (which may resonate with them in a variety of ways: e.g. as relatable, reassuring, eye-opening, strange, or uncomfortable), etc. Regular participation in class is therefore a vital element of your and your classmates' learning and should be prioritized.

The same level of respect and professionalism should be brought to group work. Students are expected to be respectful of others' time, ideas, and perspectives, and work dialectically to resolve any conflicts. Students are expected to be proactive in reaching out to the instructor as needed for additional problem-solving support (e.g., office hours, or by Quercus messages). Please be patient and supportive of groupmates facing challenges. I have adopted flexible submission policies for precisely this reason.

**Videotaping and recording lectures is strictly forbidden without written permission from the instructor.**

### **COURSE SCHEDULE**

May 6<sup>th</sup>

#### **Class 1: Introduction & Foundational Concepts**

1. Scott, J. (1986) "[Gender: A Useful Category of Historical Analysis](#)". *The American Historical Review*, 91(5), 1053-1075

May 8<sup>th</sup>

#### **Class 2: Gender as a Social Construction**

1. Lorber, Judith (2006) "The Social Construction of Gender" in Estelle Disch *Reconstructing Gender: A Multicultural Anthology*. Massachusetts: McGraw-Hill
2. Gould, Lois (1992) "X: A Fabulous Child's Story" Pp. 43-48 in in Janet A Kourany, Rosemarie Tong & James P Sterba (eds.) *Feminist Philosophies: Problems, Theories, and Applications*. Englewood Cliffs, NJ: Prentice- Hall



3. Kessler, Suzanne J., and Wendy McKenna (1985) "The Primacy of Gender Attribution" in *Gender: An Ethnomethodological Approach*. New York: John Wiley & Sons

May 13<sup>th</sup>

**Class 3: Doing Gender**

1. Candace West and Don Zimmerman (1987) "[Doing gender](#)" *Gender & Society* 1, 2: 125-51
2. Francine Deutsch (2007) "[Undoing gender](#)" *Gender & Society* 21, 1: 106-27
3. One Additional Reading TBD\*

May 15<sup>th</sup>

**Class 4: Gender, Sexuality and Desire**

1. MacKinnon, Catharine (2002) "Sexuality, Pornography, and Method: 'Pleasure Under Patriarchy'" Pp. 20-33 in Christine Williams and Arlene Stein (eds.), *Sexuality and Gender*. Malden: MA Blackwell.
2. Moraga, Cherrie and Amber Hollibaugh (1983) "What We're Rollin' Around in Bed With," Pp. 394-405 in Snitow, Ann, Christine Stansell, Sharon Thompson (eds.), *Powers of Desire: The Politics of Sexuality*. New York: Monthly Review Press.
3. Hakim, Catherine (2010) "[Erotic Capital](#)". *European Sociological Review*. 26: 499–518.

May 20<sup>th</sup>

**Victoria Day (No Classes)**

May 22<sup>nd</sup>

**Class 5: Intersectionality & Decolonization**

1. Evelyn Nakano Glenn (1999) "The social construction and institutionalization of gender and race: an integrated framework". In *Revisioning Gender*, ed. by Myra Marx Ferree, Judith Lorber, Beth Hess. CA: Sage
2. Kimberle Crenshaw (1991) "[Mapping the margins: Intersectionality, identity politics, and violence against women of color](#)" *Stanford Law Review* 43, 6: 1241-1299
3. Macías, Kelly (2015) "[Sisters in the Collective Struggle: Sounds of Silence and Reflections on the Unspoken Assault on Black Females in Modern America](#)". *Cultural Studies: Critical Methodologies*. Vol 15, Issue 4, pp. 260 – 264

May 27<sup>th</sup>

**Class 6: Whiteness & Feminism**

1. Frankenberg, Ruth (1993) "[Growing up white: feminism, racism and the social geography of childhood](#)" *Feminist Review* 45(1):51-84
2. Moreton-Robinson A. (2021) "[White Women's Way: Self-Presentation within White Feminist Academics' Talk](#)". Chapter 5 in: *Talkin' up to the White Woman*. United States: University of Minnesota Press; 2021.
3. 1 Additional Reading TBD

May 29<sup>th</sup>

**Class 7: Corporality and Embodiment**

1. Martin, E. (1990) Science & Women's Bodies. In: Jacobus, M., Keller, E. F., & Shuttleworth, S. (eds). [Body/politics: women and the discourses of science](#). Routledge.
2. Witz, A. (2000). "[Whose body matters? feminist sociology and the corporeal turn in sociology and feminism](#)". *Body & Society*, 6(2), 1-24.
3. Fahs, B. (2015). "[The body in revolt: The impact and legacy of second wave corporeal embodiment](#)". *Journal of Social Issues*, 71(2), 386-401

June 3<sup>rd</sup>

**Class 8: Men and Masculinity**

1. Connell, R.W. (1995) "Chap. 3: The social organization of masculinity". In *Masculinities*. Univ. of Cal. Press
2. Hondagneu-Sotelo, Pierrette and Michael Messner (1994) "Gender displays and men's power: The "new man" and the Mexican immigrant man". In [Theorizing Masculinities](#). Sage Thousand Oaks, California
3. Contreras, R. (2008) "[""Damn, Yo-Who's That Girl?": An Ethnographic Analysis of Masculinity in Drug Robberies](#)". *Journal of Contemporary Ethnography*.

June 5<sup>th</sup>

**Class 9: Research Workshop**

Readings TBD

June 10<sup>th</sup>

**Class 10: Gender Debates & Backlash I**

Readings TBD

June 12<sup>th</sup>

**Class 11: Gender Debates & Backlash II**

Readings TBD

June 17<sup>th</sup>

**Class 12: Sports, Gender & Resistance**

Readings TBD