

University of Toronto – Department of Sociology  
Summer 2020

**SOC 365H1S**

**Gender Relations**

Mondays 16:00 to 18:00

Wednesdays 16:00 to 18:00

Instructor: Brigid Burke

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Office hours: Wednesdays 15:00-14:00 via BB Collaborate on Quercus (or by appointment)

Course website: Access via U of T Quercus ([q.utoronto.ca](http://q.utoronto.ca))

Teaching Assistant: Yukiko Tanaka ([yukiko.tanaka@mail.utoronto.ca](mailto:yukiko.tanaka@mail.utoronto.ca))

### **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, including: sexuality and desire, parenting and families, and paid work/workplace organizations. We will also explore how gender is both informed by and informs experiences of race, violence and the body. 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 ethical, high-quality research projects.

### **Course Format**

This is an online class. Asynchronous video lectures will be posted a minimum of 24 hours in advance of the scheduled class times. Students will have the opportunity to ask questions and receive clarifications about the readings and lecture content in real time during weekly office hours, or any time via email/ the class discussion board. The instructor will post weekly communications addressing the main questions and concerns about each week's content that are raised by students across these platforms.

While lectures in this class are asynchronous, there will be ongoing requirements for synchronous student engagement. Students will meet with the course instructor in small groups at regular intervals throughout the semester to discuss their ongoing research projects and related course/outside research material. These meetings will be scheduled during posted class times, though some accommodations to the scheduling of these check-ins *may* be negotiated at the start of the semester. Students are also expected to participate in online class discussion boards on a regular weekly basis.

*Prerequisites:* Completion of 1.0 SOC FCE at the 200 or higher level is required to take this course. Students without the prerequisites can be removed at any time without notice. It is recommended, but not required, that students take SOC265 in preparation for this course.

## GOALS AND LEARNING OUTCOMES

In this course, students will:

1. Familiarize themselves with feminist literature on the relationship between 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, interview data that speak to gender identity and gender relations

## ASSIGNMENTS AND TESTS

1. Discussion Board Participation: Students will respond to 10 online discussion topics corresponding to the readings for classes 2-11. The goal of these exercises is to assess students' participation and engagement with the materials. As such, contributions should demonstrate knowledge of the class material as well as personal reflection/critical thought. Each post will be graded out of 1 point (0, 0.5 or 1), for a total of 10 points over the semester. Students are encouraged to write their posts in response to each other, as long as they do so in a respectful & constructive manner. The discussion boards for each class will close Friday at midnight on the week of the class (e.g. The discussion board for class 2 will close Friday July 10<sup>th</sup> at midnight, the discussion boards for classes 3 & 4 will close Friday July 17<sup>th</sup> at midnight, etc.). Submissions will not be accepted after the discussion boards are closed.
2. Research Project Check-Ins: Students will meet with the instructor in small groups to discuss their assignments. These meetings will be used to provide feedback and ongoing support, offer suggestions on integrating course/outside materials, review strategies/workplans, engage in group brainstorming, theorizing, analysis, & problem-solving, etc. Attendance at check-ins will be worth 1 point. Students are expected to attend 5 check-ins over the course of the semester, for a total of 5 points. Class groups and check-in schedules will be finalized during week 1.
3. Research Ethics Quiz: Students must pass an online Quercus quiz to demonstrate their understanding of research ethics principles relevant to their research activities in this course. The quiz will be based on the class readings and lectures. It is worth 5 points and must be completed by midnight on July 14<sup>th</sup>.
4. Research Project: Students will work in groups to complete original research on a topic related to gender identity and/or relations. This will be a scaffolded project, made up of smaller assignments that build on one another.
  - a) *Brainstorming & Topic Selection*: During the first week of class students will brainstorm and post research topic ideas to the class discussion board. You are encouraged to post as many ideas as you can come up with! Students will

identify topics they are interested in working on by “liking” these posts. The instructor will select 10 topics based on student interest (likes), relevance/strength, and feasibility. Online groups will be created for each of these topics and students can self-select into the group of their choice. N.B. Each group will be capped at 4 students. If the group for your first choice of topic is full, you will be asked to select into a different group. (More information on this process will be provided in the first class).

- b) *Proposal & Interview Guide*: Once they are assigned to a group, students will consult with each other to develop a proposal and interview guide. The proposal should: identify a research question related the group topic, review relevant literature which they will use to ground their research, discuss relevant ethical concerns, & include a list of 8-12 interview questions designed to help them answer their research question. This assignment should be no more than 3 single-spaced pages (excluding bibliography). It must be uploaded to Quercus by July 17<sup>th</sup> at midnight and is worth 15 points. Students will be graded both individually and as a group. (Further information will be provided).
  - c) *Research Interview Coding & Memo*: Students will each complete one interview with the aim of answering their group’s research question. For this assignment, students will transcribe, code and submit 1-2 pages of data from their individual interviews and write a 1-page (single-spaced) memo providing preliminary analysis and theorizing based on their data. This assignment is worth 15 points and must be uploaded to Quercus by midnight on July 30<sup>th</sup>. (Further information will be provided).
  - d) *Final Research Essay*: Students will work in groups to write an essay answering their research question. They will use relevant literature to help them analyze the de-identified interview data they collected, so as to develop a critical reflection on their topic. This assignment should be no more than 10 double-spaced pages (excluding bibliography). It must be uploaded to Quercus by August 13<sup>th</sup> at midnight and is worth 25 points. Students will be graded both individually and as a group. (Further information will be provided).
5. Take Home Test: Students will write 1 take-home test that will assess their understanding of the course readings and lecture materials. The format will include a mix of short answer and long answer questions. This test is worth 25 points. The questions will be posted on August 17<sup>th</sup> at 6pm and answers must be uploaded to Quercus by 6pm on August 20<sup>th</sup>.

## GRADING SUMMARY

<u>Assignment</u>	<u>Weight</u>	<u>Due Date</u>
Discussion Board Participation	10 points	Ongoing
Research Project Check-ins	5 points	Ongoing
Research Ethics Quiz	5 points	July 14 <sup>th</sup>
Proposal & Interview Guide	15 points	July 17 <sup>th</sup>
Research Interview Coding & Memo	15 points	July 30 <sup>th</sup>
Final Research Essay	25 points	August 13 <sup>th</sup>
Take-Home Test	25 points	August 20 <sup>th</sup>
Total	100 points	

## PROCEDURES AND RULES

### Course Webpage

The course syllabus, relevant materials and course announcements will be posted on Quercus/Canvas. Students are responsible for all the course materials and for all announcements. Please make sure to check your official utoronto.ca email addresses, Quercus Messages, and Quercus course page regularly.

### Electronic communication and electronic learning technology

You are encouraged to use email 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 should be conducted through Quercus Messaging (not Outlook).**
- All online communication must include the course code (i.e. SOC 365) 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 communication should be treated as a form of professional communication.
- Online communications 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 communications must identify a specific question or concern. Students asking questions that are very involved or in-depth may be asked to attend office hours to receive a full response.

**\*Communication that do not follow these guidelines will not receive a response.**

### Grade Appeals

Students who are dissatisfied with their assignment grades have one 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 the instructor to review the case.

### Missed Deadlines

**Work more than one week late will not be accepted without supporting documentation.**

In case of illness, you must declare your absence on ACORN on the day the assignment is due, in addition to contacting the instructor.

If a 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.

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.

### Academic Integrity

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.

### 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

This is a writing intensive course. Students are urged to seek assistance from the [University of Toronto Writing Centre](#) should they anticipate problems in this area.

## **ENGAGING WITH COURSE MATERIAL**

To prepare yourself to engage with the class materials as critical and analytic consumers, 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? How do each of the articles relate to each other or contradict each other? What are the common themes across the readings? What implications*

do these readings have for how we understand health from a sociological perspective? What are the strengths and weaknesses of the readings? 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 what you should be getting out of the reading, please come speak to me during office hours.

## ENGAGING WITH COURSE PARTICIPANTS

I encourage students to engage in vibrant online 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. 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. during group check-ins, office hours, or by Quercus messages).

## READING SCHEDULE

- July 6<sup>th</sup>            Class 1: Course Overview and Foundational Concepts
1. Scott, J. (1986) "Gender: A Useful Category of Historical Analysis". *The American Historical Review*, 91(5), 1053-1075
- July 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
- July 13<sup>th</sup>            Class 3: Doing Gender (**Research Methods Lecture 1**)
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. Babbie, E. & Roberts, L. W. (2018). *Fundamentals of Social Research, Fourth Canadian Edition*. Toronto: Nelson Education. (Ch. 3: Ethical Issues for Social Reserchers) (On Quercus)

July 15<sup>th</sup>

Class 4: Corporality and Embodiment

1. Martin, E. (1992) *The Woman in the Body: A cultural analysis of reproduction*. Boston Beacon Press. (Chapter 3)
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

July 20<sup>th</sup>

Class 5: 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.

July 22<sup>nd</sup>

Class 6: Transgender & Interviewing (**Research Methods Lecture 2**)

1. Schleifer, D. (2006) "Make Me Feel Mighty Real: Gay Female-to-Male Transgenderists Negotiating Sex, Gender, and Sexuality". *Sexualities* 9(1): 57-75
2. Westbrook, Laurel (2016) "Transforming the Sex/Gender/Sexuality System. The Construction of Trans Categories in the United States." Pp. 33-42 in Fischer, L. Nancy and Steven Seidman (eds), *Introducing the New Sexuality Studies. Third Edition*. London and New York: Routledge.
3. Hsiung, Ping-Chun (2010) [Lives and Legacies: A Guide to Qualitative Interviewing](#) (All sections under "Interviewing" & "Coding" Menus)

July 27<sup>th</sup>

Class 7: Gender, Race, Intersectionality

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

- July 29<sup>th</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*.
- Aug 3<sup>d</sup> Civic Holiday (University Closed)**
- August 5<sup>th</sup> Class 9: Violence, Gender and Self-Defence
1. Rebecca Solnit (2014) "The Longest War". Pp. 19-36 in *Men Explain Things to Me*.
  2. Cermele, J. (2010) "Telling Our Stories: The Importance of Women's Narratives of Resistance". *Violence Against Women* 16(10): 1162-1172
  3. Ashwini Tambe. (2018). "Reckoning with the Silences of #MeToo". *Feminist Studies*, 44(1), 197-203.
- August 10<sup>th</sup> Class 10: Gender at Work
1. Acker, Joan (1990) "Hierarchies, jobs, bodies: a theory of gendered organizations". *Gender & Society* 4, 2: 139-58
  2. Ryan, M. K. and Haslam, S. A. (2005) "The Glass Cliff: Evidence that Women are Over-Represented in Precarious Leadership Positions". *British Journal of Management*, 16: 81-90
  3. Stone, Pamela (2007) "Chap. 4: Gilded Cage" (pp. 80-104) in *Opting Out*. In Contexts (fall 2007)
- August 12<sup>th</sup> Class 11: Gendered Families
1. McLanahan, S., & Percheski, C. (2008) "Family structure and the reproduction of inequalities". *Annual Review of Sociology*, 34, 257-276
  2. Bonnie Fox (2001) "The Formative Years: How Parenthood Creates Gender" *The Canadian Review of Sociology and Anthropology* 38, 4, pp. 373- 390
  3. Dreby, J. (2010) "Chap. 3: Gender and Parenting from Afar" in *Divided By Borders: Mexican Migrants and their Children..* Berkeley, CA: University of California Press
- August 17<sup>th</sup> Online review session during class time via BB Collaborate (no readings)**