

University of Toronto – Department of Sociology

SOC 265H1S: Gender & Society

L0101/L9101

Fall 2020

Fridays: 10:10am - 12:00pm

Instructor: Brigid Burke
Email: b.burke@mail.utoronto.ca (Please contact via Quercus Messaging)
Office hours: Fridays 12-1pm via BB Collaborate on Quercus (or by appointment)
Course website: Access via U of T Quercus (q.utoronto.ca)
Teaching Assistant: S. W. Underwood

Course Description

The first half of this course explores how sociologists conceptualize and study gender. We begin by considering the nature of gender and interrogating explanations about its biological bases. We then examine the social processes that shape gendered identities & behaviours, including sexuality. The second half of the course explores the varied nature of gender relations, with a focus on the social organization of gender today. We consider how gender divisions and inequalities are created and maintained through the economy, families and workplaces, as well as through hierarchies of beauty and attractiveness. We then finish by examining the gendered aspects of gun violence. Throughout the course we analyze gender from an intersectional perspective, investigating how inequalities are compounded through gender's intersections with other axes of oppression such as race, class, sexuality, etc.

Course Format

This is a fully virtual class. Synchronous video lectures will take place via *BB Collaborate* during the scheduled class time. These lectures will be recorded and made available to students online. There will be 3 graded group check-ins during lecture periods over the course of the semester. Students who anticipate unavoidable barriers to participation in these check-ins (due to time zone differences, childcare responsibilities, etc.) should be proactive in contacting the instructor. 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. Students will have the opportunity to ask questions and receive clarifications about the class material or assignments during weekly office hours, or any time via email/the class discussion board.

Prerequisites: The prerequisite to take this course is SOC 101Y1 or 102H1 or 100H1. Please note, students without this prerequisite will be removed any time they are discovered and without notice. The class prerequisites are firm and cannot be waived.

ASSIGNMENTS AND TESTS

1. Discussion Board Participation: Every week students will respond to online discussion topics corresponding to the assigned readings for class 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. The weekly discussion board participation will be graded out of 2 points. Students will receive 1 point for writing an original post and 1 point responding to another student's post, for a total of 20 points over the semester. Each post will be graded as: 0-missing, 0.5-needs improvement, or 1- complete. Students should write their posts in response to each other in a respectful & constructive manner. The discussion boards for each class will close Friday at midnight on the week of the class. Submissions will not be accepted after the discussion boards are closed.
2. Memo: Students will write a 3-page double-spaced memo reflecting on their understanding of gender and their own gendered identities. What was their understanding of gender coming into the course? How has the material in the first half of the contributed to this understanding? The memo should demonstrate critical thought about course material on sex and gender, as well as reflexivity about students own gendered experiences. Memos are worth 20 points and must be uploaded to Quercus by midnight on October 16th.
3. Podcast Project: As a class, we will work in small groups to create podcasts about gender-related issues. This project will be carried out in stages to allow for ongoing feedback:

Topic & Group Selection: During the first week of class students will brainstorm and post research topic ideas to the class discussion board by September 23rd at midnight. The Topic Brainstorming is worth 2.5 points. 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 general podcast topics based on student interest (likes) and idea relevance/strength. 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 5 students. If the group for your first choice of topic is full, you will be required to select into a different group. (More information on this process will be provided in the first class).

Podcast Project Check-Ins: Students will have 3 in-class group check-ins to work on their final podcast assignments. These meetings will be used to provide feedback and ongoing support, offer suggestions on integrating course and outside materials, review strategies and workplans, engage in group brainstorming, theorizing, analysis, & problem-solving, etc. Attendance at check-ins will be worth 2.5 points. Students are expected to attend 3 check-ins over the course of the semester, for a total of 7.5 points.

The Check-in schedule and session topics are as follows:

Check-in 1 (October 2nd): How do you relate to the topic? Identify and share relevant experiences or feelings.

Check-in 2 (October 23rd): How can you connect the topic to course readings & concepts? What outside academic sources can you use to deepen your analysis? Plan how to integrate course materials.

Check-in 3 (November 6th): How can you build a critical narrative about the topic as a group? Determine format, develop outline and workplan, iron out logistics.

Podcast: Students will work together to develop a critical examination of their chosen topic. Each student will be expected to contribute 5 minutes' worth of material. Podcasts can take various formats ranging from anecdotes, discussions, analysis, etc. No prior podcast experience or specialized equipment (beyond a phone, laptop or voice recorder) is required. Technical instructions will be provided in lecture 6. Students will be graded on their ability to carry out a critical analysis of the topic, understand and apply the course and outside research materials, and reflect on the topic's personal and sociological significance. The podcast assignment is worth 25 points. The link to completed podcast, along with a brief podcast questionnaire, must be uploaded to Quercus by November 27th at midnight. Further information will be provided in class and on Quercus.

4. 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 December 7th at 6pm and answers must be uploaded to Quercus by 6pm on December 9th.

GRADING SUMMARY

<u>Assignment</u>	<u>Weight</u>	<u>Due Date</u>
Discussion Board Participation	20 points	Ongoing
Research Project Check-Ins	7.5 points	Ongoing
Topic Brainstorming	2.5 points	Sept 23 rd
Memo	20 points	October 16 th
Podcast	25 points	November 27 th
Take Home	25 points	December 7 th -9 th
Total	100 points	

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 email addresses, Quercus Messages as well as the course Quercus page regularly. You might want to review your Quercus settings to ensure that course notifications are turned on.

Electronic communication and electronic learning technology

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. SOC265) 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 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 me to review the case.

Missed Deadlines

Work more than 10 days 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 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.

Given the current pandemic, I understand students may experience additional difficulties in completing coursework. My priority is on you, your wellbeing and your learning *as people*, and in supporting you to get through the semester. 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

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). As noted above, students may experience more disruptions than usual due to Covid-19. Please be patient and supportive of groupmates facing challenges. I have adopted flexible submission policies for precisely this reason.

COURSE SCHEDULE

- Sept. 11th Class 1: Introduction
1. Gould, Lois (2009). X: A Fabulous Child's Story (**On Quercus, Recommended**)
- Sept. 18th Class 2: Biology & Gender
1. Martin, Emily (1991) [The Egg and the Sperm](#). *Signs* 16: 485-501
2. Fine, Cordelia (2010) *Delusions of Gender: The Real Science Behind Sex Differences*. London: Icon Books. Pp. 77-95. (**On Quercus**)
3. Sapolsky, Robert (1997) Testosterone Rules. *Discover*. 18(3): 45-50 (**On Quercus**)
- Sept. 23rd ***Topic Brainstorming Due**
- Sept. 25th Class 3: The Social Construction of Gender
1. Martin, K. A. (1998). [Becoming a gendered body: Practices of preschools](#). *American Sociological Review*, 63(4), 494–511
2. Kane, E. (2006). "[No Way My Boys Are Going to be like That!](#)" *Parents' Responses to Children's Gender Nonconformity*. *Gender and Society*, 20(2), 149-176.
- Oct. 2nd Class 4: Doing Gender
1. Candace West and Don Zimmerman (1987) "[Doing Gender](#)". *Gender & Society* 1, 2: 125-51
2. Cooper, M. (2000) [Being the "Go-To Guy": Fatherhood, Masculinity, and the Organization of Work in Silicon Valley](#). *Qualitative Sociology* 23: 379–390, *only*
***Group Check-In 1**
- Oct. 9th Class 5: Sexuality & Inequality
1. Jackson, S. (2006). [Interchanges: Gender, sexuality and heterosexuality: The complexity \(and limits\) of heteronormativity](#). *Feminist Theory*, 7(1), 105–121.
2. Hamilton, L. and Armstrong, E. (2009) [Gendered Sexuality in Young Adulthood: Double Binds and Flawed Options](#). *Gender & Society* 23(5): 589-616.
- Oct. 16th Class 6: Gender & Public Sociology (Podcast Workshop)
Readings TBA
***Memo Due**
- Oct. 23rd Class 7: Social Reproduction
1. Laslett, B. and Brenner, J. (1989) [Gender and social reproduction: historical perspectives](#). *Annual Review of Sociology* 15: 381-404

2. Erel, Umut (2018) [Saving and reproducing the nation: Struggles around right-wing politics of social reproduction, gender and race in austerity Europe](#). *Women's Studies International Forum*. 68: 173-182

***Group Check-In 2**

Oct. 30th

Class 8: Gendered Families

1. Fox, Bonnie (2001) "[The Formative Years: How Parenthood Creates Gender](#)" *The Canadian Review of Sociology and Anthropology* 38, 4, pp. 373- 390
2. Alon, T. et al. (2020) [The Impact of COVID-19 on Gender Equality](#). *National Bureau of Economic Research* (Working Paper)

Nov. 6th

Class 9: Gendered Work

1. Pamela Stone, Pamela (2007) *Gilded Cages*, Chap. 4 (pp. 80-104). From [Opting Out](#)
2. Johnston, M. S., & Hodge, E. (2014). ['Dirt, Death and Danger? I Don't Recall Any Adverse Reaction ...': Masculinity and the Taint Management of Hospital Private Security Work](#). *Gender, Work & Organization*, 21(6): 546–558.

***Group Check-In 3**

Nov. 13th

Fall Reading Week (No Class)

Nov. 20th

Class 10: Gender, Beauty & Attraction

1. De Casanova, E. M. (2004). ["No Ugly Women": Concepts of Race and Beauty among Adolescent Women in Ecuador](#). *Gender & Society*, 18(3), 287–308.
2. Green, A. (2011). [Playing the \(Sexual\) Field: The Interactional Basis of Systems of Sexual Stratification](#). *Social Psychology Quarterly*, 74(3), 244-266

Nov. 27th

Class 11: Gender, Race & Gun Violence

1. Carlson, J. (2018). [Legally Armed but Presumed Dangerous: An Intersectional Analysis of Gun Carry Licensing as a Racial/Gender Degradation Ceremony](#). *Gender & Society*, 32(2), 204–227.
2. Farrell, A. L., Monk-Turner, E., Danner, M. J. E., & Scallon, C. J. A. (2018). ["There's no crying in police work:" Exploring police shootings with feminist methods](#). *Gender Issues*, 35(3), 220-235.
3. Bridges, Tristan, and Tara Leigh Tober. 2017. "Mass Shootings and Masculinity." Pp. 507-13 in *Focus on Social Problems: A Contemporary Reader*, edited by M. Stomblor and A. M. Jungels. New York: Oxford University Press. **(On Quercus)**

*** Podcast Assignment Due**

Dec. 4th

Review Session (no readings)

Dec 7th-9th

Take Home Test