



Sociology UNIVERSITY OF TORONTO

Sociology 6019 Gender I (Survey)

Cynthia Cranford c.cranford@utoronto.ca

Winter 2021, Thursdays 11-1 pm,

Class website: <https://q.utoronto.ca/courses/197080>

Class and office location: zoom

Meeting ID: 853 4195 5514

Passcode: 010647

Office hours: Wednesdays 1-2 pm and by appointment (email for appointment)

Course Description

This is one of the ‘core’ courses in the Gender area. It is mostly a survey 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 cathexis.

I have assigned, usually four, required articles or chapters a week. I also include recommended readings, which will be most useful for those who are taking the Gender Comprehensive Exam since they link the required readings to some of the broader conversations they are engaging. Reading them will help you use this class to begin to formulate ideas about the literature in conversation with others, and to craft your own approach. Where you see an * it denotes the reading is on the comprehensive exam list.

I have deliberately included both Canadian and international work and work by women of colour. I have also included both theoretical work and empirical exemplars, with more theory earlier in the course and more empirical work later in the course.

The required readings will be available on the Quercus website. There is one book we will read in entirety (Francisco-Menchevez) and another we will read 4 chapters from with several others recommended (Maynard). So you might want to purchase these books and both are available at Indigo.ca.

Course Components 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: 10%

This class is run as a seminar that requires active student participation each week. I will provide context for the readings and connect them to broader conversations, but students should come prepared to discuss and evaluate the readings each week. Like most faculty, I am not an expert in all of these areas. In this class we will learn with and from each other. It is also important that we respect differing points of view to facilitate respectful discussion.

After the first week, one student will lead class discussion that week (possibly twice, depending on the size of the class). Your job that week will be to ensure that we cover the main argument and theory engaged, and to generate questions that prompt critical reflection and discussion.

Active participation in class discussion will be facilitated by weekly Reading Keys that will guide your active reading and thinking.

Weekly Reading Keys: 2% per week for a total of 24%

Each week, you will hand in a weekly Reading Key to encourage active reading and reflection. For the first week, you only need to do this for the Simpson reading. For subsequent weeks, you need to hand in a Reading Key for each of the assigned readings. These assignments will ask you to identify briefly the main question, theory engaged, with whom the author is in conversation, data, findings or argument, to reflect critically on the work, consider how it might be useful in your own work, and to generate a discussion question. See the template Reading Key on the Quercus website. Your Reading Keys should be submitted by the beginning of class each week, through the Quercus website.

Short reflection paper: 20% See below for choice of due dates

You will one short, 5-6 double-spaced page, critical reflection paper on intersectional analysis and how it is relevant to your own work. Pick one level of analysis to focus on and critically assess how scholars using this approach/level analyse intersecting inequalities. Your paper will be due the week the chosen level of analysis is discussed (so either Jan, 38, Feb. 4 or Feb. 11), before class on Quercus. Alternatively, you can hand in this paper at the end of reading week – Feb. 19 at 5pm. If you do hand in the paper after we have discussed the readings in class, you will be expected to incorporate relevant insights from class discussion into your paper.

Review of (Sub)Field or Proposal 40% Due April 19 at noon (15-20 double spaced pages)

Option 1: Literature Review Article

Pick one of the three empirical structures of gender that most interests you – labour, power or cathexis. Write a critical review paper that engages the required readings as well as some of the recommended readings, readings on the comprehensive exam, and/or other related literature. This paper should be in the style of an *Annual Review of Sociology* article in that it should

critically review a set of questions and debates in existing literature and propose directions for further research. If you would like to write about an area that is not reflected in the syllabus, come talk to me about it.

Option 2: Syllabus and Reflection on Comprehensive Exam Reading List

This assignment will required you to critically examine the most recent Comprehensive Exam Reading List and consider how to teach a survey of the field. Discuss what you would put on the Comprehensive Exam List, and what you would delete, and why. Then write an annotated syllabus for a gender survey course, with required readings as well as recommended readings linking to your preferred comprehensive exam.

Option 3: Research Proposal

Write a proposal for your dissertation research or MRP. The proposal should have a clear substantive/theoretical research question, a critical literature review, a well defined methodology and methods as technique sections that operationalize the substantive question. Before you choose this option, you should consult with your dissertation supervisor or department appointed advisor.

One memo and two meetings with me about your longer paper: 3% for memo, 3% for meetings

Write a one page, double spaced Memo outlining which paper option you will pick and, within the option, the direction you will take. For example, if you pick the literature review, identify which empirical structure you will address. If you pick the syllabus/comp. exam reflection identify your working critique of the existing list. If you pick the proposal, identify your research question and data. **Due by March 26 at noon (or earlier).**

You should meet with me before and after the memo. Email for an appointment.

Evaluation:

The class participation and weekly Reading Keys are marked on a pass/fail basis. All other assignments are marked on a quality scale by letter grades.

The class participation and weekly Reading Keys cannot be made-up since their intent is to generate fruitful class discussion. Note the flexible date on the short essay. If you foresee a problem with these due dates, talk to me early so we can come up with a plan.

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.

Course Schedule and Readings

*I recommend you read the readings each week in chronological order so you can see how later work is using, critiquing or extending earlier work.

Week 1: January 14

Introduction to intersectional analyses of labour, power and cathexis

*Connell, Raewyn W. 1987. "Main Structures: Labour, Power and Cathexis" Chapter 5 Pp. 91-118 in *Gender and Power*. Stanford: Stanford University Press.

*Lorde, Audre. 1984. "The Master's Tools Will Never Dismantle the Master's House" & "Eye to Eye" in *Sister Outsider: Essays and Speeches*. Trumansburg, NY: Crossing Press.

Chang, Clio. "Taking Care of Each Other is Essential Work." (Interview with Nancy Fraser). [Vice](#).

Simpson, Audra. 2016. "[The State is a Man: Theresa Spence, Loretta Saunders and the Gender of Settler Sovereignty.](#)" *Theory & Event* 19(4).

Recommended:

*Lorde, Audre. 1984. *Sister Outsider: Essays and Speeches*. Trumansburg, NY: Crossing Press. "Transformation of Silence into Language and Action."

*Million, Dian. 2009. "Felt theory: An indigenous feminist approach to affect and history." *Wicazo Sa Review* 24(2): 53-76.

Week 2: January 21

Intersectional analyses: Black Feminist Thought, Anti-Racist Feminist Thought, Multiracial Feminism

*Collins, Patricia Hill. 1990. Chapter 11 in *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*. London: Routledge.

Also pick one short comment from the Symposium 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 \(1\)](#).

Dua, Enakashi. 1999. "Introduction: Canadian Anti-Racist Feminist Thought." Pp. 8-32 in *Scratching the Surface: Canadian Anti-Racist Feminist Thought*, edited by Enakashi Dua and [Angela Robertson](#). Toronto: Women's Press.

Razack, Sherene, Malinda Smith and Sunera Thobani. 2010. Pp. 1-7 from "Introduction." In *States of Race: Critical Race Feminism for the 21st Century*. Toronto: Between the Lines Press.

*Bailey, Moya and Izetta Autumn Mobley. 2019. "Work in the Intersections: A Black Feminist Disability Framework." *Gender & Society* 33(1).

Recommended

*Glenn, Evelyn Nakano. 1999. "The Social Construction and Institutionalization of Gender and Race." In *Revisioning Gender*, ed by Ferree, M.M., Lorber, J., and Hess, B.B. (pp 3-35). Sage.

Calliste, Agnes and George J Sefa Dei, Editors with Margarida Aguiar. 2000. *Anti-racist feminism: critical race and gender studies*. Halifax: Fernwood.

*McCall, Leslie. 2005. "The Complexity of Intersectionality." *Signs* 30, 3: 1771-1800.

*Nash, Jennifer C. 2008. "Re-thinking intersectionality." *Feminist Review* 89.1: 1-15.

*Choo, Hae Yeon and Myra Marx Ferree, 2010. "Practicing intersectionality in sociological research: A critical analysis of inclusions, interactions, and institutions in the study of inequalities." *Sociological Theory* 28, 2: 129-149.

*Alexander-Floyd, Nikol G. 2012. "Disappearing acts: Reclaiming intersectionality in the social sciences in a post-Black feminist era." *Feminist Formations* 24.1: 1-25.

Week 3: January 28

Intersectional analyses at the macro-structural level: patriarchy, capitalism, colonialism

*Sassen, Saskia. 2003. Strategic Instantiations of Gendering in the Global Economy. Pp 43-60 in [*Gender and US Immigration*](#), ed by Pierrette Hondagneu-Sotelo. UC Press.

Luxton, Meg. 2014. "Marxist Feminism and Anticapitalism: Reclaiming our History, Reanimating Our Politics." [*Studies in Political Economy*](#) 94(1): 137-160.

Ferguson, Susan. 2014. "A Response to Meg Luxton's 'Marxist Feminism and Anticapitalism.'" [*Studies in Political Economy*](#) 94(1): 161-168.

Federeci, Silvia. 2012 [2008]. "The Reproduction of Labor Power in the Global Economy and the Unfinished Feminist Revolution." In *Revolution at Point Zero: Housework, Reproduction and Feminist Struggle*. Oakland: PM Press.

Recommended

*Heidi Hartmann. 1979. "The unhappy marriage of Marxism and feminism: toward a more progressive union." *Capital & Class* 1-33 (also in *Women and Revolution* 1981, Sargent ed.).

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

Toward Marxist Feminism” In *The Politics of Diversity*, ed. by Roberta Hamilton and Michele Barrett. Verso.

*Fox, Bonnie. 1988. “Conceptualizing patriarchy.” *Canadian Review of Sociology and Anthropology* 25, 2: 163-82.

*Laslett, Barbara and Johanna Brenner, 1989. “Gender and Social Reproduction: Historical Perspectives.” *Annual Review of Sociology* 15: 381-404.

*Pollert, Anna. 1996. “Gender and class revisited: Or the poverty of patriarchy.” *Sociology* 30, 4: 639-659.

*Luxton, Meg. 2006. “Feminist Political Economy in Canada and the Politics of Social Reproduction.” In *Social Reproduction*, edited by Kate Bezanson and Meg Luxton. McGill-Queen’s University Press.

* Osirim, Mary Johnson. 2018. “SWS Distinguished Feminist Lecture: Feminist Political Economy in a Globalized World: African Women Migrants in South Africa and the United States.” *Gender and Society* 2018 32(6): 765-788.

Maynard, Robyn. 2017. “Devaluing Black Life, Demonizing Black Bodies: Anti-Blackness from Slavery to Segregation.” Chapter 1 Pp. 20-48 in *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Halifax and Winnepeg: Fernwood.

Week 4: February 4

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

West, Candace and Sarah Fenstermaker. 1995. "Doing Difference." [*Gender & Society*](#) 9(1): 8-37.

Comments by Patricia Hill Collins. “Symposium on West and Fenstermaker’s “Doing Difference.” [*Gender and Society*](#) 9 (4).

*Deutsch, Francine. 2007. “Undoing Gender.” [*Gender & Society*](#) 21, 1: 106-127.

*Smith, Dorothy E. 2009. “Categories Are Not Enough.” [*Gender & Society*](#) 23, 1: 76-80

Westbrook, Laurel and Kristen Schilt. 2014. “Doing gender, determining gender: transgender people, gender panics, and the maintenance of the sex/gender/sexuality system.” [*Gender & Society*](#) 28 (1): 32-57.

Recommended:

*Kessler, Suzanne J. and Wendy McKenna. 1978. *Gender: An Ethnomethodological Approach*. Chapters 1 & 2. University of Chicago Press.

- *West, C. and Zimmerman, D. 1987. "Doing Gender." *Gender & Society* 1, 2: 125-52.
- *Butler, Judith, 1991. "Imitation and Gender Insubordination" in *Inside/Out: Lesbian Theories, Gay Theories*, edited by Diana Fuss. Routledge
- *Yancey-Martin, Patricia. 2003. "Said and Done" Versus "Saying and Doing": Gendering Practices, Practicing Gender at Work." *Gender & Society* 17(3): 342-366.
- Ferree, Myra Marx, 2003. "Practice Makes Perfect? Notes on Yancey Martin's Gendering Practices, Practicing Gender." *Gender & Society* 17, 3: 373-78
- Riseman, Barbara. 2009. "From Doing to Undoing Gender." *Gender & Society* 23 (1): 81-84.
- Messerschmidt, James. 2009. "Doing Gender: The Impact and Future of a Salient Sociological Concept." *Gender & Society* 23, 1: 85-88
- Connell, Raewyn. 2009. "Accountable Conduct: 'Doing Gender' in Transsexual and Political Retrospect." *Gender & Society* 23 (1): 104-111.
- Connell, Catherine. 2010. "Doing, Undoing, or Redoing Gender? Learning from the Workplace Experiences of Transpeople." *Gender & Society* 24(1): 31-55.

Week 5: February 11

Intersectional analyses at the meso-institutional level: organizations and social policies

- Acker, Joan. 2012. "Gendered Organizations and Intersectionality: Problems and Possibilities." [*Equality, Diversity and Inclusion: An International Journal* Vol. 31 No. 3](#): 214-224.
- Hobson, Barbara, Ann Orloff, Mary Daly, Sonya Michel, Fiona Williams. 2015. "Revisioning Gender: An Introduction." [*Social Politics: International Studies in Gender, State & Society* 22 \(4\)](#): 495-512.
- *Yuval-Davis, Nira. 2006. "Intersectionality and feminist politics." [*European Journal of Women's Studies* 13, 3](#): 193-209.
- Vosko, Leah. 2019. Chapter 1 "Deportability among Temporary Migrant Workers." An Essential Condition of Possibility for Migration Management." Chapter 1 Pp. 11-41 in [*Disrupting Deportability: Transnational Workers Organize*](#). Ithaca: Cornell ILR Press.

Recommended:

- *Connell, Raewyn W. 1987. Chapter 6 "Gender Regimes and the Gender Order" from *Gender and Power*. Stanford University Press.

*Acker, Joan. 1990. "Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations." *Gender & Society* 4, 2: 139-158.

*Thorne, Barrie, 1993. *Gender Play: Girls and Boys in School*. Chaps 3, 4, 5 & pp 107-109. Rutgers UP.

Britton, Dana. 2000. "The Epistemology of the Gendered Organization." *Gender & Society* 14 (3): 418-434.

*Pascoe, C.J. 2005. "'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse." *Sexualities* 8(3): 329-346.

*Stasiulis, Daiva and Abigail Bakan, 2005. Chap. 5. Marginalized and dissident non-citizenship. Pp. and pp 86-106 in *Negotiating Citizenship: Migrant women in Canada and the global system*. University of Toronto Press.

*Welsh, Sandy, Jacquie Carr, Barbara MacQuarrie, and Audrey Huntley. 2006. "I'm not thinking of it as sexual harassment": Understanding harassment across race and citizenship. *Gender & Society* 20:87-107.

*Cobble, Dorothy Sue. 2010. "More Intimate Unions." Pp. 281—295 in *Intimate Labors: Cultures, Technologies, and the Politics of Care*, edited by Eileen Boris and Rhacel Parreñas. Stanford University Press.

*Fudge, Judy and Leah F. Vosko. 2001. "Gender, Segmentation and the Standard Employment Relationship in Canadian Labour Law and Policy." *Economic and Industrial Democracy* 22:271-310.

*Williams, Christine, 2013. "The Glass Escalator Revisited: Gender Inequality in Neoliberal Times SWS Feminist Lecture." *Gender & Society* 27, 5: 609-629.

*Williams, Fiona. 2017. "Intersections of Migrant Care Work: An Overview." Pp. 23-37 in *Gender, Migration and the Work of Care: A Multi-Scalar Approach to the Pacific Rim*, edited by Sonya Michel and Ito Peng. Palgrave.

Malinda S. Smith, with Kimberly Gamarro and Mansharn Toor. 2017. "A Dirty Dozen: Unconscious Race and Gender Biases in the Academy." Pp. 263-296 in *The Equity Myth: Racialization and Indigeneity at Canadian Universities*. Vancouver: UBC Press.

READING WEEK: FEB. 15-19

Week 6: February 25

LABOUR I: CARE WORK and DIVISIONS OF LABOUR

*Glenn, Evelyn Nakano. 1992. "From Servitude to Service Work: Historical Continuities in the Racial Divisions of Paid Reproductive Labor." [*Signs* 18, 1: 1-43](#)

*Parreñas, Rhacel Salazar. 2000. "Migrant Filipina Domestic Workers and the International Division of Reproductive Labor." *Gender & Society* 14(4): 560-80.

*Armstrong, Pat and Hugh Armstrong. 2005. "Public and Private: Implications for Care Work." *Sociological Review* 53(2): 169-187.

*Sedef, Arat-Koc. 2014. 'The politics of family and immigration in the subordination of domestic workers in Canada.' in B Fox, ed., *Family Patterns, Gender Relations*. Fourth Edition. Oxford UP.

Kofman, Eleonore. 2012. "Rethinking Care through Social Reproduction: Articulating Circuits of Migration." *Social Politics: International Studies in Gender, State & Society* 19(1): 142–162

Recommended:

*Rose, Sonya. 1986. "'Gender at Work': Sex, Class and Industrial Capitalism." *History Workshop Journal* 21 (1): 113-132.

*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]

*Reskin, Barbara F. 1988. Bringing the men back in: Sex differentiation and the devaluation of women's work." *Gender & Society* 2 (1): 58-81.

*Hochschild, Arlie, 1989. *The Second Shift: Working Parents and the Revolution at Home*. Chaps. 2, and (4, 5, or 6) and 12 and 13 and 15. Viking.

*Duffy, Mignon. 2005. "Reproducing labor inequalities: Challenges for feminists conceptualizing care at the intersections of gender, race, and class." *Gender & Society* 19(1): 66-82.

*Aisenbrey, Silke, Marie Evertsson, and Daniela Grunow. 2009. "Is there a career penalty for mothers' time out? A comparison of Germany, Sweden and the United States." *Social Forces* 88.2: 573-605.

*Hook, Jennifer L. 2010. "Gender inequality in the welfare state: Sex segregation in housework, 1965–2003." *American Journal of Sociology* 115.5: 1480-1523.

*Bianchi, Suzanne, Liana Sayer, Melissa Milkie and John Robinson. 2012. "Housework: Who Did, Does or Will Do It, and How Much Does It Matter?" *Social Forces* 91, 1: 55-63.

Maynard, Robyn. 2017. "The Black Side of the Mosaic: Slavery, Racial Capitalism and the Making of Contemporary Black Poverty." Chapter 2 Pp. 53-82 in *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Halifax and Winnepeg: Fernwood Press.

Week 7: March 4

LABOUR II: CARE LABOUR PROCESSES AND MEANINGS

*Collins, Patricia Hill, 2016. "The Meaning of Motherhood in Black Culture and Black Mother-Daughter Relationships." In *Through the Prism of Difference*, edited by Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, Michael Messner and Amy Dennisen. Oxford University Press.

*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.

*Moore, Mignon R. 2008. "Gendered power relations among women: A study of household decision making in Black, Lesbian Stepfamilies." *American Sociological Review* 73, no. 2: 335-356.

Frederick, Angela. 2017. "Risky Mothers and the Normalcy Project: Women with Disabilities Negotiate Scientific Motherhood." *Gender & Society* 31(1): 74 –95.

Recommended:

*DeVault, Marjorie, 1991. *Feeding the Family: the Social Organization of Caring as Gendered Work*. Chap. 4. Univ. of Chicago.

*McMahon, Martha, 1995. *Engendering Motherhood: Identity and Self-Transformation in Women's Lives*. Chaps. 5, 6. Guilford Press.

*Hays, Sharon. 1996. *The Cultural Contradictions of Motherhood*. Chap.2. New Haven: Yale University Press.

*Dunne, Gillian. 2000. "Opting into Motherhood: Lesbians Blurring the Boundaries and Transforming the Meaning of Parenthood and Kinship." *Gender & Society* 14, 1: 11-35.

*Fox, Bonnie, 2009. *When Couples Become Parents: The Creation of Gender in the Transition to Parenthood*. Pp. 30-34, Chaps 4 & 5. Univ. of Toronto Press.

*Wall, G, 2013. 'Putting family first': shifting discourses of motherhood and childhood in representations of mothers' employment and childcare.' *Women's Studies International Forum* 40: 162-171.

*Armstrong, Pat. 2013. "Puzzling Skills: Feminist Political Economy Approaches." *Canadian Review of Sociology* 50(3): 256-283.

*Hoang, Kimberly Kay. 2014. "Competing Technologies of embodiment: pan-Asian modernity and third World dependency in Vietnam's Contemporary sex industry." *Gender & Society* 28(4): 513-536.

*Otis, Eileen 2016. China's beauty proletariat: The body politics of hegemony in a Walmart cosmetics department. *Positions* 24 (1): 155-77.

Week 8: March 11

POWER I: STATE VIOLENCE

Maynard, Robyn. 2017. In *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Halifax and Winnipeg: Fernwood Press.

Chapter 3 Pp 84-114. "Arrested Injustice: From the Streets to the Prison."

Chapter 4 Pp. 119-127. "Law Enforcement Violence against Black Women: Naming Their Names, Telling Their Stories."

Chapter 5 Pp. 131-156. "Misogynoir in Canada: Punitive State Practices and the Devaluation of Black Women and Gender Oppressed People."

Chapter 7 Pp. 187-206 "Destroying Black Families: Slavery's Afterlife in the Child Welfare System."

Recommended:

*Kimberle Crenshaw. 1991. "Mapping the margins: Intersectionality, identity politics, and violence against women of color." *Stanford Law Review* 43, 6: 1241-1299

Week 9: March 18

POWER II: CONTROL /REGULATION

*Cannon, Martin. 1998. "The Regulation of First Nations Sexuality." [*The Canadian Journal of Native Studies*](#) XVIII, 1(1998):1-18.

*Young, Marion Iris. 2003. "The Logic of Masculinist Protection: Reflections on the Current Security State." [*Signs*](#) 29(1):1-24.

Yurdakul, Gökçe and Anna Korteweg. 2013. "Gender equality and immigrant integration: Honor killing and forced marriage debates in the Netherlands, Germany, and Britain." [*Women's Studies International Forum*](#) 41(3): 204-214.

*Razack, S. H. 2018. "A Site/Sight We Cannot Bear: The Racial/Spatial Politics of Banning the Muslim Woman's Niqab." [*Canadian Journal of Women and the Law*](#), 30(1), 169-189.

Recommended:

*Connell, Raewyn W. 1995. Chapter 3 "The Social Organization of Masculinity" in *Masculinities*. Berkeley: University of California Press.

*Brown, Wendy. 1995. "Finding the Man in the State". *Feminist Studies*, 18(1), 7-34.

*Haney, Lynne. 1996. "Homeboys, Babies, Men in Suits: The State and the Reproduction of Male Dominance." *American Sociological Review*, 61: 759-778.

*Connell, Raewyn W. and James Messerschmidt. 2005. "Hegemonic Masculinity: Rethinking the Concept." *Gender & Society* 19(6): 829-59.

*Haney, Lynne. 2000. "Feminist State Theory: Applications to Jurisprudence, Criminology and the Welfare State." *Annual Review of Sociology* 26:641-666.

Week 10: March 25

CATHEXIS: Desire and erotic dimensions

Ward, Jane and Beth Schneider. 2009. "The Reaches of Heteronormativity: An Introduction." [*Gender & Society* 23\(4\): 433-439.](#)

*Pfeffer, C. A. 2014. "I Don't Like Passing as a Straight Woman': Queer Negotiations of Identity and Social Group Membership." [*American Journal of Sociology* 120, 1: 1-44.](#)

*Balogun, Oluwakemi M. 2012. "Cultural and Cosmopolitan Idealized Femininity and Embodied Nationalism in Nigerian Beauty Pageants." [*Gender & Society* 26.3: 357-381.](#)

Hammer, Gili. 2012. "Blind Women's Appearance Management: Negotiating Normalcy between Discipline and Pleasure." [*Gender & Society* 26 \(3\): 406-432.](#)

Recommended:

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

*Rubin, Gayle. 2011. "Blood under the bridge: Reflections on "thinking sex"." *GLQ: A Journal of Lesbian and Gay Studies* 17.1 (2011): 15-48.

*Mason, Katherine. 2013. "Social Stratification and the Body: Gender, Race, and Class." *Sociology Compass* 8:686-98.

Week 11: April 1

Care Work: Bridging Labour, Power and Cathexis I

*Hochschild, Arlie Russell. 2012 [1983]. [*The managed heart: Commercialization of human feeling.*](#) Berkeley: University of California Press. Preface to the 2012 edition and Chapter 6 "Feeling Management: From Private to Commercial Uses."

*Zelizer, Viviana. 2011. *Economic Lives: How Culture Shapes the Economy*. Princeton: Princeton University Press. Chapter 13 “Caring Everywhere.”

*Tronto, Joan. 2013. Chapter 5 “Democratic Caring” In *Caring Democracy: Markets, Equality, and Justice*. NY: New York University Press.

Kontos, Pia, Alisa Grigorovich, Alexis P Kontos and Karen-Lee Miller. 2016. “Citizenship, human rights, and dementia: Towards a new embodied relational ethic of sexuality.” *Dementia* 15(3): 315–329.

Recommended:

Morris, Jenny. 2001. “Impairment and Disability: Constructing an Ethics of Care that Promotes Human Rights.” *Hypatia* 16(4): 1-16.

*Fraser, Nancy. 1989. “Women, Welfare and the Politics of Need Interpretation.” Pp.144-160 in *Unruly Practices*. University of Minnesota Press.

*Watson, Nick, Linda McKie, Bill Hughes, Debra Hopkins, and Sue Gregory. 2004. “(Inter)dependence, needs and care: The potential for disability and feminist theorists to develop an emancipatory framework model” *Sociology* 38:331–350.

Garland-Thomson, Rosmarie. 2002. “Integrating Disability, Transforming Feminist Theory” *NWSA Journal* 4(3): 1-32.

Week 12: April 8

Care Work: Bridging Labour, Power and Cathexis II

Francisco-Menchavez, Valerie. 2018. *The Labor of Care: Filipina Migrants and Transnational Families in the Digital Age*. Urbana: University of Illinois Press.

Other Policies and Resources

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.1.(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.

Accessibility 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 Commitment Regarding Persons with Disabilities" at <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppnov012004.pdf>.

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>, 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>, or Student Crisis Response, 416-946-7111.

Equity and Diversity Statement

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>.