

University of Toronto – Department of Sociology
SOC 265H1F:
Gender & Society
L0101
Fall 2021

Thursdays: 4:10pm - 6:00pm

Instructor: Nicole Schott
Email: nicole.schott@mail.utoronto.ca
Hours: Fridays 12-2pm via Zoom (or by appointment)
Course website: Access via U of T Quercus (q.utoronto.ca)
Teaching Assistants: Amanda Deeley and Taylor Domingos

Course Description

This course explores the social construction of sex and gender, gender politics and social justice, and the intersection of gender with other structures of inequality such as race, ethnicity, class, and sexuality. Privileging the critical perspective, we will examine the idea that sex and gender are fixed biological realities and discuss what sociologists of gender have contributed to our understanding of gender as a major organizing aspect of society. Course readings focus on the sociological approach to gender and the empirical applications of these theories and concepts to show how gender relations are shaped by micro and macro forces and social institutions such as the media, education, capitalism, the family, health, and violence.

Each class will consist of a lecture component in which the readings are placed in a larger framework. In addition, we will have in-class discussions of the course material as well as online small group discussions. This will allow you to better work through challenging concepts and theories, and to apply these theories to your own experiences. Come to lectures prepared to participate and to share your thoughts and questions with the rest of the class.

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

Learning Outcomes

Upon successful completion of SOC265 students should have developed a critical understanding of the complex nature of gender and its associated inequalities. It is expected that students will:

- Be able to identify how both biology and social processes shape our thinking about sex and gender and how this thinking influences behaviour.
- Be familiar with different theoretical approaches to gender studies.
- Be able to incorporate a cultural analysis into their sociological practice.

- Identify the consequences of living in a society that is organized around the assumption of gender difference and inequality. (Students should also be able to discuss how such consequences manifest in the workplace, school, and family environments and impact intimate relationships, media representation and mental health in both Canada and abroad).
- Advance their research, critical thinking, and academic writing skills.
- Be able to identify, summarize, and discuss key arguments presented in each reading and lecture, and relate these ideas to the world today.
- To analyze the intersection of gender with other axes of inequality such as race, ethnicity, class, and sexuality.

Textbooks and Other Materials

The readings for this course consist of academic journal articles and media articles. Several readings are classics in the field that highlight important research findings and key analyses that help us better understand how social history has produced current social arrangements. Many of the selected readings also present passionate sociological arguments about pressing issues in the world today and were selected because they have the capacity to generate discussion, debate, and inspire critical thinking.

There are no required textbooks. All readings are accessible through the U of T library or through the hyperlink provided in the course syllabus. It is your responsibility to locate, download and read the required readings. Students are expected to come to class having completed the readings and be ready to engage with the major ideas and concepts presented in the materials.

****You must bring hard copies or electronic copies of the required readings to each class. Come prepared with questions, observations, connections, and analyses.**

Every attempt will be made to follow this list, but it is subject to change at the discretion of the instructor.

ASSIGNMENTS AND TESTS

1. Discussion Board Participation via Quercus (20% - Due: Ongoing)

Every week students will respond to online discussion topics corresponding to the assigned 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. 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 and constructive manner. The discussion boards for each class will close Thursday at midnight on the week of the class. Submissions will not be accepted after the discussion boards are closed.

2. **Analytical Reflection (20% - October 8th before 11:59pm)**

The reflection should discuss how a theory or concept from one (or more) of the readings has affected the way you view or understand a particular topic. This assignment will help students develop analytical skills by applying theories/ concepts from the readings to analyze an "everyday" issue relating to gender in their personal lives or society. Detailed instructions of the assignment structure and expectations will be posted on Quercus. Reflections will be between 900-1000 words.

3. **Midterm Test (25% - In Class on October 21st)**

The mid-term exam will be a mix of multiple choice, definition, and essay-style questions. All questions will ask you to show an understanding of, and reflection upon, course materials. The mid-term exam will include all reading and lecture material up to and including the class before the exam. We will spend time preparing for the test in class.

4. **Final Project (35% - December 9th before 11:59pm)**

This is an individual assignment. The essay is a maximum of 2000 words. There will be several options to choose from in terms of the topic and format. Detailed instructions of the assignment structure and expectations will be posted on Quercus. We will spend time preparing for the final project in class.

GRADING SUMMARY

Assignment	Weight	Due Date
Discussion Board Participation	20 points	Ongoing
Analytical Reflection	20 points	Oct. 8 th
Midterm Test	25 points	Oct. 21 st
Final Project	35 points	Dec. 9 th
Total	100 points	

ASSESSMENT AND FEEDBACK

The instructor and teaching assistants aim to provide constructive feedback to your assignments and exams. To make assessments most useful for you, you are welcome to let the grader know where you would like the most feedback. For example, you may decide that you are confident about your writing but would like feedback on your analysis or understanding of concepts. The instructor welcomes students to come and talk during office hours (above). This is an excellent time to talk about expectations, understanding, and to expand upon feedback on papers.

Student expectations will be discussed in class, including what constitutes an A+ Paper. A rubric will be attached to each assignment to help students further hone and develop their analytical, critical, and writing skills in relation to sociological discourse.

CLASS FORMAT

Attendance at lectures is essential; in order to be an active participant in this course, you will be expected to do the required readings before coming to class each week. Lectures will offer a survey of the field of study and will contextualize, expand upon, and critically examine themes covered in the readings. I will not be providing full summaries of the readings in class. I often use video clips, documentaries, in-class exercises, and discussions to illustrate points and build critical thinking. Since it is difficult to replicate these experiences in notes, I encourage students to attend every class.

Both the lectures and the readings are essential to your understanding and success in the course. Exams and assignments will draw equally on content from readings and lectures.

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. The instructor takes the marking of assignments very seriously, and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following rules: If it is a mathematical error simply alert the instructor of the error. In the case of more substantive appeals you must:

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1. Wait at least 24 hours after receiving your mark.
 2. Carefully re-read your assignment, all assignment guidelines and marking schemes and the grader's comments.
 3. If you still feel the grade you received is not an accurate reflection of the work that you produced, you must discuss your grade within 3 days of the grade being returned to you, addressing the comments they provided to you.
 4. If you are unable to come to an agreement, you may request a regrade from the instructor. In your request, you must address your comments and explain why you feel they do not adequately reflect your assignment. Keep in mind that upon regrading, your mark may go up or down or stay the same.
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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 support your learning.

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. Accommodated Testing Services (ATS) will continue to open the Exam Centre on an as-needed basis: <https://lsm.utoronto.ca/ats/>

Writing Support

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

COURSE SCHEDULE

Date	Topic
SEPT. 9	Introduction, Course Overview and What is Gender? <ol style="list-style-type: none">1. Botelho-Urbanski, J. (2016, July 11). Baby Storm 5 Years Later: Pre-Schooler on top of the World. July 11th. The Toronto Star. Retrieved from: https://www.thestar.com/news/gta/2016/07/11/baby-storm-five-years-later-preschooler-on-top-of-the-world.html2. Presse, A. F. (2018, March 21). Canada public servants go 'gender neutral' in addressing parents. The Daily Star. Retrieved from: http://www.dailystar.com.lb/News/World/2018/Mar-21/442519-canada-public-servants-go-gender-neutral-in-addressing-parents.ashx
SEPT. 16	Biological Arguments About Gender Differences & Sociological Approaches to Gender <ol style="list-style-type: none">1. Martin, E. (1991). The egg and the sperm: How science has constructed a romance on stereotypical male-female roles. <i>Signs</i>, 16(3), 485-501.2. Fausto-Sterling, F (1993). The five sexes: Why male and female are not enough. <i>The Sciences</i>, 20-24. Retrieved from: http://www.fd.unl.pt/docentes_docs/ma/TPB_MA_5937.pdf
SEPT. 23	Social Construction of Gender: Femininities/ Masculinities <ol style="list-style-type: none">1. Kimmel, M.S. & Holler, J. (2017). The Social Construction of Gender

Relations (excerpt from Chapter 5). In *The Gendered Society: Second Canadian Edition*.

2. West, C. & Zimmerman, D. H. (1987). Doing Gender. *Gender and Society*, 1(2), 125-151.
3. Connell, R. W. 2005. "The Social Organization of Masculinity," In *Masculinities*, eds. R. W. Connell, 67-81. Berkeley and Los Angeles: University of California Press.

SEPT. 30 **Gender, Race, Class, Disability, Age... "Intersectionality"**

1. West, C. and Fenstermaker, S. (1995). Doing difference. *Gender and Society*, 9(1), 8-37.
2. Erelles, N. (2011). Chapter 3 - "Unspeakable" offences: Disability studies at the intersections of multiple differences with Anrea Minear, pp. 95-120. In: *Disability and difference in global contexts*.

OCT. 7 **Gender & Sexualities**

1. Armstrong, E. A., Hamilton, L and England, P. (2010). Is Hooking Up Bad for Young Women? *Contexts*, 9(3), 22-27.
2. Rich, A. C. (2003). Compulsory heterosexuality and lesbian existence (1980). *Journal of Women's History*, 15(3), 11-48.
3. Pascoe, C. J. 2005. 'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse. *Sexualities*, 8(3), 329- 346.

**** Analytical Reflection Assignment Due before 11:59 p.m. on Friday, October 8th****

OCT. 14 **Trans Identities & Policing Trans Bodies**

1. Dozier, R. (2005). Beards, breasts, and bodies: Doing sex in a gendered world. *Gender & Society*, 19(3), 297-316.
2. Valentine, D. (2012). Sue E. Generous: Toward a theory of non-transsexuality. *Feminist Studies*, 38(1), 185-211.
3. Underwood, S.W. and Vincent, B. (October 2016). Why we should stand up for trans rights and recognition at the University of Toronto. Torontoist. Accessible here: <https://torontoist.com/2016/10/u-of-t-trans-rights/>

OCT. 21 **Midterm Test (In Class)**

OCT. 28 **Gender & Products**

1. Jackson, S. (2014). Globalization, corporate nationalism, and masculinity in Canada: Sport, Molson beer advertising, and consumer citizenship. *Sport in Society*, 17(7), 901-916.
2. Duesterhaus, M., Grauerholz, L., Weichsel, R., and Guittar, N. A. (2011). The cost of doing femininity: Gendered disparities in pricing of personal care products and services. *Gender Issues*, 28(4), 175-191.
3. King, B. J. (2018, April 5). What so hamburgers have to do with gender? *Cosmos & Culture: Commentary on Science and Culture*:
<https://www.npr.org/sections/13.7/2018/04/05/598085764/what-do-hamburgers-have-to-do-with-gender>

NOV. 4 **Gender & Children**

1. Jackson, S. (2014). Globalization, corporate nationalism, and masculinity in Canada: Sport, Molson beer advertising, and consumer citizenship. *Sport in Society*, 17(7), 901-916.
2. Bian, L., Leslie, S., & Cimpian, A. (2017). Gender stereotypes about intellectual ability emerge early and influence children's interest. *Science*, 355, 389-391.
3. Daly, N. (2017, January). How today's toys may be harming your daughter. *National Geographic Magazine*.
<https://www.nationalgeographic.com/magazine/article/gender-toys-departments-piece>

NOV. 11 **FALL READING WEEK – NO CLASS**

NOV. 18 **Gender & Violence**

1. Phipps, A., Ringrose, J., Renold, E., and Jackson, C. (2018). Rape culture, lad culture and everyday sexism: Researching, conceptualizing and politicizing new mediations of gender and sexual violence. *Journal of Genders Studies*, 27(1), 1-8.
2. Flood, M. (2011). Involving men in efforts to end violence against women. *Men & Masculinities*, 14(3), 358-377.

3. Burstow, B. (2003). Towards a Radical Understanding of Trauma and Trauma Work. *Violence Against Women*, 9(11), 1293-1317.

GUEST LECTURE: Rebecca Lennox

NOV. 25 **Gender & Health**

1. Hankivsky, O. (2012). Women's health, men's health, and gender and health: Implications of intersectionality. *Social Science & Medicine*, 74, 1712-1720.
2. Bowman, L. (2018, March). International Women's Day 2018: Gender bias in medical research is putting women's health at risk. Metro. Retrieved from: <https://metro.co.uk/2018/03/08/international-womens-day-2018-gender-bias-in-medical-research-is-putting-womens-health-at-risk-7369488/>
3. Schott, N. & Langan, D. (2015). Pro-anorexia/bulimia censorship and public service announcements: the price of controlling women. *Media, Culture & Society*, 37(8), 158-175.

DEC. 2 **Postcolonial Feminism AND Review Session**

1. Mohanty, C. T. (1998). Under Western eyes: Feminist scholarship and colonial discourses. *Feminist Review*, 30, 61-88.

Final Project is Due before 11:59PM on Thursday December 9th