

GENDER RELATIONS (Spring 2017)
365H1S
University of Toronto, St. George Campus
Tuesdays 4:10-6 p.m. LM 161

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COURSE DESCRIPTION: Sex (a socio-medical designation) and gender (an affective orientation) are related in complex ways that shape and are shaped by individuals and social structures. In this course, we will conduct a broad overview of sociological and feminist research and theory that unpacks these complex terms and explores some of their social, economic, political and sexual manifestations, including their intersection with class and ethno-racial status. To this end, we will begin by examining social constructionist, developmental and psychodynamic approaches to gender, including a critical analysis of our Western, two-gender system. A second section of the course will examine a range of feminist theoretical frameworks focused on the problem of gender inequality, including an analysis of the roles of capitalism, patriarchy, racialization and race-based stratification, the institution of heterosexuality, the gendered interaction order, and gendered discourses in producing the systematic oppression of women. In a final section, we will examine the institutions and processes through which gender is produced and reproduced, including the labor force, globalization, and the domestic sphere.

PREREQUISITES: The prerequisite to take this course is SOC265H1. Students without this requirement will be removed at any time discovered and without notice.

COURSE REQUIREMENTS: Students will be responsible for reading and analyzing a considerable amount of literature each class. Students should come to class prepared to engage the readings and each other.

GRADING POLICY: Students will be given two, in-class essay tests, each worth 40% of the total grade, and one take-home test worth 20% of the total grade.

All test materials will be based on lectures and course readings. All tests will consist of two to three essay questions. Students will be permitted use of any printed materials distributed or purchased for the course during exams, but use of computers for the in-class test will not be permitted.

Because writing skills are essential for the tests of this course, students are urged to seek assistance from the University of Toronto writing centre should they anticipate problems in this area. The writing centre can be visited on the web at:

<http://www.utoronto.ca/writing/centres.html>

CLASS RULES AND REGULATIONS: Attendance is mandatory. Students absent from class penalize themselves, as the material covered in lectures and in class discussions will reappear on the midterm and final tests.

If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

TEST POLICY:

1. Make-ups for tests will require documentation of a medical or related emergency. They will not be offered for any other reason.
2. Tests handed in late will be docked 5 points off the total score of the test for each day past the due date.
3. No student will be allowed an extension on tests short of medical/family emergencies with supporting documentation.

Please note: Students with personal, family, or medical difficulties that threaten to affect their academic performance should consult his/her College Registrar. The College Registrar has the appropriate training, experience, and resources to deal with these kinds of problems.

4. While students may study together, no student will share his/her take-home test with another student before submission. This is a form of plagiarism, and is as unacceptable as if you shared your paper with another student during an in-class test. Students who violate this rule will face formal penalties for plagiarism under University of Toronto's plagiarism policy.
5. Students with special educational needs must bring appropriate documentation and associated protocol for testing and test procedures. There are NO circumstances under which the instructor will provide lecture notes to students.
6. Students who are dissatisfied with their test grades have one week to address their concerns, in writing, to the teaching assistant. The format for contesting a grade begins with a 1-2 page typed document, submitted to the teaching assistant, 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.
7. Grades will never be changed without an explicit reason related to the quality of the work—i.e., students cannot simply request a higher grade to round up their GPA.

PLAGIARISM:

Students must consult the University of Toronto guidelines for plagiarism. These guidelines will be vigorously enforced. Students who plagiarize will be given the strictest possible penalty.

REQUIRED TEXTS:

Course kit: Purchase at Alicos Copy Centre, 203 College Street (and Beverly)

COURSE SCHEDULE:

- Jan 10 Introductory lecture: Essentialism and Social Constructionism
Overview of the course and syllabus
- Jan 17 Lorber, Judith. 2006. "The Social Construction of Gender" in
Estelle Disch *Reconstructing Gender: A Multicultural
Anthology*. Massachusetts: McGraw-Hill
- Gould, Lois. "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
- Kessler, Suzanne J., and Wendy McKenna. 1985. "The Primacy of
Gender Attribution" in *Gender: An Ethnomethodological Approach*.
New York: John Wiley & Sons
- Jan 24 West, Candace and Don H. Zimmerman. 1987. "Doing Gender".
Gender & Society 1, 2: 125-151
- Fausto-Sterling, Anne. 1993. "The Five Sexes: Why Male and Female
Are Not Enough". *The Sciences* 33, March/April, 20-24
- Jan 31 Lecture: Transgender
- Film: "Transsexual Journey"
- 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.
- Feb 7 Renzetti, Claire M., Daniel J. Curran and Shana L. Maier. 2012. "Chapter 4:
Teaching Us to Know Our Respective Places". Pp. 73-99 in Renzetti,

Claire M., Daniel J. Curran and Shana L. Maier (eds.), *Women, Men and Society. Sixth Edition.* Boston: Pearson.

Chodorow, Nancy. 1992. "Family Structure and Feminine Personality" in Janet A Kourany, Rosemarie Tong & James P Sterba (eds.) *Feminist Philosophies: Problems, Theories, and Applications.* Englewood Cliffs, NJ: Prentice-Hall

Spelman, Elizabeth. 1992. "Notes on Chodorow's Reproduction of Mothering" in Janet A Kourany, Rosemarie Tong & James P Sterba (eds.) *Feminist Philosophies: Problems, Theories, and Applications.* Englewood Cliffs, NJ: Prentice-Hall

Feb 14 **IN-CLASS TEST 1**

Feb 21 **NO CLASS: READING WEEK**

Feb 28 Lecture: Feminist Theory

Mill, John Stuart. 1993. "The Subjection of Women" in Alison M. Jaggar and Paula S. Rothenberg *Feminist Frameworks: Alternative Theoretical Accounts of the Relations between Women and Men.* Boston: McGraw-Hill

March 7 Engels, Friedrich. 1993. "Origin of the Family, Private Property, and the State" in Alison M. Jaggar and Paula S. Rothenberg *Feminist Frameworks: Alternative Theoretical Accounts of the Relations Between Women and Men.* Boston: McGraw-Hill

Ehrenreich, Barbara & Arlie Russell Hochschild (eds.). 2002. *Global Woman: Nannies, Maids, and Sex Workers in the New Economy.* New York: Metropolitan Books

March 14 Rich, Adrienne. 1993. "Compulsory Heterosexuality and Lesbian Existence", Pp. 227-254 in Abelove, Henry, Michele Aina Barale and David M. Halperin (eds.), *The Lesbian and Gay Studies Reader.* New York and London: Routledge.

MacKinnon, Catharine. 2002. "Pleasure Under Patriarchy." Pp. 33-43 in Williams, Christine L. and Arlene Stein (eds.), *Sexuality and Gender.* Malden Mass.: Blackwell.

Hakim, Catherine. 2010. "Erotic Capital." *European Sociological*

Review.

March 21 **IN-CLASS TEST 2**

March 28 Collins, Patricia Hill. 2002. "Some Group Matters: Intersectionality, Situated Standpoints, and Black Feminist Thought" in T. Lott and J. Pittman, *A Companion to African- American Philosophy*. Blackwell, 205-229

McIntosh, Peggy. 2006. "White Privilege: Unpacking the Invisible Knapsack." In Estelle Disch *Reconstructing Gender: A Multicultural Anthology*. Massachusetts: McGraw-Hill

April 4 Hochschild, Arlie Russell. 1993. *The Managed Heart*. Pp 1-32; 162-184
University of California Press.

Final Test Distributed.

Test DUE: Friday April 7 at 4 p.m. Location TBA