



Sociology UNIVERSITY OF TORONTO

Gender I: Core Survey Course Fall 2022

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Office Hours: Thursdays 2-3 or by appointment

Class: Room 240, Thursdays 11-1

Course Website: Quercus

Course Description

This is one of the ‘core’ courses in the Gender area. It is mostly an overview, or survey, of the sociology of gender focusing on various ways of thinking about gender and research in key sub-areas of the field. There are many ways to organize an overview of the field. Drawing on the newly revised gender comprehensive exam list, we will begin with some “feminist contestations” that orient our thinking about gender in sociology and through interdisciplinary conversations and debates. We focus heavily on how gender is infused with, and infuses, other structures of inequality including race, Indigeneity, class, migrant status, sexuality and disability. As you actively read the material, I invite you to consider how these approaches to understanding gender emerge within or otherwise relate to your own work, or to the gender subfields in which you will specialize. Next, we will delve into what Raewyn Connell (1987:97) argues are “empirically the key structures of the field of gender relations”: labour, cathexis and power. We will analyze these three structures through the case of care, which encompasses all three and is, thus, a nice teaching tool allowing both breadth and depth across sub-fields of the sociology of gender. Here I invite you to think comparatively to consider how labour, cathexis and/or power operate in your own research case or arena in different or similar ways.

Readings

Most readings are available through the University of Toronto library. On the first day of class, we will discuss how to get access to them. See below for the schedule of readings.

Course Requirements

COMPONENT (ESSAY, TEST, PRESENTATION)	DESCRIPTION (PAGE-LENGTH, TIME REQUIREMENTS, CONTENT)	DATE DUE (DD/MM/YY)	RELATIVE WEIGHT
Class participation	Active participation in class discussions, including leading them	weekly, starting week 1	10%
Reading keys	For each assigned reading submit a Reading Key	Weeks 2-11 (3% each)	30%
Annotated bibliography	Propose one reading for one of the course topics/week(s)	Due MONDAY Sept. 19 by 5pm	10%
Critical reflection paper 1	Critical reflection on a “feminist contestation”	Due by Oct 24	25%
Critical reflection paper 2	Critical reflection on one of the three empirical structures of gender relations	Due by Dec. 8.	25%

*Please submit all work to the Quercus website under the assignments tab.

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 they might, or might not, be useful in your own work.

Class participation: 10%

I will run this class as a seminar and look forward to 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.

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 or debates engaged, and to generate questions that prompt critical reflection and discussion.

Weekly Reading Keys: 3% per week for a total of 30%

For weeks 2-11, you will hand in a weekly Reading Key for each assigned reading to encourage active reading and reflection. These keys will prompt 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. You should submit your Reading Keys to the Quercus website by the beginning of class each week.

Short annotated bibliography

This early, short assignment asks you to propose one reading for one topic or week of this course. The purpose of this assignment is twofold. First, I am hoping it will help to bring us into conversation with more new, innovative work – especially work too-oft overlooked by marginalized scholars. Second, I hope your input into the readings will help you to begin to place your own work within feminist debates and identify links to one of the three gender structures (labour, cathexis or power).

Provide a full reference for your reading, a paragraph summarizing the argument and a paragraph explaining where in this syllabus you think it would fit. Alternatively, the second paragraph could explain why the reading does not fit in this syllabus and argue for its importance. I will likely choose some of these readings to include (depending on how many students are in the course) in the required reading, possibly replacing some of those I have chosen, or possibly including them in the last week. Some proposed readings may be included next time I teach this course, or recommended for the comprehensive exam.

Critical reflection paper 1: feminist contestations

The aim of this critical reflection paper is to give you space to experiment with participating in some key feminist debates on how we understand gender at its intersection with other social inequalities. Pick one of the arenas of constructive debate covered in the first part of this course (theorizing from radical women of colour; Canadian anti-racist, anti-colonial thought; sexuality meets migration and disability) – or a subset of them. Engage some of the recommended readings, or other related readings from the gender comprehensive exam list. Write an 8-10, double-spaced, paper where you summarize the main debates and arguments, critically evaluate them by identifying both contributions and oversights and suggest how they might inform your own current or future work.

Critical reflection paper 2: empirical structure of gender

The aim of this critical reflection paper is to give you space to develop a deeper understanding of one of the three empirical structures of gender (labour, cathexis or power). You have two options to focus on in your 8-10 reflection paper.

1. Summarize key aspects of your chosen gender structure by making connections between the required readings and some of the recommended readings that week. Critically evaluate the scholarship you review on your chosen gender structure by identifying both contributions and oversights. Also consider how the required readings extended or

developed key lines of inquiry set out in the recommended readings. This option will be most useful for those taking the gender comprehensive exam since many of the recommended readings are on the comp. list.

2. Summarize key aspects of your chosen gender structure by making connections between the required readings on care and readings that you choose on a case study you are researching or interested in exploring. Critically evaluate the scholarship you review by considering how your case illustrates the chosen gender structure you picked (labour, cathexis or power) similarly or differently from the case of care.

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, as described on pg. 4 of this policy document: [grading\(1\).pdf](#)

The class participation and weekly Reading Keys cannot be made-up since their intent is to generate fruitful class discussion. Note: depending on the topics you choose to write about, you could hand in reflection papers earlier than the deadline, and I encourage this. If you foresee a problem with these due dates, talk to me early so we can come up with a plan.

Academic Integrity

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 (<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>) and Code of Student Conduct (<https://www.viceprovoststudents.utoronto.ca/students/#codeconduct>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

All of your submitted assignments will automatically be run through a new plagiarism detection tool, Ouriginal, for a review of textual similarity and detection of possible plagiarism. (Ouriginal replaces Turnitin.) In doing so, you will allow your assignments to be included as source documents in the Ouriginal 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 Ouriginal service are described on the Centre for Teaching Support & Innovation website: <https://uoft.me/pdt-faq>

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](https://governingcouncil.utoronto.ca/secretariat/policies/statement-commitment-regarding-persons-disabilities-february-25-2021)" at <https://governingcouncil.utoronto.ca/secretariat/policies/statement-commitment-regarding-persons-disabilities-february-25-2021>.

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

All members of the learning environment in this course should strive to create an atmosphere of mutual respect. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated; please alert me to any behaviour that undermines the dignity or self-esteem of any person in this course or otherwise creates an intimidating or hostile environment. You will find additional information and reports on Equity and Diversity at the University of Toronto online at <http://equity.hrandequity.utoronto.ca>.

Course Schedule and Readings

The reading list uses an * to note readings on the gender comprehensive exam list, and + to note a similar reading to one on the list (such as another reading by the same author with a similar argument). I have also put many readings from the comprehensive exam list as recommended. Finally, I put some readings in recommended covered in the other core course: Feminist Theory and Practice.

Week 1: Sep 15 - Introduction

- Introductions
- Review of substantive focus of course
- Review of assignments and expectations
- Assigning weeks to lead discussion
- Preliminary discussion of where to include your suggested readings in course outline

Required reading:

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

Smith, Malinda S., with Kimberly Gamarro and Mansharn Toor. 2017. "Introduction: Setting the Context." Pp. 2-23 in *The Equity Myth: Racialization and Indigeneity at Canadian Universities*. Vancouver: UBC Press.

MODULE I: FEMINIST CONTESTATIONS

Week 2: September 22

Theorizing from radical women of colour

Moraga, Cherrie and Gloria Anzaldúa, editors. 2015 [1981]. *This Bridge called my Back: Writings by Radical Women of Color, Fourth Edition*. New York: Kitchen Table Women of Color Press.

- *Moraga. (new/2015) "Introduction."
- *Combahee River Collective. "A Black Feminist Statement."
- *Lorde, Audre. "The Master's Tools..."

*Collins, Patricia Hill. 2000 [1990]. *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment, Revised Tenth anniversary Edition*. Chapter 1 "The Politics of Black Feminist Thought." London: Routledge.

*Barker, Joanne. 2019. "Confluence: Water as an Analytic of Indigenous Feminisms." *American Indian Culture and Research Journal* 43(3):1-40.

Recommended:

Davis, Angela. 1983. *Women, Race & Class*. New York: Vintage Books.

hooks, bell. 1991. "Theory as Liberatory Practice," *Yale Journal of Law & Feminism* Vol. 4: Iss. 1, Article 2.

+Mohanty, Chandra Talpade. 1991. "Under Western Eyes." Pp. in Ann Russo and Lourdes Torres, eds *Third World Women and the Politics of Feminism*. Bloomington and Indianapolis: University of Indiana Press.

Collins, Patricia Hill. 2000 [1990]. *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment, Revised Tenth anniversary Edition*. Part 3 "Black Feminism, Knowledge, and Power." London: Routledge.

Week 3, September 29

Canadian anti-racist, anti-colonial feminist thought

Ng, Roxana. 1986. "The social construction of 'immigrant women' in Canada." Pp. 269-286 in *The Politics of Diversity: Feminism, Marxism and Nationalism*, eds. Roberta Barrett and Michele Hamilton. New York, NY: Verso Books.

*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.

*Tuck, Eve and K. Wayne Yang. 2012. "Decolonization is not a Metaphor." *Indigeneity, Education & Society* 1(1): 1-40.

*Maynard, Robyn. 2017. *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Chapter 5 "Misogynoir in Canada: Punitive state practices and the devaluation of Black women and gender-oppressed people." Halifax and Winnepeg: Fernwood Press.

Recommended:

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

*Tuck, Eve. 2009. "Suspending Damage: A letter to communities." *Harvard Educational Review* 79(3): 409-427.

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.

Week 4, October 6

Intersectionality

Nash, Jennifer. 2019. *Black Feminism Reimagined after Intersectionality*. Durham and London: Duke University Press.

Recommended:

*Crenshaw, Kimberle. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review* 43, 6: 1241-1299.

- *McCall, Leslie. 2005. "The Complexity of Intersectionality." *Signs* 30, 3: 1771-1800.
- *Yuval-Davis, Nira. 2006. "Intersectionality and feminist politics." *European Journal of Women's Studies* 13, 3: 193-209.
- *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 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.
- *Mojab, Shahrzad, and Sara Carpenter. 2019. Marxism, feminism, and "intersectionality". *Journal of Labor and Society* 1-8.

Reading week: (UTM's – October 11-14)

Week 5, October 20

Sexuality meets migration and disability

Connell, Raewyn. 2012. "Transsexual Women and Feminist Thought: Toward New Understanding and New Politics." *Signs* 37(4): 857-881.

Hector Carillo. 2017. *Pathways of Desire: The Sexual Migration of Mexican Gay Men*. Chicago: University of Chicago Press. Introduction and Chapter 1 "Conceptualizing Sexual Migration."

Shakespeare, Tom and Sarah Richardson. 2018. "The Sexual Politics of Disability, twenty years on." *Scandinavian Journal of Disability Research* 20(1): 82-91.

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

Recommended:

Shakespeare, Tom, Dominic Davies and Kath Gillespie-Sells. 1996. *Sexual Politics of Disability: Untold Desires*. London: Cassell.

Garland-Thomson, Rosmarie. 2002. "Integrating Disability, Transforming Feminist Theory" *National Women's Studies Association Journal* 4(3): 1-32.

Module II: (CARE) LABOUR, CATHEXIS AND POWER

Week 6, October 27:

Labour I: -Social reproduction and reproductive labor

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

*Luxton, Meg. 2006. "Feminist Political Economy in Canada and the Politics of Social Reproduction." Pp 11-44 in *Social Reproduction: Feminist political economy challenges neo-liberalism*, edited by Kate Bezanson and Meg Luxton. McGill- Queen's University Press.

*Kofman, Eleonore. 2012. "Rethinking Care through Social Reproduction: Articulating Circuits of Migration." *Social Politics* 19(1): 142-162.

Yarris, Kristin E. 2017. *Care across Generations: Solidarity and Sacrifice in Transnational Families*. Stanford: Stanford University Press. Introduction, Chapters 1 and 2.

Recommended:

*Hartmann, Heidi. 1981. "The Unhappy Marriage of Marxism and Feminism: Towards a More Progressive Union." In *Women and Revolution*, ed. by Lydia Sargent. South End Press.

+Sassen, Saskia. 1984. "Notes on the incorporation of third world women into wage-labor through immigration and off-shore production." *International Migration Review* 1144-1167.

*Mies, Maria. 1986. "Colonization and Housewifization" in *Patriarchy and Accumulation on a World Scale: Women in the International Division of Labor*. Londong: Zed Books.

*Fox, Bonnie. 1988. "Conceptualizing 'Patriarchy.'" *Canadian Review of Sociology and Anthropology* 25, 2:163-182.

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

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

*Federici, Silvia. 2004. "Introduction" and "The Accumulation of Labor and the Degradation of Women: Constructing 'Difference' in the 'Transition' to Capitalism" in *Caliban and the Witch: Women, the Body, and Primitive Accumulation*.

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

Fraser, Nancy. 2017. "Crisis of Care? On the Social Reproductive Contradictions of Contemporary Capitalism." Pp. 21-36 in *Social Reproduction Theory*, Ed. Tithi Battacharya, London: Pluto Press.

Week 7, November 3
Labour II: 'Unfree' care labour

Parreñas, Rhacel Salazar. 2021. *Unfree: Migrant Domestic Work in Arab States*. Stanford: Stanford University Press.

Recommended:

*Stasiulis, Daiva and Abigail Bakan, 2005. *Negotiating Citizenship*. Chap 5. UTP.

*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.

*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.

*Constable, Nicole. 2009. "The commodification of intimacy: Marriage, sex, and reproductive labor." *Annual Review of Anthropology* 38: 49-64.

*Pande, Amrita. 2010. "Commercial Surrogacy in India: Manufacturing a Perfect Mother Worker." *Signs* 35, 4: 969-992.

Week 8, Nov 10
Cathexis I: Emotions in the labor process

Hochschild, Arlie Russell. 2012 [1983]. *The managed heart: Commercialization of human feeling*. Berkeley: University of California Press. Preface to the 2012 edition, Chapter 4 "Feeling Rules", *Chapter 6 "Feeling Management: From Private to Commercial Uses."

Kang, Milian. 2010. *The Managed Hand: Race, Gender, and the Body in Beauty Service Work*. "Introduction: Manicuring Work." Berkeley: University of California Press.

*Zelizer, Viviana. 2010. "Caring Everywhere." Pp. 281—295 in *Intimate Labors: Cultures, Technologies, and the Politics of Care*, edited by Eileen Boris and Rhacel Parreñas. Stanford University Press.

Erickson, Rebecca and Clare Stacey. 2013. "Attending to Mind and Body: Engaging the Complexity of Emotion Practice among Caring Professionals." Pp. 175-96 in *Emotional Labor in the 21st Century: Diverse Perspectives on Emotion Regulation at Work*, edited by A.A. Grandey, J.M. Diefendorff and D.E. Rupp. New York: Routledge.

Recommended:

Bolton SC and Boyd C. 2003. "Trolley dolly or skilled emotion manager? Moving on from Hochschild's Managed Heart." *Work, Employment and Society* 17(2): 289–308.

Bolton, Sharon. 2009. "Getting to the heart of the emotional labour process: a reply to Brook." *Work, Employment and Society* 23(3): 549–60.

Brook P. 2009. "In critical defence of 'emotional labour': refuting Bolton's critique of Hochschild's concept." *Work, Employment and Society* 23(3): 531–48.

Cranford, Cynthia and Diana Miller. 2013. "Emotion Management from the Client's Perspective: The case of personal homecare." *Work, Employment and Society* 27(5): 785-801.

Week 9, November 17

Cathexis II: Intimacies and interdependencies

Yarris, Kristin E. 2017. *Care across Generations: Solidarity and Sacrifice in Transnational Families*. Stanford: Stanford University Press. Chapters 3, 4 and 5.

Nishida, Akemi. 2022. "Living Interdependency." Pp. 126-157 (Chapter 4) in *Just Care: Messy Entanglements of Disability, Dependency and Desire*. Philadelphia: Temple University 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 (2):331–350.

Recommended:

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

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

*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.

Williams, Fiona. 2001. "In and Beyond New Labour: Towards a New Political Ethics of Care." *Critical Social Policy* 21(4): 467-493.

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

Week 10, Nov. 24:

Power I: State, regulation & citizenship

*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.

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

+Glenn, Evelyn Nakano. 2010. "Who Cares?" and "Caring for One's Own and Caring for a Living" in *Forced to Care: Coercion and Caregiving in America*. Harvard: Harvard University Press.

*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.

Recommended:

*Jenson, Jane. 1986. "Gender and Reproduction: Or, Babies and the State." *Studies in Political Economy* 20: 9-45.

*O'Connor, Julie, Ann Orloff, and Sheila Shaver, 1999. *States, Markets, Families: Gender, Liberalism and Social Policy in Australia, Canada, Great Britain and the United States*. Introduction and chap. 3. Cambridge UP.

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

*Misra, Joya and Leslie King. 2005. "Women, Gender and State Policies", in Thomas Janoski, Robert R. Alford, Alexander Hicks, and Mildred Schwartz eds. *The Handbook of Political Sociology: States, Civil Societies, and Globalization*. Cambridge University Press: pp. 526-45.

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

*Razack, Sherene H. 2016. "Gendering disposability." *Canadian Journal of Women and the Law* 28(2): 285-307.

Week 11: Dec. 1:

Power II – Social movements

*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.

Chun, Jennifer Jihye, George Lipsitz and Young Shin. 2013. "Intersectionality as a Social Movement Strategy: Asian Immigrant Women Advocates." *Signs* 38(4): 917-40.

Blackett, Adelle. 2019. "Introduction: Who Cares?", Chapter 6 "Beyond Ratification," and "Conclusion: Thinking transnationally" in *Everyday Transgressions: Domestic Workers' Transnational Challenge to International Labor Law*. Ithaca: ILR Cornell University Press.

Nishida, Akemi. 2022. "Bed Activism: When People of Color are Sick, Disabled, and Incapable." Pp. 158-180 (Chapter 5) in *Just Care: Messy Entanglements of Disability, Dependency and Desire*. Philadelphia: Temple University Press.

Recommended:

*Gender & Society Special Issue on Gender and Social Movements. Vol 12, no 6, 1998 [especially the Intro by Verta Taylor and Nancy Whittier]

*Kuumba, M. Bahati. 2001. "The Social Movement as Gendered Terrain." *Gender and Social Movements*. (The Gender Lens Series). Altamira Press.

*Becky Thompson 2002. "Multiracial Feminism: Recasting the Chronology of Second Wave Feminism." *Feminist Studies* 28, 2: 337-360.

*Ferree, Myra Marx and Carol McClurg Mueller. 2004. "Feminism and the women's movement: A global perspective." Pp. 576-607 in *The Blackwell companion to social movements*, edited by David A Snow, Hanspeter Kriesi, and Sarah Soule. Blackwell Publishers.

*Rebick, Judy. 2005. *Ten thousand roses: The making of a feminist revolution*. Toronto: Penguin Canada.

Cranford, Cynthia. 2020. *Home Care Fault Lines: Understanding Tensions and Creating Alliances*. "Conclusion: Toward Flexible Care and Secure Work in Intimate Labor." Ithaca: ILR Press.

Week 12: Dec. 8: Summary and catch up

Second reflection paper due in class & be prepared to discuss it.

Smith, Malinda S., with Kimberly Gamarro and Mansharn Toor. 2017. "Conclusion: Challenging the Myth." Pp. 291-318 in *The Equity Myth: Racialization and Indigeneity at Canadian Universities*. Vancouver: UBC Press.