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

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


MODULE I: FEMINIST CONTESTATIONS

Week 2: September 22

Theorizing from radical women of colour


Recommended:


Week 3, September 29

Canadian anti-racist, anti-colonial feminist thought


Recommended:


Week 4, October 6

Intersectionality


Recommended:


**Reading week: (UTM’s – October 11-14)**

**Week 5, October 20**

**Sexuality meets migration and disability**


**Recommended:**


Module II: (CARE) LABOUR, CATHEXIS AND POWER

Week 6, October 27:

Labour I: -Social reproduction and reproductive labor


Recommended:


Week 7, November 3  
Labour II: ‘Unfree’ care labour


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


*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.*


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


**Recommended:**


**Week 9, November 17**

**Cathexis II: Intimacies and interdependencies**


**Recommended:**


**Week 10, Nov. 24:**

**Power I: State, regulation & citizenship**


Recommended:


Week 11: Dec. 1:
Power II – Social movements


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


**Week 12: Dec. 8: Summary and catch up**

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