

**ADVANCED STUDIES IN GENDER**  
**SOC465H1F**  
**Fall 2022**  
**Department of Sociology**  
**University of Toronto**

**Instructor:** Jaime Nikolaou  
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**Seminar:** Thursday, 4-6pm  
**Location:** FE 41, 371 Bloor St W

**COURSE OBJECTIVES**

This course explores major questions about the nature of gender inequality from a sociological perspective. In the first half of the term, we will explore how scholars address these questions across the individual, interactional, and macro dimensions of social life. We will pay particular attention to scholars' use of intersectionality theory, which has produced increasingly fulsome understandings of gender as a multidimensional structure of inequality. In the second half of the term, we will focus on gender relations at play in various social spheres, including: the family, medicine, education, sport, paid work, and movement organizing.

Another central goal of this course is to give fourth-year students with a vested interest in gender more hands-on research experience. To this end, you will propose empirical research on a gender topic of interest in ways that qualitatively compel you. Qualitative research design will occur from Week 7 onwards, guided by discussion of course readings that is both substantive and methodological, as well as scaffolded methods assignments. When you leave this course, you will have a research proposal in hand, deeper knowledge of feminist epistemologies and methodologies, and the tools to propose future research designs.

**EVALUATION**

**PROMPTS (10%)**

At the end of each class, I will pose a question to structure your reading for the coming week. Prompts should be 400-500 words long and posted to Quercus by 2pm the following Thursday. These posts will be graded pass/fail and you will gain 0.5% for each quality submission. You can gain an additional 0.5% by sharing your insights in class.

**TAKE-HOME TEST (30%)**

On 20 October, we will not meet in-person. Instead, you will write a take-home test, which will be comprised of several short essay questions that cover material from Weeks 1 to 5 of the course. Questions will be circulated at 4pm and you will have 24 hours to submit the test.

## RESEARCH DESIGN (60%)

This course invites you to ask a sociological question about gender inequality and propose qualitative research that attempts to answer it. Research design will occur over the second half of the term, guided by methods-focussed class discussions and small scaffolded assignments that build upon each other and total 60% of your final mark. Brief descriptions of the core components of this major project are outlined below, with detailed instructions to follow in advance of deadlines.

## METHODS ASSIGNMENTS (20%)

Methods assignments in this course are meant to sharpen your practical skills in qualitative research design. You will submit five assignments from Weeks 7 to 11, which will aid you through the process of articulating a research question; engaging relevant literature; choosing a fitting qualitative technique; sampling selection; and ethics. Methods assignments will vary in content and length; however, each is worth 4% and this work always begins in class and is due by 4pm the following Wednesday. I will provide individualized feedback on all methods assignments, which you can and should adapt for use in your final Research Proposal. Though weighted low individually, these scaffolded assignments are central to this course and you will struggle to progress if you do not submit all five.

## RESEARCH PROPOSAL (40%)

On 8 December, you will propose your gender research to the class in a short presentation. This component of the Research Proposal is worth 10%, from which you will receive helpful peer and instructor feedback to finalize your research design. On 22 December, you will submit the formal research proposal, which will be 12-14 pages long and worth 30% of your final mark.

## COURSE SCHEDULE

In this course, we will read many chapters from the second edition of the *Handbook of the Sociology of Gender*. Anthologies of this nature survey disciplinary subfields in a critical manner and evaluate theoretical models in light of the best available empirical evidence. Such anthologies are extremely useful to scholars during the early stages of research design – and likewise to us in this course. Along with textbook chapters, cutting-edge empirical articles about gender inequality will be introduced by the instructor each week during lecture. In the second half of the course, we will also read qualitative methods texts. All of these readings are digital and posted on Quercus. While I will make every effort to follow the schedule below, note that it is subject to change at my discretion.

### WEEK 1 (15 September): Gender as a Social Structure

Scarborough, William. 2018. “New Developments in Gender Research: Multidimensional Frameworks, Intersectionality, and Thinking Beyond the Binary”. Chapter 1 in *Handbook of Gender*, edited by B.J. Risman, C.M. Froyum, and W.J. Scarborough. Madison, Wisconsin: Springer.

Risman, Barbara J. 2018. “Gender as a Social Structure”. Chapter 2 in *Handbook of Gender*.

## **WEEK 2 (22 September): Feminist Epistemology and Methodology**

Sprague, Joey. 2018. "Feminist Epistemology, Feminist Methodology, and the Study of Gender". Chapter 3 in *Handbook of Gender*.

Robinson, Zandria F. 2018. "Intersectionality and Gender Theory". Chapter 5 in *Handbook of Gender*.

## **WEEK 3 (29 September): Individual Level Analyses**

Davis, Shannon N. and Alysia Blake. 2018. "Does Biology Limit Equality?". Chapter 8 in *Handbook of Gender*.

Keith, Verna M. and Diane R. Brown. 2018. "Mental Health: An Intersectional Approach". Chapter 10 in *Handbook of Gender*.

Messerschmidt, James W. 2018. "Multiple Masculinities". Chapter 11 in *Handbook of Gender*.

## **WEEK 4 (6 October): Interactional Level Analyses**

Fisk, Susan R. and Cecilia L. Ridgeway. 2018. "Framing Gender". Chapter 12 in *Handbook of Gender*.

Chavez, Koji and Adia H. Wingfield. 2018. "Racializing Gendered Interactions". Chapter 14 in *Handbook of Gender*.

Froyum, Carissa. 2018. "Gender and Emotion Management". Chapter 30 in *Handbook of Gender*.

## **WEEK 5 (13 October): Macro Level Analyses**

Chatillon, Anna, Maria Charles and Karen Bradley. 2018. "Gender Ideologies". Chapter 16 in *Handbook of Gender*.

Laperriere, Marie and Ann S. Orloff. 2018. "Gender and Welfare States". Chapter 17 in *Handbook of Gender*.

Kalev, Alexandra and Gal Deutsch. 2018. "Gender Inequality and Workplace Organizations: Understanding Reproduction and Change". Chapter 19 in *Handbook of Gender*.

## **WEEK 6 (20 October): Take-Home Test**

## **WEEK 7 (27 October): Families and Intimate Relationships**

Adams, Michele. 2018. "Gender Inequality in Families". Chapter 25 in *Handbook of Gender*.

Acosta, Katie L. and Veronica B. Salcedo. 2018. "Gender (Non)Conformity in the Family". Chapter 26 in *Handbook of Gender*.

**WEEK 8 (3 November): Sexualities and the Body**

Mason, Katherine. 2018. "Gendered Embodiment". Chapter 7 in *Handbook of Gender*.

Kuperberg, Arielle and Rachel Allison. 2018. "Gender and Hooking Up". Chapter 23 in *Handbook of Gender*.

**NO CLASS (10 November): Reading Week**

**WEEK 9 (17 November): Gender Across the Life Course**

Gansen, Heidi M. and Karin A. Martin. 2018. "Becoming Gendered". Chapter 6 in *Handbook of Gender*.

Pascoe, C.J. and Andrea P. Herrera. 2018. "Gender and Sexuality in High School". Chapter 22 in *Handbook of Gender*.

Schwarz, Pepper and Nicholas Velotta. 2018. "Gender and Sexuality in Aging". Chapter 24 in *Handbook of Gender*.

**WEEK 10 (24 November): Gendered Institutions**

McMorris, Jennifer and Jennifer Glass. 2018. "Contemporary Approaches to Gender and Religion". Chapter 31 in *Handbook of Gender*.

Cooky, Cheryl. 2018. "Sociology of Gender and Sport". Chapter 33 in *Handbook of Gender*.

Hirshfield, Laura E. and Emilie Glass. 2018. "Scientific and Medical Careers: Gender and Diversity". Chapter 33 in *Handbook of Gender*.

**WEEK 11 (1 December): Feminists Changing the Gender Structure**

Reger, Jo. 2018. "Gender in Movements". Chapter 39 in *Handbook of Gender*.

Crossley, Alison D. and Laura K. Nelson. 2018. "Feminists Reshaping Gender". Chapter 40 in *Handbook of Gender*.

**WEEK 12 (8 December): Student Presentations**

<b>COURSE POLICIES</b>
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**PREREQUISITES**

The prerequisite to take this course is 1.0 SOC at the 300 level. Please note that students without these requirements will be removed when discovered and without notice.

## **ONLINE COMMUNICATION & USE OF TECHNOLOGY**

Please check the Announcements tab on Quercus regularly for important course information. Individual queries are best addressed with me via email or in-person after class. Include SOC365 in the subject line when emailing and expect a reply within 48 hours (excluding weekends).

Unauthorized audio/video recording during class is strictly prohibited.

## **ACCESSIBILITY & EQUITY**

UofT is committed to ensuring equity and accessibility, and students with diverse learning styles are welcome in this course. If you have a disability or medical condition that requires accommodation, please approach me and/or Accessibility Services early in the semester.

The ability to read critically, write clearly and authoritatively, and listen and speak collaboratively and constructively will serve you well in this course. If you want to work on these academic skills outside this course, I encourage you to utilize the UofT Writing Centre (<https://writing.utoronto.ca/>), which offers many online and in-person resources for domestic and international students.

## **REFERENCING & ACADEMIC INTEGRITY**

In this syllabus, I cite course material in ASA (American Sociological Association) style, which you should also use to format your SOC498 term work and which is summarized here: [https://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick\\_Tips\\_for\\_AS\\_A\\_Style.pdf](https://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_for_AS_A_Style.pdf). Please also install Mendeley – a free citation management program you can use to store and annotate course readings, as well as search for empirical work related to your research project.

Academic integrity is vital to well-being of the university and academy, and plagiarism will not be tolerated in this course. To understand how nuanced plagiarism can be, as well as the severity of its consequences, please consult: <https://advice.writing.utoronto.ca/wp-content/uploads/sites/2/how-not-to-plagiarize.pdf>.

## **LATE OR MISSED TERM WORK**

Late Prompts will not be accepted. If you submit the Take-Home Test, Research Proposal, and/or Research Paper late, 5% per day (including weekends) will be deducted from your overall mark. If you cannot submit assignments on time due to a personal emergency, please have your College Registrar email me. In the case of illness, please email me and declare your absence on ACORN.