

## **SOC 367H1F: Race, Class, and Gender – Fall 2013**

**INSTRUCTOR:** Catherine Man Chuen Cheng

**OFFICE:** Room 225, Office A, Department of Sociology, 725 Spadina Avenue

**CLASS HOURS & LOCATION:** Wednesday 3pm-5pm, (LM161)

**OFFICE HOURS:** Tuesdays 1-3pm, or by appointment

**EMAIL:** [mc.cheng@utoronto.ca](mailto:mc.cheng@utoronto.ca)

(best way to reach me—see email policy below)

**COURSE WEBSITE:** Access via UofT portal: <http://portal.utoronto.ca>

**TEACHING ASSISTANTS:**

**EMAIL:**

### **COURSE DESCRIPTION AND STRUCTURE**

This class introduces the integrative framework of race, class, gender, and sexuality. Throughout the class, we will discuss the emergence and development of this theoretical perspective, and use it to examine social inequalities that operate on the levels of identities (e.g. masculinities and femininities) and social institutions (e.g. labor market, marriage and family) in different social and historical contexts under the era of globalization.

Each class will consist of a lecture component in which the readings are placed in a larger framework. In addition, we will do in-class discussions of the course material.

**PRE-REQUISITE:** A200+ level SOC course (Students without this prerequisite will be removed at any time discovered and without notice)

### **COURSE OBJECTIVES**

At the end of the course, students will be able:

- to critically analyze sociological literature on gender and its intersection with other axes of inequality such as race, ethnicity, class, and sexuality;
- to apply course material to everyday lived experiences;
- to synthesize course materials from various weeks and demonstrate their understanding of the issue across various local, national, and global context.

### **REQUIRED READINGS AND FILMS**

- Journal articles are posted on Blackboard.
- Films: *Made in India* and *The Nanny Business*. Shown in class, and available in the library course reserve after in-class viewing.

### **ASSIGNMENTS AND GRADES**

There will be a number of assignments that address different aspects of the course objectives:

1. An in-class term test I (Oct 9, covering material covered in weeks 2-5) 20%
2. An in-class term test II (Nov 27, covering material covered in weeks 8-11) 25%
3. Writing assignment (Oct 30, emphasizing material covered in weeks 6-7) 25%

4. Reading Response I (Choose between Oct 2 and Oct 9: Week 4 or 5) 15%
5. Reading Response II (Choose between Nov 6 and Nov 13: week 9 or 10) 15%

TOTAL 100%

**\* Detailed guidelines for writing assignment and reading responses will be posted on Blackboard.**

## COURSE OUTLINE

### **Week 1: September 11**

#### **Introduction**

### **THE INTEGRATIVE ANALYTICAL FRAMEWORK: Week 2 & 3**

#### **Week 2: September 18**

Collins, Patricia Hill. 1990. *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*. Chaps. 1. Routledge.

Glenn, Evelyn Nakano. 1992. "From Servitude to Service Work: historical continuities in the racial divisions of paid reproductive labor." *Signs* 18, 1: 1-43

#### **Week 3: September 25**

Choo, Hae Yeon and Ferree, Myra Marx. 2010. "Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions, and Institutions in the Study of Inequalities" *Sociological Theory*, 28 (2): 129-149.

Purkayastha, Bandana. 2009. "Interrogating Intersectionality: Contemporary Globalization and Racialized Gendering in the Lives of Highly Educated South Asian Americans and their Children" *Journal of Intercultural Studies*, 31 (1): 29-47.

### **Week 4: October 2**

#### **Masculinities and Femininities**

Pyke, Karen D. and Denise L. Johnson. 2003. "Asian American Women And Racialized Femininities: 'Doing' Gender across Cultural Worlds", *Gender & Society* 17(1): 33-53.

Pascoe, C.J. 2005. "'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse." *Sexualities*, 8(3): 329-346.

### **Week 5: October 9**

#### **Sexuality**

Schalet, Amy. 2000. "Adolescent Sexuality and the Constitution of the Modern Individual in the United States and the Netherlands." *Body and Society*. 6(1): 75-105.

Hamilton, Laura and Elizabeth A. Armstrong. 2009. "Double Binds and Flawed Options: Gendered Sexuality in Early Adulthood" *Gender & Society*. 23(5): 589-616.

### **IN-CLASS TERM TEST I (45 mins)**

### **WORK AND LABOR: Week 6-8**

#### **Week 6: October 16 Reproductive Labor I**

Bell, Ann V. 2009. "'It's way out of my league': Low-income women's experiences of medicalized infertility." *Gender & Society* 23(5): 688-705

Sharmila Rudrappa, 2012. "India's Reproductive Assembly Line." *Contexts*. Spring 2012; Vol. 11 (2): 22-27.

Film: Made in India

#### **Week 7: October 23 Reproductive Labor II**

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

Lan, Pei-Chia. 2003. "Maid or Madam? Filipina Migrant Workers and the Continuity of Domestic Labor." *Gender and Society* 17(2): 187-208

Film: The Nanny Business (44 minutes)

#### **Week 8: October 30 (WRITING ASSIGNMENT DUE IN CLASS) Service Labor**

Hoang, Kimberly Kay. 2011. "She's Not a Low-Class Dirty Girl!": Sex Work in Ho Chi Minh City, Vietnam", *Journal of Contemporary Ethnography* 40(4) 367-396.

Kang, Miliann. 2003. "The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant-Owned Nail Salons." *Gender & Society* 17(6): 820-839.

### **MARRIAGE AND FAMILY: Week 9 & 10 Week 9: November 6**

Faier, Lieba. 2007. "Filipina Migrants in Rural Japan and Their Professions of Love." *American Ethnologist* 34(1):148-62.

Espiritu, Yen Le. "We Don't Sleep Around Like White Girls Do: Family, Culture and Gender in Filipina American Lives" *Signs* 2001, 26(2): 415-440.

**Week 10: November 13**

Collins, Patricia Hill, 1997. "The Meaning of Motherhood in Black Culture and Black Mother Daughter Relationships." In *Through the Prism of Difference*, edited by Maxine Baca Zinn. Allyn & Bacon

Hondagneu-Sotelo, Pierrette and Ernestine Avila. 1997. "I'm here, but I'm there" The meanings of Latina Transnational Motherhood, *Gender & Society* 11(5): 548-571.

**Week 11: November 20**

**State, Market, and Regulation of Body**

Glenn, Evelyn Nakano. 2008. "Yearning for Lightness: Transnational Circuits in the Marketing and Consumption of Skin Lighteners." *Gender & Society* 22: 281-302.

Lan, Pei-Chia. 2008. "Migrant Women's Bodies as Boundary Markers: Reproductive Crisis and Sexual Control in the New Ethnic Frontiers of Taiwan." *Signs* 33(4): 833-861.

**Week 12: November 27**

**IN-CLASS TERM TEST II (90 mins)**

\*\*\*\*\*

**PROCEDURES AND RULES**

**Missed tests and assignments**

- **Accommodation provision**

In general, UofT rules provide accommodation for missed tests for three reasons: Illness, religious observances (i.e., holy days), or circumstances entirely beyond the student's control (e.g., a court subpoena for which you have no option except to show up).

- **Documentation**

In all cases, students are required to submit appropriate documentation.

Students who missed their tests due to illness, injury, religious observances, or other relevant personal issues **MUST** submit one of the following documents **at class or to your TA during their office hours. The form must be placed in a sealed envelope, addressed to the instructor:**

1. A duly completed Verification of Student Illness or Injury form (available at [www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)). A doctor's note is not acceptable
2. Student Health or Disability Related Certificate: (For more information, please visit <http://www.studentlife.utoronto.ca/about/Health---Wellness-Certificates>)

3. A College Registrar's Letter (If a **personal or family crisis** prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies).
4. Accessibility Services Letter
5. A note from religious official concerning a holy day

Students who miss a term test will be assigned a mark of zero for that test unless they satisfy the following conditions:

1. Students who miss a test for reasons entirely beyond their control may, **within one week** of the missed test, submit to the instructor a written request for special consideration explaining the reason for missing the test, and attaching appropriate documentation," as noted above.
2. If a written request with documentation cannot be submitted within one week, the instructor may consider a request to extend the time limit.
3. No student is automatically entitled to a second make-up test.

### **Late assignments**

You are expected to complete and submit assignments on time. The writing assignment and reading responses are due **at the beginning of class** and **hard copies** must be submitted. **Late work will never be accepted without proper documentation from a student's physician or college registrar (see above).**

Assignments handed in **after the beginning of class** are considered **one day late**.

If a student anticipates missing an assignment deadline due to uncontrollable circumstances, he or she should contact the course instructor at least **3 days in advance**, explain the situation, and request accommodation. A student may be required to submit supporting documentation at the discretion of the instructor. Please note that accommodation will be provided only for those students with compelling reasons. Late assignments should be emailed to the course instructor and the TA as either a .doc, .rtf, or .pdf attachment. It is the student's responsibility to ensure that the assignment can be opened by the recipient. The assignment will be accepted on the date a working email attachment is received.

- **Penalty**

Late assignments will be penalized **5% marks per day**. Under **no** circumstances will assignments, that are **more than five days late, be accepted** unless they are accompanied by valid documentation of circumstances beyond student's control.

The penalty will run from the day the assignment was due until the day it is submitted electronically.

The penalty period **includes weekends and holidays**.

- **Accommodation Provision**

A late assignment will be accepted only in the case of an acceptably documented long-term illness or exceptional, unforeseen circumstance. Students with long-term illnesses must provide the instructor with a signed copy of the official University of Toronto Medical Certificate available at

<http://www.economics.utoronto.ca/munro5/UofTMedicalCert.pdf>

### **Religious Observation**

Information about the university's policy on scheduling of classes and examinations and other accommodations for religious observances is available at:

<http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm>

### **Grading and grade appeals**

The grading is done with care, in consultation between the course instructor and the TA. If you have questions about your grade, please read through your work before approaching the professor. If you feel that the grade does not reflect the quality of your work, you have four weeks after an assignment is returned in class to ask for a grade review. No request for a grade review will be accepted more than four weeks after the assignment has been returned in class.

*If you would like to request a grade review:*

1. Wait at least 24 hours after receiving your mark.
2. Carefully re-read your assignment, all assignment guidelines and marking schemes, all of the grader's comments, and so forth.
3. Please note that academic scholarship is merit-based, not need-based. The fact that you feel you want or need a higher grade is not sufficient. You must have good reason to believe you in fact earned a higher grade than you were awarded. You have 30 days after receiving a mark to appeal it.

*If you wish to appeal:*

1. You may submit to the instructor a written explanation of why you think your mark should be altered. Please note statements such as "I need a higher grade to apply to X" are not compelling. Also, please note that upon re-grade your mark may go down, stay the same, or go up.
2. Attach to your written explanation your original assignment, including all of the original comments. Submit a hardcopy of the package to the instructor during office hours, or in class.
3. You will receive a response via email or in person about your re-grade.

## **STUDENT RESPONSIBILITIES AND EXPECTATIONS**

### **Email Policy**

You are required to use your U of T email account in your communication with your instructor and TA. We will respond to your email within 48 hours (except for weekends and holidays). Please include your name, student number, and the course code in your email. Read the syllabus carefully before asking general questions about the course.

## **Academic Integrity**

The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the Uof T. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your UofT degree is valued and respected as a true signifier of your individual academic achievement.

The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes working in groups on assignments that are supposed to be individual work).

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.
- Falsifying institutional documents or grades.

All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, you are expected to seek out additional information from me or other available campus resources like the College Writing Centers, the Academic Success Centre, or the U of T Writing Website.

## **Classroom Etiquette**

Students are expected to attend class, take good notes, read assigned course material before class, and prepare for and participate in classroom discussions. Students are also expected to weekly visit the blackboard course website and check updates from the professor and follow discussions. Also, you are expected to be respectful of fellow classmates in discussions and lectures, curious and open-minded about others' and one's

own perspectives, and cultivate an environment for mutual growth through collaboration and dialogue.

Laptops should be used for notes only. Other uses (e.g., emailing, web surfing) will result in the student's being required to turn off the laptop. Videotaping and recording lectures is forbidden without written permission from the instructor.

## **STUDENT RESOURCES**

### **Accessibility**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at (416) 978 8060; [accessibility.utoronto.ca](http://accessibility.utoronto.ca)

Students are encouraged to registrar with the Centre (and, if appropriate, alert the instructor) as early in the term as possible. 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. With that said we understand that disabilities can be dynamic (i.e., change over time) and will do our best to accommodate you.

### **College Writing Centres**

Each College has a writing centre with trained writing tutors to give that college's students appropriate help with essays and other written material, in both individual appointments and group sessions. The instruction covers the entire range of ability, from remedial to expert; the full range of subjects, from humanities to sciences; and the full range of writing elements, from approaching the topic, to organization and stylistics. The tutoring service works best when used in a planned and sustained way, rather than in a rushed and fitful way. Student appointments are booked online through a common system, but are in high demand so encourage your students to plan in advance and book early. For more information, please visit the following centres:

Innis College Writing Centre, Innis Rm. 322  
New College Writing Centre, Wilson Hall, Rms. 2045 & 2047  
St. Michael's College Writing Centre, Kelly Library, Rms. 230 & 231  
Trinity College Writing Centre, Larkin Building, Rm. 302  
University College Writing Centre, Laidlaw Library, Rm. 214.  
Victoria College Writing Centre, Northrop Frye Hall 103, Rms. A & B  
Woodsworth College Writing Centre, Woodsworth Rm. 214