

UNIVERSITY OF TORONTO – SOCIOLOGY
SOC367H1F RACE, CLASS AND GENDER

FALL 2015

INSTRUCTOR: Terran Giacomini

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OFFICE HOURS: Wednesday 12:30pm to 2:30pm (or by appointment)

OFFICE LOCATION: Room 397 at the Sociology Department, 725 Spadina Avenue

CLASS HOURS AND LOCATION: Wednesday 3pm to 5pm in room MS2170

COURSE WEBSITE: Accessed through Portal www.portalinfo.utoronto.ca

TA: Rene Bogovic: rene.bogovic@mail.utoronto.ca

Office hours: Mondays, 12pm to 2pm, Sociology Department in Room 225

TA: Kusang Burges: kusang.burgess@mail.utoronto.ca

TUTORIALS: Alternating Fridays (see below for specific dates)

TUT One: 10am – 11am in room SS2128

TUT Two: 11am – 12pm in room SS2128

TUT Three: 1pm – 2pm in room SS2128

TUT Four: 2pm – 3pm in room SS2128

COURSE DESCRIPTION

This course is designed to encourage students to think deeply about race, class and gender within 21st century capitalism. We examine how race, class and gender relations are formed, reinforced and contested within specific historical circumstances and political economies. Rather than viewing race, class, and gender as independent categories of identity, we see these as co-constituted social relations linked to, and often supporting broader systems of power. The course is divided into three parts: You will first be introduced to core concepts and insights in the sociology of intersectionality and *gendered, ethnicized class analysis*.¹ The second part of the course examines the historical roots of present day race, class and gender relations, including the enclosure of the commons and the witch hunts in Europe; the Atlantic slave trade; and European colonization in Africa, the Caribbean and the Americas. The third part of the course focuses on understanding and analyzing the racialized, gendered class character of contemporary struggles over key areas of life: social movements; citizenship, rights and crime; land and food; energy and climate; love and sex. One key theme in the course is the idea of ‘alliance building’ – how individuals take action to challenge social divisions and inequalities.

My teaching style is interactive and focuses on enhancing student learning through writing exercises and group discussions. To get the most out of this course, you are encouraged to attend all classes and tutorials and to participate actively by 1) completing assigned readings, 2) actively engaging in class discussions and 3) keeping up to date with course information posted on Blackboard. In all activities, students are expected to be respectful toward fellow classmates, guest speakers, and teaching and administrative staff.

¹ A core feature of intersectionality theory is that our social reality as diverse women and men (all genders) is simultaneously shaped by multiple axes of social organization. Gendered, ethnicized class analysis shares this insight from intersectionality and views race, class and gender as mutually constituted relations of power. Gendered, ethnicized class analysis focuses on how hierarchies imposed by capitalism are transcended by individuals and movements seeking to challenge power systems and recreate human relations on a more life-affirming basis.

OBJECTIVES

- Better understand that race, class and gender relations are socially and historically constructed relations of power, not static categories given by nature, and that these relations are lived and experienced simultaneously as a matrix of power relations rather than as isolated identities.
- Identify and analyze how gendered and ethnicized relations are shaped by struggles for control over the fundamentals of life and economies — land, energy, food, and water.
- Examine the ways that inequalities and hierarchies based on race, class and gender are openly contested and, at times, transcended.
- Appreciate how sociologists study race, class and gender from diverse perspectives.
- Conduct independent research using an intersectional framework, and develop skills in writing and analysis.

PRE-REQUISITES

The prerequisite to take SOC 367 is a 200+ level SOC course. When discovered, students without prerequisites will be removed from this course without notice.

REQUIRED TEXT

There is no course pack or textbook for this course. The course readings are available on Blackboard (under “course materials”) or web pages on-line. It is your responsibility to find and read these materials *each week*.

ASSIGNMENTS AND EVALUATION COMPONENTS

Assignment	Weight	Due Date
Self-reflective essay	10%	30 September
Mid-term	25%	21 October (Exam Centre, 320)
Participation in lectures	5%	On-going
Tutorials	10%	2, 16, and 30 October 13, 27 November
Research paper outline and annotated bibliography	20%	11 November
Final paper	30%	2 December

CLASS AND READING SCHEDULE

Introduction

16 September

No assigned readings for this week.

Part One: Theoretical Insights

23 September

Lorde, Audre. 1995. "Age, race, class, and sex: Women redefining difference." In *Sister Outsider: Essays and Speeches by Audre Lorde*. Freedom, CA: The Crossing Press. P. 114-123.

Collins, Patricia Hill. 1986. Learning from the outsider within: The sociological significance of Black feminist thought. *Social problems*, 33:6. P. S14-S32.

Mohanty, Chandra Talpade. 2003. 'Under Western Eyes' Revisited: Feminist Solidarity through Anticapitalist Struggles. *Signs* 28(2). Pp. 499-535.

30 September

Mies, Maria. 2007. Patriarchy and accumulation on a world scale—revisited (Keynote lecture at the Green Economics Institute, Reading, 29 October 2005). *International Journal of Green Economics*, 1:3-4. P. 268-275.

James, Selma. [1975] 2012. Sex, Race and Class. From Sex, Race and Class: The Perspective of Winning: A Selection of Writings, 1952-2011. Oakland: PM Press. Pp. 92-101.

Turner, Terisa and Leigh Brownhill. "Gender and Race at the 7th Pan African Congress."

***1 Page Self-Reflection due on-line by 3pm**

Part Two: Gendered, Ethnicized Class Relations from the 15th to 20th Century

7 October

Federici, Silvia. 2004. "The Accumulation of Labor and the Degradation of Women: Constructing 'Difference' in the 'Transition to Capitalism'". In Silvia Federici. Caliban and the Witch: Women, the Body and Primitive Accumulation. New York: Autonomedia. P.61-131.

Linebaugh, Peter and Marcus Rediker. 2000. "The Conspiracy of Edward and Catherine Despard". In The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic. Boston: Beacon Press. P. 248-286.

Optional

Marx, Karl. 1867. "Expropriation of the Agricultural Population from the Land." Chapter 27 of Capital Vol. One.

Federici, Silvia. 2004. "Colonization and Christianization: Caliban and Witches in the New World". In Silvia Federici. Caliban and the Witch: Women, the Body and Primitive Accumulation. New York: Autonomedia. P. 219-243.

14 October

Lawrence, Bonita. 2004. "Reconfiguring Colonial Gender Relations under Bill C-31". In Bonita Lawrence. 'Real' Indians and Others: Mixed-Blood Urban Native Peoples and Indigenous Nationhood. Vancouver: UBC Press. P. 64-81.

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

21 October — Mid-Term Exam

***Mid-term exam during class time beginning at 3pm**

Part Three: Contemporary Gendered, Ethnicized Class Relations, 1990-2010s

28 October — Social Movements: Alliance, Solidarity and 'Horizontalism'

Chun, Jennifer Jihye, George Lipsitz, and Young Shin. 2013. Intersectionality as a Social Movement Strategy: Asian Immigrant Women Advocates. *Signs*, 38. P. 917–940.

Sitrin, Marina and Dario Azzellini. 2014. Occupy! (US). In Marina Sitrin and Draio Azzellini. *They Can't Represent Us!: Reinventing Democracy from Greece to Occupy*. London:Verso. P. 151-182.

Featherstone, David. 2012. "'Our Resistance is as Transnational as Capital': the counter-globalization movement and prefigurative solidarity." In David Featherstone. *Solidarity: Hidden Histories and Geographies of Internationalism*. London: Zed Books. P. 185-216.

McIntosh, Peggy. White Privilege: Unpacking the Invisible Knapsack. Available at <http://amptoons.com/blog/files/mcintosh.html>.

4 November — Citizenship, Rights and Crime

Glenn, Evelyn Nakano. 2011. Constructing Citizenship: Exclusion, Subordination, and Resistance. *American Sociological Review*, 71:1. P. 1-24.

Thandisizwe Chimurenga and Sarah Rosenblatt. 2015. 'Heeding the Call': Black Women Fight for Black Lives that Matter. Truthout. Available at <http://www.truth-out.org/news/item/29433-heeding-the-call-black-women-fighting-for-black-lives-that-matter>.

11 November — Land and Food

Simpson, Leanne B. 2014. Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. *Decolonization: Indigeneity, Education and Society*. 3:3. P.1-25.

La Via Campesina. 2012. "The many forms of violence against women", "Agribusiness and violence against peasant women", "Agribusiness – capitalism in countryside - and the exploitation of women's invisible labor", "Patriarchy and the social relations of gender, race ethnicity and class", "Forms/strategies to confront violence". From La Via Campesina. *Stop the Violence Against Women Campaign*. Available at <http://www.viacampesina.org/downloads/pdf/en/Cartilha-VCSudam%C3%A9rica-ingles-18set12.pdf>.

***Outline and annotated bibliography due on-line by 3pm**

18 November — Energy and Climate

Turner, Terisa and Leigh Brownhill. 2004. Why Women are at War with Chevron: Nigerian Subsistence Struggles Against the International Oil Industry. *Journal of Asian and African Studies*, 39:1-2. P.63-93.

Lameman, Crystal. "Kihci Pikiskwewin—Speaking the Truth." In Toban Black, Stephen D'Arcy, Tony Weis and Joshua Kahn Russell (Eds.) *A Line in the Tar Sands: Struggles for Environmental Justice*. Toronto: Between the Lines. P. 118-126.

Malm, Andreas. "The Anthropocene Myth: Blaming off of humanity for climate change lets capitalism off the hook." Available at <https://www.jacobinmag.com/2015/03/anthropocene-capitalism-climate-change/>.

Sharmeen Khan, "The Whiteness of Green" Available at <http://syncjs.org/sites/default/files/TheWhitenessOfGreen.pdf>.

25 November — Bodies, Sex, Love

Campbell, Horace. 2003. "Homophobia in Zimbabwe or the Politics of Intolerance" in Campbell, Horace. *Reclaiming Zimbabwe: The Exhaustion of the Patriarchal Model of Liberation*. Trenton, NJ: African World Press. P.155–181.

Dozier, Raine. 2005. Beards, Breasts, and Bodies: Doing Sex in a Gendered World. *Gender & Society*, 19(3): 297-316.

Simpson, Leanne. 2012. "Queering Resurgence: Taking on Heteropatriarchy in Indigenous Nation Building." Available at <http://leannesimpson.ca/queering-resurgence-taking-on-heteropatriarchy-in-indigenous-nation-building/>

Nason, Dory. "We Hold Our Hands Up: On Indigenous Women's Love and Resistance." Available at <https://decolonization.wordpress.com/2013/02/12/we-hold-our-hands-up-on-indigenous-womens-love-and-resistance/>.

2 December – No Class, final paper submission

Final paper due on-line by 3pm

COURSE FORMAT

WHAT HAPPENS IN CLASS AND HOW YOU WILL BE EVALUATED

This course is designed to enhance your critical thinking, writing, reading, and discussion skills. The course does **not focus** on memorization. However, you will be required to master key concepts and keep up with weekly readings. Weekly reading, discussion, writing and reflection are a very important part of this course. This is **not** a course where you can cram at the end of the semester.

The evaluation style is set up to meet the needs of a diverse range of students' learning styles, talents, and schedules. The instructor reserves the right to increase or decrease the final grade of any student whose overall performance, in her best opinion, merits more than the formula allows. The final grade will not be put on a curve but students should be aware that grades are calculated in relation to the excellence achieved by UofT's most stellar students.

Self-Reflective Essay 10%

This essay is designed to get you to reflect on your position or 'social location' within a racialized, heteronormative, gendered class hierarchy. In 500 words, answer these two questions: (1) in what ways is my life shaped by race-ethnicity, gender, class, and sexuality and; (2) when have I exercised agency in the face of overt or subtle sexism, racism, racialized sexism, classism or heterosexism (directed at me or others in the situation)? Try to be concrete by giving examples and providing explanation and analysis consistent with the materials referenced within this course. NOTE: please try to keep within the 500-word limit. Submit on-line by 9am on 30 September.

Mid-term Test 25%

The mid-term test will cover material from weeks one to five, and will include a combination of content from the lectures, films and readings. There will be a short answer component and an essay component. You will be given a choice as to which questions you answer on the test. In the class before the test, you will be given examples of the kinds of questions that will be asked and have opportunities to ask your own questions for clarification. The date for the mid-term is fixed and non-negotiable: please plan your schedule accordingly. For details on make-up tests, please check Blackboard.

Participation 5%

You will be evaluated on your participation in class. It is true for most people that we learn through a combination of listening, reflection and discussing new insights as they arise in the moment. Sometimes our most brilliant ideas arise spontaneously in conversations with others! Class discussions can be a very enjoyable and intellectually stimulating experience for most students. All students are encouraged to participate in group discussions in respectful and inclusive ways.

Class participation is evaluated in two ways to account for students' diversity of preferences and learning styles: (i) contribution to in-class discussions and (ii) written commentaries (comment cards). The instructor will keep a record of students who contribute regularly in class, ask questions related to course content, engage with the materials, offer their own perspectives and contribute to group exercises. However, since not everyone is comfortable speaking in large groups, students will also be required to submit weekly comment cards. The specific content of the cards will change from week to week. The basic idea is to encourage shared and engaged learning during lectures, and to have students actively

listen and reflect on key topics discussed in lectures. NOTE: Any one student can only receive a total of 10 points for their participation grade (10/10 = 100% participation).

The overall participation grade will be evaluated using the following criteria:

- A** Student has excellent attendance. Student regularly makes comments and asks questions of their fellow classmates, engages respectfully with the material, contributes to in-class discussions, and completes all exercises on-time.
- B** Student generally attends lectures, and makes a good effort to engage with fellow students through in-class discussions, and completes most exercises on time.
- C** Student attendance is reasonable, but not stellar. A satisfactory effort is made to engage throughout the course.
- D** Student attendance and participation is marginal.
- F** Student attendance and participation in the class is inadequate.

Tutorials 10%

Tutorial attendance is very important in this course. Tutorials will help you to prepare for the mid-term test and the final paper. Fifty percent of your grade for the tutorial will depend on attendance alone. The other fifty percent will be decided on by the TAs who will evaluate your participation in discussions and other group activities. NOTE: If you cannot attend tutorials, please see the course instructor at the start of class to make alternate arrangements.

Outline and Annotated Bibliography for Research Paper 20%

The outline and annotated bibliography are the **first of two steps in the final research paper** in this course. The research paper involves independent research on the race, class and gender dimensions of a social movement, struggle or institution that is interesting to you, and where you will engage with key concepts from in the course and other materials from your own, independent research. Suggested topics and details about the final paper are listed below.

In the outline you will develop a research question and argument about your topic using core concepts from the course. In the annotated bibliography you will show how the research and data supports or adds to your argument. Developing the outline and bibliography early-on, in advance of the due date for the final paper, allows TAs to give detailed feedback that will help shape your final paper.

The total word count should be between 1,500 and 2,000 words. Standards for evaluation will be provided in class in advance of the due date for this assignment.

The outline and annotated bibliography must include ALL of these SEVEN components:

- i. Title that includes the name of your topic (your title may change for the final paper);
- ii. 2-3 sentence description of the topic you choose to analyze and a list of important dates and the time period under investigation;
- iii. The specific question you address (eg. 'I seek to discover why or whether or to what extent...');
- iv. The likely argument. The argument is the answer to the question you ask (eg. 'In the final paper, it is likely that I will argue that...');
- v. 2-3 sentences briefly outlining three (3) solid pieces of evidence that support your argument;
- vi. A list of at least THREE course concepts or ideas you will use to explain, analyze, or examine your findings and a short paragraph explaining why you chose to use these concepts in particular, and;
- vii. An annotated bibliography of FIVE references that are NOT already on the course syllabus. Follow the guidelines for the annotated bibliography at this link <http://www.writing.utoronto.ca/advice/specific-types-of-writing/annotated-bibliography> (You

must use at least two academic sources. Note that Wikipedia is not an academic source. Please consult a reference librarian for more information if you are unclear about what constitutes an academic source.)

Final Research Paper 30%

The final research paper is designed to allow students to inquire into areas of social life that are of personal interest to them, while at the same time honing their skills in research, writing and critical analysis. Students are asked to write a 2,500 word paper that draws on data from your research to examine the gendered, ethnicized and classed dimensions of a topic that interests you—either a social movement, institution, or struggle. You will use at least THREE course concepts or central ideas from the course to develop your analysis. In week three, a list of topics will be posted and discussed in-class and on Blackboard.

The final paper must include all of the following FIVE components:

- i. Title, your name, the course code and date;
- ii. Introduction outlining your research question and argument;
- iii. Section that defines the concepts you use and the steps you took to analyze data using the concepts;
- iv. Body of the paper that proves your argument. Use concepts to analyze the data you bring to bear on the argument (note that you MUST analyze, explain, examine. AVOID too much description of events, individuals, ideas, etc.).
- v. Conclusion that 1) summarizes your argument, 2) offers a recommendation for policy makers and, 3) explains what you learned or gained personally from your study.

SUBMISSION: All assignments must be uploaded as a MS Word file (not PDF) on-line before the beginning of class on Wednesday (3 pm). NO HARD COPIES are required. Make sure to begin upload well before 3pm in case of technical difficulties. Papers submitted any time after 3pm will be marked late.

Please include your name, student number, and a word count at the top of the page. Please edit your work carefully. Provide proper citations and a full bibliography (for questions about academic citations consult a reference librarian).

LATE PAPERS: See policy for late papers below.

EVALUATION: Your papers will be graded using the following criteria:

- (i) Clarity and force of the argument: The argument is clear, convincing and directly addresses the assigned question. *Ask yourself: have I answered the question? Does my response make logical sense?*
- (ii) Critical Reading and Comprehension: Demonstrates understanding of the main ideas and incorporates well chosen evidence. The evidence is linked to the argument. *Ask yourself: have I understood the reading? Have I used the reading to answer the question? Have I effectively integrated my personal experiences with insights from the readings? Have I successfully shown and explained what I mean or am I simply describing or summarizing what I have read?*
- (iii) Originality of analysis: The argument is thoughtful and perceptive. The outside example supports the key themes addressed in the paper. *Ask yourself: Am I thinking creatively about this issue? Am I making my own connections about the issue or am I regurgitating? Have I explained how my outside example supports my argument?*
- (iv) Organization, Mechanics and Citations: The order is skillful and there is a logical connection between the ideas. The paper is carefully proof read and all sources are cited. *Ask yourself: Do each of my paragraphs connect to the argument in a coherent manner? Does my introduction provide a clear argument? Does my outside example link back to the argument and course material? Have I referenced works and provided a bibliography?*

STUDENTS' RESPONSIBILITIES

The following is a list of student responsibilities:

- Students are required to read this course syllabus in full and keep track of all the deadlines in this course.
- Students are expected to attend all lectures and complete reading each week. Your presence and contribution to class discussions is important not only to your own development but to your fellow classmates as well.
- You are required to ensure that you are registered in the course and/or drop the course by the appropriate dates. For important dates and deadlines in the 2015/16 Timetable visit http://www.artsci.utoronto.ca/current/course/timetable/1516_fw/index.html.
- Please make sure that all in-class and on-line comments as well as emails to the course instructor and TA are respectful.
- During lectures, please **do not use** laptops, cell phones and other electronic devices for email and social networking purposes. Laptops are strictly for note-taking. Unauthorized video/audio recording in lecture violates privacy and copyright protection, and is strictly prohibited.

STUDENT RESOURCES

ACCESSIBILITY AND EQUITY

This course welcomes students with a diverse range of learning styles. If you have a disability or health consideration that may require accommodation, please approach me and/or Accessibility Services at <http://accessibility.utoronto.ca>. We strongly recommend that students register with Accessibility Services as early in the term as possible so that we can accommodate you as best as possible. With that said we 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. To schedule a registration appointment with a disability advisor, please visit this website for contact information and hours of operation <http://www.accessibility.utoronto.ca/Contact-Us.htm>.

WRITING

This course demands a high-quality, third-year undergraduate level of academic writing. This means that you must carefully edit your work so that the presentation and form do not distract the graders from the content (the understanding you seek to demonstrate). I am available, as are the TAs, for in-person and email consultation to help you with outlines and drafts of your assignments.

I highly recommend that you visit the U of T writing centre. You can access advice on all aspects of academic writing (using sources, English as a second language) here www.writing.utoronto.ca/advice. If English is your second language and you would like to improve your reading and writing skills, please also visit <http://www.writing.utoronto.ca/faqs/english-as-second-language>. You can also enroll in a non-credit course (ELL010H) in the English Language Learning program: <http://www.artsci.utoronto.ca/current/undergraduate/ell>.

With respect to documenting sources, I expect students to properly source their ideas that are not their own. Anything less constitutes academic misconduct. Please feel free to use any style to source your references (APA, ASA, Chicago, or Harvard) but be consistent. For advice on in-text and bibliographic citations, paraphrasing and quoting please visit <http://www.writing.utoronto.ca/advice/using-sources>.

ACADEMIC INTEGRITY

Academic offenses include plagiarism and re-submitting works that have been submitted in other classes. Academic offenses will not be tolerated and students who commit an academic offense will face serious penalties. By enrolling in this course, students agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar.

- 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 and punishment. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties.
- We expect all students to cite sources in all written work.
- You are expected to have read and understood the on-line document "How Not to Plagiarize" (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>). You are expected to be familiar with the "Code of Behaviour on Academic Matters" (www.governingcouncil.utoronto.ca/policies/behaveac.htm) and *Code of Student Conduct* (<http://www.governingcouncil.utoronto.ca/policies/studentc.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

COURSE PROCEDURES, RULES AND ETIQUETTE

ELECTRONIC COMMUNICATION AND LEARNING TECHNOLOGY

You are encouraged to use email communication and other technology to enhance learning in this course. All students must follow these basic rules of email etiquette when communicating with the course instructor:

- All course communication should be conducted through Blackboard or your UTOR mail account.
- All emails must include the course code (SOC 349) in the subject line.
- All emails should include the student's full name and student number.
- Emails from students will generally be answered within 48 hours of receipt. Please do not send a repeat email (e.g., "did you get my email?").
- Treat emails as you would any other professional communication. Open with a professional greeting (e.g., "Dear Professor Giacomini"), use full sentences, stay focused and to the point. Proofread your email before you send.
- Read the syllabus carefully. Emails that ask questions already answered in the course syllabus or website will not receive a response.

SUBMITTING WORK AND POLICY REGARDING DUE DATES

Work is due on-line at the start of the class on the due date. Late papers for reasons that are within your control will be penalized **5% per day**. An assignment is considered late if it is not submitted to Blackboard by the due dates and times noted in this syllabus. Assignments that are more than 7 days late will not 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 to Blackboard. The penalty period includes weekends and holidays.

If you miss a test or paper deadline, please contact me in advance. In the case of illness you must supply acceptable documentation (see below for details). A doctor's note is not acceptable according to the guidelines. In the case of personal or family crisis you must get a letter from your college registrar.

Attach the relevant documentation in a sealed envelope addressed to the instructor, to your work and then submit it in class or TA office hours.

If you anticipate missing a test or paper deadline due to uncontrollable circumstances, you have 7 days to contact the instructor, explain the situation and request accommodation. Students may be required to supply supporting documentation. Reasons such as “too much work”, losing a computer file, going on vacation, and technology failure are **not** compelling reasons.

MISSED TESTS

For missed tests, I follow University of Toronto policy about accommodation for the following reasons: 1. Illness; 2. Religious observance; 3. Other unplanned circumstances entirely beyond the student’s control (e.g., a court subpoena for which you have no option except to show up, a funeral). Students who miss the final test will be given a mark of zero unless they satisfy the following conditions:

DOCUMENTATION: Appropriate supporting documentation is required (<http://www.illnessverification.utoronto.ca>). Students who miss the final test for reasons beyond their control may request special consideration. You must present your case to the instructor within 48 hours of the test or assignment due date.

DEADLINES: Students have up to 1 week from the date of the missed test to submit the request and supporting documentation. Late requests will not be considered.

OUTCOME: If the accommodation for a missed test in this course is approved, you will write the make up test on a date specified on Blackboard.

GRADE APPEALS

The instructor and the teaching assistant take(s) the marking of assignments very seriously, and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If it is a mathematical error (e.g., grades on individual components not tallied up correctly) the remedy is easy and can be taken care of expeditiously. Simply alert the TA of the error. In the case of more substantive grade appeals, you must:

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.

CLASSROOM ETIQUETTE

It is of the utmost importance that students treat each other and the course instructor and TAs with respect. Here are some things we expect:

- Please refer to the instructor as “professor”. Terms like “miss”, “madame”, “Hi there’ and “hey” are not appropriate for university communication.
- Students are expected to arrive to class on-time, turn off their phones and avoid all electronic communication devices. Late students should enter discretely and avoid walking in front of the professor.
- Videotaping and recording lectures is strictly forbidden without written permission from the instructor.

- Side conversations and texting are extremely distracting and are thus forbidden. Please avoid such activity and give your fellow classmates the respect you would like to receive.
- Address the issue and not the person. If you disagree with someone, avoid saying things like, 'you are wrong'. Instead, you might say 'that is a good point but what is missing is...' or 'I disagree with what you are saying'. This removes the personal element and creates a learning environment more conducive to sharing. These kinds of considerations are especially important for those of us who are new to speaking in large groups. Let's do our best to support each other; there is no need for competition.

RECOMMENDED READINGS (NOT REQUIRED)

Anderson, K. 2000. The dismantling of gender equity. In *A Recognition of Being: Reconstructing Native Womanhood* (pp. 57–78). Toronto: Second Story Press.

Anderson, K. 2000. The construction of a negative identity. In *A Recognition of Being: Reconstructing Native Womanhood* (pp. 99–112). Toronto: Second Story Press.

Baird, Vanessa. Sex, Love and Homophobia: Lesbian, Gay, Bisexual and Transgender Lives. London: Amnesty International.

Hawkeswood, William G. 1996. One of the Children: Gay Black Men in Harlem. London: University of California Press.

hooks, bell. 2000. All About Love: New Visions. New York: William Morrow.

Ignatiev, Noel. 1995. How the Irish Became White. New York and London: Routledge.

Kivel, Paul. 2011. Uprooting Racism: How White People Can Work for Racial Justice. Gabriola Island, British Columbia: New Society Publishers.

Merchant, Caroline. 1980. The Death of Nature: Women, Ecology and the Scientific Revolution. Harper and Row Publishers Inc.

Miles, Angela. 2004. Feminist Politics, Activism and Vision: Local and Global Challenges. Inanna Publications and Zed Press.

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

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