

University of Toronto—Sociology
Summer 2017
SOC367H1S Race, Class, Gender

Mon and Wed 2:00pm - 4:00pm
Location: SS 2106

Instructor Information:

Instructor: Maiolino, Elise
Office Location: Department of Sociology, 725 Spadina Ave. Room: 391
Email Address: elise.maiolino@mail.utoronto.ca
Office Hours: Monday 12-1 pm and Wednesday 12-1 pm or by appointment
Blackboard/Course website: Access via U of T Portal: <http://portal.utoronto.ca>

Teaching Assistant: Jaime Nikolaou

Course Description:

This course examines the ways in which race, class, and gender intersect to impact individuals' lived experiences. The goal of the course is to demonstrate how a single theme or topic can be experienced very differently depending on social location and people's situatedness within a matrix of structures.

The course aims to have students think about multiple perspectives on the topics outlined. In the same way that one movement of a Rubik's cube can dramatically change the look of the puzzle, this course shifts standpoints in an attempt to illuminate differences across people's lives.

Each week's readings explore diverse empirical cases that expose students to the operation of intersectionality in a variety of local and global settings. Topics covered in the course (including love, home, crime, activism, etc.) are used as entry points into important facets of identity that are seen to have profound effects on structures of inequality, as well as the operation of power and privilege.

This course will raise questions about what an intersectional lens can afford us, explore how inequality is structured, and facilitate discussions about how and why people come to decisions about their lives. This course will require students to engage with sociological theories about inequality, intersectionality, community, and identity.

Prerequisite: 1.0 SOC FCE at the 200+ level.

The Department of Sociology does not waive prerequisites. Students without this will be removed at any time discovered and without notice.

Exclusion: SOC 339H1

Goals and Learning Outcomes:

- To critically read, analyze, and write about intersections of inequality (race, class, and gender etc.) through a sociological lens
- To apply course material to real world and daily life examples
- To synthesize course materials from various weeks and demonstrate understanding of the issues across various contexts

Course Materials:

All course reading material can be found on Blackboard. Students are expected to read the readings prior to class and be prepared to engage in class discussions about the week's reading.

Evaluation Components and Grading Policies:

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| 1. Critical Response Paper (Due: July 19) | (25%) |
| 2. Essay Assignment (Due: August 2) | (30%) |
| 3. Take-Home Test (Due: August 14 at 5pm) | (25%) |
| 4. In-Class Exercises (Pass/Fail: 2% each x 5) | (10%) |
| 5. Class Participation and Attendance | (10%) |
| | Total: 100% |

Detailed guidelines for the writing assignments briefly described below will be posted on Blackboard. Students are expected to check Blackboard for announcements, readings, grades, and assignment guidelines on a regular basis. **Assignments must be completed and submitted via Blackboard before class on the due date. Please also submit a hard copy of the Critical Response Paper and the Essay Assignment in class the day the assignment is due.**

- **Critical Response Paper:** In this paper you will critically analyze and reflect on a set of readings from the syllabus. You can choose any set from July 12 to Aug 9. You must submit the assignment prior to the lecture in which the readings will be taught. For example, if you choose “Day 3: Love and Intimacy” you must submit the paper prior to the start of class on July 12. The last day to submit a critical response paper will be on July 19. You will summarize the main argument of the two articles for the day. You will then compare and contrast the use of a kind of intersectional lens in each piece. In addition, you will think intersectionally about the day's topic using the two readings.
- **Essay Assignment:** In this essay you will choose a theme, topic, or facet of identity that has not been discussed in the course. Using scholarly, peer-reviewed journal articles from outside of the syllabus (found on Sociological Abstracts), you will explain how an intersectional framework can be useful in understanding a particular lived experience.
- **Take-Home Term Test:** This test will consist of a combination of short answer and long answer questions on all course material.
- **In-Class Writing Exercises:** Throughout the term there will be five in-class writing exercises. Students will be asked to provide a written response to a question or set of questions about an aspect of the course material presented that day (reading, lecture, or film). These exercises will be evaluated on a pass/fail basis.
- If a student misses a writing exercise, and can provide documentation of a university-approved reason (see course policies below), they will be allowed to complete an alternative assignment. Students in these circumstances must visit the instructor during

office hours, where they will be provided with details about the makeup assignment once they have had their documentation verified.

- **Participation and Attendance:** Attendance in every class is expected. Attendance will be recorded daily. Students will be required to participate in group discussion and in-class group activities.

Class Format:

Each class will consist of a lecture component in which the readings are discussed in a larger framework. In addition, there will be small group exercises and in-class discussions and assignments on the course material.

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 as soon as possible. You may also visit <http://studentlife.utoronto.ca/accessibility> as soon as possible. Please let me know if I can make the course more accessible for you.

Attendance and Participation:

Full attendance for this course is crucial. Your enthusiastic participation is encouraged.

Classroom Etiquette:

- Students are expected to arrive on time, return from breaks on time, and stay for the entirety of the class.
- Laptops should be used for notes only. Other uses (e.g., emailing, web surfing) will result in the student being required to turn off the laptop. That same student will not be allowed to bring their laptop to future classes.
- **Videotaping, photographing, and recording lectures is strictly forbidden without written permission from the instructor.**
- Please turn off cell phones and other electronic devices while in class. If this is not possible, please discuss with the instructor.
- Lecture slides will be posted on Blackboard following the class.

Course Schedule:

Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.

Day 1: July 5

Introduction

Hankivsky, Olena. 2014. "Intersectionality 101." *The Institute for Intersectionality Research & Policy, SFU*. http://www.sfu.ca/iirp/documents/resources/101_Final.pdf

Day 2: July 10

Theorizing Race, Class, and Gender

Collins, Patricia Hill. 2002 *Black feminist thought: Knowledge, Consciousness, and the Politics of Empowerment*. Routledge. Chapter 1.

Yuval-Davis, Nira. 2006. "Intersectionality and feminist politics." *European Journal of Women's Studies* 13(3):193-209.

Day 3: July 12

Love and Intimacy

Collins, Dana. 2005. "Identity, Mobility, and Urban Place-Making Exploring Gay Life in Manila." *Gender & Society* 19(2):180-198.

Schalet, Amy, T. 2000. "Raging hormones, regulated love: Adolescent sexuality and the constitution of the modern individual in the United States and the Netherlands." *Body & Society* 6(1):75-105.

Day 4: July 17

Birth and Medicine

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

Sethna, Christabelle and Marion Doull. 2013. "Spatial disparities and travel to freestanding abortion clinics in Canada." *Women's Studies International Forum* 38:52-62.

Day 5: July 19

Critical Reflection Paper Due

Beauty

Balogun, Oluwakemi M. 2012. Cultural and Cosmopolitan: Idealized Femininity and Embodied Nationalism in Nigerian Beauty pageants. *Gender & Society* 26(3):357-381.

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

Day 6: July 24

Education and Schooling

Morris, Edward W. 2008. "'Rednecks,' 'Rutters', and 'Rithmetic: Social Class, Masculinity, and Schooling in a Rural Context.'" *Gender & Society* 22:728-751.

Ong, Maria. 2005. "Body projects of young women of color in physics: Intersections of gender, race, and science." *Social Problems* 52(4):593-617.

Day 7: July 26

Home

Gray, Robin RR. 2011. "Visualizing pedagogy and power with urban native youth: Exposing the legacy of the Indian residential school system." *Canadian Journal of Native Education* 34(1):9-27.

Twine, France Winddance. 2004. "A White Side of Black Britain: The Concept of Racial Literacy." *Ethnic and Racial Studies* 27(6):878-907.

Day 8: July 31

Work

Ramirez, Hernan and Pierrette Hondagneu-Sotelo. 2009. "Mexican Immigrant Gardeners: Entrepreneurs or Exploited Workers?." *Social Problems* 56(1):70-88.

Schilt Kristen. 2006. "Just one of the Guys? How Transmen Make Gender Visible at Work." *Gender & Society* 20(4):465-490.

Day 9: August 2

Essay Assignment Due

Crime

Kennedy, Liam. 2016. "'He Must Learn What Being a Man is All About': Negotiating the Male Code at the Louisiana State Penitentiary." *Deviant Behavior* 37(2):151-166.

Razack, Sherene H. 2000. "Gendered racial violence and spatialized justice: The murder of Pamela George." *Canadian Journal of Law and Society* 15:91.

-----**August 7: No Class [Holiday]**-----

Day 10: August 9

Activism and Politics

Reger, Jo. 2014. "Micro-Cohorts, Feminist Discourse, and the Emergence of the Toronto Slut Walk." *Feminist Foundations* 26(1):49-69.

Bridges, Tristan. 2010. "Men Just Weren't Made to Do this: Performances of Drag at "Walk a Mile in Her Shoes" Marches." *Gender and Society* 24(1):5-30.

Day 11: August 14

-----**Take-Home Test Due** -----

Procedures and Rules:

Missed Assignments or Test:

Accommodation provision: In general, for missed tests or assignments, the Sociology Department follows University of Toronto policy about accommodation for the following three reasons:

- Illness, or
- Religious observances (i.e., holy days), or
<http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm>
- 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).

Timing: Requests for accommodation must be made within 3 days of the missed assignment.

Documentation from your Physician or College Registrar:

If you miss an assignment deadline, do not contact the instructor or a TA unless you have followed the steps described here. Telling the professor or TA why you missed a deadline will not be considered.

In case of illness, you must supply a duly completed Verification of Student Illness or Injury form (available at www.illnessverification.utoronto.ca). A doctor's note is not acceptable. The form must be placed in a sealed envelope, addressed to the instructor, and submitted with your work at class or to your instructor during their office hours.

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). The letter must be placed in a sealed envelope, addressed to the instructor, and submitted with your work at class or to your TA during their office hours.

Late Assignments:

No extensions will be provided. You are expected to complete assignments on time. Late papers will be docked **5% each day** beyond the due date. No late assignments are accepted 7 days after the due date.

In order not to be considered late, assignments must be submitted electronically by the due date on Blackboard (prior to the beginning of class). In-class assignments must be submitted in class. You are expected to keep a back-up, hard copy of your assignment in case it is lost. Students who cannot turn in the assignment on time due to a reason beyond their control (e.g. illness, death, accident) may request special consideration by presenting the appropriate documentation to the instructor.

The penalty will run from the day the assignment was due until the day it is submitted electronically via Blackboard. The penalty period does include weekends and holidays. Late assignments should only be submitted on Blackboard. Hard copies should NOT be submitted to the instructor, the department office staff, or other instructors and NOT by email.

Grade Appeals:

The instructor and teaching assistant take the marking of assignments very seriously, and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following rules:

If it is a mathematical error simply alert the instructor of the error. In the case of more substantive 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 and the grader's comments.
3. You have 7 days after receiving a mark to appeal it.

If you wish to appeal:

- A. You must 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.
- B. 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.

Electronic Communication:

Email communication is rapid, convenient, and efficient—you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules:

- Assignments will not be accepted via email. See above for how to submit them.
- All course communication should be conducted through Blackboard or your utoronto account.
- All emails must include the course code (e.g., SOC 367) in the subject line.
- All emails should be signed with the student's full name and student number.
- Emails from students will generally be answered within 48 hours of receipt.
- Treat emails as you would any other professional communication.
- Emails that ask questions that are answered in the course syllabus or website (e.g., “how much is assignment X worth”) will not receive a response.
- All general questions about the course that are NOT addressed on the syllabus and course website should be emailed to the instructor. The TA will not respond to emails.

Emails that do not follow these guidelines will not receive a response.

Academic Integrity and Plagiarism:

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.

By enrolling in this course, students agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar.

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.

Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices acceptable in high school may prove unacceptable in university. Know where you stand by reading the “Code of Behaviour on Academic Matters” in the Calendar of the Faculty of Arts and Science.

Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else’s ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including:
 - working in groups on assignments that are supposed to be individual work;
 - having someone rewrite or add material to your work while “editing”.
 - Lending your work to a classmate who submits it as his/her own without your permission.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor’s notes.
- Falsifying institutional documents or grades.

To remind you of these expectations, and help you avoid accidental offences, I will ask you to include a signed Academic Integrity Checklist with your first assignment. If you do not include the statement, your work will not be graded. The check-list will be posted on blackboard.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the Code. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. 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, seek out additional information from me, or from other available campus resources like the U of T Writing Website. If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.