

RACE, CLASS, GENDER SOC 367 H1S

instructor: Jaime Nikolaou
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office hours: 725 Spadina Ave, Rm 225b
Tuesdays, 2:00-5:00pm

time: July & August 2012
Mondays & Wednesdays
12:00-2:00pm

graders: Patricia Mayr
email: patricia.mayr@utoronto.ca

place: SS 2102 (Sidney Smith Hall)

OBJECTIVE

In this course, we will examine how the complex meanings attached to race, class, gender and disability work to rationalize and perpetuate social inequality. Race, class, and gender interlock to differentiate people's life chances, politics and communities, and their interactions with formal social institutions.

We will explore theory and contemporary ethnographies that show how (a) racism and the continuities of empire, (b) advanced global capital, and (c) gender inequality interlock in unique and historically-specific ways to shape individuals' experiences of: multiculturalism and belonging, family, paid and unpaid work, education, violence and the law, and health.

This sociology course draws analytically and methodologically from geography, history, education and cultural studies. By mobilizing the insights of anti-racist, postcolonial, indigenous and feminist scholars, we will evaluate opportunities for social change.

REQUIRED READING

Weekly readings include book chapters, journal articles, documentaries and short fiction. They are compiled in a coursepack that is available for purchase at the UoT Bookstore.

address: 214 College St, Toronto, ON
phone: 416 640 5840
web: <http://www.uoftbookstore.com/online/>

By paying tuition fees students gain full access to electronic databases. To lessen student costs, journal articles and eBook chapters—these comprise over half of the required readings—were purposefully excluded from the coursepack and are marked in the schedule “[electronic]”. They can be downloaded from Blackboard or, should you choose to hone your research skills, accessed electronically through Robarts' website.

I strongly urge you to remain on track with assigned readings. Though challenging, these texts are entirely accessible when read in advance and with intention. (If necessary, this may mean more than once.) In condensed courses, you attend lecture and read twice as much in a week. Falling behind on readings is therefore a greater detriment to summer students. Remaining on schedule will ease your participation in this course.

GRADING

Task	Weight	Due
Participation	15%	Ongoing
Critical Response I	30%	16, 18 or 23 July
Critical Response II	30%	25, 30 July or 1 August
Term Test	25%	13 August

PARTICIPATION (5% each, 15% total)

You are expected to attend all lectures having read the assigned texts. Periodically, I will pose text-based questions in class.

Students will earn Participation by posting three short reflections to Blackboard throughout the term. Each reflection will be 1 to 2 pages in length (300 to 500 words, excluding title and reference pages) and centered on one academic text from a chosen week’s set of readings.

All reflections will address the following question:

Where is intersectionality—as a theoretical and/or methodological tool—present in the text?

Reflections will be graded as Pass/Fail—no grade or partial marks will be given. Each is worth 5% of your final grade. If you submit three coherent and conceptually focused reflections, you will receive 15% for Participation.

Reflections based on the documentaries or short fiction will not be accepted, as they are non-scholarly texts.

Reflections are due by 12pm on the day of the scheduled lecture. For example, if you choose to write on Ng (1993), submit by 12pm on 9 July (before our Week 2 lecture). You cannot submit a Reflection for a reading covered in a past lecture or a week you write a Critical Response for.

CRITICAL RESPONSES (30% each, 60% total)

Students will write two Critical Responses over the term. Each paper will be 6 to 7 pages in length (1800 to 2000 words, excluding title and reference pages), and will respond to two academic texts from a chosen week’s set of readings. For Critical Response I, choose to respond to readings from Weeks 4, 5 or 6. For Critical Response II, respond to Weeks 7, 8 or 9.

Some weeks contain more than two readings. You are only required to weigh in on two academic texts, not three or four. While you may reference the documentaries and short fiction in your Critical Responses, note that including them will not satisfy the requirement of analyzing two academic texts.

This assignment asks you to critically assess the texts in question in two major ways: (a) conceptually, and (b) with intersectionality as the analytic backdrop in mind. Use the following questions and the grading rubric (posted on Blackboard) to guide the organization of your Critical Responses:

Main concept or argument	Why were these texts grouped together for the week in question? Conceptually, are they more similar than different, or vice versa? Why are these similarities or differences important? (Frame your paper’s thesis in relation to these questions.)
	What is the main argument (or thesis) and central finding of each text?
	What is the major conceptual similarity between the texts in question?
	What is the major conceptual difference between the texts in question?
Intersectionality	Where is intersectionality—as a theoretical and/or methodological tool—present in the texts?
	Which text, in your opinion, better utilizes intersectionality? Why?

Critical Responses must be submitted to Blackboard and Turnitin by noon on the day of the scheduled lecture. For example, if you choose to compare Frankenberg (1993) and Glenn (1992), the due date is 12pm on 16 July (before our Week 4 lecture). You cannot submit a Critical Response for readings covered in a past lecture. If we fall slightly behind in terms of discussing the texts in lecture, continue following the schedule in this syllabus.

TERM TEST (25% total)

The Term Test will be written in-class on 13 August. The test is comprehensive—it will draw from required readings and lecture material from Weeks 2 to 9. Questions will be a mix of multiple-choice, passage comprehension, and written short essay responses.

SUBMITTING & RETURNING WORK

I am striving to make this course as paperless as possible. Reflections and Critical Responses will be submitted electronically via Blackboard and Turnitin. Pragmatically, these platforms will (a) act as repositories for all submitted work, (b) help the TAs and I monitor due dates, word counts and cases of academic misconduct, (c) reduce the time it takes for us to grade and return assignments, and (d) limit our ecological footprint.

Reflections and Critical Responses must be submitted to Blackboard and Turnitin in .doc format only. Do not submit work as .docx, .rtf, .pages or .pdf files.

Name all electronic files accordingly:

Reflection I	R1_surname_studentnumber
Reflection II	R2_surname_studentnumber
Reflection III	R3_surname_studentnumber
Critical Response I	CR1_surname_studentnumber
Critical Response II	CR2_surname_studentnumber

Written work must not exceed specified page limits—these parameters are intentional and instructional. Type all work double-spaced in 12pt Times New Roman font, with 1-inch (2.54cm) margins, with pages numbered, with word count included, with title and reference pages. Formatting exemplars are available on Blackboard.

TAs will return graded Critical Responses to students via email. Your assignment, the grading rubric and comments will be affixed in a single .pdf document.

LATE WORK

I expect work to be completed by specified due dates. This course's late penalty is 1% per day off the final grade up to five days after which work will not be accepted.

Late Reflections will not be accepted, as there are three weeks where neither they nor the Critical Responses are due.

Email late Critical Responses to the Instructor only; do not email them to the TAs. Late work will be accepted and time-stamped when a working email attachment is received. Critical Responses emailed to me after 12pm on the scheduled due date will be considered one day late. Remember to submit Critical Responses to Blackboard and Turnitin. Both platforms will not accept assignments after 12pm on the specified due dates. If you upload to Blackboard but fail to upload to Turnitin, your work will again be considered one day late. These penalties reflect the time it takes me to reset values to allow for late uploads.

Extensions to write late Critical Responses or the Make-Up Term Test must be arranged with the Instructor. I will only grant them when official UoT medical notes or documentation related to other unavoidable emergencies are provided. See: (<http://www.healthservice.utoronto.ca/pdfs/medcert.htm>).

REMINDERS

PREREQUISITES

The prerequisite to take this course is a 200+ level SOC course. Waiving of prerequisites is up to the department (not the instructor). The Sociology department does not waive prerequisites. Students without prerequisites will be removed from this course without notice when discovered.

USE OF TECHNOLOGY IN CLASS

Turn off cell phones and all other electronic devices when in lecture. Laptops are strictly for notetaking—not email or social-networking. Unauthorized video/audio recording in lecture violates privacy and copyright protection, and is strictly prohibited.

CORRESPONDENCE

Regularly check Blackboard and your UTmail+ / UTOReil for pertinent course information. Anything I email will be mirrored in the "Announcement" section on Blackboard.

The TAs and I will only respond to student emails that are sent from UoT servers. Please resend your query if you do not receive a reply within 48 hours but note that we will not respond to emails on weekends (between Friday, 5pm to Monday, 9am). Always include "SOC 367" in the subject line of messages sent to TAs or myself.

Communicate formally and respectfully with the Instructor and TAs at all times. Best learning happens when students and teachers work in spaces of comfort and mutual respect.

RESOURCES

ACCESSIBILITY & EQUITY

Students with diverse learning styles and needs are welcome in this course. If you have a disability or health consideration that may require accommodation, please feel free to approach me and/or Accessibility Services at <http://accessibility.utoronto.ca>.

WRITING

I expect high-quality, coherent writing from third-year undergraduates. Edit written work several times to limit unnecessary spelling, grammar and organizational errors. Such errors confuse the reader and detract from your ability to demonstrate conceptual understanding.

UoT Writing Centres remain open during the summer. Their teaching approach is described here: <http://www.writing.utoronto.ca/writing-centres/learning>. More than 60 advice files on all aspects of academic writing are available at www.writing.utoronto.ca/advice. The following links are particularly relevant to SOC 367:

<http://www.writing.utoronto.ca/images/stories/Documents/critical-reading.pdf>
<http://www.writing.utoronto.ca/images/stories/Documents/book-review.pdf>
<http://www.writing.utoronto.ca/images/stories/Documents/notes-from-research.pdf>
<http://www.writing.utoronto.ca/images/stories/Documents/general-advice.pdf>
<http://www.writing.utoronto.ca/images/stories/Documents/paraphrase.pdf>
<http://www.writing.utoronto.ca/advice/style-and-editing>

If English is your second language and you would like to improve your literacy skills, access: <http://www.writing.utoronto.ca/faqs/english-as-second-language>. Information about the English Language Learning (ELL) program is available at <http://www.artsci.utoronto.ca/current/undergraduate/ell>. A non-credit August course (ELL010H) will take enrolment via ROSI starting in mid to late July.

DOCUMENTING SOURCES

In my own academic work (and in this syllabus), I cite texts in APA (American Psychological Association) format. Whichever style you choose to source with (APA, ASA, Chicago, or Harvard), please be consistent. The TAs are acquainted with various styles and will notice when APA and ASA, for example, are paired.

I expect students to properly and consistently source ideas that are not their own. Anything less constitutes academic misconduct. Do not overrun your work with quotes—paraphrase whenever possible. For advice on style guides, in-text and bibliographic citations, and how and when to paraphrase and quote, consult: <http://www.writing.utoronto.ca/advice/using-sources>.

ACADEMIC MISCONDUCT

Plagiarism and cheating are serious academic offenses and will not be tolerated. Academic integrity is vital to the university's well being, and penalties for misconduct can be severe. I urge students to read UoT's policies surrounding academic honesty: <http://www.utoronto.ca/academicintegrity/>. To recognize the nuances of plagiarism, consult: <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>.

SOC 367 will use Turnitin.com to deter and detect plagiarism. Turnitin significantly reduces time spent tracing down and dealing with instances of plagiarism. Informed of my reasons for using Turnitin, I assume that students who remain enrolled agree to its use.

"Normally, students will be required to submit their course essays to [Turnitin.com](http://www.turnitin.com) for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the [Turnitin.com](http://www.turnitin.com) 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 [Turnitin.com](http://www.turnitin.com) service are described on the [Turnitin.com](http://www.turnitin.com) web site."

Students will submit Critical Responses to both Blackboard and Turnitin. These submissions must be identical—anything less constitutes academic misconduct. The TAs and I will verify sameness.

Details on submitting papers to Turnitin will be outlined in lecture and on Blackboard. But briefly:

course id: 5188829

password: join

For your own intellectual growth, I encourage you to develop and express your own views—not echo others'.

SCHEDULE

WEEK ONE (4 July): Introduction

WEEK TWO (9 July): Race, Class and Gender Interlock

NOTE: Final date to add 'S' courses.

Ng, R. (1993). Sexism, racism and Canadian nationalism. In V. Zawilski & C. Levine-Rasky (Eds.), *Inequality in Canada: A Reader on the Intersections of Gender, Race, and Class* (pp. 5-16). Don Mills: Oxford University Press.

Stasiulis, D. (1999). Feminist intersectional theorizing. In V. Zawilski (Ed.), *Inequality in Canada: A Reader on the Intersections of Gender, Race, and Class* (2nd ed.) (pp. 25-47). Don Mills: Oxford University Press.

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

WEEK THREE (11 July): Canada as Nation

NOTE: Sharlene Bamboat (mixed media artist) guest lectures.

Bannerji, H. (2000). Geography lessons: On being an insider/outsider to the Canadian nation. In L. Roman & L. Eyre (Eds.), *Dangerous Territories: Struggles for Difference and Equality in Education* (pp. 23-42). New York: Routledge.

Mahtani, M. (2002). Interrogating the hyphen-nation: Canadian multicultural policy and 'mixed race' identities. *Social Identities*, 8(1): 67-90. **[electronic]**

Nelson, J. (2000). The space of Africville: Creating, regulating, and remembering the urban "slum". *Canadian Journal of Law and Society*, 15(2): 163-85. **[electronic]**

WEEK FOUR (16 July): Empire and Transnational Motherwork I

Frankenberg, R. (1993). Growing up white: Feminism, racism and the social geography of childhood. *Feminist Review*, 45: 51-84. [electronic]

Glenn, E.N. (1992). From servitude to service work: Historical continuities in the racial divisions of paid reproductive labour. *Signs*, 18(1): 1-43. [electronic]

Collins, P.H. (2000). Work, family and black women's oppression. In *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment* (2nd ed.) (pp. 45-58). New York: Routledge. [optional]

WEEK FIVE (18 July): Empire and Transnational Motherwork II

McClintock, A. (1995). Soft-soaping empire: Commodity racism and imperial advertising. In *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest* (pp. 207-31). New York: Routledge.

England, K. & Stiell, B. (2008). "They think you're as stupid as your English is": Constructing foreign domestic workers in Toronto. In P. Moss & K. Al-Hindi (Eds.), *Feminisms in Geography: Rethinking Space, Place and Knowledges* (pp. 179-98). Maryland: Rowman & Littlefield Publishers Inc.

WEEK SIX (23 July): Masculinities

Kimmel, M. (2002). Masculinity as homophobia: Fear, shame and silence in the construction of gender identity. In P. Murphy (Ed.), *Feminism & Masculinities* (pp. 182-99). Oxford: Oxford University Press. [electronic]

Wiegman, R. (1993). The anatomy of lynching. *Journal of the History of Sexuality*, 3(3): 445-67. [electronic]

Baldwin, J. (1965). Going to meet the man. In *Going to Meet the Man: Stories* (pp. 229-49). New York: Dial Press.

Pascoe, C.J. (2005). "Dude, you're a fag": Adolescent masculinity and the fag discourse. *Sexualities*, 8(3): 329-46. [electronic]

WEEK SEVEN (25 July): Education

Connor, D. (2006). Michael's story: "I get into so much trouble just by walking": Narrative knowing and life at the intersections of learning disability, race, and class. *Equity & Excellence in Education*, 39: 154-65. [electronic]

Zine, J. (2006). Unveiled sentiments: Gendered Islamophobia and experiences of veiling among Muslim girls in a Canadian Islamic school. *Equity & Excellence in Education*, 39(3): 239-52. [electronic]

Schissel, B. & Wotherspoon, T. (2003). The legacy of residential schools. In V. Zawilski & C. Levine-Rasky (Eds.), *Inequality in Canada: A Reader on the Intersections of Gender, Race, and Class* (pp. 36-62). Don Mills: Oxford University Press.

WEEK EIGHT (Mon, 30 July): Transactional Sex

NOTE: Final date to drop 'S' courses. Use your Critical Response I grade to determine your enrolment status.

Bernstein, E. (2007). Sex work for the middle classes. *Sexualities*, 10(4): 473-86. [electronic]

Razack, S. (2000). Gendered racial violence and spatialized justice: The murder of Pamela George. *Canadian Journal of Law and Society*, 15(2): 91-130. [electronic]

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

Welsh, C. (Director). (2006). *Finding Dawn* [Documentary: 73 min]. Canada: National Film Board of Canada. Retrieved from: http://www.nfb.ca/film/finding_dawn. [electronic] [screened in class]

WEEK NINE (Wed, 1 August): Bodies and Beauty

Smith, A. (2005). Beyond pro-choice versus pro-life: Women of colour and reproductive justice. *National Women's Studies Association Journal*, 17(1): 119-40. [electronic]

Thompson, B. (1994). Making "a way outa no way" / Hungry and hurting. In *A Hunger So Wide and So Deep: A Multiracial View of Women's Eating Problems* (pp. 1-26 / 69-95). Minneapolis: University of Minnesota Press.

Johnston, J. & Taylor, J. (2008). Feminist consumerism and fat activists: A comparative study of grassroots activism and the Dove Real Beauty campaign. *Signs*, 33(4): 941-66. [electronic]

Jhally, S. (2010). *Killing Us Softly 4: Advertising's Image of Women, with Jean Kilbourne* [Documentary: 45 min]. United States: Media Education Foundation. [screened in class]

CIVIC HOLIDAY (6 August): No classes

WEEK TEN (8 August): Review

WEEK ELEVEN (13 August): Term Test

OUTSIDE READING

If the ideas advanced in this course interest you, the following texts provide essential bases for further study. None are required reading.

Chrisjohn, R., Young, S. & Maraun, M. (2006). *The Circle Game: Shadows and Substance in the Indian Residential School Experience in Canada* (revised ed.). Penticton: Theytus Books.

Collins, P.H. (1990). *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge.

Fanon, F. (1961). *The Wretched of the Earth*. New York: Grove Press.

Glenn, E.N. (2002). *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor*. Cambridge, MA: Harvard University Press.

Razack, S. (1998). *Looking White People in the Eye: Gender, Race, and Culture in Courtrooms and Classrooms*. Toronto: University of Toronto Press.

Razack, S. (2002). *Race, Space, and the Law: Unmapping a White Settler Society*. Toronto: Between the Lines.

Smith, A. (2005). *Conquest: Sexual Violence and American Indian Genocide*. Cambridge: South End Press.