

**University of Toronto – Sociology**  
**SOC367H1S: RACE, CLASS, GENDER**  
Summer 2015

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**INSTRUCTOR INFORMATION**

Instructor: Salina Abji  
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Email address: [salina.abji@mail.utoronto.ca](mailto:salina.abji@mail.utoronto.ca)

Lecture/Seminar: Mondays & Wednesdays from 12pm – 2pm in SS 1070  
Office hours: Mondays from 2pm – 3pm or via appointment  
Course web site: Blackboard access via Portal

Teaching Assistant: Jaime Nikolaou  
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**I. COURSE DESCRIPTION**

In this course, we will study the relationship between race, class, gender, and sexuality as major interlocking systems of oppression in the social world. In doing so, we will pay particular attention to the limitations of more ‘additive’ approaches to social inequality. Rather than viewing race, class, gender, and sexuality as independent categories of identity, we will instead apply an ‘intersectional’ approach to this field.<sup>1</sup> Such an approach examines the complex intersections between different relations of power (such as race, class, gender, and sexuality), which scholars have shown are mutually-constituting, dynamic, and open to change.

The course is divided into three parts. Students will first be introduced to foundational concepts in the sociology of intersectionality, and how this approach is distinct from other approaches. In the second part of the course, students will read and critically analyze examples of intersectional research on a diverse range of topics, including: sex, gender, and sexualities; negotiating citizenships and contesting borders; girlhood studies; and environmental justice. These readings approach intersectionality in multiple ways, focusing on local, national and transnational case studies, and straddling multiple genres including academic and community-based sources of knowledge. In the final part of the course, students will learn how to conduct intersectional research and will apply this knowledge in their final research papers.

My teaching style is interactive and focused on student learning and skill development through writing exercises and group discussions. Students are expected to attend all classes and to participate actively by 1) completing assigned readings, 2) engaging in in-class discussions and small group exercises, and 3) by keeping up to date on course information posted on Blackboard. In all activities, students are to be respectful of fellow classmates, guest speakers, and teaching/administrative staff.

**Prerequisites:** A 200+ level SOC course. Students without this prerequisite will be removed at any time discovered and without notice.

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<sup>1</sup> Coined by feminist anti-racist scholar Kimberle Crenshaw in 1991, the concept of intersectionality constitutes a major development in the discipline of sociology. It is simultaneously considered a key theory, a distinct methodological approach, and a transnational movement for social justice.

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### Goals and Learning Objectives

The ultimate goal of this course is that you learn how to analyze social inequality using an intersectional approach. To achieve this, you will learn how to:

- Describe the distinction between additive and interlocking approaches to race, class, gender, and sexuality
- Define key foundational concepts and debates among scholars who use an intersectional approach
- Critically analyze a broad range of intersectional research studies, identifying their strengths, limitations, and implications for the field as a whole
- Conduct independent research applying an intersectional framework
- Evaluate the challenges and opportunities of conducting intersectional research on social inequality

In addition, a general objective of the course is that you write well – coherently and lucidly – in all assignments.

## II. STUDENT RESPONSIBILITIES AND EXPECTATIONS

Students are expected to attend all classes and to participate actively by 1) completing assigned readings, 2) engaging in in-class discussions and small group exercises, and 3) by keeping up to date on course information posted on Blackboard. In all activities, students are to be respectful of fellow classmates, guest speakers, and teaching/administrative staff.

**Classroom Etiquette:** These are some basic rules that will help everybody have the best learning experience possible:

- **Laptop use:** Laptops are only to be used for note-taking. Other uses (e.g., emailing, web surfing) will result in the student being required to turn off the laptop, and to not bring it to future sessions of the course.
- **Turn off Cell phones/ pagers:** Please turn off all cell phones, pagers, and other electronic devices while in class. If this is a problem, please let the professor know before class so we can discuss strategies that enable you to be reachable.
- **Recordings:** Videotaping and recording lectures is strictly forbidden without written permission from the instructor.

**Email Policy:** I will respond to your email within two business days (48 hours, except weekends and holidays). **Emails that do not follow these guidelines will not receive a response:** Your use of an official U of T address is required. Please include the course code (e.g. SOC367) in the subject line and your full name and student number in your message. Please do not send a repeat email (e.g., “did you get my email?”).

In general, please treat emails as you would any other professional communication: you should be respectful in the way you address the instructor and the TA. Email is most suitable for questions that are clear, concise, and easily answerable; if you are confused about the course material or need to discuss a concept, I strongly encourage you to instead attend office hours or make an appointment. Please read the syllabus carefully before asking a general question about the course.

**Office Hours:** I strongly encourage all students to take advantage of office hours, held every Monday from 2pm – 3pm in Room 225 of the Sociology Department (725 Spadina) or by appointment.

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### III. EVALUATION COMPONENTS

<u>Type</u>	<u>Date(s) Due</u>	<u>Weight</u>
Participation Worksheets (5)	Multiple (see schedule)	10% Pass/Fail
Critical Review I	July 15	15%
Proposed Research Topic	July 27	5% Pass/Fail
Critical Review II	July 29	25%
Data Analysis	August 5	5% Pass/Fail
Research Paper	August 10	35%
Poster Presentation	August 10	5% Pass/Fail

#### Grading Descriptions:

**Writing Assignments:** There are three major writing assignments in this course. Critical Review I requires students to engage critically with at least two foundational readings in the course (15%). Critical Review II requires students to apply foundational concepts to their critical analysis of at least two special topics readings in the course (25%). The final research paper is an analytical memo where students will conduct a spatial analysis of a site of their choosing, using an intersectional approach (35%).

In addition to the three major writing assignments, the course also includes three pass/fail writing assignments related to the final research paper. This includes a proposed research topic (5%), a data analysis sample (5%), and a poster presentation of the research findings (5%).

Details for each of these assignments will be provided in class. Assignments must be completed and submitted via Blackboard *before* class on the due date (dates are specified above and in the course schedule). A printed copy must be submitted *at the beginning* of class on the due date. Note: for more details on accommodation/late policies, please see the Procedures and Rules section below.

**Class Participation:** Active participation is a significant component and expectation of this course and is therefore worth 10% of your overall grade. Your participation grade will be based on assigned worksheets (each worth 2%) to be *completed during allotted time in-class* and *submitted at the end of class* (i.e. as your 'ticket out the door') on the due dates listed in the course schedule.

Students who do not attend class or who do not provide completed worksheets as per the instructions above will receive an automatic grade of zero for each class/worksheet missed. There is no late policy available for this component of the course. For more details on accommodations, please see the Procedures and Rules section below.

**Handing in Assignments:** All assignments must be handed to the instructor in printed copy in class and electronically via Blackboard. The instructor and TA will NOT accept electronic copies of assignments via email. Do not put submissions under the office door of the instructor. The instructor is not responsible for student assignments submitted in this way. Students must always keep an extra hard copy of their assignment for their own records. For instructions on how to upload assignments to BlackBoard, please see the IT services web-site at: <http://www.portalinfo.utoronto.ca/content/information-students>

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### REQUIRED READINGS & COURSE SCHEDULE

#### Required readings:

All course readings are accessible electronically. Unless otherwise noted, course readings will be uploaded on Blackboard under the “Content” tab, in the folder called “Course Readings”.

#### Course Schedule:

Students are expected to complete all required readings prior to each lecture.

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

#### **PART I: INTRODUCTION TO INTERSECTIONALITY**

June 29 Lecture: Introduction to the Course

July 6 Lecture: Foundational Concepts in Intersectionality – Part I

PARTICIPATION WORKSHEET #1 DUE: 2% (complete in-class)

#### *Required Readings:*

1. 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, pp. 114-123. [BlackBoard]
2. Collins, Patricia Hill. 1986. "Learning from the outsider within: The sociological significance of Black feminist thought" *Social problems*. 33(6): S14-S32. [Link](#)

July 8 Lecture: Foundational Concepts in Intersectionality – Part II

PARTICIPATION WORKSHEET #2 DUE: 2% (complete in-class)

#### *Required Reading:*

1. Glenn, Evelyn Nakano. 1999. "The Social Construction and Institutionalization of Gender and Race" in *Revisioning Gender*. Ferree, M.M., Lorber, J., and Hess, B.B. (eds). Sage: pp. 3-35. [BlackBoard].

July 13 Lecture: Foundational Concepts in Intersectionality – Part III

PARTICIPATION WORKSHEET #3 DUE: 2% (complete in-class)

#### *Required Reading:*

1. Stasiulis, Daiva. 1999. "Feminist Intersectional Theorizing" in *Inequality in Canada: A Reader on the Intersections of Gender, Race, and Class*. Zawilski, Valeria and Levine-Rasky, Cynthia (eds). 2005. Oxford University Press: pp. 36-62. [BlackBoard]

#### **PART II: READING INTERSECTIONALITY**

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### July 15 Lecture: Special Topics – Sex, Gender, Sexualities

CRITICAL REVIEW #1 DUE: 15% (start of class)

*Required Readings:*

1. Dozier, Raine. 2005. "Beards, Breasts, and Bodies: Doing Sex in a Gendered World." *Gender & Society* 19 (3):297-316. [Link](#)
2. Hamilton, Laura and Elizabeth A. Armstrong. 2009. "Double Binds and Flawed Options: Gendered Sexuality in Early Adulthood" *Gender & Society*. 23(5): 589-616. [Link](#)

### July 20 Lecture: Special Topics – Negotiating Citizenships, Contesting Borders

PARTICIPATION WORKSHEET #4 DUE: 2% (complete in-class)

*Required Reading:*

1. Stasiulis, Davia and Abigail Bakan. 1997. "Negotiating Citizenship: The case of foreign domestic workers in Canada." *Feminist Review*, 57, pp. 112-139. [BlackBoard]
2. Walia, Harsha. 2013. "What is Border Imperialism?" in *Undoing Border Imperialism*. Oakland, CA: AK Press, p. 37-78. [BlackBoard]
3. Danforth, Jessica Yee. 2013. "Pick One": Self-determination and the Politics of Identity(ies)" in *Undoing Border Imperialism* by Harsha Walia. Oakland, CA: AK Press, pp. 23-25. [BlackBoard]

### July 22 Lecture: Special Topics – Girlhood Studies

PARTICIPATION WORKSHEET #5 DUE: 2% (complete in-class)

*Required Readings:*

1. Berman, H., G. Alvernaz Mulcahy, C. Forchuk, K.A. Edmunds, A. Haldenby and R. Lopez. 2009. "Uprooted and Displaced: A Critical Narrative Study of Homeless, Aboriginal and Newcomer Girls in Canada." *Issues in Mental Health Nursing* 30 (7): 418-430. [BlackBoard]
2. Jiwani, Yasmin. 2014. "Posthumous Rescue: The Shafia Young Women as Worthy Victims." *Girlhood Studies* 7(1): pp. 27-45. [Link](#)
3. The Izzat Collective. 2012. "Introduction" in *Heartbeats: The Izzat Project*. Pomegranate Tree Group Press. pp. 5-13. [BlackBoard]

### July 27 Lecture: Special Topics – Environmental Justice

PROPOSED RESEARCH TOPIC DUE: 5% (start of class)

*Required Readings:*

1. Gosine, Andil and Cheryl Teelucksingh. 2008. *Environmental Justice and Racism in Canada: An Introduction*. Toronto: Emond Montgomery Ltd. pp. 33-62 and 89-116 [BlackBoard].

## **PART III: "DOING" INTERSECTIONALITY**

### July 29 Research Workshop: Doing Fieldwork

CRITICAL REVIEW #2 DUE: 25% (start of class)

*No assigned readings*

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Aug 5 Research Workshop: Analyzing Data

DATA ANALYSIS DUE: 5% (complete in-class)

*No assigned readings*

Aug 10 Lecture: Future Directions in the Sociology of Intersectionality

RESEARCH PAPER DUE: 35% (start of class)

POSTER PRESENTATION DUE: 5% (participation in-class)

### IV. PROCEDURES AND RULES

#### 1. Missed tests and assignments

**Accommodation provision:** In general, for missed tests or assignments we follow University 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).

Reasons such as “too much work”, technology failure, weddings, or not adding the class in time, are not compelling reasons. For assignments, you are expected to plan ahead.

**Documentation: In all cases, appropriate supporting documentation is required** (e.g., University of Toronto Verification of Illness or Injury form available at:

<http://www.illnessverification.utoronto.ca/>, a letter from the college registrar in cases of personal or family crisis, a note from a religious official concerning a holy day, a death certificate, or an accident report). The documentation must be placed in a sealed envelope, addressed to the instructor, and submitted with your work.

#### 1a. Late assignments

- You are expected to complete all assignments on time.
- An assignment is considered late if it is not submitted by the due date on the syllabus.
- In order NOT to be considered late, be sure to submit a printed copy of the assignment *at the beginning* of class. In addition, all assignments should be uploaded on Blackboard *before coming to the class.*
- You are expected to keep a back-up, hard copy of your assignment in case it is lost.

#### Penalty for late assignments:

- Late assignments will be penalized 5 points on a 100 point scale for each 24 hour period the assignment is late (assignments handed in after class has started will be considered 1 day late). **Under no circumstances will assignments be accepted that are more than five days late.**

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- The penalty will run from the moment class starts on the due date to the day it is submitted electronically via Blackboard.
- The penalty period includes weekends and holidays.
- You are still required to submit a hard copy (note that the electronic copy must be identical to any hard copy submitted). Use the dropbox in Room 225 at 725 Spadina Avenue (open 9am-4:00 pm Mon-Fri only), put a date/time stamp on the top page of your paper, put it into the drop box for 300-level courses, then **notify your TA that your paper is there.**

If a student anticipates missing an assignment deadline due to uncontrollable circumstances, he or she should contact the instructor at least 7 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. Reasons such as “too much work”, losing a computer file, and technology failure are not compelling reasons. You are expected to plan ahead and leave some extra time in case of problems.

Students who cannot turn in the assignment on time, due to a reason *beyond their control* (e.g. illness) may request special consideration by presenting the documentation to the Instructor.

### 2. Grade Appeals

The instructor and TA 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 procedures:

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 professor to 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, 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. **All appeals must be received within 30 days of receiving your mark.**

If you wish to appeal, you should submit a written explanation of why you think your mark should be altered to the professor. 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 stay the same or go up (I will not mark down). Attach your written explanation to your original assignment, including all of the original comments. Submit a hardcopy of the package to the instructor right after class or during office hours.

You will receive a response in person about your re-grade within three weeks of handing in your appeal. **Please note all decisions are final.**

### V. ACADEMIC INTEGRITY

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student’s individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The

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University of Toronto's Code of Behaviour on Academic Matters ([www.governingcouncil.utoronto.ca/policies/behaveac.htm](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm)) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. 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.

On tests and exams:

- Using or possessing unauthorized aids.
- Looking at someone else's answers during an exam or test.
- Misrepresenting your identity.

In academic work:

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

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see [www.utoronto.ca/academicintegrity/resourcesforstudents.html](http://www.utoronto.ca/academicintegrity/resourcesforstudents.html)).

You are also 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>)

## VI. RESOURCES FOR STUDENT LEARNING

**Accessibility services:** The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

**Academic Success Centre ([asc.utoronto.ca](http://asc.utoronto.ca)):** Can't figure out how to organize your time, or meet deadlines, or stay motivated? Stress and overload hitting you at mid-term, or exam time, or all the time? Then the counselling and support at the **ASC** are what you need. This service provides a mix of group and individual instruction, and also a drop-in centre for personal help when you need it.



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**U of T Library system ([www.library.utoronto.ca/home](http://www.library.utoronto.ca/home)):** Besides a world of journal articles, millions of books, and excellent computer labs and study space, the amazing U of T Libraries offer classes and individual help on finding the research sources you need. Librarians will show you how to find and use online material efficiently, and can help you decide which sources are suitable for specific projects. Don't be shy about asking! Get to know your college libraries as well as the central ones.

### Writing Resources

- **Writing Centres ([www.writing.utoronto.ca/writing-centres/centres/arts-and-science](http://www.writing.utoronto.ca/writing-centres/centres/arts-and-science)).** Each college has a writing centre, where specialized instructors are available to work with you individually as you plan, draft, and revise your writing in any subject area. Make appointments early if you can, using the online booking system (<https://awc2.wdw.utoronto.ca/awc-login/>); there's a wait list function too.
- **Writing Plus** group sessions ([www.writing.utoronto.ca/news/writing-plus](http://www.writing.utoronto.ca/news/writing-plus)) demonstrate university expectations for written work in many genres and offer sensible advice to get you past common pitfalls. Choose the sessions and times that suit you and enjoy lively talks by experts. No registration is needed.
- **Online Advice Files ([www.writing.utoronto.ca/advice](http://www.writing.utoronto.ca/advice))** on U of T's popular Writing website give university-level answers to questions like how to read critically, how to give references to your research sources, and how to organize a paper without relying on unsuitable high-school formulas. The site also covers practical topics like vocabulary building and note-taking, and it recommends relevant handbooks and other online resources.
- **English Language Learning ([www.artsci.utoronto.ca/current/undergraduate/ell](http://www.artsci.utoronto.ca/current/undergraduate/ell))** offers guided practice to all Arts and Science students on the kinds of reading, writing and speaking you need to do in your undergraduate courses. All activities are free of charge.