

SOC367H1S RACE, CLASS AND GENDER

SUMMER 2013

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OFFICE HOURS: Monday 9:30am to 11:30am

OFFICE LOCATION: Room 225 at 725 Spadina Avenue

CLASS HOURS AND LOCATION: Monday and Wednesday 12pm to 2pm in SS 1085

COURSE DESCRIPTION

The premise of this course is that gender, race, and class are relations of power that are historically created, culturally defined and open to change. This course focuses on generating an understanding of how contemporary relations of power have emerged from colonization and enclosure of the commons in the 1500s to neoliberal globalization in the 2000s. We will discuss how divisions of race, class, gender and sexuality are socially constructed, institutionalized and interrelated. One of the major intended contributions of this course is to develop your understanding that gender and race relations cannot be understood outside of or separate from relations of class domination. Equally important is that gender and race cannot be understood as separate from one another—the forms of domination are interrelated. The readings will concentrate on the North American context as well as the experiences of peoples globally. The course places emphasis on the efforts of social movements to challenge gendered, ethnicized class hierarchies both locally and globally.

PRE-REQUISITES

The prerequisite to take SOC 367 is a 200+ level SOC course. Waiving of prerequisites is up to the department (not the instructor) and the Sociology department does not waive prerequisites. Students without prerequisites will be removed from this course without notice when discovered.

REQUIRED TEXT

This course has a required course reader available for purchase at the University of Toronto Bookstore (214 College Street). Please ensure that you purchase the course reader as soon as possible. All electronically available articles can be accessed by using *Blackboard*.

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 2013 Summer Timetable visit <http://www.artsci.utoronto.ca/current/course/timetable/20135/dates>.
- 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 avoid using 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.

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>.

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 is the TA, for in-person and email consultation to help you with outlines and drafts of your papers.

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 MISCONDUCT

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. I urge all students to read U of T's policies on academic integrity: <http://www.utoronto.ca/academicintegrity/>. Also visit this site to learn how to avoid plagiarism: <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>.

SUBMITTING WORK AND POLICY ON DUE DATES

Because this is a six-week condensed course, it is very important that we receive all of your work **on-time**. Work is due at the start of the class on the due date. Late work will not be accepted without proper documentation from the student's physician or college registrar (see below).

If you miss a test or paper deadline, please contact me in advance. In the case of illness you must supply a completed University of Toronto Student Medical Certificate. A doctor's note is not acceptable according to the guidelines. There is a blank Certificate in the Faculty of Arts and Science Registration Handbook and Timetable. In the case of personal or family crisis you must get a letter from your college registrar. Attach the relevant documentation to your work and then submit it in class or TA office hours.

ASSIGNMENTS AND EVALUATION

Assignment	Weight	Due Date
Self-reflective essay	15%	8 July
Critical reading response I	30%	17 July
Critical reading response II	30%	31 July
Final Test	25%	12 August

Self-Reflective Essay 15%

This essay is designed to get students to reflect on their position within the racialized, heteronormative, gendered, class hierarchy. In 400 words, answer these two questions: (1) In what ways is my life classed, gendered, ethnicized/racialized, and sexualized; and (2) how have these relationships shaped my experience of the world? NOTE: you MUST keep within 20 words of the 400 word limit. Submit these on-line by midnight of 8 July.

Critical Reading Responses 60% (30% each)

Students are to complete a total of two critical reading responses each 5 to 6 double spaced pages. Please draw on the arguments from at least TWO readings assigned before each due date (eg. Response 1 will draw from Modules One and Two, Response 2 from Modules Three and Four). The responses must include the following:

- (i) A maximum of two to three sentences that outline the main argument of the readings you choose to engage with;
- (ii) Your own argument for how the chosen articles are connected;
- (iii) Your own analysis/critique that comments on or utilizes key concepts in the reading (elaborate/critique key arguments and/or connect themes across readings) and;
- (iv) A description and brief discussion of an outside example from popular culture, media, social movements, art (music, theatre, visual art) that connects to the themes, arguments, ideas you are engaging with (by 'outside' I mean that which is not discussed directly in lectures).

NOTE: Assignments that merely summarize the articles will receive a low grade. You MUST critique, analyze, pose questions, problematize.

Final Test 25%

The final test will be comprehensive and will include a combination of material covered in the lectures, films and readings. It will include 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 final test, you will be given examples of the kinds of questions that will be asked and have opportunities to ask questions for clarification.

CLASS AND READING SCHEDULE

Introduction

3 July

No assigned readings for this week.

Module One: Theoretical Insights from Intersectionality

8 July

Daiva Stasiulis, "Feminist Intersectional Theorizing" In V Zawilski (Ed.) 1999. *Race and Ethnic Relations in Canada: A Reader on the Intersections of Gender, Race and Class, Second edition*. Don Mills: Oxford UP. Pp. 25–47.

Patricia Hill Collins, "The Politics of Black Feminist Thought" in Hill Collins, Patricia. 2000. Black Feminist Thought: Knowledge, consciousness, and the Politics of Empowerment. New York and London: Routledge. Pp. 1–19.

Evelyn Nakano Glenn, "The Social Construction and Institutionalization of Gender and Race." In Ferree, M.M., Lorber, J., and Hess, B.B. (Eds.). 1999. *Revisioning Gender*, Sage. Pp. 3–35.

***1 Page Self-Reflection due on-line by midnight**

10 July

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

Selma James, "Sex, Race and Class" from James, Selma. 2012. Sex, Race and Class: The Perspective of Winning: A Selection of Writings, 1952–2011. Oakland: PM Press. Pp. 92–101.

Module Two: Gendered, Ethnicized Class Relations from 1500 To 1900s

15 July

Marx, Karl. "Expropriation of the Agricultural Population from the Land" (Chapter 27 of Capital Vol. One) [electronic]

Federici, Silvia. 1998. The Great Witch Hunt. *Maine Scholar*,1(1). Pp. 31–52. [electronic]

17 July

Eleanor Leacock, "Montagnais Women and the Jesuit Program for Colonization" in Mona Etienne and Eleanor Leacock (Eds.). 1980. Women and Colonization: Anthropological Perspectives. New York: Praeger. Pp. 25–42.

Alicja Muszynski, "Race and Gender: structural determinants in the formation of British Columbia's salmon cannery labour forces" in Kealey, Gregory S (Ed.). 1988. *Class, Gender and Region: Essays in Canadian Historical Sociology*, St. John's: Committee on Canadian Labour History, pp. 103–120.

***First Critical Reading Response due in class**

Module Three: Work, Sex and School

22 July

Maria Mies and Veronika Bennholdt-Thomsen, "Globalization and Subsistence" in Mies M. and Bennholdt-Thomsen V. 1999. *The Subsistence Perspective: Beyond the Globalized Economy*. London: Zed Books. Pp. 24–64.

Connor, David J. 2007. 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 and Excellence in Education*, 39(2), pp. 152–165. [electronic]

24 July

Stasiulis, Davia and Abigail Bakan. 1997. Negotiating Citizenship: The case of foreign domestic workers in Canada. *Feminist Review*, 57, pp. 112–139. [electronic]

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

Module Four: Nature, Climate and Food

29 July

Ana Isla, "Who Pays for Kyoto Protocol? Selling Oxygen and Selling Sex in Costa Rica" In Salleh, Ariel (Ed.). 2009. *Ecosufficiency and Global Justice: Women write political ecology*. London and New York: Pluto Press.

Sahai, Suman. 2004. TRIPS and Biodiversity: a gender perspective. *Gender and Development*, 12(2). Pp. 58–65. [electronic]

31 July

Sharmeen Khan, "The Whiteness of Green" Accessed from <http://syc-cjs.org/sites/default/files/TheWhitenessOfGreen.pdf>. [electronic]

Patricia Allen, "Realizing Justice in Local Food Systems" *Cambridge Journal of Regions, Economy and Society*, 3. Pp. 295–308. [electronic]

****Second Critical Reading Response due in class***

Module Five: Social Movements and Globalization from Below

5 August – NO CLASS

7 August

Maracle, Lee "The Women's Movement" in *I Am Woman: A Native Perspective on Sociology and Feminism*, Victoria, BC: Press Gang Publishers, [1988] 1996, pp. 137–140.

Mies and Bennholdt-Thomsen "Defending, Reclaiming and Reinventing the Commons" in Mies M and Bennholdt-Thomsen V. 1999. *The Subsistence Perspective: Beyond the Globalized Economy*. London: Zed Books. Pp. 141–164.

Smith, A. (2006). "Heteropatriarchy and the three pillars of white supremacy: Rethinking women of color organizing" In *Color of violence: The INCITE! Anthology* (pp. 66–73). Cambridge: MA: South End Press. [electronic]

12 August

Final Test

RECOMMENDED READINGS

- 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.