

Department of Sociology  
University of Toronto  
SOC 367H1F – *Race, Class, and Gender*  
Fall 2018 Thursdays 6:00pm – 8:00pm  
SS1073 - Sidney Smith Hall

**Instructor:** Cinthya Guzman  
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Office Hours: Room: 335, 725 Spadina Ave  
Fridays 10:00am-11:00am

**Teaching Assistant:** Bahar Hashemi ([Bahar.Hashemi@mail.utoronto.ca](mailto:Bahar.Hashemi@mail.utoronto.ca))  
Office Hours: Tuesdays, 1:30 to 2:30, Rm 225F, 725 Spadina Ave

## **Course Description**

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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. 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 schedule is divided into two parts. Students will first be introduced to foundational concepts in the sociology of intersectionality, and how this approach is distinct from other approaches. We end this section of the course by unpacking the recent debates in studies of intersectionality. In the second part of the course, students will read and critically analyze examples of intersectional research theorizing on a diverse range of topics, including: Masculinities and Femininities, Sexuality, Race, and Class. In this part of the course, students will also learn how to conduct intersectional research and will apply this knowledge in their final research papers.

**Prerequisites:** 1.0 SOC FCE at the 200+ level. Students without this prerequisite will be removed without notice.

## **Goals and Learning Objectives**

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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 the 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

- 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.

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### Evaluation Components

Type	Due Dates	Weight
Participation	5 times during the semester	10%
Position Paper	October 4, 5:00pm	15%
In-class Test 1	October 18	25%
Media Research Paper	November 15, 5:00pm	25%
In-class Final Test 2	November 29	25%

### Grading Descriptions and Late and Missed Test Policies

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**Participation (10%):** Active participation is a significant component and expectation of this course. 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’). These will occur five times at random points throughout the semester. If a student is not in attendance for the participation exercises, there *will not* be an opportunity to make up the lost 2%.

**Position Paper (15%, 3-4 pages, double-spaced):** *The paper is due before class at 5:00pm.* This paper requires students to illustrate their comprehension with the readings from Part 1 of the course. Papers may focus on one of the following areas: (i) the history of gender as an analytical concept; (ii) the importance of feminist epistemology; or (iii) recent debates in intersectionality. Regardless of which topic you choose to focus on, the goal is to illustrate your position and explore the implications of the arguments being made. More information will be handed out in class (and online) in week 2.

**Test 1 and 2 (25% each = 50%):** Test 1 and 2 will test reading comprehension and ability to apply the course material. Tests will be a combination of 15 multiple choice questions (each worth 1 point) and 2 short answer questions (each worth 5 points).

**Media Research Paper (25%, 10-15 pages, double-spaced):** *The paper is due before class at 5:00pm.* This assignment has two parts. First, start a critical journal at the beginning of the course on a TV show that focuses on any of the following areas: i) Medicine, ii) Politics, or iii) Crime. You must provide an intersectional analysis that includes race, class, gender and sexuality. Provide clear examples from the show. Here are some examples of questions to ask yourself: How are doctors portrayed in the show? Who are those in power? Who are the likely perpetrators of crime? Who or what is missing from the episode(s)? Outline the representations of gender, race, class, nationality, and sexualities. How are people of color/women/men/LGBTQ treated in the episode(s)? You must have at least 10 entries by the end of the course. Your entries should be kept at one or two paragraphs in length. Include the following information: in one or two lines describe very briefly the

episode (include the name and date; or if you are watching on Netflix or the like, then please provide the Season and Episode number); in a paragraph or two make comments about representations of gender-race-class-sexuality-nationality. The journal should be 8-10 pages maximum. This will be worth 10% of your final course mark.

Second, write a short critical reflection essay using the data collected over 10 weeks. The essay should discuss how individuals of a certain race, class, gender or sexuality, are portrayed. The implications of these portrayals need to be explored and connected to the readings from this course. The essay should also forward an original argument. The short media reflection essay should be 4-5 pages maximum. This will be worth 15% of your final course mark. More information will be handed out in class (and online) in week 1.

**Handing in assignments:** All assignments must be handed to the instructor electronically via Quercus. *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.

**Deadlines:** The assignments are due by 5:00pm. Please refer to the Due Date stated on page 2 of the Syllabus. Late work will never be accepted without proper documentation from a student's physician, college registrar or Accessibility Services (see below).

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

**Make-up tests:** Students who miss a test will receive a mark of zero for that test unless reasons beyond their control prevent them from taking it. Within three days of the missed test, students who wish to write the make-up test must give their TA or the Undergraduate Advisor in the Sociology Department a written request for special consideration, accompanied by proper documentation from a physician or college registrar (see below), which explains why the test was missed. The request should be accompanied by contact information (the student's telephone number and email address) so that the date, time and place of the make-up test can be communicated to the student. A student who misses a test and the subsequent make-up test for a valid reason will not have a third chance to take the test. Instead, the grade assigned for the missed test will be the same as the grade the student earns for the other test in this course.

## **DOCUMENTATION FROM YOUR PHYSICIAN, COLLEGE REGISTRAR OR ACCESSIBILITY SERVICES**

If you miss a test or a paper deadline, do not contact the instructor or a TA unless you have followed the steps described here.

In case of illness, you must supply a duly completed Verification of Student Illness or Injury form (available at [www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)). A doctor's note is acceptable, but **MUST** contain the start and anticipated end date of the illness

- 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). This letter must specify the length of the extension that is justified under the circumstances.

- If you are registered with Accessibility Services, your counselor will send an email message on your behalf if you ask them to (with a one-week extension the norm).

Provide supporting documentation either by email to Instructor Guzman or in a sealed envelope addressed to Instructor Guzman. When your paper is ready, submit it using the drop box for third year courses in room 225 at 725 Spadina Avenue (and then send your TA an email message to notify them that your paper is in the drop box).

## **Student Responsibilities and Expectations**

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**Attendance and Participation:** 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 Quercus. 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 cellphones:** Please turn off all cellphones and other electronic devices while in class.
- **Recordings:** Videotaping, recording and photographing 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.

**HELP FROM YOUR TEACHING ASSISTANT:** Your T.A. will hold scheduled office hours and respond to your emails. Please be judicious in your use of email. Use it only for questions that are brief and specific. Before sending a question by email, be sure to check the course outline to see if an answer is already available. Emails should not be seen as an alternative to doing the assigned reading or attending lectures. Expect to receive a response from your T.A. within three working days. For more in-depth discussions of the lectures, readings, tests and position papers, take advantage of your T.A.’s office hours.

## Required Readings & Course Schedule

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**Required readings:** All course readings are accessible electronically. Unless otherwise noted, course readings will be uploaded on Quercus under the 'module' 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.

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### Part I: Introduction to Intersectionality

#### Week 1 – September 6, 2018

Introduction and Syllabus. Outline of the course; expectations; readings for next week.

#### Week 2 – September 13, 2018

From one-sex to two-sex theories to "The Second Sex"

##### Readings (2 reading units)

1. Laqueur, Thomas W. (1990). *Making sex: Body and gender from the Greeks to Freud*. Cambridge, Mass: Harvard University Press.  
**Chapter 1** (Of Language and the Flesh) and Excerpts from **Chapter 2** (Destiny is Anatomy)
2. de Beauvoir, Simone. (1989). *The Second Sex*. New York: Knopf.  
**Introduction, Chapter 1** (The Data of Biology), Excerpts from **Chapter 6** (Childhood)

##### Supplementary readings

3. Butler, Judith. (1986). Sex and Gender in Simone de Beauvoir's Second Sex. *Yale French Studies*, (72), 35-49

#### Week 3 – September 20, 2018

How do we know what we know? Feminist epistemology

##### Readings (3 reading units)

1. Harding, Sandra. (1986). "The Instability of the Analytical Categories of Feminist Theory" *Signs*, (11), 4, 645-664.
2. Haraway, Donna. 1988. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective," *Feminist Studies* 14: 575-599.

3. Lugones, Maria C., and Elizabeth V. Spelman. (1983). Have we got a theory for you! feminist theory, cultural imperialism and the demand for 'the woman's voice'. *Women's Studies International Forum*, 6(6), 573-581.

#### **Week 4 – September 27, 2018**

Intersectionality

##### Readings (3 reading units; 1 short video)

1. Lorde, Audre. (1979). "The Master Tools Will Never Dismantle the Master's House."
2. Collins, Patricia Hill. (1986). "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought," *Social Problems*, 33 (6): 14-32.
3. Crenshaw, Kimberlé. (1991). "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color" *Stanford Law Review*, 43 (6): 1241-1299.
4. Short Video (will watch in class): Sojourner Truth Speech of 1851 performed at Kansas State University's 8th Diversity Summit April 1, 2011. Performed by Pat Theriault  
<https://www.youtube.com/watch?v=XilHJc9IZvE>

#### **Week 5 – October 4, 2018**

**First Position Paper due by 5:00pm (15%)**

Debates in Intersectional Theorizing and Research

##### Readings (3 reading units)

1. Choo, Hae Yeon and Myra Marx Ferree. 2010. "Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions and Institutions in the Study of Inequalities," *Sociological Theory* 28 (2): 129-149.
2. Nash, Jennifer C. (2008). "Re-thinking intersectionality." *Feminist review*, 89(1): 1-15.
3. Collins, Patricia Hill. (2015). "Intersectionality's definitional dilemmas." *Annual Review of Sociology*, 41: 1-20.

##### Supplementary Readings

1. McCall, Leslie. (2005). "The complexity of intersectionality." *Signs: Journal of women in culture and society*. 30(3):1771-1800.
2. Davis, Kathy. (2008). Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful. *Feminist Theory*, 9(1), 67-85.

3. Bilge, Sirma. (2013). INTERSECTIONALITY UNDONE: Saving intersectionality from feminist intersectionality studies 1. *Du Bois Review: Social Science Research on Race*, 10(2), 405-424.

**Week 6 – October 11, 2018**

**Part II: Applying Intersectionality**

Masculinities and Femininities

Readings (3 reading units; 1 short film)

1. 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.
2. Dozier, Raine. (2005). "Beards, Breasts, and Bodies: Doing Sex in a Gendered World." *Gender & Society* 19 (3):297-316.
3. Hamilton, Laura and Elizabeth A. Armstrong. 2009. "Double Binds and Flawed Options: Gendered Sexuality in Early Adulthood" *Gender & Society*. 23(5): 589-616.
4. Film (will watch in class): Jackson Katz: Violence against women—it's a men's issue <https://www.youtube.com/watch?v=ElJxUVJ8blw>

Supplementary readings

1. Pascoe, C.J. 2005. "Dude, You're a Fag?: Adolescent Masculinity and the Fag Discourse." *Sexualities*, 8(3): 329-346.
2. Pyke, Karen D. and Denise L. Johnson. (2003). "Asian American Women and Racialized Femininities: 'Doing' Gender across Cultural Worlds", *Gender & Society* 17(1): 33-
3. Film: Tough Guise <https://www.youtube.com/watch?v=3exzMPT4nGI>

**Week 7 – October 18, 2018**

**In-Class Test 1 (25%)**

No Reading for this week.

**Week 8 – October 25, 2018**

Sexuality

Readings (2 reading units)

1. Gamson, Joshua., & Moon, Dawne. (2004). The sociology of sexualities: Queer and beyond. *Annual Review of Sociology*, 30, 47-64.
2. Katz, Jonathan. (2007). *The Invention of Heterosexuality*. Chicago: University of Chicago Press.

**Chapter 1** (The Genealogy of a Sex Concept From Homosexual History to Heterosexual History)

3. Bernstein, Elizabeth. "Militarized humanitarianism meets carceral feminism: the politics of sex, rights, and freedom in contemporary antitrafficking campaigns." *Signs* 36.1 (2010): 45-71.

Supplementary readings

1. Espiritu, Yen Le. 2001. "We Don't Sleep Around Like White Girls Do: Family, Culture and Gender in Filipina American Lives" *Signs* 26(2): 415-440.

**Week 9 – November 1, 2018**

Race

Readings (3 reading units)

1. Omi, Michael and Howard Winant (2017 [1986]). "Introduction: Racial Formations in the United States" in *Racial Formations in the United States*.
2. Loveman, Mara. (1999). "Is 'Race' Essential?" *American Sociological Review* 64(6): 891-898.
3. Bonilla-Silva, Eduardo. (1999). "The Essential Social Fact of Race" *American Sociological Review* 64(6): 899-906.

Supplementary Reading

1. Bonilla-Silva, Eduardo. (1997). "Rethinking Racism: Toward a Structural Interpretation," *American Sociological Review*. 62(3): 465-480.
2. Brubaker, Rogers, Mara Loveman, and Peter Stamatov. (2004). "Ethnicity as cognition," *Theory & Society* 33: 31-64.
3. Film: Race: The Power of An Illusion

**Week 10 – November 8, 2018**

**No Class**

Reading Week

**Week 11 – November 15, 2018**

**Final Research paper Due at 5:00pm (25%)**

Class

Readings (2 reading units)

1. Acker, Joan. (2000). Revisiting class: Thinking from gender, race, and organizations. *Social Politics: International Studies in Gender, State & Society*, 7(2), 192-214.
2. Lareau, Annette. (2002). Invisible inequality: Social class and childrearing in black families and white families. *American sociological review*, 747-776

## **Week 12 – November 22, 2018**

Envisioning and Theorizing Change/Ways forward

Readings (4 very short essays)

1. Lorde, Audre. (2016). “Age, Race, Class, and Sex: Women Redefining Difference”.
2. hooks, bell. (2016). “Feminism: A Transformational Politic”.
3. Thompson, Cooper. (2016). “A New Vision of Masculinity”
4. Ayvazian, Adrea. (2016). “Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change”.

Supplementary Reading

1. Collins, Patricia Hill. 2012. “Looking Back, Moving Ahead: Scholarship in Service to Social Justice” *Gender & Society*. 26(1): pp. 14-22.

## **Week 13 – November 29, 2018**

**In-Class Final Test (25%)**

No Reading for this week.

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## **Academic Integrity**

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Plagiarism: 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. A first rule of thumb: each time you use a sequence of three or more words written by someone else, use quotation marks and give the source.

Submitting the same work for more than one course: Section B.I.1.(e) of the Code of Behaviour on Academic Matters says it is an offence "to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere."

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto’s *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. 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.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else’s answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

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 every assignment. If you do not include the statement, your work will not be graded.

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.

### **Academic Integrity Checklist**

**SOC 367**

**Instructor: Cinthya Guzman**

I, \_\_\_\_\_, affirm that this assignment represents entirely my own efforts.

I confirm that:

- I have acknowledged the use of another's ideas with accurate citations.
- If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks (or appropriate indentation) and proper citation.
- When paraphrasing the work of others, I put the idea into my own words and did not just change a few words or rearrange the sentence structure
- I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
- My bibliography includes only the sources used to complete this assignment.
- This is the first time I have submitted this assignment (in whole or in part) for credit.
- Any proofreading by another was limited to indicating areas of concern which I then corrected myself.
- This is the final version of my assignment and not a draft.
- I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
- I understand the consequences of violating the University's academic integrity policies as outlined in the *Code of Behaviour on Academic Matters*.

By signing this form, I agree that the statements above are true.

If I do not agree with the statements above, I will not submit my assignment and will consult the course instructor immediately.

Student name: \_\_\_\_\_ Student #: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_