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## **SOC 367H1F: Race, Class, and Gender**

### **Fall 2019**

### **University of Toronto**

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SS 2118 Mon. 6-8 p.m.

**Quercus:** <https://q.utoronto.ca/courses/115312>

#### **Course Description & Objectives**

##### **COURSE DESCRIPTION**

This class will explore inequality through the lenses of race, class and gender. We will focus considerable attention on the social formations of race and gender and the relationship between class, race, and gender. Throughout the semester we will approach our understanding of these interlocking inequality producing mechanisms from an “intersectional” perspective drawing from women of color feminisms. We will spend the first part of the semester exploring the social construction and consequences of race, class, and gender. During the second part of the semester we will directly engage intersectionality theory and sociological research to make sense of race, class, and gender, as dynamic and mutually constituting systems of oppression. This class will facilitate hands-on, active learning through experience-based projects, group discussion and decision making, and critical engagement with the latest social science research.

##### **COURSE OBJECTIVES**

- Explain the interrelated processes of social construction as related to race, class, and gender
- Distinguish between additive verses interlocking systems of race, class, and gender inequality.
- Students will be able to summarize, critique, and synthesize abstract arguments.
- Students will demonstrate the ability to apply sociological theory and methods to critically analyze their own lived experience.

#### **Prerequisite**

The prerequisite to take this course is 1.0 SOC FCE at the 200+ level.

Exclusion: SOC339H1. Students without this prerequisite can be removed at any time without notice.

## Learning Components and Course Requirements

### CLASS ATTENDANCE AND PARTICIPATION

Students are expected to attend every class meeting. Lectures will cover material not included in the readings and expand on the assigned texts.

### READINGS

We will typically read about 50 pages of material per week (sometimes less, sometimes more). The lectures build on the readings, and I expect that you have read the assigned texts ahead of class. Please bring a copy of the assigned readings with you to class. It is critical that you keep up with these readings.

### EXPERT FOR A DAY

Twice during the semester, each student will lead a small group discussion the assigned readings for a day. You will work in teams to become experts on that day's reading. As a team you will prepare a set of reading notes and discussion questions that you will submit before class on your assigned day. In class, the team will break up so that each member is the discussion leader for a small group of students (who are not their teammates). All students are expected to complete the readings. Expert discussion leaders will rate their discussion group members on preparation, participation, and engagement. These ratings will be used for the participant grade. Students will be permitted one opportunity to make up a missed group discussion participant grade by writing a 2-page reading response essay. **Reading responses will not count for extra credit and ONLY ONE make-up will be excepted.**

### JOURNAL ENTRIES

Throughout the semester students will keep an "identity journal" in which they will record entries about their experiences with race, class, and gender (1-2 pages per week). At least one entry per week is required. \*You may not write extra entries one week to make up for missed entries a different week\*. Journal entries will be submitted in batches and checked for completion twice throughout the semester. Submissions will be graded on a scale of Excellent (A), Satisfactory (B), Unsatisfactory (C), Inadequate (D), Incomplete/Missing (F). Submission does not automatically constitute a passing grade. Excellent submissions will directly reflect on class readings and Satisfactory submissions will at least incorporate class themes.

### READING AND REFLECTION ESSAYS

Three times during the semester students will select a journal entry and write a 500-750 word essay analyzing the entry based on a designated set of class readings. Essays must make a clear argument, demonstrate understanding of the class readings, appropriately apply the class material to analyze the experience, and pose at least one discussion question to explore with the class.

### MID-TERM AND FINAL TESTS

The tests may include multiple choice, short answer, and essay questions. Students should build an understanding of course material throughout the semester with ideas building on each other as the semester progresses. The tests will not be "cumulative" but students will need to draw on ideas from the first part of the semester to demonstrate knowledge of material that came later.

## Overview of grade components

### Assignment Schedule and Grading

Assignment	Due Date	Contribution to Grade
Expert for a Day (Discussion Leader)	Varies	10%
Expert for a Day (group participant)	on going	10%
Identity Journal	Written Weekly, Checked on Oct. 7 and Nov. 18	10%
Reading and Reflection Essays	Oct 11 <sup>th</sup> , Nov 8 <sup>th</sup> , and Nov 29 <sup>th</sup> ,	30%
Mid-Term Test	Oct 21 <sup>st</sup>	20%
Final Test	Dec 2 <sup>nd</sup>	20%

Percentage grades will translate to letter grades as follows (standard university grade scale):

Percentage	Letter Grade	Grade Point Value	Percentage	Letter Grade	Grade Point Value
90-100	A+	4.0	67-69	C+	2.3
85-89	A	4.0	63-66	C	2.0
80-84	A-	3.7	60-62	C-	1.7
77-79	B+	3.3	57-59	D+	1.3
73-76	B	3.0	53-56	D	1.0
70-72	B-	2.7	50-52	D-	0.7
			0-49	F	0.0

## Course Material

### READINGS

All required readings will be available electronically on the course website on Quercus.

### STUDENT RESPONSIBILITY

You are expected to know the contents of the syllabus. Please consult the syllabus before emailing the TA and the instructor. And you are responsible for all the material covered in class, as well as announcements posted on the course website (make sure to turn on the notifications of your choice on Quercus).

## Assignment Submission, Extensions & Late Policies

All written work must be typed, double-spaced, with normal (approximately 1-inch) margins using 11-12 point Times New Roman, Calibri, or Cambria font. When you submit files, they should be in PDF, doc(x), txt, xls(x) files or another format that can be read by a text editor or word processing program. Written work will be submitted via the course website. On-line submission makes any formatting abnormalities painfully obvious.

All writing assignments should be submitted on the course website according to the deadlines outlined out for each assignment (see Course Schedule).

### TURNITIN

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Assignments not submitted through Turnitin will receive a grade of zero (0 %) unless a student instead provides, along with their assignment, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via Turnitin) is in place because, strictly speaking, using Turnitin is voluntary for students at the University of Toronto.

### ASSIGNMENT SUBMISSION AND DEADLINES

Assignments are due at the time indicated for each assignment. All written work must be submitted on-line through the course website. The only exception will be for in-class tests, which will be submitted in hard copy at the end of the test period. No assignments should ever be submitted via e-mail. Only written work submitted to the correct assignment via the course website will be graded.

### LATE WORK

The late deduction is 5% for each 24-hour period the assignment is late starting with the day the assignment is due. For example, an assignment submitted 12 hours late would receive a 5% late penalty, an assignment submitted 25 hours would receive a 10% late deduction.

### EXTENSIONS

If you require an extensions for a documented reason (see below), please let me know ahead of the due date and provide the necessary documentation.

### DOCUMENTATION

If you miss the test or an assignment deadline, you must obtain one of the following forms of documentation to get an extension or make-up opportunity (midterm test). Please do not contact the instructor or the TA unless you are taking steps to obtain one of the following:

- In case of **illness**, you must supply a duly completed **Verification of Student Illness or Injury form** (see [www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)). A doctor's note is also acceptable but **MUST** contain

the start date and anticipated end date of the illness. The form 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.

- 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 to proactively contact your college registrar if you are dealing with crisis that is interfering with your studies. College registrars can help you negotiate solutions with the instructors of all the classes you are taking in a given semester. The letter must be placed in a sealed envelope, addressed to the instructor, and submitted in class or instructor office hours.
- **Letter from Accessibility Services**. This documentation is useful for ongoing medical issues that require special accommodation.

### MISSING THE IN-CLASS TESTS

Should you miss an in-class test for a documented reason, please notify me as soon as possible (within one week of the test at the latest). Please provide me with the documentation before the agreed upon makeup test (you can bring it with you to the makeup test).

## Course Policies

Students are expected to attend class, arrive on time, leave as scheduled, keep up with the course readings, and communicate regularly and respectfully with the instructors and each other. You are encouraged to consult me early and often if you will be absent, need special accommodations, or encounter any kind of obstacle. I understand that you are adults with lives that will conflict with your schoolwork. Part of the work of being a university student is learning how to balance your personal life and your academic/professional responsibilities. It is my job to help you navigate this balancing act. This means holding you accountable for showing face in class, performing the part of earnest student, meeting deadlines, working effectively with others, completing your work to high standards, and communicating professionally when you struggle with any aspect of these responsibilities.

### CLASSROOM DISCUSSIONS

Everybody in this class brings different life experiences and prior knowledge to the table. This is also an opportunity for us to learn from each other. If you never disagreed with me or with each other I would worry that you were not reading or paying attention in class. Respecting each other's points of view is crucial for the participation in this course. I hope we can have a class filled with the lively debate that comes with sharing and developing ideas. If at any point debate becomes disrespectful you will be asked to leave the class. I insist on civility, respect, and an atmosphere of collegiality.

### ACCESSIBILITY

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/as> as soon as possible. If you are registered with Accessibility Services, please forward your accommodations paperwork to the instructor within the first two weeks of the course so that arrangements can be made.

## TECHNOLOGY IN THE CLASSROOM

I understand that you are in possession of internet enabled, digital devices and that you are likely to bring them to class with you. These devices are often useful for notetaking, accessing readings, and working with data in class. Please turn your mobile phone on silent before class. On the first day of class, we will discuss the use of technology in class.

Research shows that students learn better when they take notes by hand, so I encourage you to rely on a pen/pencil and paper for notetaking. If your digital device becomes a distraction (because you are using it to surf the internet, check e-mail, message with friends, play video games, or because it is ringing or making noise) I will ask you to put it away. If the problem persists or becomes widespread, I will ask that students do not have digital devices visible during class except when necessary for in-class activities.

## RECORDING OF LECTURES

If you wish to record the lecture for your own personal use, please get in touch with the instructor first. Students who are entitled to record the lectures because of accessibility accommodations are required to sign a form stating that the recording is made for personal use only. Out of fairness to everybody (and because it is unlawful to record somebody without their consent in Ontario), this will be required of all students who wish to make a recording of the lectures.

However, the recording of lectures is not recommended. Studies have shown that students who take notes have better learning outcomes. Good note taking requires you to think about and systematize the material for yourself while you are listening to the lecture. This will help you to recognize the central points the lecture makes, and to retain the material better. Good note taking is much more efficient and saves you a lot of time in the end.

## 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.

## Communication & Office Hours

### EMAIL

Please use your **University of Toronto email** to communicate with me with regard to **personal matters**. Please feel free and encouraged to contact the instructors using the contact information provided on the syllabus. Please also include “SOC367” and a brief description in the subject line. I will typically answer emails within 24 hours, during the workweek (i.e. Monday through Friday, between 9 a.m. – 5 p.m.). Keep in mind that for simple questions, email is the preferred method of communication. However, for longer questions, students should come to office hours. Please do not use the messaging tool on Quercus.

## OFFICE HOURS

My office hours are **Tuesdays from 1-2pm or by appointment**. If you require a private consultation or expect need to speak with me for more than 10-15 minutes, please schedule an appointment. You may use office hours as an opportunity to ask questions, explore ideas and experiences related to the course material, discuss your plans for future studies in Sociology, or other course and career-related matters.

If you wish to **schedule an appointment** with me, please use the appointment slots made available weekly on **Quercus**: Click on the “Calendar” in the menu on the left-hand side, then go to “Find Appointments” on the right-hand side. Each slot is 15 minutes. If you need more time, you can book more than one adjacent slot. You can also leave a note about what you would like to talk about in the “comments” box. Should all the slots for a given week be taken, please email me (sharla.alegria@utoronto.ca). Please include details about the nature of your meeting request and a list of dates/times when you are available in your message. You will typically receive a response within 24 hours.

## Academic Integrity

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. This is the rule book for academic behaviour at the U of T, and it is your responsibility to read this material and comply fully with it: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>

The University of Toronto treats academic integrity and academic misconduct very seriously. Academic misconduct includes, but is not limited to:

- Sharing answers to assignments, including on social media, email, or in person
- Copying material word-for-word from a source (including, but not limited to the textbook, lectures, or study group notes), not placing the words within quotation marks and citing the source
- 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 including having someone re/write or add material to your work
- Lending your work to another student who submits it as his/her own
- Letting someone else look at your answers on a test
- Falsifying or altering any documentation required by the University, including doctor’s notes
- Submitting an altered assignment/test for re-grading

Students who commit an academic offense face serious penalties. University policy requires cases of academic dishonesty to be reported to the department chair and the university.

You find additional information on the university's rules and expectations about academic integrity here: <http://www.artsci.utoronto.ca/osai/students>

## Grade Appeals

We do our very best to grade work fairly, consistently, and accurately. Nevertheless, one of us may unintentionally err in our grading duties. If you believe that your assignment or test has been mismarked, please adhere to the following rules:

- For simple mathematical errors, simply alert your TA of the mistake.
- All requests for re-grading tests or course assignments should be made to your TA. Please **wait for 24 hours** after the assignment has been returned to the class and submit your request **within two weeks of that date**. Requests submitted at a later date will not be considered.
- A **short memo** that clearly states specific reasons to justify the request and backs up these reasons with evidence from your assignment must be submitted to your TA.

If your appeal is deemed appropriate, the entirety of your test/assignment will be re-graded. Please note that upon re-grade your mark may go down, stay the same, or go up.

## Course Schedule & Due Dates

*All assigned readings are available on Quercus.*

	Date	Lecture Topic and Assigned Readings	Assignments and Events
1	09/9	<b>What are Race, Class, and Gender and how do we know?</b> <b>+ Introduction to the course &amp; the teaching team</b> <ul style="list-style-type: none"> <li>▪ Syllabus</li> </ul>	Write first journal entry by 9/15 (Journals will be submitted for first check on 10/7)
2	09/16	Identity and the Production of Inequality <ul style="list-style-type: none"> <li>• West, Candace, and Sarah Fenstermaker. "Doing Difference." <i>Gender and Society</i> (1995): 8-37.</li> <li>• Fausto-Sterling, Anne. "The Bare Bones of Race." <i>Social Studies of Science</i> 38, no. 5 (October 2008): 657–94. doi:10.1177/0306312708091925.</li> </ul>	Expert For a Day Discussions led by groups 1-5. Submit notes and questions by 2pm.  Write journal between dates 09/16 and 09/22 (Journals will be submitted for first check on 10/7)
3	09/23	<b>Class Inequality</b> <ul style="list-style-type: none"> <li>• Grusky, David. <i>The inequality reader: Contemporary and foundational readings in race, class, and gender</i>. Routledge, 2018. Readings #6 (Erik Olin Wright "Class Counts"), #68 (Annette Lareau "Unequal Childhoods"), #67 (Chan and Goldthorpe "The Social Stratification of Theater, Dance, and Cinema Attendance")</li> <li>• Tirado, Linda. <i>Hand to mouth: Living in bootstrap America</i>. Penguin, 2015.</li> <li>• Check out this social class quiz <a href="https://www.bbc.com/news/magazine-22000973">https://www.bbc.com/news/magazine-22000973</a> (It's based in the UK so do your best to convert the response options to a Canadian context.)</li> </ul>	Expert For a Day Discussions led by groups 6-10. Submit notes and questions by 2pm.  Write journal between dates 09/22 and 09/29 (Journals will be submitted for first check on 10/7)

	<b>Date</b>	<b>Lecture Topic and Assigned Readings</b>	<b>Assignments and Events</b>

4	9/30	<p><b>Race and Racialization</b></p> <ul style="list-style-type: none"> <li>▪ Omi, Michael, and Howard Winant. Racial formation in the United States. Routledge, 2014. Chapter 4</li> <li>▪ Saperstein, Aliya, and Andrew M. Penner. "Racial fluidity and inequality in the United States." <i>American Journal of Sociology</i> 118, no. 3 (2012): 676-727.</li> <li>▪ Khushboo Shah "They look white but say they're black: a tiny town in Ohio wrestles with race" <i>The Guardian</i> <a href="https://www.theguardian.com/us-news/2019/jul/25/race-east-jackson-ohio-appalachia-white-black">https://www.theguardian.com/us-news/2019/jul/25/race-east-jackson-ohio-appalachia-white-black</a></li> </ul>	<p>Expert For a Day Discussions led by groups 11-15. Submit notes and questions by 2pm.</p> <p>Write journal between dates 09/30 and 10/06 (Journals will be submitted for first check on 10/7)</p>
5	10/07	<p><b>Constructing Gender and Sexuality</b></p> <ul style="list-style-type: none"> <li>▪ West, Candace, and Don H. Zimmerman. "Doing gender." <i>Gender &amp; society</i> 1, no. 2 (1987): 125-151.</li> <li>▪ Martin, Emily. 1991. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." <i>Signs: Journal of Women and Culture</i> 16 (3):485-501.</li> </ul>	<p>Expert For a Day Discussions led by groups 16-20. Submit notes and questions by 2pm</p> <p>Identity Journal Check I: Journal entries must be submitted to Quercus by 4pm on 10/07. Journals should include at least one entry per week (4 total) for dates from 9/9-10/06</p> <p>Reading and Reflection Memo 1 Due by 3pm Friday October, 11<sup>th</sup>. Must reference readings assigned for October 7<sup>th</sup> on Constructing Gender and Sexuality</p> <p>Write journal between dates 10/07 and 10/13 (Journals will be submitted for second check on 11/18)</p>
6	10/14	No Class: Thanksgiving	Write journal between dates 10/14 and 10/20 (Journals will be submitted for second check on 11/18)
7	10/21	Test I	Write journal between dates 10/21 and 10/27 (Journals will be submitted for second check on 11/18)

8	10/28	<p><b>Intersectionality Theory</b></p> <ul style="list-style-type: none"> <li>• Crenshaw, K. 1991. "Mapping the Margins: Intersectionality, Identity Politics and Violence Against Women of Color." Stanford Law Review, 43 (6): 1241-1299.</li> <li>• Collins, Patricia Hill. (1986). "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought," Social Problems, 33 (6): 14-32.</li> <li>• McCall, Leslie. "The Complexity of Intersectionality." Signs: Journal of Women in Culture and Society 30, no. 3 (2005): 1771-1800.</li> </ul>	<p>Expert For a Day Discussions led by groups 1-5. Submit notes and questions by 2pm.</p> <p>Write journal between dates 10/28 and 11/03 (Journals will be submitted for second check on 11/18)</p>
9	11/04	<p><b>Reading Week -No Class Meeting</b></p>	<p>Write journal between dates 11/03 and 11/10 (Journals will be submitted for second check on 11/18). Submit notes and questions by 2pm.</p> <p>Reading and Reflection Memo 2 Due by 3pm Friday November, 8<sup>th</sup>. Must reference readings assigned for October 28<sup>th</sup> on Intersectionality theory</p>
10	11/11	<p><b>Intersectional Research</b></p> <ul style="list-style-type: none"> <li>• Branch, Enobong Hannah, and Melissa E. Wooten. "Suited for Service: Racialized rationalizations for the ideal domestic servant from the nineteenth to the early twentieth century." Social Science History 36, no. 2 (2012): 169-189.</li> <li>• Glenn, Evelyn Nakano. Unequal freedom. Harvard University Press, 2009. Chapter 5</li> </ul>	<p>Expert For a Day Discussions led by groups 6-10. Submit notes and questions by 2pm.</p> <p>Write journal between dates 11/1 and 11/17 (Journals will be submitted for second on 11/18)</p>
11	11/18	<p><b>Global Intersectionality</b></p> <ul style="list-style-type: none"> <li>• Hoang, Kimberly Kay. "Competing technologies of embodiment: Pan-Asian modernity and third world dependency in Vietnam's contemporary sex industry." Gender &amp; Society 28, no. 4 (2014): 513-536.</li> <li>• Salzinger, Leslie. Genders in production: Making workers in Mexico's global factories. Univ of California Press, 2003. Chapter 2</li> </ul>	<p>Expert For a Day Discussions led by groups 11-15. Submit notes and questions by 2pm.</p> <p>Identity Journal Check II: Journal entries must be submitted to Quercus by 4pm on 11/18. Journals should include at least one entry per week (6 total) for dates from 10/07-11/18</p>

		<ul style="list-style-type: none"> <li>Pande, Amrita. "Commercial surrogacy in India: Manufacturing a perfect mother-worker." <i>Signs: Journal of Women in Culture and Society</i> 35, no. 4 (2010): 969-992.</li> </ul>	
12	11/25	<p><b>(Stalled) Progress</b></p> <ul style="list-style-type: none"> <li>Lorde, A., 2012. "The Master's Tools Will Never Dismantle the Master's House." In <i>Sister outsider: Essays and speeches</i>. Crossing Press. Pg 110-114. (<a href="https://blogs.baruch.cuny.edu/democracylab/files/2015/08/Lorde_The_Masters_Tools.pdf">https://blogs.baruch.cuny.edu/democracylab/files/2015/08/Lorde_The_Masters_Tools.pdf</a>)</li> <li>Cech, Erin A. "The self-expressive edge of occupational sex segregation." <i>American Journal of Sociology</i> 119, no. 3 (2013): 747-789.</li> </ul>	<p>Expert For a Day Discussions led by groups 16-20. Submit notes and questions by 2pm.</p> <p>Reading and Reflection Memo 3 Due by 3pm Friday November, 29<sup>th</sup>. Must reference readings assigned for November 25<sup>th</sup> on (Stalled) Progress</p>
13	12/02	<p>Final test</p> <p>Students may pick-up or review final tests Tuesday in the instructor's office from 1-3pm</p>	

### Academic Integrity Checklist

Students are strongly encouraged to review the following academic integrity checklist for each assignment before submission.

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*.