

**ADVANCED TOPICS IN GENDER:
The Imperial, Racial Political Economy of Gender
SOC465H1S (Online)
Winter 2021**

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Class Time: Monday, 10:10AM – 12:00PM EST
Location: Online on *Quercus* (BB Collaborate)
Office Hours: TBD

Course Description:

The sociology of gender is an expansive and diverse field of scholarly inquiry. Sociologists often nod at but never quite resolve how gender is shaped by race, class, sexualities, citizenship, nationalities, and other social structures. Gender is at once, always, and inextricably a racialized and a classed construct. To sociologically explain the systemic or contextual ‘base’ that produces gender is therefore a formidable undertaking. Yet, that is the project for this course.

In this course, we examine knowledges that invite us to contemplate gender more fully in Canada today. We study the historical origins and ongoing power of our capitalist political economy by examining:

1. How capitalism originated in England and spread globally through the colonialism of the British Empire, including the colonized lands of the First Nations, Métis, and Inuit (Turtle Island or North America)
2. How modern, Western constructions of race and gender provided the basis for an *imperial, patriarchal, white supremacist, racial capitalism*
3. The revolutionary, emancipatory knowledges of the so-called *subaltern*—those peoples targeted by imperial capitalist domination, particularly among the West’s internal colonies of Indigenous, African American, African Canadian, and Latinx peoples
4. How sexualities and dis/abilities have been used to further organize the working classes in service of capitalist exploitation
5. How solidarities among social movements may generate the motor force for social resistance

Prerequisites: 1.0 SOC FCE at the 300 or higher level. Students without this requirement will be removed at any time and without notice.

Required Texts: None. All readings will be made available online on Quercus and/or through U of T Libraries.

Evaluations:

Discussion Posts	20%	8 posts by 11:59PM on Sundays
Presentation	20%	1 or 2 presentations per class
Essay 1	25%	February 19 th by 11:59PM
Essay 2	35%	April 5 th by 11:59PM

Class Format: Lectures for this course are *synchronous*, which means that they will happen live during class hours on Quercus’ **BB Collaborate**. Because this is a 4th year seminar, there will not be a formal

lecture for each class. Instead, classes will begin with a student presentation and proceed with discussion among students and instructor on the week's assigned readings.

Students are expected to attend all lectures and to participate actively by 1) submitting online discussion posts before each class they are due, 2) completing assigned readings, 3) engaging continuously in discussions, and 4) 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.

Email and Contact: When emailing the instructor, please use your mail.utoronto.ca address. Do NOT use Quercus to contact me as these messages will not be read. Please also include "SOC465" and a brief description in the subject line so that your email is easily prioritized. Emails will typically be answered within 48 hours. Keep in mind that for simple questions, email is the preferred method of communication. However, for longer questions, students should attend office hours and/or schedule an appointment with the instructor.

Discussion Posts: Students are responsible for attending every class session and engaging in online discussions on a regular basis. Actively engaging in online discussion posts, and bringing these into seminar discussion, is vital for your progress in this course. **Between classes 2 – 11, you will produce 8 discussion posts.** You are encouraged to skip a discussion post on the day you deliver your student presentation, but you may choose to skip two discussion posts for whichever classes you prefer.

By the evening before each class (by 11:59PM on Sundays), students will write at least two brief paragraphs on one or more of the week's readings, including at least one question and a short evaluative comment. These comments are intended to prepare you for class discussion, so please bring them with you to class as well. Your questions, comments, and reflections must draw on the assigned readings, including aspects of the text that you wish to understand or discuss, and/or reflections on the core concepts from the week's readings. You are encouraged to quote excerpts from the course texts, but make sure to **properly cite all paraphrase and direct quotations.**

Your discussion posts will be collected at the end of the semester to be evaluated for completion. To get full marks, you must meet the minimum requirements stated above and submit all 8 required posts.

Student Presentations: Students will introduce the day's topic with a short presentation (15-20 minutes). Student presentations should be crafted to motivate class discussion, rather than simply summarize the readings. These presentations are intended as opportunities to gain experience briefly introducing complex topics, generating concise oral overviews, and generating discussion questions.

To aid you in this project, you are encouraged to script & read your presentation, to speak based on jot-notes, or to speak 'off-the-cuff'—whatever empowers you. You may design this presentation as you wish (with or without slides, for example), though every presentation should include at least

- (1) a brief analytic overview of the week's readings,
- (2) some comments about what you learned or found insightful/interesting in the readings and/or criticisms you would offer about the readings,
- (3) and finally, a set of discussion questions that aim to generate discussion.

Discussion questions can include questions you had while doing the readings, particularly about things you wanted to know more about. Strong discussion questions will attempt to do any of the following:

- develop a question that opens possibilities for discussion, rather than developing a question that begs a yes/no answer
- draw connections between the week's readings and those of previous weeks
- connects sociological and theoretical perspectives with empirical insights in the assigned texts
- highlights a clear sociological case, issue, or problem to be explored further in discussion

Your presentation will be graded on 1) your comprehension of the reading(s) and 2) your sociological imagination [making connections between the experiences of the individual, including you, and broader society].

Essays: There are two essays required for this course. The first essay will address a set of questions on the required readings and will be handed out in class. This first essay will be 5-6 pages in length. The second essay will also address a set of questions on the required readings, but will ask you to include 2-3 externally sourced readings of your own choosing. This second essay will be 7-10 pages in length.

The essays must be **submitted on Quercus by 11:59PM** on their respective due dates listed above. If you do not submit an assignment on time, you will need to declare your absence on ACORN, before the due date, and email the instructor. There will be a penalty of 5% per day for submitting any essay after the due date.

Keep a record of your submission including the date and time submitted—a screenshot is fine for this. Students must keep copies of their work in case assignments are lost. Students are responsible for assignments that are lost.

Note: Please be aware that turning in an old paper, or large parts thereof, for credit, is considered an academic offense that results in students being referred to the **Student Academic Integrity (SAI)**.

Late Assignments: Late assignments are subject to a penalty of 5% per day without prior permission from the instructor. Students who submit a late assignment due to medical reasons must (1) email the instructor to discuss it, and (2) declare their absence on the ACORN system. No documentation is required for medical absences.

However, students who submit late assignments for other reasons (e.g., family or personal) should contact their college registrar and have the registrar email the instructor.

Re-Grading Policy: For clarification and questions about your grades, students should wait at least 24 hours after receiving their grade to contact the instructor. This is intended to encourage adequate time for reflection on the grade and its rationale. If you wish to request a regrade of an assignment, you must submit a one-page document by email within 5 days of receiving your grade. Indicate specifically your areas of concern, your questions, and make an argument as to why your grade should be different.

NOTE: Regrades can result in a higher or lower grade, or can remain the same.

Writing Essays and Academic Integrity: Students who have questions or concerns about how to write an essay should make an appointment to discuss this during my office hours – for advice and help.

Otherwise, I recommend using the very helpful website, “Writing at the University of Toronto,” at www.writing.utoronto.ca. Look under “advice” and then “style and editing.”

Writing workshops are also available for students; for information on them go to www.writing.utoronto.ca/news/writing-plus. A helpful guide to writing is: Margot Northey and Margaret Procter, *Writer’s Choice: A Portable Guide for Canadian Writers* (Prentice Hall Cda). And Wm. Strunk and E.B. White’s *The Elements of Style* is the best general summary of the rules of grammar and good writing.

Students are expected to acquaint themselves with the rules concerning **plagiarism**. Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly.

The *Code of Behaviour on Academic Matters* in the Calendar of the Faculty of Arts and Science specifies: “It shall be an offence for a student knowingly: to **represent as one’s own** any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism. Wherever in the Code an offence is described as depending on ‘knowing’, the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.” In short, do not “borrow” passages from books or articles or websites without **citing them**. If you copy the words of other people, put quotation marks around them and cite the reference (that is, put author’s surname, date, & page number in parentheses). If you paraphrase you also need to cite the reference, with the page number. Then, be sure to put all sources that you cite in the “References” at the back of the paper. Plagiarizing can result in a very serious penalty, and any suspected case will be turned over to the Office of Academic Integrity.

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.

Student Services and Resources:

Accessibility: Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that requires accommodations, please feel welcome to approach me and/or Accessibility Services at (416) 978 8060 or accessibility.utoronto.ca

Equity & Diversity: The University of Toronto and I are committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment, and hate speech will not be tolerated.

In particular, you may wish to acquaint yourself with the Sexual & Gender Diversity Office at <https://sgdo.utoronto.ca/about-the-office/equity-diversity-u-of-t/> and the Anti-Racism and Cultural Diversity Office at <http://antiracism.utoronto.ca/>. Further resources for First Nations students, students of faith, and more can be found at <http://equity.hrandequity.utoronto.ca/>.

Course Schedule:

1: January 11 th	<p>Studying Gender: Why Race, Class, Empire, & Capitalism Matter</p> <ul style="list-style-type: none"> • Baldwin, James. 'An Open Letter to My Sister, Angela Y. Davis' p. 19-23. in Davis, A. Y. (2016). <i>If They Come in the Morning...: Voices of Resistance</i>. Verso Books. • Anderson, Patrick. 2019. 'Some Critics Argue that Internal Colony Theory is Outdated: Here's Why They're Wrong.' Online: https://mronline.org/2019/06/14/some-critics-argue-that-the-internal-colony-theory-is-outdated-heres-why-theyre-wrong/
2: January 18 th	<p>White Marxist Perspectives on the Origins of Gender, Family, & the State</p> <ul style="list-style-type: none"> • Engels, F. 1884. Selections from <i>The origin of the family, private property and the state</i>. In Marx-Engels Reader. p. 734-759 • Tilly and Scott, 2014, p. 56-82, "The family economy in pre-industrial England and France." In Fox (2014) text.
3: January 25 th	<p>Black Marxist Perspectives on the History of Capitalism</p> <ul style="list-style-type: none"> • Robinson, Cedric. 1983. Ch. 1 'Racial Capitalism: The Nonobjective Character of Capitalist Development' in <i>Black Marxism</i> • Robinson, Cedric. 1983. Ch. 2. 'The English Working Class as the Mirror of Production.' In <i>Black Marxism</i> • Robinson, Cedric. 1983. Ch. 5. 'The Atlantic Slave Trade and African Labor.' In <i>Black Marxism</i>
4: February 1 st	<p>The Gender Binary as a Construct of Imperial Racial Capitalism</p> <ul style="list-style-type: none"> • Somerville, S. B. (2000). Introduction and Chapter 1. <i>Queering the color line: Race and the invention of homosexuality in American culture</i>. Duke University Press. Available Online through U of T Libraries. • Travers. 2018. Chapter 1 'Transgender Kids' in <i>The Trans Generation: How Trans Kids (And their Parents) are Creating a Gender Revolution</i>. • Gershon, Livia. 2019. 'Anthropologists Hid African Same-Sex Relationships.' <i>Jstor Daily</i>. Online: https://daily.jstor.org/anthropologists-hid-african-same-sex-relationships/
5: February 8 th	<p>Revolutionizing Gender & Subjects of Empire</p> <ul style="list-style-type: none"> • Fanon, Frantz. <i>The Wretched of the Earth</i>. p. 35-95 • Walcott, Rinaldo. 2014. "Fanon's Heirs," <i>Amerikastudien /American Studies</i> Vol. 59, No. 3, pp. 436-438.

	<ul style="list-style-type: none"> Said, Edward. 1978. <i>Orientalism</i>. New York: Pantheon Books. [Pp. 9-57]
Monday, February 15 th — NO CLASS (Family Day Holiday)	
6: February 22 nd	Postcolonial Perspectives on Gender
	<ul style="list-style-type: none"> Mohanty, Chandra Talpade. 1991. "Under Western Eyes." In Ann Russo and Lourdes Torres (eds) <i>Third World Women and the Politics of Feminism</i>. Bloomington and Indianapolis: University of Indiana Press Mohanty, Chandra Talpade. 2003. "'Under Western Eyes' Revisited: Feminist Solidarity Through Anticapitalist Struggles." <i>Signs</i> 28, 2: 499-535
7: March 1 st	The Knowledges of African American Women
	<ul style="list-style-type: none"> Lorde, Audre. 1984. "The Master's Tools Will Never Dismantle the Master's House." Pp. 110-114 in <i>Sister Outsider: Essays and Speeches</i>. Berkeley, CA: Crossing Press. Davis, Angela. 1981. <i>Women, Race and Class</i>. New York: Random House. Available online through U of T Libraries. Chapters 2, 3, 9.
8: March 8 th	Sexualities as Struggle against Imperial, Patriarchal, Racial Capitalism
	<ul style="list-style-type: none"> D'Emilio, John. 1983. 'Capitalism and Gay Identity' p. 239- 246 Ferguson, Roderick. 2018. Introduction, Chapter 1, and Chapter 2 (p. 1-80) in <i>One-dimensional Queer</i>. John Wiley & Sons.
9: March 15 th	Indigeneity & the Heterosexist, Patriarchal, White Supremacist Colonial State
	<ul style="list-style-type: none"> Simpson, Audra. "The State is a Man: Theresa Spence, Loretta Saunders and the Gender of Settler Sovereignty," <i>Theory & Event</i>, 19(4) Cannon, Martin. 1998. "The Regulation of First Nations Sexuality." <i>The Canadian Journal of Native Studies</i> XVIII, 1(1998):1-18
10: March 22 nd	Necropolitics
	<ul style="list-style-type: none"> Mbembe, Achille. 2003. "Necropolitics." <i>Public Culture</i> 15(1):11-40. Lee, Christopher. 'The necropolitics of covid-19'. Online at https://africasacountry.com/2020/04/the-necropolitics-of-covid-19 Ferguson, Roderick. 2004. <i>Aberrations in Black: Towards a Queer of Colour Critique</i>. Minneapolis and London: University of Minnesota Press. [Pp. 1-30; 138-148.]

11: March 29 th	Building the Movements for Social Transformation
	<ul style="list-style-type: none"> • An episode of <i>By Any Means Necessary</i>, a podcast hosted by Jacqui Luqman and Sean Blackmon • Moya Bailey and Izetta Autumn Mobley. 2019. "Work in the Intersections: A Black Feminist Disability Framework." <i>Gender & Society</i> 33(1).
12: April 5 th	Final Class
	<ul style="list-style-type: none"> • This class is reserved for further issues of interest generated by students, and may include (as we decide in class) a new topic of study, an essay revisions seminar, or a salon to review the course