

University of Toronto—Sociology
Summer 2016
SOC367H1S
Race, Class, Gender
Tues and Thurs 4:00pm - 6:00pm
Location: SS 1083

Instructor Information:

Instructor: Maiolino, Elise
Office Location: Department of Sociology, 725 Spadina Ave. Room: 391
Email Address: elise.maiolino@mail.utoronto.ca
Office Hours: Wednesdays 12-2pm or by appointment
Blackboard/Course website: Access via U of T Portal: <http://portal.utoronto.ca>

Teaching Assistant: Jaime Nikolaou

Course Description:

This course examines the ways in which race, class, and gender intersect to impact individuals' lived experiences. The goal of the course is to demonstrate how a single theme or topic can be experienced very differently depending on a person's or group's social location and their situatedness within a matrix of structures.

The course aims to have students think about multiple perspectives on the topics outlined. In the same way that one movement of a rubik's cube can dramatically change the look of the puzzle, this course shifts standpoints in an attempt to illuminate differences across people's lives.

Each week's readings explore diverse empirical cases that expose students to the operation of intersectionality in a variety of local and global settings. Topics covered in the course (including love, home, crime, aging, popular culture, etc.) are used as an entry point into important facets of identity that are seen to have profound effects on structures of inequality, as well as the operation of power and privilege.

This course will raise questions about what an intersectional lens can afford us, it will explore how inequality is structured, and will facilitate discussions about how and why people come to decisions about their lives. This course will require students to engage with sociological theories about inequality, intersectionality, community, and identity.

Prerequisites: A 200+ level SOC course.

The Department of Sociology does not waive prerequisites. Students without this will be removed at any time discovered and without notice.

Goals and Learning Outcomes:

- To critically read, analyze, and write about intersections of inequality (race, class, and gender etc.) through a sociological lens
- To apply course material to real world and daily life examples
- To synthesize course materials from various weeks and demonstrate understanding of the issues across various contexts

Course Materials:

All course reading material can be found on Blackboard.

Evaluation Components and Grading Policies:

1. Essay # 1: Media and Theory (Due: July 7)	25%
2. Essay # 2: Mapping Intersectionality (Due: July 26)	30%
3. Term Test: August 4	25%
4. In-Class Writing Exercises (Pass/Fail: 2% each x 5)	10%
5. Participation and Class Attendance	10%
Total:	100%

- Detailed guidelines for the writing assignments will be posted on Blackboard. Students are expected to check Blackboard for announcements, readings, grades, and assignment guidelines on a regular basis.
- **Essay # 1:** In this essay you will critically analyze and apply an intersectional lens to a current issue or event that is taking place in the media using course material (minimum of 3 course readings).
- **Essay #2:** In this essay you will choose a theme, topic, or facet of identity that has not been discussed in the course. Using scholarly, peer-reviewed journal articles from outside of the syllabus (found on Sociological Abstracts), you will explain how an intersectional framework can be useful in understanding a particular lived experience. You are welcome to draw on your own personal experience in this assignment.
- **In-class writing exercises:** Throughout the term there will be five in-class writing exercises. Students will be asked to provide a written response to a question or set of questions about an aspect of the course material presented that day (reading, lecture, or film). These exercises will be evaluated on a pass/fail basis.
- If a student misses a writing exercise, and can provide documentation of a university-approved reason (see course policies below), they will be allowed to complete an alternative assignment. Students in these circumstances must visit the instructor during office hours, where they will be provided with details about the makeup assignment once they have had their documentation verified.
- **Participation and Attendance:** Attendance in every class is expected. Attendance will be recorded daily. Students will be required to participate in group discussion and in-class group activities.
- **Final term test:** This test will consist of a combination of multiple choice, short answer, and long answer questions on all course material.

Class Format:

Each class will consist of a lecture component in which the readings are discussed in a larger framework. In addition, there will be small group exercises and in-class discussions of the course material. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible. Please let me know if I can make the course more accessible for you.

Course Schedule:

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

Day 1: June 28

Introduction

Choo, H. Y., & Ferree, M. M. (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.

Day 2: June 30

Love and Intimacy

Collins, D. (2005). Identity, Mobility, and Urban Place-Making Exploring Gay Life in Manila. *Gender & Society*, 19(2), 180-198.

Rivers-Moore, M. (2010). But the kids are okay: Motherhood, consumption and sex work in neo-liberal Latin America. *The British Journal of Sociology*, 61(4), 716-736.

Schalet, A. T. (2000). Raging hormones, regulated love: Adolescent sexuality and the constitution of the modern individual in the United States and the Netherlands. *Body & Society*, 6(1), 75-105.

Day 3: July 5

Birth and Medicine

Pande, A. (2010). "Commercial Surrogacy in India: Manufacturing a Perfect Mother Worker." *Signs* 35(4), 969-992.

Smith, A. (2005). "Beyond pro-choice versus pro-life: Women of color and reproductive justice." *NWSA Journal*, 17(1), 119-140.

Day 4: July 7
Essay # 1 Due

Education and Schooling

Edward W. M. (2008). “‘Rednecks,’ ‘Rutters,’ and ‘Rithmetic: Social Class, Masculinity, and Schooling in a Rural Context.” *Gender & Society* 22, 728-751.

Ong, M. (2005). “Body projects of young women of color in physics: Intersections of gender, race, and science”. *Social Problems*, 52(4), 593-617.

Day 5: July 12

Beauty

Kang, M. (2003). “The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant–Owned Nail Salons”. *Gender & Society*, 17(6), 820-839.

Taylor, J., J. Johnston, and K. Whitehead. (2014). “A Corporation in Feminist Clothing? Young Women Discuss the Dove ‘Real Beauty’ Campaign.” *Critical Sociology*, 42(1), 123-144.

Day 6: July 14

Home

Doucet, A. (2006). “Do Men Mother?”. Chapter excerpts posted on Blackboard. University of Toronto Press.

Gray, R. R. (2011). “Visualizing pedagogy and power with urban native youth: Exposing the legacy of the Indian residential school system.” *Canadian Journal of Native Education*, 34(1), 9.

Twine, F. W. (2004). “A White Side of Black Britain: The Concept of Racial Literacy”. *Ethnic and Racial Studies*. 27(6), 878-907.

Day 7: July 19

Work

Ramirez, H. and P. Hondagneu-Sotelo. (2009). “Mexican Immigrant Gardeners: Entrepreneurs or Exploited Workers?” *Social Problems* 56(1), 70-88.

Schilt, K. (2006). “Just one of the Guys? How Transmen Make Gender Visible at Work.” *Gender & Society*, 20(4), 465-490.

Day 8: July 21

Aging

Novek, S. (2013). "Filipina Health Care Aides and the Nursing Home Labour Market in Winnipeg." *Canadian Journal on Aging* 32(4), 405-16.

Shemirani, F. S. and D. L. O'Connor. (2006). "Aging in a foreign country: voices of Iranian women aging in Canada." *Journal of Women & Aging* 18 (2), 73-90.

Day 9: July 26

Essay # 2 Due

Crime

D'Angelo, S. (2016). " 'To what world am I being released to?': Canadian national news discourse and the anticipated repatriation of Omar Khadr." *Social Identities*, 1-23.

Logan, L. S. (2011). The case of the "killer lesbians." *The Public Intellectual*. Retrieved from <http://thepublicintellectual.org/2011/07/18/the-case-of-the-killer-lesbians>.

Razack, S. H. (2000). "Gendered racial violence and spatialized justice: The murder of Pamela George." *Can. JL & Soc.*, 15, 91.

Guest Lecture: Sonia D'Angelo, PhD Student, Department of Sociology, York University.

Day 10: July 28

Activism and Politics

Carney, N. (2016). "All Lives Matter, but so Does Race Black Lives Matter and the Evolving Role of Social Media." *Humanity & Society*, 40(2), 180-199.

Maiolino, E. " 'I'm not male, not white, want to start there?': Olivia Chow and Identity Work in the 2014 Toronto Mayoral Election." (Under Review, *Journal of Women, Politics, and Policy*).

Wilkes, R., & Kehl, M. (2014). "One image, multiple nationalisms: Face to Face and the Siege at Kanehsata:ke." *Nations and Nationalism*." 20(3), 481-502.

Day 11: Aug 2

Popular Culture

Baumann, S., & Ho, L. (2014). "Cultural Schemas for Racial Identity in Canadian Television Advertising." *Canadian Review of Sociology/Revue Canadienne de Sociologie*, 51(2), 152-169.

Corrigan, E. "Polygamous Possibilities: Plural Marriage, Harm, and Televisual Representation." (PhD Student, University of Toronto, Sociology, Research Practicum Paper).

Kornhaber, S. (2016). "Beyoncé's *Lemonade* and the Sacredness of Sex." *The Atlantic*. <http://www.theatlantic.com/entertainment/archive/2016/04/lemonade-beyonce-review-sex-relationships-gender-jay-z/479643/>

Guest Lecture: Elisha Corrigan, PhD Student, Department of Sociology, University of Toronto.

Day 12: Aug 4

-----Term Test-----

Procedures and Rules:

Missed tests and assignments:

Accommodation provision: In general, for missed tests or assignments the Sociology Department follows University of Toronto 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).

Timing: Requests for accommodation must be made within 3 days of the missed test or assignment.

Documentation from your Physician or College Registrar:

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. Telling the professor or TA why you missed a deadline or a test will not be considered.

In case of **illness**, you must supply a duly completed **Verification of Student Illness** or Injury form (available at www.illnessverification.utoronto.ca). A doctor's note is not acceptable. **The form must be placed in a sealed envelope, addressed to the instructor, and submitted with your work** at class or to your instructor 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 anyway to advise your college

registrar if a crisis is interfering with your studies). **The letter 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.

Missed Tests:

Students who miss a term test will be assigned a mark of zero for that test unless they can provide appropriate documentation.

Late assignments:

No extensions will be provided. You are expected to complete assignments on time. Late papers will be docked 5% each day beyond the due date. No late assignments are accepted 7 days after the due date.

In order not to be considered late, assignments must be submitted electronically by the due date on Blackboard (prior to the beginning of class). Additionally, a copy of the assignment should be handed in on the due date on the syllabus in hard copy to the instructor at the beginning of class.

You are expected to keep a back-up, hard copy of your assignment in case it is lost.

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

The penalty will run from the day the assignment was due until the day it is submitted electronically via Blackboard; you are still required to submit a hard copy at the next class/office hour. The electronic copy must be identical to any hard copy submitted.

The penalty period **does** include weekends and holidays.

Late assignments should be submitted on Blackboard and a hard copy should be submitted to the instructor, not the department office staff or other instructors and NOT by email.

Grade appeals:

The instructor and teaching assistant 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 rules:

If it is a mathematical error simply alert the instructor of 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 and the grader's comments.
3. You have 7 days after receiving a mark to appeal it.

If you wish to appeal:

A. You must submit to the instructor a written explanation of why you think your mark should be altered. 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 go down, stay the same, or go up.

B. Attach to your written explanation your original assignment, including all of the original comments. Submit a hardcopy of the package to the instructor during office hours or in class.

Electronic communication and electronic learning technology:

Email communication is rapid, convenient, and efficient—you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules:

- Assignments will not be accepted via email. See above for how to submit them.
- All course communication should be conducted through Blackboard or your utoronto account.
- All emails must include the course code (e.g., SOC 367) in the subject line.
- All emails should be signed with the student's full name and student number.
- Emails from students will generally be answered within [48] hours of receipt.
- Treat emails as you would any other professional communication.
- Emails that ask questions that are answered in the course syllabus or website (e.g., “how much is assignment X worth”) will not receive a response.
- **All general questions about the course that are NOT addressed on the syllabus and course website should be emailed to the instructor. The TA will not respond to emails.**

Emails that do not follow these guidelines will not receive a response.

Classroom etiquette:

Students are expected to arrive at class on time. Laptops should be used for notes only. Other uses (e.g., emailing, web surfing) will result in the student being required to turn off the laptop.

Videotaping and recording lectures is strictly forbidden without written permission from the instructor.

Academic Integrity and Plagiarism:

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication and punishment. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties.

By enrolling in this course, students agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar.

You are 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>)

You are expected to be familiar with the "Code of Behaviour on Academic Matters" (www.governingcouncil.utoronto.ca/policies/behaveac.htm) and Code of Student Conduct (<http://www.governingcouncil.utoronto.ca/policies/studentc.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

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.

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 check-list will be posted on blackboard.

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.