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**SOC367H1S: Race, Class, and Gender
Winter 2025**

University of Toronto

Mon. 5:10-7 p.m.

Location: See ACORN

Quercus: <https://q.utoronto.ca/courses/373988>

Course Descriptions and Objectives

COURSE DESCRIPTION

This class will explore inequality through the lenses of race, class and gender. Throughout the semester we'll use an accompanying work of fiction to guide our discussion and give a place to focus our ongoing analysis. Throughout the semester we will approach our understanding of these interlocking inequality producing mechanisms from an "intersectional" perspective drawing from women of color feminisms and centering black feminist thought. We will spend the first part of the semester engaging intersectionality theory and exploring the social construction and consequences of race, class, and gender. Throughout the semester we will engage intersectionality theory and sociological research to make sense of race, class, and gender, as dynamic and mutually constituting systems of oppression.

COURSE OBJECTIVES

- Explain the interrelated processes of social construction as related to race, class, and gender
- Distinguish between additive versus interlocking systems of oppression.
- 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 the social world.

Prerequisite

1.0 SOC credits at the 200 or higher level. Students without this prerequisite can be removed at any time without notice.

Exclusion: SOC339H1.

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. Class meetings will provide an important opportunity to expand, connect, process, and discuss material that will only be fully available to those who attend class.

READINGS

We will typically read about 50 pages of material per week (sometimes less, sometimes more) along with a portion of the speculative fiction novel *Parable of the Sower* by Octavia E. Butler. 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.

ONLINE BOOK CLUB

Once during the semester, students will lead a small group discussion online on the chapters in the fiction text for a day and put them into conversation with the specified class readings. You will prepare a short (250-300 word) reflection and set of discussion questions to guide your team's discussion. When it is not your turn to lead the book club, you will participate in the online discussion with your teammates by responding to the questions posed by the group leaders and other comments from your teammates.

READING AND REFLECTION ESSAYS

Twice during the semester students will write a 2-3 pg. (500-750 word) essay analyzing and applying core concepts from class readings. Essays must make a clear argument, demonstrate understanding of the class readings, and appropriately apply the class material.

MID-TERM TEST

The test 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.

POWER, STRUCTURE, AND INEQUALITY IN FICTIONAL SOCIETIES ESSAY

Select one of your favorite fictional societies and write an essay analyzing how power and social structure produce inequalities. The inequalities you examine need not be race, class, and gender per se, but you must examine at least two vectors of inequality and consider whether and how they do/do not intersect. Begin your paper by briefly describing the movie/TV show/book/video game/comic/etc. that you have selected. Then, analyze the fictional society within it by drawing on theories or concepts from the class.

ASSIGNMENT SCHEDULE AND GRADING

Assignment	Due Date	Contribution to Grade
Book Club Leader	Jan 26, March 2, March 23	5%
Book Club Participation	Jan 31, March 7, March 28	5%
Reading and Reflection Essay 1	Feb 6	20%
Reading and Reflection Essay 2	March 20	20%
Mid-Term Test	Feb 24	25%
Final Essay	April 4	25%

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 Policies

You are expected to know the contents of the syllabus. You are also 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).

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 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.

READINGS

Required text: Butler, Octavia E. 2012. *Parable of the Sower*. New York: NY: Grand Central Publishing.

Acquiring the Book: *Parable of the Sower* is available electronically through the University of Toronto library. You can access it here: <https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?pq-origsite=primo&docID=1803491>

Physical copies are available for our class at a 10% discount at Bakka-Pheonix (84 Harbord St) an independent bookstore near campus specializing in speculative fiction. If you order on-line put "SOC367" in the instructions field during checkout or if you go into the store, let them know it's for this class to get your discount.

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

Classroom Discussions

Everybody in this class brings different life experiences and prior knowledge. This is 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. If your digital device becomes a distraction, 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. Research shows that students learn better when they take notes by hand, so I encourage you to take handwritten rather than type-written notes.

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.

The instructor may decide, with student input, to audio record lectures and make those audio recordings available for all students. We will make this together. If we do decide to audio record lectures these recordings will be considered course material. All course materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor.

For questions about recording and use of videos in which you appear please contact your instructor.

Assignment Submission and Deadlines

All written work must be typed, double-spaced, with 1-inch margins using 12-point Times New Roman or 11pt Calibri font. When you submit files, they should be in PDF or .doc(x) format unless otherwise specified. Written work must be submitted via Quercus. No work will be accepted over e-mail.

Students can typically expect work to be returned within two weeks unless extenuating circumstances dictate otherwise.

Assignments are due at the time indicated for each assignment. All written work must be submitted online through the course Quercus website. No assignments should ever be sent via e-mail. Only written work submitted to the correct assignment via the course website will be accepted.

Late/Missing 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. No work will be accepted more than 2 weeks past the original due date.

Please be aware that assignment closing dates and deadlines are automated within Quercus. For example, if something is due at 11:59pm on Feb 1st, it will be marked late if it is submitted at 12:00am on Feb 2nd, and if an assignment is set to close at 11:59pm on Feb 1st Quercus will not accept submissions at 12:00am on Feb 2nd. I will not provide extensions due to slow internet, connectivity issues, or other technical delays that result in submission after the deadline. Start the submission process well enough in advance to ensure that your paper will be fully submitted before the deadline.

Extensions

Please notify me promptly if you must miss a deadline and provide official documentation as soon as possible.

Missed deadlines and tests: Students who miss a paper deadline or a test will receive a mark of zero for that paper or test unless the reason is a circumstance beyond their control.

Within three days of missing a paper deadline or test, students must send the instructor a request for consideration.

Students must document their request with **one of the following:**

- Absence declaration via ACORN (**can only be used once during the semester**)
- U of T Verification of Illness or Injury Form
- College Registrar's letter (e.g., in case of personal/family crisis or emergency)
- Letter of Academic Accommodation from Accessibility Services

Students who miss the test or are late in submitting an assignment for other reasons, such as family or other personal reasons, should request their College Registrar to email the instructor.

Plagiarism

Be careful to avoid plagiarism. It is a serious academic offense with serious penalties (see the "Code of Behavior on Academic Matters"). If you are using someone else's ideas, do not present them as your own. Give proper references if you are using somebody else's ideas, and use quotation marks if you are quoting. When in doubt, it is always safer to over-reference --you are not going to be punished for that. Please also be aware that turning in an old paper, or large parts thereof, for credit in a second (or third etc.) course, is considered an academic offense that results in students being referred off to the Office of Academic Integrity.

Plagiarism Detection

Turnitin plagiarism detection software is integrated within Quercus. It uses text matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism.

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

If you object to your work being subject to review by Turnitin, add a comment when you submit your assignment. If we do find that we need to review your assignment for plagiarism and you have asked that we not use Turnitin, we will ask that you provide sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper you submit is truly yours. If you cannot or decline to provide the requested documentation and do not consent to us using Turnitin for review, we will decline to mark the assignment.

Use of Generative AI

Generative Artificial Intelligence (AI), and specifically foundational models that can create content, including writing, are becoming ubiquitous. This includes not only GPT4 (and its siblings ChatGPT and Bing), but many writing assistants that are built on this or similar AI technologies. Microsoft and Google have already integrated some of these technologies into widely used software that students will inevitably need for this class. These technologies reside in a boundary area between making users more productive, modelling valuable skills about writing and critical thinking, and replacing human intelligence in completing some class-relevant tasks. I hope to have an ongoing critical dialogue about how these tools work, why they work the way they do, and where they may be helpful or harmful in the context of academic work.

Some of these tools are more useful than others in the context of sociology classes. Tools like Research Rabbit can enhance and speed up a literature search, Grammarly might help copy edit writing, and ChatGPT might help outline a paper or better understand the current state of the field around a particular idea. None of these tools are replacements for the depth of skills that university training provides. At best these tools contain a reflection of human intelligence and fully rely on human intelligence and creativity to work at all effectively. They are primarily predictive—creating sentences by replicating which words follow each other most often in past writing. Because of the way they work they are often wrong and prone to hallucination. Sometimes this is obvious and even entertaining but often it's not clear without extensive domain area expertise. Using them to draft text is certain to result in vague language derivative of the prompt, likely to reproduce biases from the underlying training data, and may be simply incorrect. Please also consider that part of the reason these tools are getting so much attention is because powerful corporate interests are deeply invested in their widespread adoption—not because they are so effective but because they are so profitable.

To complete your degree in sociology you will need to be more persuasive and creative at building arguments, thinking critically, and making connections between ideas than any of these tools. Importantly, you will need to learn to do all of this in a voice that is uniquely and genuinely your own. These tools may help you in that process, but over-reliance on them will prevent you from learning the skills necessary to complete work at the level expected for this class. Put bluntly, ChatGPT can provide text that is a vague derivative of the average of the internet, and my expectations for you are considerably higher than that.

I encourage you to limit your use to collecting ideas, searching for literature, grammar/copy editing, and maybe outlining. In my experience with ChatGPT, I find it is often wrong, overly generic, and lacking in critical nuance. It might be helpful in gathering ideas when you are getting started, but you will likely find that your own writing is far more dynamic and sophisticated and that consulting it slows you down and dampens your creativity.

Given these considerations, Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit. Expect that creativity, nuance, and sophistication will be considered in how your work is marked.

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 the person who graded your work. 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 the person who graded your work.

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.

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 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.

Communication and 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 teaching team using the contact information provided on the syllabus. Please include “SOC367” and a brief description in the subject line. We 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 and we may request a conversation rather than answering long or complex questions over email.

Office Hours

My office hours are **Tuesdays from 1-2 pm or by appointment**. You are welcome to 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. It's a great way for us to get to know each other so I hope to see everyone in office hours at least once.

Office hours will be held on Zoom or you are welcome to stop by in person—please use the comment space on the appointment tool to let me know how you plan to attend (I'll assume you will attend on Zoom, unless you indicate otherwise). Office hours appointments can be reserved using the calendar tool in Quercus: Click on the "Calendar" in the menu on the left-hand side, then go to "Find Appointments" on the right-hand side. By default, appointments are 10 minutes. You are welcome to reserve more than one appointment if you expect to require more time. 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) to inquire about an alternative meeting time. Please include details about the nature of your meeting request and a list of dates/times when you are available in your message.

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>

Course Schedule and Due Dates

All assigned readings are available on Quercus.

Note: My notes about Parable contain spoilers. I think they are spoilers that will help give you context for how the course readings relate to the book. If you would like to avoid spoilers, read the relevant Parable sections before reading my notes. I've written the notes to address one or a few chapters at a time.

	Date	Lecture Topic and Assigned Readings	Assignments and Events
1	Jan 6	What are Race, Class, and Gender and how do we know? + Introduction to the course & the teaching team <ul style="list-style-type: none"> Syllabus 	
2	Jan 13	<p>Intersectionality is the basic core concept at the heart of this class. We'll start by looking at the original academic version and some of the ways it's been used outside the academy since. You'll notice there are important differences between the two. The academic version is a framework for understanding power and inequality. The popular version is more of a statement about inequality often disconnected from the analytic work of understanding the processes and mechanisms that drive it. We'll spend our time together examining those mechanisms and processes.</p> <p>Intersectionality</p> <ul style="list-style-type: none"> Coaston, Jane. 2019. "The Intersectionality Wars." Vox. Retrieved November 1, 2021 (https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination). TED. 2016. <i>The Urgency of Intersectionality</i> Kimberlé Crenshaw. (first 16 minutes) https://www.youtube.com/watch?v=akOe5-UsQ2o&ab_channel=TED Crenshaw, K. 1991. "Mapping the Margins: Intersectionality, Identity Politics and Violence Against Women of Color." <i>Stanford Law Review</i>, 43 (6): 1241-1299. 	<p>Read Chapters 1-11 of <i>Parable of the Sower</i> by Week 4</p> <p>Notice that Chapter 3 ends at the beginning of 2025!!!</p>
3	Jan 20	<p>The beginning of <i>Parable</i> is a little tough to read. It starts with teenaged Lauren Olamina living in her parent's house in a gated community that is coming apart at the seams amid climate and economic disaster. Bad things are happening all around her and she is convinced it's all about to come apart. She spends her time teaching in her community, secretly devising the tenets of a religion she is creating, and preparing for her survival when her neighborhood finally</p>	<p>Read Chapters 1-11 of <i>Parable of the Sower</i> by Week 4</p>

	Date	Lecture Topic and Assigned Readings	Assignments and Events
		<p>does fall all the way apart. This week we'll build on Patricia Hill Collins' classic work on standpoint theory and black feminist thought to think through Lauren's rather unique perspective on the world.</p> <p>Standpoint and Black Feminist Thought</p> <ul style="list-style-type: none"> Collins, Patricia Hill. (1986). "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought," <i>Social Problems</i>, 33 (6): 14-32. Melaku, Tsedale. 2019. <i>You Don't Look Like a Lawyer: Black Women and Systemic Gendered Racism</i>. London: Rowman and Littlefield. Chapter 1 	
4	Jan 27	<p>We learn early on that Lauren has a health condition called "hyperempathy syndrome" where she literally feels other people's physical sensations. The condition is a side effect of a drug her mother took. Both Lauren and her father have at least some shame around the condition—Lauren hides it as much as she can and her father seems to think she can beat it through mental toughness. This particular condition invites us to consider whether Lauren would experience it as a disability if she did not live in such a dystopian world.</p> <p>Disability</p> <ul style="list-style-type: none"> Maroto, Michelle, David Pettinicchio, and Andrew C. Patterson. 2019. "Hierarchies of Categorical Disadvantage: Economic Insecurity at the Intersection of Disability, Gender, and Race." <i>Gender & Society</i> 33(1):64–93. doi: 10.1177/0891243218794648. Wendell, Susan. 2013. <i>The Rejected Body: Feminist Philosophical Reflections on Disability</i>. New York: Routledge. Chapter 2 pg 35-56. 	<p>Read chapters 1-11 (about 125 pages) of <i>Parable of the Sower</i> before class this week</p> <p>Book Club 1: Leaders Post by 11:59pm Jan 26, Team members make 2 posts by 11:59pm Jan 31th.</p>
5	Feb 3	<p>Things are coming to a head in Robledo. The bit of wealth that allowed the middle class community to build walls and protect itself also make it a target. They are not wealthy enough to really keep themselves safe but they are wealthy enough to have resources worth stealing. We'll spend this week examining class inequality.</p> <p>Class Inequality</p> <ul style="list-style-type: none"> Tirado, Linda. <i>Hand to mouth: Living in bootstrap America</i>. Penguin, 2015. Introduction pg. xii-xxvi. Duffy, Ann and Nancy Mandell. 2016. "The Growth of Poverty and Social Inequality: Losing Faith in Social 	<p>Read chapters 12-18 of <i>Parable of the Sower</i> by week 9</p> <p>The first diary entry (pg 153-158 in my book) of chapter 14 challenging to read: it contains references to violence, arson, and sexual violence. Some students may find this section disturbing. You are welcome to skip it. You need to know that Robledo is attacked and burned</p>

	Date	Lecture Topic and Assigned Readings	Assignments and Events
		<p>Justice". Pg254-268. In Valerie Zawilski, ed. <i>Inequality in Canada: A Reader on the Intersections of Gender, Race, and Class</i>. Oxford University Press.</p> <ul style="list-style-type: none"> Pirtle, Whitney N. Laster, and Tashelle Wright. 2021. "Structural Gendered Racism Revealed in Pandemic Times: Intersectional Approaches to Understanding Race and Gender Health Inequities in COVID-19." <i>Gender & Society</i> 35(2):168–79. 	<p>down in this chapter. Lauren escapes and believes the rest of her family to be dead.</p> <p>Essay 1 Due Feb 6</p>
6	Feb 10	<p>Robledo falls and Lauren starts traveling north on foot with a small group from her neighborhood. They decide that, because of the gender and racial makeup of the group, they will elicit less attention if Lauren appears to be a man. So she cuts her hair and tries to pass, at least from a distance and in small interactions. We'll need to unpack the social constructions and race and gender to make sense of this.</p> <p>Constructing Gender and Sexuality</p> <ul style="list-style-type: none"> West, Candace, and Sarah Fenstermaker. "Doing Difference." <i>Gender and Society</i> (1995): 8-37. 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. 	<p>Read chapters 12-18 of <i>Parable of the Sower</i> by week 9</p>
	Feb 17	Reading Week -No Class Meeting	Read chapters 12-18 of <i>Parable of the Sower</i> by week 9
7	Feb 24	Mid-term Test	
8	March 3	<p>Continuing to unpack Lauren's decision to try passing as a man, we'll explore the social construction of race this week.</p> <p>Race and Racialization</p> <ul style="list-style-type: none"> Omi, Michael, and Howard Winant. <i>Racial formation in the United States</i>. Routledge, 2014. Chapter 4 Maghbouleh, Neda. 2017. "1. Being White." Pp. 1–13 in <i>The Limits of Whiteness: Iranian Americans and the Everyday Politics of Race</i>. Stanford University Press. Cottom, Tressie McMillan. 2018. <i>Thick: And Other Essays</i>. The New Press. "Dying to be Competent" pg. 77-97 	<p>Read chapters 12-18 of <i>Parable of the Sower</i> by this week</p> <p>Book Club 2: Leaders Post by 11:59pm March 2, Team Members 2 posts by 11:59pm March 7</p>
9	March 10	Wildfires driven by draught and climate change have been a constant factor in the decisions Lauren make throughout the	Finish <i>Parable of the Sower</i> by Week 12

	Date	Lecture Topic and Assigned Readings	Assignments and Events
		<p>book. We'll spend this week focused on the environment.</p> <p>Environment and Climate Change</p> <ul style="list-style-type: none"> Pellow, David Naguib. 2005. "Environmental Racism: Inequality in a Toxic World". In Romero, Mary, and Eric Magolis, eds. <i>The Blackwell Companion to Social Inequalities</i>. 1st ed. Cornwall: John Wiley & Sons, Ltd. Kim, Nadia Y. 2021. <i>Refusing Death: Immigrant Women and the Fight for Environmental Justice in LA</i>. Stanford University Press., Introduction 	
10	March 17	<p>Lauren and her group are making their way north. The immediate crisis of Robledo burning is behind them. Their group is growing, getting stronger, and it's starting to seem like they really will be able to get to wherever they are going—but where will that be? They are hoping to be able to find work and consider whether crossing the border into Canada might be an option.</p> <p>Immigration</p> <ul style="list-style-type: none"> van Doorn, Niels, Fabian Ferrari, and Mark Graham. 2023. "Migration and Migrant Labour in the Gig Economy: An Intervention." <i>Work, Employment and Society</i> 37(4):1099–1111. doi: 10.1177/09500170221096581. Reitz, Jeffrey G. 2007. "Immigrant Employment Success in Canada, Part I: Individual and Contextual Causes." <i>Journal of International Migration and Integration / Revue de l'integration et de La Migration Internationale</i> 8(1):11–36. doi: 10.1007/s12134-007-0001-4. 	<p>Finish <i>Parable of the Sower</i> by Week 12</p> <p>Essay 2 Due March 20</p>
11	March 24	<p>By the end of the book Lauren's group has become a religious community organized around EarthSeed. It becomes a core building block for the community they build when they reach Bankole's land on the northern California coast. They start a settlement called Acorn, which (spoilers for book 2) becomes the longtime home and center as EarthSeed develops into a large and powerful religious movement. Early in the book, Lauren decides that space is the only hope for humanity and she develops this into a tenant of EarthSeed—"the destiny of EarthSeed is to take root among the stars". At the books end, Lauren and her group start the process of building a utopian community that can eventually fulfill this</p>	<p>Finish <i>Parable of the Sower</i> by Week 12</p> <p>Book Club 3: Leaders Post by 11:59pm March 23, Team members make 2 posts by 5pm March 28.</p>

	Date	Lecture Topic and Assigned Readings	Assignments and Events
		<p>destiny.</p> <p>Building Utopias</p> <ul style="list-style-type: none"> • 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. (https://blogs.baruch.cuny.edu/democracylab/files/2015/08/Lorde_The_Masters_Tools.pdf) • Benjamin, Ruha. 2020. "Guest Editorial: Ruha Benjamin for Edition #8." <i>SO FI ZINE</i>. Retrieved January 4, 2025 (https://sofizine.com/extra-content/guest-editorial-ruha-benjamin/). • Additional Reading TBD 	
12	March 31	Final Paper Support: Class Meeting Optional	Final Essay Due 11:59pm April 4