

University of Toronto | Department of Sociology
Fall 2023
SOC367H1F
Race, Class, Gender

Location:
Mondays: 11:00am-1:00pm

Professor: Cinthya Guzman
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Statement of Acknowledgement

We acknowledge this sacred land on which the University of Toronto operates. It has been a site of human activity for 15,000 years. This land is the territory of the Huron Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit River. The territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory. [Council of Aboriginal Initiatives, 2014]

1. Course Overview

This course delves into the intricate roles that race, class, gender, and sexuality play within North American society. Often overlooked or underestimated, these elements are critical factors in stratification, identity formation, and personal experiences. The course aims to illuminate how these factors not only categorize individuals, but also significantly influence their lives by shaping the opportunities available to them and the challenges they encounter.

Our approach begins with a sociological examination of each key factor, considering them as social constructs that support and legitimize social disparity. We then shift our focus to studying the interrelationships among these elements - how race, class, gender, and sexuality overlap and mould personal experiences, interpersonal relationships, and society at large. Further, we scrutinize how these disparities and differences hold significance in various institutional contexts like in the family, the education system, the economy, and the media.

In conclusion, the course involves contemplating potential solutions to these societal inequalities and delving into strategies aimed at fostering social change.

2. Learning Objectives

At the end of the course, you will be able to:

1. Discuss and critically analyze the roles of race, class, gender, and sexuality in North American society, with an understanding of their function as social constructs.
2. Identify the ways in which these constructs intersect and shape individual experiences and societal structures.
3. Examine the implications of race, class, gender, and sexuality within different institutional contexts and assess their impact on inequality.
4. Critically evaluate proposed solutions to societal inequality and analyze various strategies for social change.
5. Formulate thoughtful, evidence-based arguments about the roles and impacts of race, class, gender, and sexuality in North American society.
6. Develop an understanding of the complex layers of social stratification and be prepared to contribute to conversations and actions related to social change.

3. Prerequisites

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.

4. Method of Delivery

The class will be delivered in-person on a weekly basis.

5. Teaching Team

Professor Guzman – as the Course Instructor, Professor Guzman is ultimately responsible for every aspect of the course. You are encouraged to seek her out after class or during office hours. If you have any questions or concerns about any aspects of the course, or anything else you might want to discuss privately, feel free to email them. E-mails are typically answered within 2 business days (i.e., 2 days not counting Saturday and Sunday).

6. Course Policies

Quercus will be an important resource during this class. Lecture slides will be posted on Quercus as well as the assigned reading links. Finally, the primary means of communication in the course is the announcement function on Quercus. In other words, you need to make sure you check Quercus often and, at least, once per week.

Lectures: You MUST review all of the lectures to do well in this course. Students are responsible for being aware of what is said in lectures (including administrative announcements) as well as for the content presented during lectures.

Classroom Etiquette: Please note that noise can carry easily in classrooms. Accordingly, every student has a role to play to make sure the lecture is a conducive environment for learning. You should be mindful of your noise level. Do not distract other students. Keep verbal exchanges with friends few and at the level of a murmur.

Equity and 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. I want to be promptly alerted of any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive for all. Discrimination, harassment, and hate speech will not be tolerated.

Gender-inclusive language: Respectful classroom etiquette includes using gender-inclusive language. Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Gender-inclusive/non-sexist language acknowledges people of any gender, affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

Academic Integrity & Generative AI: University policy on academic dishonesty must be strictly followed and cheating will not be tolerated. Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. a grade of zero on a test or assignment, loss of credit with a notation on the transcript (notation reads: ‘Grade of F assigned for academic dishonesty’), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. You should familiarize yourself with the University of Toronto’s Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Emails: Email should NOT be the primary means through which you have questions answered in the course. If you have questions, you should check the syllabus, the frequently asked questions documents, and the administrative slides in each lecture first. If your question is not covered by these documents, then you should seek to attend Professor and/or TA office hours where you can get an answer immediately. If your question is of a personal or private nature, and/or it is not answered through the above channels then you can email the Professors your question using our course email (TBD). For emails, please follow the below procedures:

- For security reasons, you MUST use your university-associated email.
- Please also follow appropriate etiquette for our professional context—have an appropriate opening (ex: Hi, Good morning) and closing (ex: Thank-you, Sincerely), use proper spelling and grammar, and avoid using acronyms (ex: ttyl, fwiw, imo, asap, etc.).
- Emails will typically be answered within 48 business hours (i.e. not including weekends), but the more emails we get the longer it will take (hence why it is important to check the syllabus/slides/FAQ sheets and to try to attend office hours instead if possible).

Original: Sometimes, students will be required to submit their assignments 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 website (<https://uoft.me/pdt-faq>).

For some of your assignments, we will be using the software Ouriginal. It uses text-matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. Ouriginal is integrated into Quercus. For the assignments set up to use Ouriginal, the software will review your paper when you upload it to Quercus. To learn more about Ouriginal's privacy policy please review its Privacy Policy.

Make-up Tests: We offer make-up tests ONLY in the following circumstances:

- (1) Due to illness in which case your absence must be declared on Acorn and email to the professor must be sent on the day of the illness.
- (2) Due to unexpected extenuating circumstances such as a family or non-illness- related personal emergency in which case you must contact your college registrar and have them email the Professors to confirm the circumstance.
- (3) Due to having another course test within 24 hours of the SOC150 test in which case you must provide the course syllabus of the conflicting test (to confirm their test time) as well as proof of enrollment in that course via an Acorn screenshot.

We will provide a link to a registration form for the make-up immediately after the midterm is completed. You must fill out this form and upload your documents there to be eligible for the makeup. PLEASE NOTE: You do not need to email us to let us know that you will be taking the make-up, the form is all that is required.

Failure to take the make-up for any reason results in the weight of that term test shifting to the Final Test.

7. Student Resources

Accessibility Accommodations: If you have a disability or health consideration that may require accommodations, Accessibility Services is your home base for support. It is important to contact the office as soon as possible so that accommodations for your needs are in place before classes start. All information about your disability is confidential and won't be shared with units outside of Accessibility Services without your consent. Accessibility services can be contacted by email (www.accessibility.utoronto.ca) or alternatively you can reach them by phone at 416-978-8060. If you require accommodation, please forward the instructor your AS letter of Academic Accommodation as soon as possible. If you require accommodation for writing quizzes, tests, or the final assessment you MUST register with Accommodated Testing Services.

Illness-Related Accommodations: Students who miss the test or are late in submitting an assignment for medical reasons, need to email the instructors and also declare their absence on the system (ACORN).

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.

Other Accommodations: Your college registrar’s office is there to support you in the event of an illness, personal, or family-related emergency, or issue that is hindering your success as a student. If there is an ongoing issue that hinders your studies, please contact your registrar as they will be able to connect you with appropriate resources and supports and can provide documentation to your instructors that will aid in receiving accommodations.

Free Mental Health and Other Support: UofT’s My Student Support Program (My SSP) provides students with real-time and/or appointment-based confidential, 24-hour support for any school, health, or general life concern at no cost.

Technical and Software Requirements: You will need to access PowerPoint (.ppt), Word (.doc, .docx), and Acrobat (.pdf) files for this course. Please note that as university of Toronto students, you have access to the Microsoft Office 365 through your email account. You will also need access to Zoom for office hours.

8. Grading Components

Grading Components	Due Date	Weight
Group Presentation and Facilitation of Class Discussion	Weekly	10%
Critical Reflection	Oct 2	15%
Midterm Test	Oct 30	25%
Intersectional Media Analysis	Nov 27	25%
Final Test	Dec 7	25%

9. Course Materials

The Social Construction of Difference and Inequality 8th Edition, Tracy Ore (EBook)

10. Lectures and Reading Schedule:

Lecture	Date	Topic	Readings	Assignment/Test
1	11-Sep	Introduction	No Reading	
<i>The Construction of Differences</i>				
2	18-Sep	Race & Ethnicity	1) Omi and Winant, “Race Formations”	

			2) Waters, “Optional Ethnicities: For Whites Only?” 3) Gonzales, “Learning to be illegal: Undocumented Youth in Shifting Legal Contexts in the Transition to Adulthood”	
3	25-Sep	Social Class	1) Traub et al, “The Asset Value of Whiteness: Understanding the Racial Wealth Gap” 2) Mantsios, “Media Magic: Making Class Invisible” 3) Sugrue & Puente, “Latinos are Each of Us”	
4	02-Oct	Sex & Gender	1) Lorber, “The Social Construction of Gender” 2) Davis, Dewey and Murphy, “Giving Sex: Deconstructing Intersex and Trans Medicalization Practices” 3) Giffin, “Transgender and Intersex Student Athletes in Women Collegiate Sports”	Critical Reflection (15%)
-	09-Oct	<i>Thanksgiving</i>		
5	16-Oct	Sexuality	1) Bornstein, “Naming All The Parts” 2) Renold, “If You Don’t kiss me, you’re dumped”: boys, boyfriends and heterosexualized	

			<p>masculinities in the primary school</p> <p>3) Wade, “What’s so Cultural about Hookup Culture?”</p>	
<i>Maintaining Inequalities Through Social Institutions</i>				
6	23-Oct	Family	<p>1) Randles, “Willing to do Anything for my kids: The inventive Mothering, Diapers, and the Inequalities of Carework”</p> <p>2) Gates, “Marriage and Family: LGBT Individuals and Same Sex Couples”</p> <p>3) Lareau, “Unequal Childhoods”</p>	
7	30-Oct	Mid Term Test (25%)		
-	06-Nov	Reading Week		
8	13-Nov	Education	<p>1) Dorn, “Mind the Gap: Covid-19 and Learning Loss-Disparities Grow and Students Need Help”</p> <p>2) Crow Dog and Erdoes, “civilize them with a stick”</p> <p>3) Annamma et al, “Black Girls and School Discipline</p>	
9	20-Nov	Work and Economy	<p>1) Quane et al, “Black Men and The Struggle for Work”</p> <p>2) Wingfield, “Racializing the Glass Escalator”</p>	

			3) Goldstein, “The Threat of Poverty without Misery”	
10	27-Nov	The Media	1) Hargittai, “The Digital Reproduction of Inequality” 2) Merskin, “Winnebagos, Cherokee, Apaches, and Dakotas: The persistence of Stereotyping of American Indians in American adventure brands” 3) Thompson, “How the Right Made Racism Sound Fair”	
<i>Paths Forward</i>				
11	04-Dec	Resistance and Social Change	1) Collins, “Towards a New Vision” 2) Lovato, “Voices of a New Movimiento” 3) Harris, “The Next Civil Rights Movement?”	
12	07-Dec	Final Test 25%		