

Department of Sociology
University of Toronto
SOC 367H1F – Race, Class, and Gender
Summer 2019 Mondays and Wednesdays
4:00pm – 6:00pm
SS1088 - Sidney Smith Hall

Instructor: Cinthya Guzman
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Office Hours: 725 Spadina Ave, Room: 335,
Wednesdays, 2:00pm-3:00pm

Teaching Assistant: TBD
Email:

Course Description

In this course, we will study the relationship between race, class, gender, and sexuality as major interlocking systems of oppression in the social world. In doing so, we will pay particular attention to the limitations of more ‘additive’ approaches to social inequality. Rather than viewing race, class, gender, and sexuality as independent categories of identity, we will instead apply an ‘intersectional’ approach to this field. Such an approach examines the complex intersections between different relations of power (such as race, class, gender, and sexuality), which scholars have shown are mutually-constituting, dynamic, and open to change.

The course schedule is divided into two parts. Students will first be introduced to foundational concepts in the sociology of intersectionality, and how this approach is distinct from other approaches. We end this section of the course by unpacking the recent debates in studies of intersectionality. In the second part of the course, students will read and critically analyze examples of intersectional research theorizing on a diverse range of topics, including: Masculinities and Femininities, Sexuality, Race, and Class. In this part of the course, students will also learn how to conduct intersectional research and will apply this knowledge in their final research papers.

Prerequisites: 1.0 SOC FCE at the 200+ level. Students without this prerequisite will be removed without notice.

Goals and Learning Objectives

The ultimate goal of this course is that you learn how to analyze social inequality using an intersectional approach. To achieve this, you will learn how to:

- Describe the distinction between additive and interlocking approaches to race, class, gender, and sexuality
- Define the key foundational concepts and debates among scholars who use an intersectional approach
- Critically analyze a broad range of intersectional research studies, identifying their strengths, limitations, and implications for the field as a whole
- Evaluate the challenges and opportunities of conducting intersectional research on social inequality

In addition, a general objective of the course is that you write well – coherently and lucidly – in all assignments.

Evaluation Components

Type	Due Dates	Weight
Class Debates	May 29 & June 5	10%
Position Paper	May 22, 4:00pm	15%
In-class Test 1	May 27	25%
Current Media/News Research Paper	June 17, 4:00pm	25%
In-class Final Test 2	June 12	25%

Grading Descriptions

2 Class Debates (5% each = 10%): We will raise two debates in the class. The topic will be provided the week prior to the debate. At the start of the class, students will have to hand-in a copy of their debate notes. The class will be divided into two groups that will argue the points for each side. Marks will be allocated based on engagement with the material and participation during the debate. If a student is not in attendance for the class debate, there will not be an opportunity to make up the points.

Position Paper (15%, 3-4 pages, double-spaced): The paper is due before class at 4:00pm. This paper requires students to illustrate their comprehension with the readings from Part 1 of the course. Papers may focus on one of the following areas: (i) the history of gender as an analytical concept; (ii) the importance of feminist epistemology; (iii) politics of representation or (iv) recent debates in intersectionality. Regardless of which topic you choose to focus on, the goal is to illustrate your position and explore the implications of the arguments being made. More information will be handed out in class (and online) in week 2.

Test 1 and 2 (25% each = 50%): Test 1 and 2 will test reading comprehension and ability to apply the course material. Tests will be a combination of 15 multiple choice questions (each worth 1 point) and 2 short answer questions (each worth 5 points).

Final Media/News Research Paper (25%, 10-12 pages, double-spaced): The paper is due on Monday, June 17th at 4:00pm. For the final paper, students will examine a current event or media piece using theories learned about in class. The goal of this paper is to demonstrate a strong grasp of intersectionality as a theory and method for examining a social problem. Students are asked to engage with at least 1 course reading and 4 outside resources that assist with analyzing their topic of study. For example, if you choose to focus on the #MeToo movement, it would be helpful to look at course readings that focus on femininities/masculinities, and also social movement literature and research on workplace harassment. If you choose to look at a film, like: *Get Out*, it would be helpful to look at course readings that focus on race, and also film analysis research. As third year students, I trust that you have formed some special interests, so I purposely leave this open for you to explore them, while relating them to the goals of this course.

Late and Missed Test Policies

Handing in assignments: All assignments must be submitted to the instructor electronically via Quercus. The instructor and TA will NOT accept electronic copies of assignments via email. Do not put submissions under the office door of the instructor. The instructor is not responsible for student assignments submitted in this way. Students must always keep an extra hard copy of their assignment for their own records.

Deadlines: The assignments are due by 4:00pm. Please refer to the Due Date stated at the top of this page. Late work will never be accepted without proper documentation from a student's physician, college registrar or Accessibility Services (see below). Only original copies (i.e., *not* scanned or photographed copies) of medical documentation will be accepted.

Accessibility: If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible. Let's ensure you have the proper accommodations to be successful in this class before we get into the thick of it.

Make-up tests: Students who miss a test will receive a mark of zero for that test unless reasons beyond their control prevent them from taking it. Within 1 day of the missed test, students who wish to write the make-up test must give the instructor a written request for special consideration, accompanied by proper documentation from a physician or college registrar (see below), which explains why the test was missed. The request should be accompanied by contact information (the student's telephone number and email address) so that the date, time and place of the make-up test can be communicated to the student. A student who misses a test and the subsequent make-up test for a valid reason will not have a third chance to take the test. Instead, the grade assigned for the missed test will be the same as the grade the student earns for the other test in this course.

DOCUMENTATION FROM YOUR PHYSICIAN, COLLEGE REGISTRAR OR ACCESSIBILITY SERVICES

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.

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 acceptable, but MUST contain the start and anticipated end date of the illness.

- 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). This letter must specify the length of the extension that is justified under the circumstances.
- If you are registered with Accessibility Services, your counselor will send an email message on your behalf if you ask them to (with a one-week extension the norm).

Provide supporting documentation either by email to Instructor Guzman or in a sealed envelope addressed to Instructor Guzman. When your paper is ready, submit it using the drop box for third year courses in room 225 at 725 Spadina Avenue (and then send your TA an email message to notify them that your paper is in the drop box).

Student Responsibilities and Expectations

Attendance and Participation: Students are expected to attend all classes and to participate actively by 1) completing assigned readings, 2) engaging in in-class discussions and class debates, and 3) by 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.

Classroom Etiquette: These are some basic rules that will help everybody have the best learning experience possible:

- Laptop use: Laptops are only to be used for note-taking. Other uses (e.g., emailing, web-surfing) will result in the student being required to turn off the laptop, and to not bring it to future sessions of the course
- Turn off cellphones: Please turn off all cellphones and other electronic devices while in class.

- Recordings: Videotaping, recording and photographing lectures is strictly forbidden without written permission from the instructor

Email Policy: I will respond to your email within two business days (48 hours, except weekends and holidays). Emails that do not follow these guidelines will not receive a response: Your use of an official U of T address is required. Please include the course code (e.g. SOC367) in the subject line and your full name and student number in your message. Please do not send a repeat email (e.g., “did you get my email?”).

In general, please treat emails as you would any other professional communication. You should be respectful in the way you address the instructor and the TA. Email is most suitable for questions that are clear, concise, and easily answerable; if you are confused about the course material or need to discuss a concept, I strongly encourage you to instead attend office hours or make an appointment. Please read the syllabus carefully before asking a general question about the course.

HELP FROM YOUR TEACHING ASSISTANT: Your T.A. will hold scheduled office hours and respond to your emails. Please be judicious in your use of email. Use it only for questions that are brief and specific. Before sending a question by email, be sure to check the course outline to see if an answer is already available. Emails should not be seen as an alternative to doing the assigned reading or attending lectures. Expect to receive a response from your T.A. within two working days. For more in-depth discussions of the lectures, readings, tests and position papers, take advantage of your T.A.’s office hours.

Required Readings & Course Schedule

Required readings: All course readings are accessible electronically. Unless otherwise noted, course readings will be uploaded on Quercus under the ‘module’ tab, in the folder called “Course Readings”.

Course Schedule: Students are expected to complete all required readings prior to each lecture.

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

Part I: Introduction to Intersectionality

Week 1 – Mon May 6

Lecture: Introduction and Syllabus. Outline of the course and expectations. Different waves of Feminism.

Week 1 – Wed May 8

Lecture: How do we know what we know? Feminist epistemology

1. Harding, Sandra. (1986). “The Instability of the Analytical Categories of Feminist Theory” Signs, (11), 4, 645-664.
2. Haraway, Donna. 1988. “Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective,” Feminist Studies 14: 575-599.

Week 2 – Mon May 13

Lecture: Intersectionality: Additive versus Interlocking systems of oppression

1. Lorde, Audre. (1979). ‘The Master Tools Will Never Dismantle the Master’s House.’

2. Collins, Patricia Hill. (1986). "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought," *Social Problems*, 33 (6): 14-32.
3. Crenshaw, Kimberlé. (1991). "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color" *Stanford Law Review*, 43 (6): 1241-1299.

Week 2 – Wed May 15

Lecture: Politics and Ethics of Representation

1. Mohanty, Chandra Talpade. 1988. "Under Western Eyes: Feminist Scholarship and Colonial Discourses," *Feminist Review* 30: 61-88.
2. Narayan, Uma. 1997. "Cross-Cultural Connections, Border-Crossings, and 'Death by Culture'" Pp. 81-117 In *Dislocating Cultures: Identities, Traditions, and Third World Feminism*. New York: Routledge.

Week 3 – Mon May 20**No Class for Victoria Day**

No Reading for this week.

Week 3 – Wed May 22**First Position Paper due by 4:00pm (15%)**

Lecture: Debates in Intersectional Theorizing and Research

1. Nash, Jennifer C. (2008). "Re-thinking intersectionality." *Feminist review*, 89(1): 1-15.
2. Collins, Patricia Hill. (2015). "Intersectionality's definitional dilemmas." *Annual Review of Sociology*, 41: 1-20.

Week 4 – Mon May 27**In-Class Test 1 (25%)**

No Reading for this week.

Part II: Applying Intersectionality**Week 4 – Wed May 29****Class Debate (5%)**

Lecture: Debates in Race Relation Theory

1. Loveman, Mara. (1999). "Is 'Race' Essential?" *American Sociological Review* 64(6): 891-898.
2. Bonilla-Silva, Eduardo. (1999). "The Essential Social Fact of Race" *American Sociological Review* 64(6): 899-906.

Supplementary Reading

1. Bonilla-Silva, Eduardo. (1997). "Rethinking Racism: Toward a Structural Interpretation," *American Sociological Review*. 62(3): 465-480.
2. Brubaker, Rogers, Mara Loveman, and Peter Stamatov. (2004). "Ethnicity as cognition," *Theory & Society* 33: 31-64.

Week 5 – Mon June 3

Lecture: Masculinities and Femininities

1. Pascoe, C.J. 2005. “‘Dude, You’re a Fag’: Adolescent Masculinity and the Fag Discourse.” *Sexualities*, 8(3): 329-346.
2. Hamilton, Laura and Elizabeth A. Armstrong. 2009. “Double Binds and Flawed Options: Gendered Sexuality in Early Adulthood” *Gender & Society*. 23(5): 589-616.

Week 5 – Wed June 5**Class Debate (5%)**

Lecture: Class and the College Admissions Scandal 2019

1. Lareau, Annette. (2002). Invisible inequality: Social class and childrearing in black families and white families. *American sociological review*, 747-776
2. Calarco, J. M. (2014). Coached for the Classroom: Parents’ Cultural Transmission and Children’s Reproduction of Educational Inequalities. *American Sociological Review*, 79(5), 1015–1037.

Week 6 – Mon June 10

Lecture: Envisioning and Theorizing Change/Ways forward

1. Lorde, Audre. (2016). “Age, Race, Class, and Sex: Women Redefining Difference”.
2. hooks, bell. (2016). “Feminism: A Transformational Politic”.
3. Thompson, Cooper. (2016). “A New Vision of Masculinity”.
4. Ayvazian, Adrea. (2016). “Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change”.

Week 6 – Wed June 12**In-Class Final Test (25%)**

No Reading for this week.

Week 7 – Mon June 17**Final Media Research Paper Due at 4:00pm (25%)**Academic Integrity

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. A first rule of thumb: each time you use a sequence of three or more words written by someone else, use quotation marks and give the source.

Submitting the same work for more than one course: Section B.I.1.(e) of the Code of Behaviour on Academic Matters says it is an offence "to submit, without the knowledge and approval of the instructor to whom it is

submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere."

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 (<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. 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 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.

Academic Integrity Checklist

SOC 367

Instructor: Cinthya Guzman

I, _____, affirm that this assignment represents entirely my own efforts.

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.

By signing this form, I agree that the statements above are true.

If I do not agree with the statements above, I will not submit my assignment and will consult the course instructor immediately.

Student name: _____ Student #: _____

Signature: _____ Date: _____