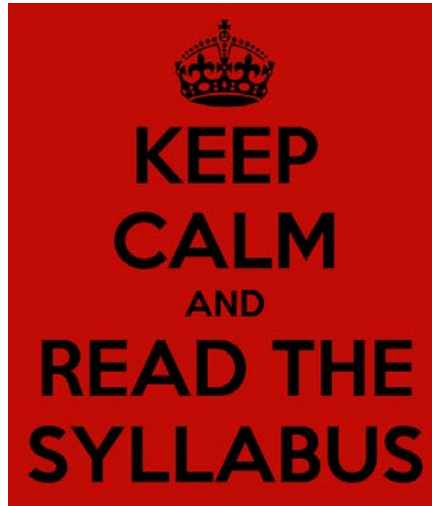


University of Toronto
Fall 2017
SOC367H1F: RACE, CLASS, GENDER



<p>INSTRUCTOR: Shaista Patel Email: Shaista.Patel@mail.utoronto.ca</p> <p>Teaching Assistant: Jaime Nikolaou Email: j.nikolaou@mail.utoronto.ca (Office Hours TBA)</p>	<p>Class Hours & Location: Friday 12-2 pm; Wilson Hall 1016</p> <p>Office: Room 335, 725 Spadina Avenue</p> <p>Office Hours: Friday: 10:30-11:30 am or by appointment (I encourage you to make appointments in advance over email if you feel like you might need over 10 minutes of office hours)</p>
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Pre-Requisite: The prerequisite to take SOC367H1F is 1.0 SOC course at the 200+ level. When discovered, students without prerequisites will be removed from this course without any notice.

Course Description: We will study the relationship between race, class, gender, and sexuality, but also study each co-ordinate of identification as a relationships of power, and therefore, as a socio-historical, spatial, temporal, cultural and political construct, rather than as some natural category that has always existed. In the process, we will also trouble bodies, and examine how power (in the form of race, coloniality etc) is imprinted on bodies. This course is deeply theoretical but will also offer methodology for *reading bodies*. Rather than adopting an additive or even intersectional approach to examining inequality, students will be introduced to

understanding interlocking systems of power and relationality, and to systems of domination and subordination. The hierarchies we will study will not simply address power differentials among white and Black people, colonizer and colonized, (cis) men and (cis) women, but will also interrogate how horizontal relations of power are (in) formed, and how complicity in structures of violence is multi-dimensional. In our contemporary moment, there is an urgent need to examine how we are placed in relations of power and what we can do to challenge the security (or precarity) of our placement. This course will offer students the tools to articulate and challenge relations of domination and subordination. Throughout the course, we will also examine particular forms of racism such as Indianism, Anti-Black racism, and Orientalism.

There are numerous sites for racialized and colonized struggles which we will examine in this course, including Indigeneity, formation of Blackness, circulation of (white) queerness in the service of Empire, Black masculinity, disposability of Indigenous women's bodies, fight for citizenship, migrant labour conditions, representations of oppressed and oppressors, and knowledge production. In Western education systems, we are more accustomed to studying the racialized, colonized people at the expense of studying the making of colonizers, Masters, and whiteness in general. However, in this course, we will be upfront about naming systems of violence and study how racial and colonial violence is an identity-making process for the oppressors.

Drawing upon various historical, popular culture and contemporary case studies, we will examine how race, class, and gender inform every single aspect of our lives and how we *become* and live our lives. Resistance narratives and movements of racialized, colonized, migrant, queer and otherwise marginalized people(s) inform an important part of this course and will be constantly attended to, rather than being reduced to a particular week. An important thing to keep in mind is that this course is less about new information, and more about disrupting the hegemonic ways of studying how systems of dominations are reproduced and how subjects of domination make themselves.

Course Assessment Scheme:

	<u>Type of Assignment</u>	<u>Weight/Percentage</u>	<u>Due Date</u>
1	Critical Reflection Paper I	20%	September 15- October 6th
2	Critical Reflection Paper II	20%	October 20-Nov 3rd
3	Take-home Midterm Test	25%	October 27th
4	Final Test	25%	Dec 1st
5	Lecture Attendance and Participation	10%	Every Week

Description of Course Assessment:

1. 40% Critical Reflection Papers (20% each. Approximately 3 double spaced pages)

You must submit your Critical Reflection Paper BEFORE the class on Blackboard. You must also submit a hard copy of your paper in class. If you submit your paper by the due date, but not in class, there will be a penalty of 5%. Please note that if you are responding to readings for September 22nd, for instance, your paper must be turned in that same day **before** the lecture, and **before** we discuss those readings in class. In short, you can NOT write a reflection paper on readings once they have been discussed in class.

The first critical reflection paper must be written on readings between September 15-October 6th. **Ultimate deadline: October 6th 2017.**

The second critical reflection paper must be written on readings between October 20th-November 3rd. **Ultimate deadline: November 3rd 2017.**

A critical reflection paper for this course needs to be a 3 page (12 point Times New Roman, 1 inch margins on all sides, double-spaced) response to only one or two of the ideas that you encounter in the week's reading. You do not have to respond to all the readings for that week, **but you must respond to the reading marked with an asterisk.** The reading marked with an asterisk is the main/grounding reading for that week. Where more than one reading for a week is marked with an asterisk, you can respond to either one OR both the readings. That is up to you.

Best critical reflection papers usually trace one or two concepts through the readings for that week. Your response might include the briefest of summaries of the ideas at hand, but this is **not** just a summary paper. Please make sure that the summary is not more than 15-20% of the total length of your paper. Your work should show evidence of critical engagement with the topic. Try to choose concepts that you find compelling, are new to you, or which you have thought about in some other context as well. The goal of this paper is to raise critical and timely questions. I am not looking for answers, and especially not final, authoritative responses. The kinds of critical questions you raise will be more interesting for me. As you write, imagine your audience to be your Instructor, your colleagues, and perhaps the author of the work to which you are responding. After reading the article, you should try to answer the following questions, and you should write down a few notes in order to organize your paper effectively. You do not have to strictly follow these questions. I offer these only as a guide:

- a) What was this article/chapter about?
- b) What were the author's main thesis, argument, and/or conclusion?
- c) What kinds of evidence did the author use to explain or support that thesis, argument or conclusion? What are some of the concepts they discuss?
- d) Does this article or chapter support or contradict others that you have read? (Be specific and offer informed evidences/arguments for your thoughts)
- e) What questions or critiques would you raise after reading the article? What are the gaps, inconsistencies and limitations?

- f) What are the implications of the author's argument?
- g) How does the article or particular set of concepts speak to your experiences? Explain your answer. Please make sure that if you connect the readings to your personal experience, you keep it professional, coherent and concise. In short, your paper cannot simply be about your life experiences.

Using either APA, MLA, ASA, or Chicago style of reference, cite the articles properly. You do not necessarily need to add a bibliography. When using direct quotes, definitions, or unique concepts, you must add page number(s). Please respect the page limit. That is, your assignment must not exceed three pages, double-spaced with a 12 point standard font. Yes, it is okay to go over the page limit by 2-3 lines max.

2. 25% Midterm Test:

This test will consist of some definitions, concept clarifications, and short Q and A and maybe one 2 pages max essay question. Details will be provided later on in the course. The instructions and exam questions will be distributed in class on **October 13th** and will be due **October 27th** at the beginning of class. It is your responsibility to make sure that you are in class to pick up the Instruction and Questions sheet. You will have two weeks to work on the test.

Due: October 27 2017 in class between 12:10-12:30pm. You will be asked to sign the submission sheet. If you think that you will not be able to make it to class to even drop off your test that day, you must inform me at least 24 hours in advance so that we can make an alternative arrangement. You cannot simply email me your midterm test without a prior arrangement in place. Since you will be granted 2 weeks to work on the Midterm test, failure to submit the test after midnight on October 27th will result in a 0. If your submit your test in class but after 12:30 pm, there will be a deduction of 3%. Submission after class time will result in automatic deduction of 15% which is a lot of points. I strongly urge you to submit your test in class on the due date.

3. 10% Class Attendance and Participation:

You must attend all class lectures. My lectures will help you in understanding the course readings. Please note that sometimes my lectures focus on close readings of the assigned texts, but often exceed the readings, as in, I introduce concepts you need to know but which are not necessarily in your assigned readings. This course will be very difficult for you to do even average in if you are not planning on attending all my lectures. While I will post some of the slides online, these will not offer a replacement for the entire lecture. I often make midterm and final test questions based on concepts and examples I emphasize in class lectures. Again, while class attendance and participation account for only 10% of the total score, you cannot do well in this course if you miss class lectures.

Attendance for any 10 lectures will account for 5% of the total score and the remaining 5% will be based on your quality of participation. The latter will be reflected through whether you come

to class prepared with your ideas and questions from the readings. The length of your comments, or the frequency of your participation without strong substance will not necessarily help you get the 5% score. In short, talking a lot or taking up space in class without a substantial contribution is not necessarily encouraged. If you are an introvert, and feel shy to talk in class, please come see me during office hours in the first two weeks of course so that we can make an alternative arrangement to record your participation in class.

Please note that there might be pop quizzes at the beginning of some of the lectures. These will go towards your participation mark.

Please note that if you are more than 30 minutes late for a class, you will be marked absent for that day.

4. 25% Final Test:

Final Test Question sheet will be distributed in my last lecture on November 24 2017. The test will be due in my office on Dec 1st between 11 am-2 pm. You will be asked to sign in when you come to drop off your test. If you are getting a friend or relative to drop off your test for you, please let me know in advance.

Important Note: It is important that you understand and acknowledge that plagiarism in either critical reflection papers or midterm and final tests will lead to a score of 0 on the assignment/test, and possibly in the entire course, along with getting reported to the Chair of the Department for further inquiries. Plagiarism is a serious offense. While you are encouraged to study together and discuss the readings with your colleagues, your answers on the tests cannot be similar. Please trust that we will be marking each test very carefully.

Correspondence policy: Email is the best way to get in contact with me. I will reply to email inquiries from students within 24 hours except for on weekends. If you do not receive a reply within this period, please resubmit your question(s). Each email message must include in the subject line the course number, along with your name and student ID. Please always use your given first and last names on record in email communication. If you have already talked to me about using another name, you can use that name in your emails. Your email must contain a concise and clear statement of purpose. Please treat emails as you would any other professional communication. Emails that ask questions already answered in the course syllabus or website (e.g., “how much is assignment X worth”) will not receive a response. Please keep in mind that assignments will not be accepted via email unless you have a valid reason for why you could not submit it in class, and we already have an arrangement, and I am expecting your assignment in my inbox. All general questions about the course that are NOT addressed on the syllabus and course website should be asked in class. But if you must email, please keep your questions short and clear. Emails that do not follow these guidelines might not receive a prompt response. Same guidelines apply for emailing your TA.

Students' Responsibilities: Students are expected to attend all lectures and be on time, take good and detailed notes, keep up with assigned readings, and prepare for and participate in classroom discussions. I expect you to attend all lectures. Midterm Test and Final Test in the course will be based upon my lectures and course readings so in order to do well in the course, you will need access to all the lecture notes. You are also responsible for asking your classmates regarding any important announcements made in class and getting notes from them if and when you miss a class.

Students are always expected to be respectful of me and their fellow classmates in discussions, lectures and their writing. Please never resort to personal attacks in class discussions. *Sexist, heterosexual, homophobic, lesbophobic, transphobic, biphobic, racist, Islamophobic, xenophobic, ageist, ableist, and any other hateful or oppressive speech will not be tolerated and you will be asked to leave the classroom.*

No laptops, cell phones or tablets of any kind are allowed in this class. Please make sure that you understand the gravity of this ban and strictly follow it. You need to bring a hard copy of your readings for the day to every class.

Your cell phone must be turned off during lectures.

Videotaping and recording lectures is strictly forbidden without written permission from the instructor. If I find you engaging in any such activities, you will be asked to leave the classroom and further appropriate action will be taken.

Course Readings: There is no textbook or course reader. All the readings will be made available to you through Blackboard. It is mandatory that you print out all the readings since you won't be allowed to bring any electronic aids (including laptop) to class.

Lecture Schedule:

****Please note that the Instructor reserves the right to change readings for any week. However, at least one week notice will be given to the students, and announcements will be made in class and sent over email to notify you of any such changes. Films and youtube clips shown in class might not all be on the course outline but will be put up as notes with bibliography in the week's selected lecture slides****

Week I:

September 8: Welcome and Introduction to Course Themes

Week II:

September 15: Theoretical Foundations:

*Collins, Patricia-Hill. (1998). It's all in the family: Intersections of gender, race, and nation. *Hypatia*, 13 (3), pp.62-82.

*Fellows, M.L. (1998). The race to innocence: Confronting hierarchical relations among women. *Journal of Gender, Race, & Justice*, pp. 335-352.

*Audre Lorde, Age, Race, Class. <http://www.socialism.com/drupal-6.8/sites/all/pdf/class/Lorde-Age%20Race%20Class%20and%20Sex.pdf>

*Smith, A. (2006). "Heteropatriarchy and the three pillars of white supremacy: Rethinking women of color organizing" In *Color of violence: The INCITE! Anthology* (pp. 66-73). Cambridge: MA: South End Press.

Week III:

September 22: Reading Framework

*Fanon, Frantz (2010, 1952), "The Fact of Blackness", in *Theories of Race and Racism: A Reader*, edited by Les Back and John Solomos (London: Routledge), pp. 326-335.

*Edward Said. (1993) *Culture and Imperialism* (pp. xi-19). New York: Alfred A. Knopf.

*Toni Morrison. (1992). *Playing in the Dark: Whiteness and the Literary Imagination* (pp. v-28) Cambridge: Harvard University Press.

*Marcia Crosby. (1991). "Construction of the Imaginary Indian."
http://www.fullalove.acadnet.ca/ACAD/Readings/Crosby_Imaginary_Indian.pdf

Week IV:

September 29: Race, Gender, and Nation-Building

*Bannerji, H. (2000). "Geography lessons: On being an insider/outsider to the Canadian Nation". In L. Roman & L. Eyre (Eds.), *Dangerous Territories: Struggles for Difference and Equality in Education* (pp. 23-42). New York & London: Routledge

*Mackey, Eva.(1998). "Introduction. Unsettling Differences: Origins, Methods, Frameworks." *The House of Difference: Cultural Politics and National Identity in Canada*. New York: Routledge, 1998. (selected chapter)

*Haque, Eve. (2010). "Homegrown, Muslim and Other: Tolerance, Secularism and the Limits of Multiculturalism." *Social Identities* 16, no. 1: 79–101.

Week V:

October 6th: Race, Gender, and Colonialism

*Simpson, A. (2016). *The State is a Man: Theresa Spence, Loretta Saunders and the Gender of Settler Sovereignty*. *Theory & Event* 19(4), The Johns Hopkins University Press.

Dara Culhane. "Their Spirits Live within Us: Aboriginal Women in Downtown Eastside Vancouver Emerging into Visibility." *The American Indian Quarterly* 27.2 (2003): 593- 606.

Simpson, Leanne. (2013). "Fish Broth & Fasting." *DividedNoMore*. Accessed April 20, 2015.
<http://dividednomore.ca/2013/01/16/fish-broth-fasting/>.

<https://www.leannesimpson.ca/writings/not-murdered-not-missing-rebelling-against-colonial-gender-violence>

Film clip shown in class: Huntley, Audrey. (2005). *Go Home, Baby Girl!*
<https://www.youtube.com/watch?v=uh8MYcfRVKQ>

Week VI:

October 13: October 27: Race, Class, Gender in Making of Bodies

*Kawash, S. (1998). The Homeless Body. *Public Culture*, 10 (2), 319-339.

*Mohanram, R. (1999). *Black Body: Women, Colonialism, and Space* (1-22). Minneapolis: University of Minnesota Press.

Week VII:

October 20: Race and Gender in the Making of Slavery

*Wiegman, R. (1993). The Anatomy of Lynching. *Journal of the History of Sexuality*, 3(3), 445-467.

*Cooper, A. (2006). The Hanging of Angelique. *The Untold Story of Canadian Slavery and the Burning of Old Montréal*. Toronto: Harper Collins Publishers Inc. (selected chapters)

"The Combahee River Collective Statement." Accessed April 29, 2016.
<http://circuitous.org/scraps/combahee.html>.

Demands from *Black Lives Matter Toronto*: <https://blacklivesmatter.ca/demands>

Week VIII:

October 27: Whiteness, Queerness and the Making of Empire

*Alexander, Jacqui, M. (2006). "Imperial Desire/Sexual Utopias: White Gay Capital and Transnational Tourism," (79-100) *Pedagogies of Crossing: Meditations on Feminism, Sexual Politics, Memory, and the Sacred*. Chapel Hill, NC: Duke University Press.

*Puar, Jasbir. K. (2006). Mapping US homonormativities. *Gender, Place & Culture*, 13(1), 67-88.

Week IX:

November 3: Talking Race, Decolonization, and Complicity:

*Tuck, Eve (Aleut) and K. Wayne Yang. 2012. "Decolonization is Not a Metaphor." *Decolonization: Indigeneity, Education, Society* 1(1): 1-40.

*Patel, S., Moussa G., & Upadhyay, N. (Ed.). (Fall 2015). "Complicities, Connections, and Struggles: Critical Transnational Feminist Analysis of Settler Colonialism," [Special issue], *Feral Feminisms*, 4. <http://feralfeminisms.com/issue1/issue4/>

WEEK X:

Nov 10: Reading Break

****No Class****

WEEK XI: TBD

*****To Be Decided******

WEEK XII:

Nov 24: Political Economy and Labour & Course Wrap-Up

Walia, Harsha. (2010). "Transient servitude: Migrant labour in Canada and the apartheid of citizenship," *Race, Class & Gender*, . 52(1): 71-84

Film in Class: Migrant Dreams by Min Sook Lee (available at <http://tvo.org/video/documentaries/migrant-dreams-feature-version>)

****Final Test Question Sheet will be distributed in class. It will take you two hours to write the test once you have prepared****

WEEK XIII:

Dec 1: Final Test Due in Instructor's Office from 11:00am-2:00 pm

Other Procedures and Rules:

Timing: Requests for accommodation must be made in advance. Please see above for late assignment policies. In our case, you must contact me to let me know if you are not able to come into class the day the midterm test or final test is due. *Since you have two weeks and one week respectively for the tests, which is plenty of time, I do not foresee any reasons for an extension.*

Documentation: In all cases, appropriate supporting documentation is required (e.g., Verification of Student Injury or Illness form available at: <http://www.illnessverification.utoronto.ca>) a death certificate, an accident report). You must also declare your absence on ROSI.

Late assignments:

- o You are expected to complete assignments on time.
- o Given the nature of these assignments, you **cannot** submit your paper once the readings have been discussed in class. Please see Assignment Description above.
- o You might be asked to do extra set of readings and write your critical reflection paper on them.
- o In order not to be considered late, assignments must be submitted by the due date.
- o 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 documentation to the Instructor.

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 TA 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.

Test or Assignment Re-grading:

I/TA will make sure that my/our comments on your assignment and test are self-explanatory. I understated that you have worked hard on your assignment/test but I/we grade based on what I/we receive. I strongly advise that you wait 24 hours after receiving your mark. Carefully re-read your assignment, all assignment guidelines and marking schemes **and the grader's comments**. You have **two weeks** after receiving a mark to appeal it, except for on final test which will be treated like a final exam and not necessarily returned to you and will not have comments. Please note the following:

- a. Your request for remarking must be accompanied by your concerns clearly outlined in a *separate document* attached with your assignment. You must explain to me why you would like us to re-grade your test. Your reasons must be clear and logical. Please hand in the hard copy to your instructor in class.
- b. Please consider the possibility that upon re-grading, your mark might actually decrease.
- c. Please give me/us two weeks for re-grading and getting back to you.

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* (<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.

www.utoronto.ca/academicintegrity/resourcesforstudents.html).

You are also 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>)

Registration: All students must register for this class on ROSI. I cannot let students who have not registered into this class, unless you are interested in auditing and have taken prior permission from me. Please visit Office of the Registrar for registration questions and issues. Remember **November 6** is the last day to cancel (drop) a F course from academic record and GPA or to cancel or select Credit/No Credit option, without academic penalty. I am required to assign, mark and return at least one assignment by this date so that you (and I) can judge your progress in the course. If you are unhappy with your grade, please do come to see me. If you are

still unhappy with the course after this meeting, you can certainly withdraw from the course without academic penalty. Please see <https://fas.calendar.utoronto.ca/sessional-dates#fall2017> for important dates.

AccessAbility Centre: The University seriously takes its obligation to make this course as welcoming and accessible as feasible for students with diverse needs. Please see the University's statement at:

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppnov012004.pdf>

As part of this commitment, the University of Toronto will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University. The University provides academic accommodations for students with different needs in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

Academic Success Centre (asc.utoronto.ca): Can't figure out how to organize your time, or meet deadlines, or stay motivated? Stress and overload hitting you at mid-term, or exam time, or all the time? Then the counselling and support at the **ASC** are what you need. This service provides a mix of group and individual instruction, and also a drop-in centre for personal help when you need it.

U of T Library system (www.library.utoronto.ca/home): Besides a world of journal articles, millions of books, and excellent computer labs and study space, the amazing U of T Libraries offer classes and individual help on finding the research sources you need. Librarians will show you how to find and use online material efficiently, and can help you decide which sources are suitable for specific projects. Don't be shy about asking! Get to know your college libraries as well as the central ones.

Writing Resources

Writing Centres (<http://writing.utoronto.ca/writing-centres/arts-and-science/>). Each college has a writing centre, where specialized instructors are available to work with you individually as you plan, draft, and revise your writing in any subject area. Make appointments early if you can, using the online booking system. Please familiarize yourself with these writing centres. They are an invaluable resource.

Writing Plus group sessions (www.writing.utoronto.ca/news/writing-plus) demonstrate university expectations for written work in many genres and offer sensible advice to get you past

common pitfalls. Choose the sessions and times that suit you and enjoy lively talks by experts. No registration is needed.

Online Advice Files (www.writing.utoronto.ca/advice) on U of T's popular Writing website give university-level answers to questions like how to read critically, how to give references to your research sources, and how to organize a paper without relying on unsuitable high-school formulas. The site also covers practical topics like vocabulary building and note-taking, and it recommends relevant handbooks and other online resources.

English Language Learning (www.artsci.utoronto.ca/current/undergraduate/ell) offers guided practice for all Arts and Science students on the kinds of reading, writing and speaking you need to do in your undergraduate courses. All activities are free of charge.