

## SOC367H1S: Race, Class, and Gender

Instructor: Bahar Hashemi

Department of Sociology

University of Toronto

Summer 2022

**Time:** Tuesdays and Thursdays 2:10-4pm

**Location:** SS2111 - Sidney Smith, 100 St. George Street

**Office Hours:** Tuesdays 430-530 on zoom or by appointment

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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. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land. [<https://indigenous.utoronto.ca/about/land-acknowledgement/>]

Read more about the university of Toronto's response to the Truth and Reconciliation Commission of Canada here: <https://www.provost.utoronto.ca/wp-content/uploads/sites/155/2018/05/Final-Report-TRC.pdf>

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### COURSE DESCRIPTION

In this class, we 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 additive approaches to social inequality. Rather than looking at race, class, gender and sexuality as independent categories of identity, we will instead apply an intersectional approach to the field. Such an approach allows us to examine the complex intersections between different relations of power (based on race, class, gender, and sexuality.) which are mutually constituted, dynamic, and open to change. We will examine the intersection of race, class, gender, and sexuality in different areas of social life such as work, love, sex, and the family.

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

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## GOALS AND LEARNING OBJECTIVES

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

- Articulate the distinction between additive and interlocking approaches to race, class, gender, and sexuality
  - Critically read, analyze and write about sociological literature on race, class, gender, and sexuality through an intersectional lens, identifying their strengths, limitations, and implications for the field as a whole
  - Apply course material to real world and daily life examples and lived experiences across local, national, and global contexts
  - Evaluate media representations of issues related to race, class, gender, and sexuality through applying academic concepts
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## CLASS ORGANIZATION

Each class will consist of a lecture component introducing the main concepts and arguments from the readings. In addition, we will do group exercises and in-class discussions of the course material. I will upload lecture slides after each class. You are expected to make every effort to attend class meetings, take good notes, read assigned course material **BEFORE** each meeting, and prepare for and participate in group exercises and discussions. Your active participation does not require you to be correct. Learning involves making mistakes. As economist Kenneth Boulding once said, “Nothing fails like success because we don’t learn from it. We learn only from failure.” Unfortunately, too much of the educational system is oriented to memorization. Although recall is a key part of learning, it is a fairly superficial one. Rather than “learning all the facts,” in this class we will try to use facts to build up portable insights that help make sense of our social worlds. Building anew sometimes involves making mistakes along the way, but it forges critical thinking skills that will remain with you a lifetime.

Students are expected to weekly visit the Quercus course website and check updates from the instructor. Additionally, there will be **online discussion threads** through which students can discuss their general questions and concerns about the organization and content of the course. I encourage comments, questions, and responses in a respectful manner. Disagreeing with someone’s thoughts or ideas is not, under any circumstances, reason to be rude, disruptive, or disrespectful. It is, however, an opportunity for productive and respectful discussion and/or debate. Students are expected to conduct themselves in a manner that reflects an inclusive and supportive learning

environment. The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

### Evaluation Criteria

Type	Due Date	Weight
In class group exercises	ongoing	10
Discussion board posts	ongoing	10
Media Analysis	July 14th	25
Critical Film Analysis	July 28 <sup>th</sup>	25
Final Term Proposals	July 26th	10
Final Term Paper	August 11 <sup>th</sup>	20

#### In class group exercises 10%

For the first half of each class I will give a lecture that helps contextualize the readings in their broader contexts. The second half of each class will consist of collaborative discussions of the work assigned for that day. To facilitate class discussions, I will give you an exercise during each class to discuss in groups of 2 or 3. You will write down your answers on a piece of paper and submit that with your names and student numbers at the **end of each class**. Please come to each class fully prepared to engage closely and carefully with the material we are covering. In order to complete the exercises, it is important that you do the weekly readings in full **BEFORE** class. These exercises offer an opportunity for students to actively engage with course material through answering questions, problem-solving, critically assessing statements provided by the instructor, developing points for debate, engaging in teamwork, etc.

#### Discussion Board Posts 10%

Please make at least one post on the discussion board before class. These posts are meant to help you think critically about the readings and come to class prepared. These posts should be about 100-200 words and can be in the form of a question, a reply to a classmate's post, or simply some thoughts that came to you while reading. It does not need to be polished. The goal is to get you thinking and writing about the course materials. Here are some questions to guide your thinking:

- What did you find most interesting in the readings?
- What did you have trouble understanding in the readings?
- What are lingering questions in your mind after completing the readings?
- Is there a news article, podcast, YouTube clip, or other media you can share that relates to the readings?

- Is there a concept you learned in different course that helped you better understand the readings?

Each post is worth 1% (pass/fail) up to a maximum of 10%. You may post multiple times per week, but you will only get credit for one post. To get credit for your post, you must submit before class: **Tuesdays and Thursdays at 2pm**. You will not be able to get credit for late posts.

### **Media Analysis 25%**

This is an approximately 4 pages double spaced assignment. For this assignment, you will use an intersectional lens to analyze a recent news reports on an issue related to our class topics. This assignment is due by 11:59pm on **July 14<sup>th</sup>** on Quercus. Detailed guidelines for Media Analysis will be posted on Quercus and explained in class.

### **Critical Film analysis 25%**

This is an approximately 4 pages double spaced assignment. You will have the option of watching 1 of 2 possible films available online. In this assignment you relate elements of the film to themes and concepts encountered in the course lectures and readings. The assignment is due by 11:59 pm on **July 28<sup>th</sup>** on Quercus. Detailed guidelines for Critical Film analysis will be posted on Quercus and explained in class.

### **Final Paper Proposal 10%**

This is a maximum 2 pages double spaced paper that outlines your research question for the final term paper and an annotated bibliography. This assignment is due by 11:59 on **July 26<sup>th</sup>** on Quercus. Detailed guidelines for Final Paper Proposal will be posted on Quercus and explained in class.

### **Final Term paper 20%**

This is an approximately 6 pages double spaced assignment. For this assignment you will choose a topic related to one of the broad themes discussed in class (i.e. paid and unpaid work, regulating and negotiating sexuality, immigrant families, indigenous families, etc.). Your paper should have an argument, a statement, **or** a research question that is answered or supported through different types of evidence and theory. You should bring the insights from the course to discuss this topic. You must use at least **two** articles from the course syllabus and **two** external sources. External sources can be from academic journals or books (no Wikipedia etc.) If in doubt, please ask. Beside the scholarly citations feel free to use news articles and other sources to support and contextualize your work. This assignment is due by 11:59 on **August 11<sup>th</sup>** on Quercus. Detailed guidelines for Final Term Paper will be posted on Quercus and explained in class.

**Handing in assignments:** All assignments must be handed to the instructor electronically via Quercus. The instructor will NOT accept electronic copies of assignments via email.

**Deadlines:** All assignments are due by 11:59 pm EST.

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

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## STUDENT RESPONSIBILITIES AND EXPECTATIONS

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

**Recordings:** Any form of audio or video recording of lectures is strictly forbidden without permission from the instructor. Any request to record any part of class must be made in writing to the instructor.

**Absence Declaration:** The university of Toronto is temporarily suspending the need for a doctoral note or medical certificate for any absence from academic participation. Please use the Absence Declaration tool on ACORN found in the Profile and Settings menu to formally declare an absence from academic participation in the University. The tool is to be used if you require consideration for missed academic work based on the procedures specific to your faculty or campus. 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). **In addition to this declaration, you are responsible for contacting me (the instructor) to request the academic consideration you are seeking.** You will be notified by the University if this policy changes.

**Late Assignments:** Late submissions that are more than 7 days late will not be accepted. The penalty for late assignments is 5% for each day, including weekends and holidays (for up to a week, after which the assignment will not be accepted.) For example, if you submit your paper 2 days late and get a grade of 80%, you will lose 10% and get a grade of 70%.

**Email Policy:** The instructor and the TA 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?”). Please read the syllabus carefully before asking a general question about the course and avoid sending emails that ask for readily available information. Emails that ask for information that is provided in the course outline (e.g. “how much assignment X worth”) will not receive a response. In general, please treat emails as you would any other professional communication. 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, please post your question on Quercus so that the class can benefit from the answers. If your question is

sensitive in nature or you don't get a satisfactory response on Quercus, I strongly encourage you to attend office hours or make an appointment to meet over zoom.

**Plagiarism Detection Tool:** Normally, students will be required to submit their course essays to the university plagiarism detection tool for 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>). Students are permitted, under our conditions of use, to opt-out of using the University Plagiarism detection tool. To opt out, students must inform the instructor at the beginning of the term. Students who choose to opt out must provide, along with their finished paper, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts, etc.) to establish that the paper they submit is truly their own.

**Academic Integrity:** Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <http://www.utoronto.ca/academicintegrity/resourcesfor students.html>). For information on "How Not to Plagiarize" and other advice on documentation format and methods of integrating sources, please visit <http://advice.writing.utoronto.ca/using-sources>.

**Writing Support:** Writing is an essential skill that can be used to communicate effectively. Faculty of Arts and Sciences at the University of Toronto offers a wide range of writing-related resources to students. You are strongly encouraged to make use of this valuable resource. The FAS centres are listed at <https://writing.utoronto.ca/writing-centres/arts-and-science>. Students should visit each individual centre's site for information on how to make an appointment.

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## REQUIRED READINGS & COURSE SCHEDULE

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". All readings will be made available on Quercus. Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.

**Week 1 July 5th Introductions (No readings assigned)**

In this class we will be setting expectations and outlining mutual obligations. The first lecture will provide an overview of the main themes of the course. We will review course policies, assignments, and expectations and we will discuss guidelines for the major assignment. No readings are assigned for this class. Please read the course outline.

## **Week 2 July 7th Feminist Epistemology: How do we know what we know?**

In the first week we will discuss feminist epistemology. Before learning different ways of thinking about race, class, and gender, I first want us to think about the “context of thinking”. I have three messages to deliver in this class. First, the positions we occupy in a society shape the ways in which we look at the world. The ways in which we absorb, understand, discuss, and critique knowledge are very much influenced by our own positions and our lived experience in our communities, our society, and/or the world at large. Because we see the world through different standpoints, our visions of the world are not complete. The knowledge we produce, whether it comes in the form of academic writings, blogs, news articles, and discussion in online platforms and class etc., are all limited and partial in one way or another. By introducing these two readings, I also aim to deliver the message that this course is a product of my own “visions” as a teacher, as my own research interests on gender, family, migration, and the state have come to shape the ways in which I design topics and select readings. As a result, my reading list is by no means a complete one.

### **Readings:**

Harding, Sandra. 1986. The instability of the analytical categories of feminist theory. *Signs: Journal of Women in Culture and Society*, 11(4), 645-664.

Haraway, Donna. 1988. Situated knowledges: The science question in feminism and the privilege of partial perspective. In *Feminist theory reader* (pp. 303-310). Routledge.

### **Supplementary readings:**

Collins, Patricia Hill. 1986. Learning from the outsider within: The sociological significance of Black feminist thought. *Social problems*, 33(6), s14-s32.

## **Week 3 July 12<sup>th</sup> Intersectionality**

This week we will see how gender cannot be separated from class, race, sexuality and other interlocking systems of oppression and privilege. We will read Crenshaw’s classic piece where she introduces the concept of intersectionality. We will also read García-Del Moral, who through her analysis of the murder of indigenous woman, shows how race, class, and gender along with other axis of inequality intersect to shape the justice system. She delves into Canadian history of racialized and sexualized violence against indigenous women to show how systems of oppression and privilege come together to shape both the victim and the perpetrators’ life experiences.

## Readings:

Crenshaw, Kimberlé. 1989. "Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory, and antiracist politics" [1989]. In *Feminist legal theory* (pp. 57-80). Routledge.

García-Del Moral, Paulina. 2018. "The Murders of Indigenous Women in Canada as Femicides: Toward a Decolonial Intersectional Reconceptualization of Femicide." *Signs: Journal of Women in Culture and Society*, 43(4), 929-954.

## Supplementary readings

Crenshaw, Kimberlé. 1993. "Mapping the margins: Intersectionality, identity politics, and violence against women of color." *Stan. L. Rev.*, 43, 1241.

Lorde, Audre. 1979. "The Master Tools Will Never Dismantle the Master's House."

Razack, Sherene. H. 2000. "Gendered racial violence and spatialized justice: the murder of Pamela George." *Canadian Journal of Law & Society/La Revue Canadienne Droit et Société*, 15(2): 91-130.

## Week 4 July 14<sup>th</sup> Work and Paid Labor

### *Media analysis paper due*

Work is an arena in which gendered processes intersect with multiple social inequalities to influence what jobs people have, how they experience those jobs, and whether those jobs provide them with secure, fulfilling and upwardly mobile careers, or relegate them to insecure, dead-end, dangerous, or even degrading labor. In this class we will look at individuals' experiences in paid work. We specifically focus on globalization to discuss the ways in which its processes and consequences shape and are shaped by the intersection of gender relations with other axes of inequality. Preibisch and Grez look at how race, class, gender and legal status (citizenship) intersect to shape the experiences of temporary foreign workers in Canada. Ameeriar problematizes the politics of multiculturalism in government funded settlement service agencies in Canada for simultaneously celebrating immigrant cultures in the form of food, music, and ethnic festivals while erasing markers of cultural difference - smell, appearance, and other markers of immigrant bodies- in order to help immigrant women successfully fit into Canada's labor market.

## Readings:

Preibisch, Kerry, and Evelyn Encalada Grez. 2013. "Between hearts and pockets: locating the outcomes of transnational homemaking practices among Mexican women in Canada's temporary migration programmes." *Citizenship Studies*, 17(6-7), 785-802.

Ameeriar, Lalaie. 2012. "The sanitized sensorium." *American Anthropologist* 114.3 (2012): 509-520.

## Week 5 July 19<sup>th</sup> Care work and Unpaid Labor

In this class we will criticize the limited definition of 'work' as gainful employment (waged work) in most classical economic and social theories. In contrast, care/domestic work, one of the main fields of female occupation, has been and still is defined as non-productive and subordinated to the importance of productive work. In this class we will look at women's migration for domestic labor and care work and the inequalities based on race, class, gender, and legal status (citizenship) that shape these experiences. Parreñas's study of the international transfer of caretaking shows how globalization shapes the transference of caretaking along racial, class and gender lines across national borders. Bruhn and Oliveira expand Parreñas's study by showing how immigrant motherhood does not just entail carework flowing from mothers and grandmothers to children and grandchildren, and from the global south to the global north. They show how carework is multidirectional involving multiple different actors and flowing in multiple different directions.

Parreñas, Rhacel Salazar. 2000. "Migrant Filipina Domestic Workers and the International Division of Reproductive Labor." *Gender & Society* 14(4): 560-80.

Bruhn, Sarah, and Gabrielle Oliveira. 2021. "Multidirectional carework across borders: Latina immigrant women negotiating motherhood and daughterhood." *Journal of Marriage and Family*.

## Week 6 July 21<sup>st</sup> No in person meeting. Watch one of the following films:

- **Heaven on Earth**  
[https://www-nfb-ca.myaccess.library.utoronto.ca/film/heaven\\_on\\_earth/](https://www-nfb-ca.myaccess.library.utoronto.ca/film/heaven_on_earth/)  
Mehta, Deepa. 2008. *Heaven on Earth*. Hamilton-Mehta Productions Inc. and National Film Board.
- **Migrant Dreams**  
<https://www.tvo.org/video/documentaries/migrant-dreams-feature-version>  
Sook Lee, Min. 2016. *Migrant Dreams*. Tiger Spirits Productions.

## Week 7 July 26<sup>th</sup> Grandparents and Care work

In this class, we will examine research with immigrant and indigenous grandparents in Canada and learn about the social and economic contributions they make to their families and to

the larger society, mainly through providing the work of childcare and other unpaid domestic/care work at home. Aggarwal and Das Gupta examine how the changing immigration policies in Canada affect immigrant families in gendered ways. Fuller-Thomson looks at the carework provided by indigenous grandparents to examine the structural inequalities that shape their lives.

### **Readings:**

Aggarwal, Pramila, and Tania Das Gupta. 2013. Grandmothering at work: conversations with Sikh Punjabi grandmothers in Toronto. *South Asian Diaspora*, 5(1), 77-90.

Fuller-Thomson, Esme. 2005. Canadian First Nations grandparents raising grandchildren: A portrait in resilience. *The International Journal of Aging and Human Development*, 60(4), 331-342.

### ***In Class Film discussion*** ***Final Paper Proposals Due***

### **Week 8 July 28<sup>th</sup> Femininities**

In the next two classes we will learn about the importance in thinking about masculinities and femininities in plural form, as the intersection of race, class, gender and sexuality as major interlocking systems of oppression shapes multiple forms of masculinities and femininities. In this class we will examine how femininities are produced and reproduced through day to day interactions. Espiritu looks at how gender and specifically daughters' sexuality become important for immigrant families. Pyke and Johnson look at the intersection of race and gender to study how second-generation Asian American young women negotiate gender in ethnic and in mainstream settings.

### **Readings:**

Espiritu, Yen Le. 2003. "We Don't Sleep Around Like White Girls Do: Family, Culture and Gender in Filipina American Lives" *Signs* 2001, 26(2): 415-440.

Pyke, Karen D. and Denise L. Johnson. 2003. "Asian American Women and Racialized Femininities: 'Doing' Gender across Cultural Worlds", *Gender & Society* 17(1): 33-53.

### ***Critical film analysis due***

### **Week 9 August 2<sup>nd</sup> Masculinities**

In this class we will read Hondagneu Sotelo and Messner's work who provide a critical study of men and masculinities to show how men's various positions in interlocking systems of oppression and privilege shapes different forms of gender display. We will also read Pascoe who examines how American adolescent boys construct a masculine sense of self through day to day interactions with peers in school.

## **Readings:**

Hondagneu-Sotelo, Pierette, and Michael Messner. 1994. « Gender displays and men's power: The "new man" and the Mexican immigrant man. » *American families: A multicultural reader*, 342-358.

Pascoe, Cheri Jo. 2005. "Dude You're a Fag: Adolescent Male Homophobia." University of California Press. P. 52-83.

## **Week 10 August 4<sup>th</sup> Sexuality**

This week, we will see how gender and sexuality are intertwined and how they are nested within the structure and culture of broader society. Rubin illuminates the inequalities and modes of oppression in the organization of sexuality. Her work interrogates the value systems that we attribute to sexuality which define some behaviours (e.g. sex between heterosexual married couples) as good/natural and others as (e.g. non-monogamous, non-heterosexual sex) as bad/unnatural. Schalet's study, looks at how the families regulate adolescent sexuality differently under different western contexts with diverse cultural logics of personhood.

## **Readings:**

Rubin, Gayle. 1998. "Thinking sex: Notes for a radical theory of the politics of sexuality." *Social Perspectives in Lesbian and Gay Studies; A Reader*: 100-133. (You can download Chapter 1 and just read this article, or read online from page 100)

Schalet, Amy. 2010. "Sex, Love, and Autonomy in the Teenage Sleepover" *Contexts* 9.3: 16-21.

## **Week 11 August 9<sup>th</sup> Post-colonial feminism**

I use this last lecture to discuss politics of representation and its significance for feminist knowledge production and organizing. Mohanty's work illustrates how some western feminists' writings have the effect of homogenizing and colonizing the lived experience of "Third world" women on a discursive level. We will discuss how the representation of "Third world" women as the universal victim subject has the political consequence of putting women from the global south in an oppositional and confrontation relations with men, while at the same time relegating them to a periphery position in their relations with Western women and become "the others". Sattari problematizes western feminists for constructing Middle Eastern and Muslim women as passive and submissive beings bounded by structures of male authority and systems of patriarchy and viewing them as marginalized, subordinated or oppressed. Using a post-colonial lens, she shows Iranian women taxi driver's creative agency.

**Readings:**

Mohanty, Chandra Talpade. 1998. "Under Western eyes: Feminist scholarship and colonial discourses." *Feminist review* 30: 61-88.

Sattari, Negin. 2020. "Women driving women: drivers of women-only taxis in the Islamic Republic of Iran." In *Women's Studies International Forum* (Vol. 78, p. 102324). Pergamon.

**Supplementary readings:**

Abu-Lughod, Lila. 2002. "Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others." *American anthropologist* 104.3: 783-790.

Narayan, Uma. 2013. "Cross-Cultural Connections, Border-Crossings, and" Death by Culture": Thinking About Dowry-Murders in India and Domestic-Violence Murders in the United States." In *Dislocating Cultures* (pp. 92-127). Routledge.

**Week 12 August 11<sup>th</sup> no class final assignment due**