

Professor: Sharla Alegria
Office: Rm382 725 Spadina Ave, 3rd floor
Office Hours: Tues. 1-2pm or by appointment
Email: sharla.alegria@utoronto.ca

Teaching Assistant:
Emily Hammond e.hammond@utoronto.ca
Office Hours: By Appointment

**SOC367H1S: Race, Class, and Gender
Winter 2023
University of Toronto**

Tues. 4:10-6 p.m.

[LM 161](#)

Quercus: <https://q.utoronto.ca/courses/299407>

Course Description & Objectives

COURSE DESCRIPTION

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

COURSE OBJECTIVES

- Explain the interrelated processes of social construction as related to race, class, and gender
- Distinguish between additive versus interlocking systems of oppression.
- Students will be able to summarize, critique, and synthesize abstract arguments.
- Students will demonstrate the ability to apply sociological theory and methods to critically analyze the social world.

Prerequisite

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

Exclusion: SOC339H1.

Learning Components and Course Requirements

CLASS ATTENDANCE AND PARTICIPATION

Students are expected to attend every class meeting. Lectures will cover material not included in the readings and expand on the assigned texts. Class meetings will provide an important opportunity to expand, connect, process, and discuss material that will only be fully available to those who attend class.

READINGS

We will typically read about 50 pages of material per week (sometimes less, sometimes more) along with a portion of the speculative fiction novel *Parable of the Sower* by Octavia E. Butler. The lectures build on the readings, and I expect that you have read the assigned texts ahead of class. Please bring a copy of the assigned readings with you to class. It is critical that you keep up with these readings.

ONLINE BOOK CLUB

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

READING AND REFLECTION ESSAYS

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

MID-TERM TEST

The test may include multiple choice, short answer, and essay questions. Students should build an understanding of course material throughout the semester with ideas building on each other as the semester progresses.

POWER, STRUCTURE, AND INEQUALITY IN FICTIONAL SOCIETIES ESSAY

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

Overview of grade components

ASSIGNMENT SCHEDULE AND GRADING

Assignment	Due Date	Contribution to Grade
Book Club Leader	Jan 31, March 7, March 28	5%
Book Club Participation	Feb 6, March 11, April 3	5%
Reading and Reflection Essay 1	10-Feb	20%
Reading and Reflection Essay 2	24-Mar	20%
Mid-Term Test	28-Feb	25%
Final Essay	7-Apr	25%

Percentage grades will translate to letter grades as follows (standard university grade scale):

Percentage	Letter Grade	Grade Point Value	Percentage	Letter Grade	Grade Point Value
90-100	A+	4.0	67-69	C+	2.3
85-89	A	4.0	63-66	C	2.0
80-84	A-	3.7	60-62	C-	1.7
77-79	B+	3.3	57-59	D+	1.3
73-76	B	3.0	53-56	D	1.0
70-72	B-	2.7	50-52	D-	0.7
			0-49	F	0.0

Course Material

READINGS

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

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

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

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

STUDENT RESPONSIBILITY

You are expected to know the contents of the syllabus. Please consult the syllabus before emailing the TA and the instructor. You are responsible for all the material covered in class, as well as announcements posted on the course website (make sure to turn on the notifications of your choice on Quercus).

Assignment Submission, Extensions & Late Policies

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

Students can typically expect work to be returned within two weeks unless extenuating circumstances dictate otherwise. Please consider that TAs, who grade much of the work, are unionized workers with rights, lives, and other demands on their time. I am committed to protecting their rights as workers, which requires giving them the longest reasonable grading windows practical within confines of the semester.

PLAGIARISM DETECTION

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

Ouriginal software is embedded within Quercus and therefore all assignments submitted through Quercus may be subject to Ouriginal review. If students prefer their work not be subject to Ouriginal review, they must notify the instructor at least 48 hours **before** the assignment deadline to arrange an alternative submission through Quercus **AND** provide, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the work they submit is truly their own. The alternative is in place because, strictly speaking, using Ouriginal is voluntary for students at the University of Toronto.

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

ASSIGNMENT SUBMISSION AND DEADLINES

Assignments are due at the time indicated for each assignment. All written work must be submitted online through the course Quercus website. Under no conditions will we accept e-mailed assignments. Only written work submitted to the correct assignment on Quercus will be accepted.

LATE/MISSING WORK

The late deduction is 5% for each 24-hour period the assignment is late starting with the day the assignment is due. For example, an assignment submitted 12 hours late would receive a 5% late penalty, an assignment submitted 25 hours would receive a 10% late deduction. No work will be accepted more than 2 weeks past the original due date.

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

Tests: Must be completed within the designated time. Should you miss a test for a documented reason, please notify me as soon as possible (**within three days of the test at the latest**) and provide the documentation (see below for acceptable documentation). Please be sure that you have declared your absence on Acorn and/or contacted your college registrar, as appropriate, before contacting me about a make-up test.

EXTENSIONS

If you require an extension for a documented reason (see below), please let me know ahead of the due date and provide the necessary documentation.

DOCUMENTATION

Medical notes will not be required; instead, students will need to declare their absence on ACORN on the day of the missed test or due date of assignment, and email the instructor (not the TA), directly. Students missing these for personal reasons are to contact their College registrar and have the college registrar email the instructor directly.

- In case of **illness**, students will need to declare their absence on ACORN on the day of the missed test or due date of assignment, and email the instructor (not the TA), directly.
- If a **personal or family crisis** prevents you from meeting a deadline, you are to contact your College registrar and have the college registrar email the instructor directly. It is a good idea to proactively contact your college registrar if you are dealing with crisis that is interfering with your studies. College registrars can help you negotiate solutions with the instructors of all the classes you are taking in a given semester. The letter must be sent from either the registrar or the student's university of Toronto e-mail address directly to the instructor's university of Toronto e-mail address.

- **Letter from Accessibility Services.** This documentation is useful for ongoing medical issues that require special accommodation.

Course Policies

Students are expected to attend class, arrive on time, leave as scheduled, keep up with the course readings, and communicate regularly and respectfully with the instructors and each other. You are encouraged to consult me early and often if you need special accommodations or encounter any kind of obstacle. I understand that you are adults with lives that will conflict with your schoolwork. Part of the work of being a university student is learning how to balance your personal life and your academic/professional responsibilities. It is my job to help you navigate this balancing act. This means holding you accountable for showing face in class, performing the part of earnest student, meeting deadlines, working effectively with others, completing your work to high standards, and communicating professionally when you struggle with any aspect of these responsibilities.

CLASSROOM DISCUSSIONS

Everybody in this class brings different life experiences and prior knowledge. This is an opportunity for us to learn from each other. If you never disagreed with me or with each other I would worry that you were not reading or paying attention in class. Respecting each other's points of view is crucial for the participation in this course. I hope we can have a class filled with the lively debate that comes with sharing and developing ideas. If at any point debate becomes disrespectful you will be asked to leave the class. I insist on civility, respect, and an atmosphere of collegiality.

ACCESSIBILITY

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/as> as soon as possible. If you are registered with Accessibility Services, please forward your accommodations paperwork to the instructor within the first two weeks of the course so that arrangements can be made.

TECHNOLOGY IN THE CLASSROOM

I understand that you are in possession of internet enabled, digital devices and that you are likely to bring them to class with you. These devices are often useful for notetaking, accessing readings, and working with data in class. Please turn your mobile phone on silent before class. If your digital device becomes a distraction, I will ask you to put it away. If the problem persists or becomes widespread, I will ask that students do not have digital devices visible during class except when necessary for in-class activities. Research shows that students learn better when they take notes by hand, so I encourage you to rely on a pen/pencil and paper for notetaking.

RECORDING OF LECTURES

If you wish to record the lecture for your own personal use, please get in touch with the instructor first. Students who are entitled to record the lectures because of accessibility accommodations are required to sign a form stating that the recording is made for personal use only. Out of fairness to everybody (and

because it is unlawful to record somebody without their consent in Ontario), this will be required of all students who wish to make a recording of the lectures.

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

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

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.

Communication & Office Hours

EMAIL

Please use your **University of Toronto email** to communicate with me with regard to **personal matters**. Please feel free and encouraged to contact the teaching team using the contact information provided on the syllabus. Please include “SOC367” and a brief description in the subject line. We will typically answer emails within 24 hours during the workweek (i.e. Monday through Friday, between 9 a.m. – 5 p.m.). Keep in mind that for simple questions, email is the preferred method of communication. However, for longer questions students should come to office hours and we may request a conversation rather than answering long or complex questions over email.

OFFICE HOURS

My office hours are **Tuesdays from 1-2 pm or by appointment**. You are welcome to use office hours as an opportunity to ask questions, explore ideas and experiences related to the course material, discuss your plans for future studies in Sociology, or other course and career-related matters. It’s a great way for us to get to know each other so I hope to see everyone in office hours at least once.

Office hours will be held on Zoom and in person—please use the comment space on the appointment tool to let me know how you plan to attend. Office hours appointments can be reserved using the calendar tool in Quercus: Click on the “Calendar” in the menu on the left-hand side, then go to “Find Appointments” on the right-hand side. By default, appointments are 10 minutes. You are welcome to reserve more than one appointment if you expect to require more time. You can also leave a note about what you would like to talk about in the “comments” box.

Should all the slots for a given week be taken, please email me (sharla.alegria@utoronto.ca) to inquire about an alternative meeting time. Please include details about the nature of your meeting request and a list of dates/times when you are available in your message.

Academic Integrity

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters. This is the rule book for academic behaviour at the U of T, and it is your responsibility to read this material and comply fully with it: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>

The University of Toronto treats academic integrity and academic misconduct very seriously. Academic misconduct includes, but is not limited to:

- Sharing answers to assignments, including on social media, email, or in person
- Copying material word-for-word from a source (including, but not limited to the textbook, lectures, or study group notes), not placing the words within quotation marks and citing the source
- Submitting your own work in more than one course without the permission of the instructor
- Making up sources or facts
- Obtaining or providing unauthorized assistance on any assignment including having someone re/write or add material to your work
- Lending your work to another student who submits it as his/her own
- Letting someone else look at your answers on a test
- Falsifying or altering any documentation required by the University, including doctor's notes
- Submitting an altered assignment/test for re-grading

Students who commit an academic offense face serious penalties. University policy requires cases of academic dishonesty to be reported to the department chair and the university.

You find additional information on the university's rules and expectations about academic integrity here: <http://www.artsci.utoronto.ca/osai/students>

Grade Appeals

We do our very best to grade work fairly, consistently, and accurately. Nevertheless, one of us may unintentionally err in our grading duties. If you believe that your assignment or test has been mismarked, please adhere to the following rules:

- For simple mathematical errors, simply alert your TA of the mistake.
- All requests for re-grading tests or course assignments should be made to the TA who graded your work. Please **wait for 24 hours** after the assignment has been returned to the class and submit your request **within two weeks of that date**. Requests submitted at a later date will not be considered.
- Provide a **short memo** (e-mail is ok) that clearly states specific reasons to justify the request and backs up these reasons with evidence from your assignment along with your request.

If your appeal is deemed appropriate, the entirety of your test/assignment will be re-graded. Please note that upon re-grade your mark may go down, stay the same, or go up.

Course Schedule & Due Dates

All assigned readings are available on Quercus.

	Date	Lecture Topic and Assigned Readings	Assignments and Events
1	Jan 10	<p>What are Race, Class, and Gender and how do we know? + Introduction to the course & the teaching team</p> <ul style="list-style-type: none"> ▪ Syllabus 	
2	Jan 17	<p>Intersectionality</p> <ul style="list-style-type: none"> • Coaston, Jane. 2019. "The Intersectionality Wars." <i>Vox</i>. Retrieved November 1, 2021 (https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination). • TED. 2016. <i>The Urgency of Intersectionality</i> Kimberlé Crenshaw. (first 16 minutes) https://www.youtube.com/watch?v=akOe5-UsQ2o&ab_channel=TED • Crenshaw, K. 1991. "Mapping the Margins: Intersectionality, Identity Politics and Violence Against Women of Color." <i>Stanford Law Review</i>, 43 (6): 1241-1299. 	Read Chapters 1-11 of <i>Parable of the Sower</i> by Week 4
3	Jan 24	<p>Black Feminist Thought</p> <ul style="list-style-type: none"> • Collins, Patricia Hill. (1986). "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought," <i>Social Problems</i>, 33 (6): 14-32. • Melaku, Tsedale. 2019. <i>You Don't Look Like a Lawyer: Black Women and Systemic Gendered Racism</i>. London: Rowman and Littlefield. Chapter 1 • Cottom, Tressie McMillan. 2018. <i>Thick: And Other Essays</i>. The New Press. "Dying to be Competent" pg. 77-97 	Read Chapters 1-11 of <i>Parable of the Sower</i> by Week 4
4	Jan 31	<p>Identity and the Production of Inequality</p> <ul style="list-style-type: none"> • West, Candace, and Sarah Fenstermaker. "Doing Difference." <i>Gender and Society</i> (1995): 8-37. • Maghbouleh, Neda. 2017. "1. Being White." Pp. 1–13 in <i>The Limits of Whiteness: Iranian Americans and the Everyday Politics of Race</i>. Stanford University Press. 	<p>Read chapters 1-11 (about 125 pages) of <i>Parable of the Sower</i> before class this week</p> <p>Book Club 1: Leaders Post by 11:59pm Jan 31, Team</p>

	Date	Lecture Topic and Assigned Readings	Assignments and Events
			members make 2 posts by 5pm Feb 6 th .
5	Feb 7	<p>Race and Racialization</p> <ul style="list-style-type: none"> ▪ Omi, Michael, and Howard Winant. <i>Racial formation in the United States</i>. Routledge, 2014. Chapter 4 ▪ Cottom, Tressie McMillan. 2018. <i>Thick: And Other Essays</i>. The New Press. "Black is Over (or 'Special Black')" pg. 127-152 	<p>Read chapters 12-18 of <i>Parable of the Sower</i> by week 9</p> <p>Essay 1 Due Feb 10</p>
6	Feb 14	<p>Class Inequality</p> <ul style="list-style-type: none"> • Tirado, Linda. <i>Hand to mouth: Living in bootstrap America</i>. Penguin, 2015. Introduction pg. xii-xxvi. • Duffy, Ann and Nancy Mandell. 2016. "The Growth of Poverty and Social Inequality: Losing Faith in Social Justice". Pg254-268. In Valerie Zawilski, ed. <i>Inequality in Canada: A Reader on the Intersections of Gender, Race, and Class</i>. Oxford University Press. • hooks, bell. 2000. "Coming to Class Consciousness." in <i>Where We Stand</i>. Routledge. 	<p>Read chapters 12-18 of <i>Parable of the Sower</i> by week 9</p>
7	Feb 21	Reading Week -No Class Meeting	Read chapters 12-18 of <i>Parable of the Sower</i> by week 9
8	Feb 28	Mid-term Test	
9	March 7	<p>Constructing Gender and Sexuality</p> <ul style="list-style-type: none"> • Martin, Emily. 1991. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." <i>Signs: Journal of Women and Culture</i> 16 (3):485-501. • Harris, Angelique. 2020. "Lizzo and Sociocultural Constructions of the Body." <i>Everyday Sociology</i> https://www.everydaysociologyblog.com/2020/01/lizzo-and-sociocultural-constructions-of-the-body.html 	<p>Read chapters 12-18 of <i>Parable of the Sower</i> by this week</p> <p>Book Club 2: Leaders Post by 11:59pm March 7, Team Members 2 posts by 5pm March 13</p>
10	March 14	<p>Race and Health/Disability</p> <ul style="list-style-type: none"> ▪ Hatch, Anthony Ryan. 2016. <i>Blood Sugar: Racial Pharmacology and Food Justice in Black America</i>. Minneapolis: MN, University of Minnesota Press. Introduction pg. 1-21 ▪ Pirtle, Whitney N. Laster, and Tashelle Wright. 2021. "Structural Gendered Racism Revealed in Pandemic Times: 	<p>Finish <i>Parable of the Sower</i> by Week 12</p>

	Date	Lecture Topic and Assigned Readings	Assignments and Events
		Intersectional Approaches to Understanding Race and Gender Health Inequities in COVID-19." <i>Gender & Society</i> 35(2):168–79.	
11	March 21	<p>Intersections of Inequality and Work</p> <ul style="list-style-type: none"> • Cranford, Cynthia J. 2020. Home Care Fault Lines: Understanding Tensions and Creating Alliances. Cornell University Press. (Introduction) • Pande, Amrita. "Commercial surrogacy in India: Manufacturing a perfect mother-worker." <i>Signs: Journal of Women in Culture and Society</i> 35, no. 4 (2010): 969-992. 	<p>Finish <i>Parable of the Sower</i> by Week 12</p> <p>Essay 2 Due March 24</p>
12	March 28	<p>Technology and Inequality</p> <ul style="list-style-type: none"> • Hoang, Kimberly Kay. "Competing technologies of embodiment: Pan-Asian modernity and third world dependency in Vietnam's contemporary sex industry." <i>Gender & Society</i> 28, no. 4 (2014): 513-536. • Poster, Winifred R. "Racialized Surveillance in the Digitalized Service Economy" in Benjamin, Ruha. Ed. 2019. <i>Captivating Technology: Race, Carceral Technoscience, and Liberatory Imagination in Everyday Life</i>. Duke University Press. • McMillan Cottom, Tressie. 2020. "Where Platform Capitalism and Racial Capitalism Meet: The Sociology of Race and Racism in the Digital Society." <i>Sociology of Race and Ethnicity</i> 6(4):441–49. doi: 10.1177/2332649220949473. 	<p>Finish <i>Parable of the Sower</i> by Week 12</p> <p>Book Club 3: Leaders Post by 11:59pm March 28, Team members make 2 posts by 5pm April 3.</p>
13	April 4	<p>Wrap-Up</p> <ul style="list-style-type: none"> • Lorde, A., 2012. "The Master's Tools Will Never Dismantle the Master's House." In <i>Sister outsider: Essays and speeches</i>. Crossing Press. Pg 110-114. (https://blogs.baruch.cuny.edu/democracylab/files/2015/08/Lorde_The_Masters_Tools.pdf) • Additional Reading May Announced 	<p>Final Essay Due April 7</p>

Academic Integrity Checklist

Students are strongly encouraged to review the following academic integrity checklist for each assignment before submission.

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*.