

SOCIOLOGY 8280

Seminar in Gender Stratification

COURSE OUTLINE AND SYLLABUS, Spring Semester 2008

Linda Grant
Professor of Sociology

Meets 3:30-6:15 p.m.
Thursdays

324 Baldwin Hall
Lgrant@arches.uga.edu
Ph: 542-3228 or 2-2421 (message)
Office Hours: 10:30-12:30 Thursdays, and by appointment

Course Focus and Objectives: This course is an advanced-level doctoral seminar in gender stratification. We will review classical and contemporary theories of gender stratification developed by scholars in sociology and related disciplines and then examine gender stratification as it operates in the context of major social and cultural institutions. We will focus on “public” institutions, such as academia, the welfare system, and the labor market, as well as the more “private” contexts, such as family. And we will explore the intersections between the the private and the public sectors of social life and the meaning of gender in the context of other meaningful lines of stratification such as race, ethnicity, sexual orientation, national status, and the like. The major focus of this course is on U.S. society, although students may focus their work on other societies, or on comparisons across societies, if they so desire.

The seminar presumes that students will have a basic grounding in sociology of gender and/or structured inequality. A background in feminist social theory also is helpful.

Although the majority of work we will read will have a central focus on women’s experience (consistent with the scholarly literature to date), we will also cover writings from the newer men’s studies tradition. The course should help prepare Sociology students for preliminary examinations in the Inequality area. The course should enrich Women’s Studies Certificate candidate’s understandings of how various theoretical traditions have informed research in stratification.

The materials we cover sometimes focus primarily on gender and sometimes consider the relationship of gender to other important lines of differentiation in society, including race/ethnicity, social class, and sexual orientation. Many of the materials covered tend to be controversial, and I anticipate that we will sometimes disagree in our discussions of them. I hope that we can create a classroom climate of respect and tolerance, so that all students feel comfortable discussing their perspectives, whether they are shared by the majority or not. Discussing differences in a climate of toleration can be a very creative context for learning.

Please do not be concerned that taking a perspective different from mine will in any way negatively affect your grade.

Like most seminars, the quality and effectiveness of the course will depend much on your input as a careful reader of assigned materials, participant and leader of discussions, and contributor of original research. Persistent nonattendance will be grounds for an instructor-initiated drop *at any point in the course*. I expect all students to be present for the presentations of student work at the end of the semester, to listen attentively and to provide *written* feedback to classmates to help them develop their work.

This course is a core course for the Women's Studies Graduate Certificate Program. You can learn more about this program from the Institute of Women's Studies, Benson Building (across S. Lumpkin from the Georgia Center for Continuing Education). Contact Dr. Blaise Parker, associate director, for more information. I encourage you to explore this option, which usually can be accomplished with only minimal additions to the program of study you follow for your graduate program.

Evaluation: The major portion of your final grade (60%) will be based on your original research paper and accompanying oral report. The report should be a polished presentation, similar to a presentation at a professional meeting (and if you do it well, you probably will have the making of such a presentation!). The grade is allocated approximately 45% for the written work and 15% for the oral presentation.

You have a fair amount of flexibility in developing this paper, as long as long as you can make a convincing case for its relevance to the topic of Gender Stratification. You may do an historical analysis and/or a synthetic literature review, a piece of original qualitative or quantitative empirical work, a theoretical critique of a body of research literature, and the like. If you are at the appropriate point in your work, you are encouraged to pursue topics related to your thesis or dissertation as a part of this assignment. Many students have used this class to write a first draft of a dissertation prospectus, to conduct a pilot study of a planned larger project, or to pursue a topic of interest not directly related to a thesis or dissertation. Some projects may require clearance of the Human Subjects Board (IRB) at UGA. I expect you to obtain this clearance, if you have not already done so, under the sponsorship of your major professor.

You will be required to prepare and submit a 250 word maximum proposal for this paper at the beginning of the third week of class, and I want to talk with each of you individually in the week thereafter to refine your topic.

This course will take advantage of the fact that 2008 is a Presidential election year in the United States and that it begins during a hot and heavy primary election season. You need to focus on a real-world issue that is gender-related, and you should choose two candidates to compare and contrast. You may choose front-runners, or candidates that are much less known (and who may in fact drop out as candidates before the class concludes). They may be of the same or different political parties. In the paper you should carefully examine each candidate's record and statements on the topic that you choose and write a summary of his or her stance. You should add any additional information on your topic as you can (for example, research to determine just how many abortions have been done in the U.S. in recent years, or what exactly the laws of various states are on gay marriage). This assignment should result in a 6-8 pp. paper, with documentation, and it will count for 30% of your final grade.

You also be asked to be a discussion leader for a minimum of two sessions of the class. You are not required to be an expert for the session that you guide, but simply a discussion leader to help us get into the materials. When you are not the discussion leader, you will be asked to submit questions about materials to the discussion leader for the day, and to me. We will discuss this process in greater detail in class. Your performance as a "contributing member of the seminar"—leading discussions and submitting questions—will count for the final 10% of your grade.

There will be no tests or exams, and your final paper will substitute for a final exam. Deadlines for papers are given on the syllabus below. Papers may be turned in ahead of the due date, **but late papers will not be accepted.** Please note also that I rarely give incompletes in the class, and only under extraordinary circumstances that you have discussed with me in advance.

Materials: I have ordered the following books for your use in this course (all paperback).

Required Texts:

We will be reading all of these works, and I have ordered them in paperback at area bookstores.

Joan Acker, *Class Questions, Feminist Answers*. Rowman & Littlefield, The Gender Lens Series, 2006.

Nancy Folbre, *The Invisible Heart: Economics and Family Values*. The New Press, 2001.

Michael Kimmel, *Manhood in America: A Cultural History*. 2nd ed. Oxford., 2006.

Mary Blair Loy, *Competing Devotions: Career and Family among Women Executives*. Harvard University Press, 2003.

Rickie Solinger, *Pregnancy and Power: A Short History of Reproductive Politics in America*. New York University Press, 2007.

These have been ordered and should be in the bookstore.

In addition there will be a set of reserve readings. Right now these are being placed on “informal” reserve in a box in the Sociology mailroom, but depending on the size and the composition of the class, we can do either library electronic reserves or a course packet, as students prefer.

Materials on the syllabus below should be read BEFORE coming to class each day.

Other Policies: I, like most members of the University community, take academic honesty very seriously. I expect individuals to do their own work (unless doing explicitly collaborative work), and to cite source materials fully and accurately. If you have concerns about academic honesty, please feel free to discuss them with me (in confidence) at any time.

I do not mind phone calls at home at reasonable hours: 548-2669, or find me under my name in the local phone book.

R=Materials on reserve

Syllabus

Week One: January 10: Introduction, Explanation of Course

Week Two: January 17: Gender and Research on Stratification

Read: Joan Huber, “Historical Trends in Sociological Research on Stratification” R

Joan Acker, *Class Questions, Feminist Answers*, chapters 1-3.

Week Three: January 24: (Rescheduling to another day to be discussed): Organizations and Gender Stratification

250-word proposal for major paper is due in this week

Read: Joan Acker, *Class Questions, Feminist Answers*, chapters 4-7

Week Four: January 31: Organizational Contexts of Inequality, with a focus on the Academy

Read: Virginia Valian, “Beyond Gender Schemas: Improving the Advancement of Women in Academia” *Hypatia* 20 (3): Summer 2005 R

Londa Schiebinger, “The Clash of Cultures” and “Science and Private Life” from her *Has Feminism Changed Science?* Harvard U. Press, 1999. R

Patrice McDermott, “The Politics of Scholarship in the Production of Feminist Knowledge” from her *Politics and Scholarship: Feminist Academic Journals and the Production of Knowledge*. University of Illinois Press, 1994. R

Week 5: Feb. 7: Construction and Maintenance of Masculinity

Read: Kimmel, *Manhood in America: A Cultural History*, chapters Intro-chapter 5

Shaun Harper, "The Measure of a Man: Conceptions of Masculinity among High-Achieving African American College Students," In Michael Kimmel and Michael Messner, eds. *Men's Lives*, 7th edition. Allyn & Bacon, 2007, pp. 41-53. R

Michael Messner. "Masculinities and Athletic Careers." *Gender & Society* 3 (1): 71-88 (1989).

Week Six: February 14: Masculinity and Patriarchy

Read: Kimmel, chapters 6-10.

C.J. Pascoe, "Dude, You're a Fag: Adolescent Masculinity and the Fag Discourse.," *Sexualities* 8: 329-46, 2005. R

FIRST PAPER, on Presidential Candidates, due in tonight.

Week Seven: Feb. 21: Gender, Carework, and Family Values

Read: Folbre, *The Invisible Heart*, chapters 1-4

Bonnie Thornton Dill, "Our Mothers' Grief: Racial-Ethnic Women and the Maintenance of Families" *Journal of Family History* 13: 415-31, 1988. R

Mignon Duffy, "Doing the Dirty Work: Gender, Race, and Reproductive Labor in Historical Perspective." *Gender & Society* 21 (3): 313-336. June 2007. R

Week Eight: Feb. 28: Gender and Carework (cont.)

Read: Folbre, chapters 6-9

Paula England, "Emerging Theories of Carework" *Annual Review of Sociology* 31: 381-99, 2005. R

Marjorie DeVault, "Introduction," and "Feeding as Women's Work," from her *Feeding the Family: The Social Organization of Caring as Gendered Work*. University of Chicago Press, 1995. R

March 4 is the midterm withdrawal date for this semester.

Week Nine: March 6: Stratification, the Welfare State, and the Legal System

Read Jill Quadagno, "The Politics of Welfare Reform" and "The Politics of Motherhood" from her *The Color of Welfare: How Racism Undermined the War on Poverty*. Oxford University Press R

Lynn Haney, "Homeboys, Babies, and Men in Suits: The State, and the Reproduction of Male Dominance," *American Sociological Review* 61: 759-778, 1996.

Sondra Farganis, "The Hill/Thomas Case" and "The Hedda Nussbaum Case," from her *Situating Feminisms: From Theory to Action*. Sage, 1994.

Katherin S. Zippl. "Sexual Harassment and Gender Equality" from her *The Politics of Sexual Harassment*. Cambridge University Press, 2005. R

Spring Break is March 10-14. No classes this week.

Week Ten: March 20: Private Lives/Public Lives and Stratification

Read: Mary Blair-Loy, *Competing Devotions: Career and Family among Women Executives*, chapters 1-4

Read: Jennifer Pierce, "Rambo Litigators: Emotional Labor in a Male-Dominated Occupation" from *Masculinities in Organizations*, ed. C. Cheng. Sage, 1993. R

Steven T. McKay, "Hard Drives and Glass Ceilings: Gender Stratification in High-Tech Production" *Gender & Society* 20 (2): 207-235 April 2006. R

Barbara Risman, "Necessity and the Invention of Mothering" in her *Gender Vertigo: American Families in Transition*. Yale, 1998.

Week Eleven: March 27: Stratification, Embodied

Read: Rickie Solinger, *Pregnancy and Power*, chapters 1-3

Solinger, "Motherhood as Class Privilege in America," from her *Beggars and Choosers: How the Politics of Choice Shapes Adoption, Abortion, and Welfare in the United States*. Hill and Wang, 2003.

Week Twelve: April 10: Stratification, Reproduction, Health, and Violence

Read: Rickie Solinger, *Pregnancy and Power*, chapters 4-6

Week Thirteen: April 10: Deconstructing Gender Stratification

Read Judith Lorber, "No More Mothers and Fathers: Degendering Parenting," in her *Breaking the Bowls: Degendering and Feminist Change*. Norton, 2005.

Judith Lorber, "Dismantling Noah's Ark: Gender and Equality," from her *Paradoxes of Gender*. Yale University Press, 1994. R

Rekha Mirchandani, "Hitting is Not Manly: Domestic Violence court and the Re-Imagination of the Patriarchial State." *Gender & Society* 20 (6): 781-804. R

Liz Grauerholz and Lori Baker-Sperry, "Feminist Research in the Public Domain: Risks and Recommendations." *Gender & Society* 21 (2), pp. 272-94. April 2007. R

Joey Sprague and Mark K. Zimmerman, "Overcoming Dualisms: A Feminist Agenda for Sociological Methodology." R

Patricia Hill Collins, "Searching for Sojourner Truth: Toward an Epistemology of Empowerment." From her *Fighting Words: Black Women & the Search for Justice* University of Minnesota Press, 1998. R.

Weeks Fifteen and Sixteen: April 17 and 24:

Reserved for presentations of students' final project papers. Final papers are due in by noon, Monday, May 5. Late papers will not be accepted.

