

SOCIO 833  
Spring 2006  
Office hours: TU 11:00 – 12:30

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### **SOCIO 833: Seminar in Gender Differentiation and Stratification**

This course is a graduate level seminar on the study of gender in sociology, with a particular focus on issues of race, class and sexuality. We begin the course by examining the intersection of race, gender and class in the both waves of the women's movement and by surveying the current theoretical landscape. We then examine intersectionality in a variety of contexts, from the state, to family, to sexuality.

#### **Readings:**

- Spelman, Elizabeth V. 1990. *Inessential Woman: Problems of Exclusion in Feminist Thought*. Boston: Beacon Press.
- Hays, Sharon. 2003. *Flat Broke with Children: Women in the Age of Welfare Reform*. New York: Oxford University Press.
- Tichenor, Veronica. 2005. *Earning More and Getting Less: Why Successful Wives Can't Buy Equality*. New York: Rutgers University Press.
- Hondagneu-Sotelo, Pierrette. 2001. *Doméstica: Immigrant Workers Cleaning and Caring in the Shadow of Affluence*. Berkeley: University of California Press.
- Whisman, Vera. 1996. *Queer by Choice: Lesbians, Gay Men and the Politics of Identity*. New York: Routledge.

And a collection of articles, see below.

#### **COURSE REQUIREMENTS**

This course is a seminar, which means that the quality of the course is largely dependent on students' reading and willingness to engage with the material. Students are required to complete the scheduled reading assignments on time and participate in class discussions. Attendance is noted, and will be considered in the final evaluation.

#### **COURSE EVALUATION**

There will be no formal examinations in this course. Instead, student learning will be evaluated through the use of short critical papers in response to the readings, presentations, and a multi-part research project.

#### Reading papers

We are considering six topics during the course of this semester. For five of these topics, you are required to prepare a short paper (two to four pages, double spaced) in which you will respond to the week's reading. Your aim should be to critique the readings – not the same thing as criticize – pursuing a single issue or at most two issues/questions that the reading raises for you. Do not make value judgments, such as "I liked..." or "I disagreed with..." If you do make judgments of this kind, explain why you liked or disagreed with the point you describe and support your argument using something than your own beliefs or preferences. The key is to think – hard – about the issues being raised here and to work out some of this thinking in writing. The purpose of this assignment is to get you accustomed to the kind of "critique from within" structure that characterizes published literature reviews in the social sciences. See below for due dates. On the date you do

not write a paper you will be responsible for serving as a “discussant” for your classmates’ papers (we will divide up these dates in class). What that means is that you will have to arrange with your classmates for them to deliver their papers to you so that you may present an integrated discussion of the material they raise. Delivery dates/times are strictly up to you and your classmates. On the date that you serve as a discussant, you will bring an outline to class that presents and integrates classmates’ materials and raises themes for discussion.

### Presentations

Beyond the informal presentations of research project components and your presentation in the role of “discussant,” there are three other types scheduled. On February 9<sup>th</sup>, you are required to bring in a piece of research, preferably from your discipline, that considers gender, but does NOT integrate issues of race and class. You will present this research to the class and explain why it matters that race and class are not integrated into the analysis and how a more integrated treatment might have been achieved. On March 16<sup>th</sup>, you are required to bring in a piece of research that you see as exemplary in its integration of race, gender and class. Again, you will present this to the class and indicate why you think the research is exemplary in this regard. Finally, you will present your research project on the last day of class.

### Research project

Students will conceive and write a research paper that involves or integrates issues of gender, race and class. This does not have to be a major research project, but MUST involve some actual empirical research (i.e., you can not just write a review of the literature). The project will be presented in several components. A written statement of your topic is due in class on February 16th. An annotated bibliography of literature relevant to your topic is due in class on March 30th, your research questions and methodology are due on April 20th, and your papers will be presented formally in class on May 4. For each of the three earlier dates I will set aside class time to discuss your projects.

### Final grades

Reading papers/discussant:	150 points possible
Presentations of exemplars:	50 points possible
Paper topic:	10 points possible
Paper annotated bibliography:	25 points possible
Paper questions and methods:	15 points possible
Paper presentation:	25 points possible
Final paper:	100 points possible
Class participation:	25 points possible
TOTAL	400 points possible

## READING ASSIGNMENTS

12 January: Introduction, course overview, presentation assignments

Frye, Marilyn. 1992. *Oppression*.

Yamato, Gloria. 1997. *Something about the Subject Makes it Hard to Name*.

19 January: Setting the context – race, class, gender and sexuality in the first and second waves

Davis, Angela. 1981. *Women, Race and Class*. New York: Random House. Chapters 4, 7 and 9.

Hartmann, Heidi. 1976. *Capitalism, Patriarchy and Job Segregation by Sex* (excerpt). Originally published in *Signs: Journal of Women in Culture and Society* 1(3): 137-169.

Cronan, Sheila. 1970. *Marriage*. Pp. 213-221 in *Radical Feminism*, edited by Anne Koedt, Ellen Levine and Anita Rapone. New York: Quadrangle.

Orde, Audre. 1984. *The Master's Tools Will Never Dismantle the Master's House*.

26 January: Cancelled for SWS winter meetings

2 February: What is intersectionality and why should we care?

Andersen, Margaret. 2005. Thinking about women: A Quarter Century's View. *Gender & Society* 19: 437 - 455.

Crenshaw, Kimberlé Williams. *Mapping the Margins: Intersectionality, Identity Politics and Violence against Women of Color*.

<http://www.hsph.harvard.edu/Organizations/healthnet/WoC/feminisms/crenshaw.html>

The "Doing Difference" debate:

West, Candace and Sarah Fenstermaker. 1995. *Doing Difference*. *Gender & Society* 9(1): 8-37.

JSTOR: <http://links.jstor.org/sici?sici=0891-2432%28199502%299%3A1%3C8%3ADD%3E2.0.CO%3B2-4>

Collins, Patricia Hill, et al. 1995. Symposium on West and Fenstermaker's "Doing Difference."

*Gender & Society* 9(4): 491-506. JSTOR: <http://links.jstor.org/sici?sici=0891-2432%28199508%299%3A4%3C491%3ADD%3E2.0.CO%3B2-8>

West, Candace and Sarah Fenstermaker. 1995. Reply (re) *Doing Difference*. *Gender & Society* 9(4): 506-513. JSTOR: <http://links.jstor.org/sici?sici=0891-2432%28199508%299%3A4%3C506%3AR%28%22D%3E2.0.CO%3B2-J>

### PAPER ONE DUE

9 February: The intersection of race and gender

Spelman, *Inessential Woman*, chapters 1 – 3

Presentation of research that does not integrate race, gender and class

16 February: Continued

Background for chapter 4: Chodorow, Nancy. 1974. *Family Structure and Feminine Personality*.

Reprinted in *Feminist Frontiers III* (1993), edited by Laurel Richardson and Verta Taylor.

New York: McGraw-Hill.

Spelman, chapters 4

RESEARCH TOPIC DUE

- 23 February: Continued  
 Spelman, Chapters 5-7  
 PAPER TWO DUE
- 2 March February: Gender, class and the state  
 Leo, André. 1970. ADC: Marriage to the State. Pp. 222-227 in in *Radical Feminism*, edited by Anne Koedt, Ellen Levine and Anita Rapone. New York: Quadrangle.  
 Hays, *Flat Broke with Children*, chapters 1-4.
- 9 March: Gender, class and the state  
 Hays, chapters 5-8  
 PAPER THREE DUE
- 16 March: Gender, race and ethnicity (tentative list)  
 Kennelly, Ivy. 1999. "That Single-Mother Element": How White Employers Typify Black Women  
*Gender & Society* 13: 168 - 192.  
 Kang, Miliann. 2003. The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant–Owned Nail Salons. *Gender & Society* 17: 820 - 839.  
 Bettie, Julie. 2003. Exceptions to the Rule: Upwardly Mobile White and Mexican American High School Girls. *Gender & Society* 16: 403 - 422.  
 Moore, Valerie Ann. 2001. "Doing" Racialized and Gendered Age to Organize Peer Relations: Observing Kids in Summer Camp. *Gender & Society* 15: 835 - 858.  
 Presentation of research that integrates race, gender, and class
- 30 March: Gender, ethnicity and class in action  
 Hondagneu-Sotelo, chapters 1 – 5  
 Annotated bibliography due
- 6 April: Gender, ethnicity and class in action  
 Hondagneu-Sotelo, chapters 6-8  
 PAPER FOUR DUE  
 Begin collection of data
- 13 April: Negotiating class on a micro scale – does money = power?  
 Tichenor, entire book  
 PAPER FIVE DUE
- 20 April: Sexuality and intersectionality  
 Articles, TBA  
 Research questions and methodology due
- 27 April: Sexuality, gender and intersectionality  
 Whisman, *Queer by Choice* (entire book)  
 PAPER SIX DUE
- 4 May: Papers due, presented