

## SOCIOLOGY 8280

### *Seminar in Gender Stratification*

#### *COURSE OUTLINE AND SYLLABUS, Fall Semester 2001*

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Office Hours: 3:30-5:30 Tuesdays, and by appointment

Meets: 3:30-4:45 T/TH

**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 advanced by scholars in sociology and related disciplines and then examine gender stratification as it operates in the context of major social and cultural institutions, including the labor market, the family, the welfare system and the state, academia, science, education, medicine and health care, the organization of sexuality, and the like. The seminar presumes that students will have a basic grounding in Sociology of Gender and/or Structured Inequality. We will cover approaches that have been identified as feminist as well as those that have not.

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 readings focus primarily on U.S. society, although students are encouraged to focus independent work on non-U.S. contexts if they so desire. 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 feminist and nonfeminist 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. If you would like to learn more about this program, please contact Dr. Mary Carruth, Associate Director of the Women's Studies Program office, Benson Building (across S. Lumpkin from the Georgia Center for Continuing Education). If you are interested, 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 first chapter of a dissertation, to conduct a pilot study of a planned larger project, etc. 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.

In addition, you will be asked to write two short "comment and response" papers, no longer than 6 pp., and they may be shorter. These should be reflections on, expansions, critiques, etc. of assigned materials. The "Reflections" pieces in the journal *Gender & Society* are a good example of slightly-longer pieces of the type I mean. These assignments do not necessarily require that you do additional readings or cite additional sources, but you may do so if desired. You should select for these assignments readings OTHER than those for which you are the primary discussion leader (see below). Each of these papers counts 15% of your final grade. The final 10% of your grade will be based on your performance as a discussion leader, plus your contributions to discussions, and your attendance and participation in class. You will be asked to collaborate with discussion leaders by submitting questions for discussion based on your readings of assigned materials.

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.

Patricia Hill Collins, *Fighting Words: Black Women and the Search for Justice*. University of Minnesota Press.

Robert Connell. *Gender and Power*. Stanford University Press.

Kathryn Edin and Laura Lein, *Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work*. Russell Sage Foundation.

Barbara Risman. *Gender Vertigo: American Families in Transition*. Yale University Press.

***Recommended Supplements:***

I have not ordered these books, but we are reading portions of them, and they will be useful to students preparing for Inequality exams in Sociology.

Michael Kimmel, *Manhood in America*. Yale.

Kristen Myers et al. eds. *Feminist Foundations: Toward Transforming Sociology*. Sage.

Judith Lorber, *Paradoxes of Gender*. Yale.

Judith Lorber, *Gender Inequality: Feminist Theories and Politics*. 2<sup>nd</sup> ed. (Both Lorber books are especially valuable for their extensive, updated bibliographies)

Dana Vannoy, ed. *Gender Mosaics: Social Perspectives, Original Readings*. Roxbury.

(Those of you who took Sociology 6280 from me may already own some of these books.)

In addition there will be a set of reserve readings, placed initially in a box of readings in the Sociology mailroom but eventually on electronic reserve through the Main Library.

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.

## Syllabus

R = Materials on reserve in Sociology mailroom and Main Library

The remaining materials will be found in the texts above or will be provided as handouts.

Readings are **required** unless listed as optional.

### Week One

Tuesday, Aug. 16: Introduction and Explanation of Course Requirements

### Week Two

T, Aug. 21: The History of Sociological Research on Stratification

*Read* Joan Huber: "Trends in Gender Stratification, 1970-1985" in Myers et al. (R)  
 Frances Goldscheider and Michelle Rogers, "Gender & Demographic Reality"  
 in Vannoy (R)

Th, Aug. 23: Contemporary and Emerging Approaches to Gender Stratification

*Read* Barbara Risman, *Gender Vertigo*, chapters 1 and 2  
 Joan Acker, "Women and Social Stratification: A Case of Intellectual Sexism"  
 In Myers et al. (optional)

### Week Three

T, Aug. 28: Feminist Approaches to Gender Inequality

*Read* Judith Lorber, "The Varieties of Feminisms and their Contributions to Gender Equality" in her *Gender Inequality*, 2<sup>nd</sup> ed. (R)

Th, Aug. 30: Feminist Theories of the Body

Read Judith Lorber, "Feminist Theories of the Body," in her *Gender Inequality*, 2<sup>nd</sup> ed. (R)

Candace West and Don H. Zimmerman, "Doing Gender" *Gender & Society* vol. 1 (2): June 1987, pp. 125-51.

***Proposal for final paper is due in today.***

#### **Week Four: Gender and the Context of Power**

Read Connell, *Gender & Power*

For Tues., Sept. 4: chapters 1-6

For Thurs., Sept. 6: chapters 7-12

#### **Week Five: Gender in Families and Intimate Lives**

***First short paper is due in no later than class time Thursday, Sept. 13***

Tu/Th: Gender in the Context of Families

Tues., Sept. 11: Read Risman, *Gender Vertigo*, chapters 3 & 4

Beth Anne Shelton and Rebecca E. Deen, "Divorce Trends and Effects for Women and Men" in Vannoy (R)

Jennifer Worley and Dana Vannoy, "The Challenge of Integrating Work and Family Life" in Vannoy (R)

Thurs, Sept. 13: Read Risman, *Gender Vertigo*, chapters 5-7

Rhacel Salazar Parrenas, "Migrant Filipina Domestic Workers and The International Division of Reproductive Labor," in *Gender & Society* 14:4 August 2000, pp. 560-80.

Naomi Gerstel and Sally K. Gallagher, "Men's Caregiving: Gender and the Contingent Character of Care," *Gender & Society* 15 (2) April 2001: 197-217 (R)

Gillian A. Dunne. "Opting into Motherhood: Lesbians Blurring the Boundaries and Transforming the Meaning of Parenthood and Kinship" *Gender & Society* 14 (1) February 2000, pp. 11-35.

## Week Six: Intersections of Gender, Work and Family

Tues, Sept. 18: Gendered Workplaces and Gendered Conflicts

*Read* Kevin D. Henson and Jackie Krasas Rogers, "Why Marcia, You've Changed!": Male Clerical Temporary Workers Doing Masculinity in a Feminized Occupation" *Gender & Society* 15(2): April 2001, pp. 218-38.  
 Christine Bose and Racel Bridges Whaley, "Sex Segregation in the U.S. Labor Force," in Vannoy (R)  
 David J. Maume, Jr., "Work-Family Conflict: Effects for Job Segregation and Career Perceptions," in Vannoy (R)  
 Christine Williams, "The Glass Escalator: Hidden Advantages for Men in Female Professions." *Social Problems* 39 (3) August 1992, pp. 253-267 (optional)

Thurs, Sept. 20: Gender, Workplaces and Processes of Exclusion

Ronnie Steinberg, "How Sex Gets Into Your Paycheck and How to Get it Out: The Gender Gap in Pay and Comparable Worth," in Vannoy (R)  
 David Cotter et al., "Women's Work and Working Women: The Demand for Female Labor," *Gender & Society* 13(3) June 2001, pp. 429-52.  
 Marcia L. Bellas, "The Gendered Nature of Emotional Labor in the Workplace" in Vannoy (R)  
 Michael Kimmel, "Saving the Males: The Sociological Implications of the Virginia Military Institute and the Citadel," *Gender & Society* vol 14 (4): (August 2000), Pp. 494-516.

## Week Seven: Gender and the Welfare State

Tues/Thurs, Read Edin and Lein, *Making Ends Meet*

Tues, Sept. 25: *Read* chapters 1-4

Timothy Nonn, "Hitting Bottom: Homelessness, Poverty, and Masculinity," Pp. 242-51 in *Men's Lives*, 5<sup>th</sup> ed., edited by Michael Kimmel & Michael Messner.

Thurs, Sept. 27: *Read Making Ends Meet*, chapters 5-8

### **Week Eight: Race, Gender, Sexuality and the State**

Tues, Oct. 2: *Read*: Excerpts from Jill Quadagno, *The Color of Welfare* (R)

Thurs, Oct. 4: *Read*: Excerpts from Cynthia Enloe, “On the Beach: Sexism and Tourism” and “Base Women”, chapters 2 and 4 from her *Bananas, Beaches, and Bases* (R)  
 John D’Emilio, “Capitalism and Gay Identity,” in *Culture, Society, and Sexuality: A Reader*, ed. Richard Parker & Peter Aggleton (R).

### **Week Nine: Gender, the Academy, and the Construction of Knowledge**

Tues, Oct. 9: *Read* Excerpts from Patrice McDermott, *Politics & Scholarship* (R)  
 Dorothy Smith, Introduction to her *The Everyday World as Problematic: A Feminist Sociology* (R)  
 Liz Stanley and Sue Wise, “Feminist Research, Feminist Consciousness, and Experiences of Sexism in *Beyond Methodology: Feminist Research as Lived Experience*, ed. Mary M. Fonow and Judith Cook.

Thurs, Oct. 11: “Introduction” in *The Racial Economy of Science*, ed. Sandra Harding (R)  
 Marcia Westkott, “Feminist Criticism of the Social Sciences” in *Feminist Research Methods: Exemplary Readings in the Social Sciences*, ed. Joyce McCarl Nielsen. (R)  
 Judith Stacey and Barrie Thorne, “The Missing Feminist Revolution in Sociology,” *Social Problems* 32 (4): (1995): pp. 301-316 (R).

### **Week Ten: Gender and Construction of Knowledge (cont.)**

Tu/Th *Read* Patricia Hill Collins, *Fighting Words: Black Women and the Search for Justice*.

Tues, Oct. 16: *Read* chapters 1 & 2 (Part I)

Thurs, Oct. 18: *Read* chapters 3 -5 (Part II)

***Second Short Paper due in no later than class time on October 18.***

### **Week Eleven: Gender, Race, and Knowledge (cont.)**

Tues, Oct. 23: *Read* Collins, *Fighting Words*, chapters 6-7 (Part III)

*No class on Thursday—fall break*

### **Week Twelve: Gender Stratification in the Educational System**

Tu, Oct. 30: *Read*: “Fear of Falling: Sluts” and “Striking Back: Sexual Harassment” chapters 3 and 6 in Peggy Ornstein, *School Girls: Young Women, Self-Esteem, and the Confidence Gap* (R)  
Ellen Jordan and Angela Cowan, “Warrior Narratives in the Kindergarten Classroom: Renegotiating the Social Contract?” in *Men’s Lives*, 5<sup>th</sup> ed. (Cited above).

Th, Nov. 1: *Read* A. Ayres Boswell and Joan Z. Spade, “Fraternities and Collegiate Rape Culture: Why are Some Fraternities More Dangerous Places for Women” in *Men’s Lives*, 5<sup>th</sup> ed. (R)  
Mary Frank Fox, “Women, Men, and Engineering,” in Vannoy (R)

### **Week Thirteen: Gender Inequities in Health, Illness, and Wellness**

Tu, Nov. 6: *Read* Dan Sabo, “Masculinities and Men’s Health: Moving toward Post-Superman,” in *Men’s Lives*, 5<sup>th</sup>. (R)  
Susan Bordo, “Pills and Power Tools,” in *Men’s Lives* 5<sup>th</sup> (R)  
Mary K. Zimmerman and Lisa Cox Hall, “Men and Women: Health and Illness,” in Vannoy (R)

Th, Nov. 8: *Read* Beth Rushing, “Choices and Contexts: The Social Construction of Reproduction” in Vannoy (R)  
Paula Treichler, “AIDS, Homophobia, and Biomedical Discourse: An Epidemic of Signification” (R) in *Culture, Society, and Sexuality*.

### **Week Fourteen: Gender, Media, Popular Culture and the Cultural Reproduction of Inequality**

Tu, Nov. 13: *Read* Excerpts from Susana Danuta Walters, *Material Girls* (R)  
Excerpts from Marjorie de Vault, *Feeding the Family* (R)

Th, Nov. 15: *ADDITIONAL READINGS TO COME FOR TODAY*

### **Week Fifteen: Gender and Popular Culture and Media (cont.)**

Tu, Nov. 20: Video: Dreamworlds II

*Thanksgiving Break; no class on Thursday*



*Classes after Thanksgiving break are devoted to student presentations; final paper due Dec. 10 at 5 p.m. LATE PAPERS WILL NOT BE ACCEPTED.*