

Feminist Theory, Soc. 456/556, Winter 2006

Professor Ellen Scott
Mon./Wed. 12:00-1:20
276 Education

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Office Hours: Wednesday 1:30-2:30; Thursday 12:30-1:30; AND BY APPOINTMENT

Course Overview: In this course, we will consider how feminist sociologists have examined and theorized about sex and gender, as well as the intersections of gender with other systems of power and domination, particularly race, class, and sexuality. We will look briefly at the emergence of a feminist sociology and pose a question first posed by Judith Stacey and Barrie Thorne when they pondered “the missing feminist revolution in sociology”: “What has been the impact of feminist scholarship (the twin strategies of starting with women’s lives and experiences and using gender as a category of analysis) on the conceptual frameworks of sociology?” We will consider some core debates within feminist theory in social science: what is feminist epistemology, how do we theorize sex and gender, and how did early theorizing about “women” (which was an important corrective to 100 years of sociology in which half the human race got left out) replicate some of the problems of androcentric sociology by similarly leaving out marginalized groups? In considering the latter question, we will look at some of the correctives offered by women of color, working class women, and lesbians. Because sociology is the study of the relationships between the micro and macro social world, we will examine feminist theories of gender inequality from both a micro and macro perspective. Finally, we will look at some substantive areas of study—sports, work, the family, and the state and public policy—in order to illustrate feminist interventions in key arenas of sociological research.

Course Requirements:

This course will focus on the development of a set of skills: closely reading texts and taking notes, writing short reflections on those texts, participating in dialogue about the issues raised, and constructing an annotated bibliography and literature review on a particular topic of interest to you. Therefore, this course is NOT a lecture course. It will require of you *intensive* work and participation.

Classes will be structured as follows: You must come to class having read the work for that day, and on **5** Wednesdays of your choosing you will turn in a written set of reflections on the readings (detailed below). Each class will consist of a combination of student-led reactions to the readings, very short comments or a mini-lecture by me, and discussions in small groups or in the large group. **IF** it appears that students are coming to class unprepared for discussion, I will institute pop quizzes, which will become part of the final grade for this class. **DON’T** make me go there.

The student-led oral reactions might consist of your thoughts, questions, and/or responses to the readings. I will ask you to do this either in small groups, or in the large group with me calling on you randomly and asking you to pose some of your reactions to the readings for the class as a whole. This is not meant to put you on the spot, but to invite all of you to participate in creating the dialogue in the classroom. You may be excused one time during the quarter if you are called upon and you do not wish to respond (or more than once if there are extenuating circumstances that you can document). Class is required and I will also ask you to sign an attendance sheet each week.

Weekly Reflections: On Wednesdays you will be required to turn in two pages (typed, double-spaced, one inch margins, 12 point font) of your thoughts and reflections about the readings, as well as questions they raised for you. You must do this on **5** Wednesdays during the term. You are free to do almost anything in this exercise, as long as you engage the theory and ideas in the texts **and as long as the writing is your own**. You could consider the implications of one theoretical perspective for another perspective we have read (either the same week, or other weeks); you could discuss the implications of an article or theory for an issue you are concerned about; you could wrestle with something that is confusing or contradictory. You should also ask one or two questions of the materials at the end of your reflections. Your reflections **MUST** demonstrate you have read the material.

Annotated Bibliography and Literature Review: Your main project for this class will be to produce an annotated bibliography and a literature review on a topic of interest to you. On **January 23rd** we will meet with a librarian and take a workshop on doing the library research necessary to produce an annotated bibliography and a literature review. On **January 30th** I will conduct a workshop on writing literature reviews. You will be required to choose a topic and begin doing library research almost immediately. Your annotated bibliography will be due on **Monday February 13th**. This must have at least **8** references on it. This will not be the total references used in your literature review, but it will indicate that you are reading and writing brief abstracts of the materials you have read. Your paper, a literature review, will be due in the last class, on **Wednesday March 15th**.

CLASS PARTICIPATION— WORTH 20% OF GRADE.

5 REFLECTIONS—WORTH 30% OF GRADE (6 points each)

ANNOTATED BIBLIOGRAPHY—WORTH 10% OF GRADE

LITERATURE REVIEW—WORTH 40% OF GRADE

IF I INSTITUTE QUIZZES, I RESERVE THE RIGHT TO ADJUST THIS GRADE DISTRIBUTION. DON'T MAKE ME GO THERE!

Required Texts:

Barbara Risman, *Gender Vertigo*. New Haven: Yale University Press, 1998.

Michael Messner, *Taking the Field*. University of Minnesota Press, 2002.

These books are all available at the University Book Store and they are on reserve at Knight Library.

All other readings are available on e-reserve.

Instructions for using E Reserves:

Go to the library page on the U of O website

Go to Course Reserves under UC and Other Library Catalogs

Click either Instructor or Course

Type either Scott or Soc 456

Go to E Reserve Index for Soc 456

Go to Click Here for Readings

User name is winter06 (that is all lower case letters, zero two, no spaces)

Password is (all lower case)

Call 6-3067 if you are having problems; to read these files, you must have Adobe Acrobat Reader on your machine.

Lecture Outline

- Mon Jan 9 Introduction to Course
- Wed Jan 11 The (Missing?) Feminist Revolution in Sociology
- 1) Judith Stacey and Barrie Thorne, "The Missing Feminist Revolution in Sociology." *Social Problems* 32(4):301-316, 1985.
 - 2) Joan Alway, "The Trouble With Gender: Tales of the Still-Missing Feminist Revolution in Sociological Theory," *Sociological Theory* 13(3):209-228, 1995.
 - 3) National Council for Research on Women, "Missing: Information about women's lives."
- Mon Jan 16 No Class—Martin Luther King's Birthday
- Wed Jan 18 Feminist Epistemologies
- 1) Dorothy Smith, "Women's Experience as a Radical Critique of Sociology," pp.11-28 in *The Conceptual Practices of Power*. Dorothy E. Smith, 1990.
 - 2) Patricia Hill Collins, "The Social Construction of Black Feminist Thought," *Signs* 14(4):745-773, 1989.
 - 3) Linda Alcoff, "The Problem of Speaking for Others," pp. 97-116 in *Who Can Speak? Authority and Critical Identity*. Edited by Judith Roof and Robyn Wiegman, 1995.
 - 4) Sandra Harding, "Subjectivity, Experience, and Knowledge," pp. 120-133 in *Who Can Speak? Authority and Critical Identity*. Edited by Judith Roof and Robyn Wiegman, 1995.
- Mon Jan 23 Conducting Library Research
- This class will meet in **Knight Library**, Room 144, for a workshop
- Wed Jan 25 Theorizing Sex and Gender
- 1) Judith Lorber, "Beyond the Binaries: Depolarizing the Categories of Sex, Sexuality, and Gender." *Sociological Inquiry* 66(2):143-159.
 - 2) Suzanne J. Kessler, "The Medical Construction of Gender: Case Management of Intersexed Infants," *Signs* 16(1):3-26, 1990.
- Mon Jan 30 Skill Building: **Workshop on Writing Literature Reviews**
- 1) Writing Introductions and Literature Reviews
 - 2) Chapter 1, Introduction and Literature Review, MA Thesis, Vicki Hunter
 - 3) Project Significance and Focus of Research, sections of proposal by Ellen Scott and Andrew London

- Wed Feb 1 Social Construction of Gender—theory
- 1) Candace West and Don Zimmerman, “Doing Gender,” *Gender and Society* 1:125-151, 1987.
 - 2) Judy Howard and Jocelyn Hollander, Ch. 2, “Conceptions of Gender in Social Psychology.” In *Gendered Situations, Gendered Selves*. Thousand Oaks, CA: Sage Publications 1997.
- Mon Feb 6 Social Construction of Gender—empirical examples
Film: You Don’t Know Dick
- Begin reading Messner, *Taking the Field*
- Wed Feb 8 Constructing Gender, Institutionalizing Gender: Example of Sports
- Michael Messner, *Taking the Field*, entire book
- Mon Feb 13 Intersections of Race, Class, Gender and Sexuality
Annotated Bibliography Due in Class
- 1) Combahee River Collective, “The Combahee River Collective Statement.” *Home Girls. A Black Feminist Anthology*. Kitchen Table Women of Color Press.
 - 2) bell hooks, Ch. 7 and 8 from *Yearning. Race, Gender, and Cultural Politics*
 - 3) bell hooks, Ch. 8 and 9 from *Teaching to Transgress*
- Wed Feb 15 Intersections of Race, Class, Gender and Sexuality
Film: A Place of Rage
- 1) June Jordan, “Report From the Bahamas,” In *On Call. Political Essays*. Boston, MA: South End Press, 1985.
 - 2) Gloria Anzaldua, “La Conciencia de la Mestiza: Towards a New Consciousness.” In *Making Face, Making Soul*, edited by Gloria Anzaldua. San Francisco: Aunt Lute Press, 1990, pp. 377-389.
 - 3) Chandra Talpade Mohanty, “Cartographies of Struggle: Third World Women and the Politics of Feminism.” In *Feminism Without Borders*. Duke University Press, 2003.
- Mon Feb 20 Reproducing Gender Structures: the case of the family
- Barbara Risman, *Gender Vertigo*
- Wed Feb 22 Reproducing Gender Structures: the case of the family
- Barbara Risman, *Gender Vertigo* continued

- Mon Feb 27 The State and Public Policy
- 1) Johanna Brenner, "Feminist Political Discourses." *Gender & Society* 1(4):447-465.
 - 3) Patricia Williams, "The Pain of Word Bondage." *The Alchemy of Race and Rights*. Cambridge: Harvard University Press, 1991.
 - 4) Susan Bordo, "Are Mothers Persons." Pp. 71-97 in *Unbearable Weight*.
- Wed Mar 1 Gender, Race, and the Welfare System
- 1) Ellen K. Scott, Kathryn Edin, Andrew S. London, and Rebecca Joyce Kissane, "Unstable Work, Unstable Income: Implications for Family Well-being in the Era of Time-limited Welfare Reform," *Journal of Poverty*, 8(1): 61-88.
 - 2) Ellen K. Scott, Andrew S. London, and Nancy A. Myers, "Dangerous Dependencies: the Intersection of Welfare Reform and Domestic Violence," *Gender & Society* 16(6):878-897, 2002.
- Mon Mar 6 No Class—Office Consultations on Paper Progress: Sign up for time Monday or Tuesday
- Wed Mar 8 Feminist Economics: Gendered Work Places and Segregated Labor Forces
- 1) Lisa Brush, "Gender, Work, Who Cares?! Production, Reproduction, Deindustrialization, and Business as Usual." Ch. 6 (pp. 161-189), *Revisioning Gender*, edited by Myra Marx Ferree, Judith Lorber, and Beth B. Hess. Walnut Creek, CA: Alta Mira Press, 2000.
 - 2) Jean Pyle and Kathryn Ward, "Recasting our Understanding of Gender and Work during Global Restructuring," *International Sociology* 18(3):461-489.
 - 3) Carla Freeman, "Is Local: Global as Feminine: Masculine? Rethinking the Gender of Globalization," *Signs* 26(4):1007-1037.
- Mon Mar 13 Film: Marilyn Waring, "Who's Counting?" (03703)
- Continue to do work outside class on your literature review.
- Wed Mar 15 Discussion of Literature Reviews and Your Substantive Research
Literature Review Due In Class Today

Additional Sources

Allen and Howard. *Provoking Feminisms*. 2000.

Gloria Anzaldua, Editor. *Making Face, Making Soul. Creative and Critical Perspectives by Women of Color*. San Francisco: Aunt Lute Foundation Press, 1990.

Kum-Kum Bhavnani. *Feminism and Race*. New York: Oxford University Press, 2001.

Patricia Hill Collins, *Black Feminist Thought*. NY: Routledge. 2000 (second edition)

Robert Connell. *Gender and Power*. Stanford, CA: Stanford University Press, 1987.

Paula England, Editor. *Theory on Gender. Feminism on Theory*. Thousand Oaks, CA: Sage, 1993.

Myra Marx Ferree, Judith Lorber, and Beth Hess. *Revisioning Gender*. Thousand Oaks, CA: Sage Publications, 1999.

Alma Garcia, Editor. *Chicana Feminist Thought*. New York: Routledge, 1997.

Joan Hartman and Ellen Messer-Davidow, Editors. *(En)Gendering Knowledge. Feminists In Academe*. Knoxville, TN: University of Tennessee Press, 1991.

Leslie Heywood and Jennifer Drake, Editors. *Third Wave Agenda. Being Feminist, Doing Feminism*. Minneapolis: University of Minnesota Press, 1997.

Judith Howard and Jocelyn Hollander. *Gendered Situations, Gendered Selves*. Thousand Oaks, CA: Sage Publications, 1997.

Cherrie Moraga and Gloria Anzaludua, Editors. *This Bridge Called My Back. Writings By Radical Women of Color*. New York: Kitchen Table Women of Color Press, 1983.

Kristen A. Myers, Cynthia D. Anderson, and Barbara J. Risman, *Feminist Foundations. Toward Transforming Sociology*. Thousands Oaks, CA: Sage Publications, 1998.

Janet Price and Margrit Shildrick, Editors. *Feminist Theory and The Body: A Reader*. New York: Routledge, 1999.

Dorothy Smith. *The Everyday World as Problematic*.

Rosemarie Tong. *Feminist Thought*. Boulder, CO: Westview Press, 1989.

Ruth Wallace. *Feminism and Sociological Theory*. Thousand Oaks, CA: Sage, 1989.

Imelda Whelehan. *Modern Feminist Thought. From Second Wave to 'Post-Feminism.'* New York: New York University Press, 1995.

Adrien Katherine Wing, Editor. *Critical Race Feminism*. New York: New York University Press, 1997.