

Lectures: Tuesday/Thursday
1:10pm-3:20pm
Mary Gates Hall, Room 085

Instructor: Kate O'Neill (oneillk@uw.edu)
Office Hours: Tuesdays
11:30am-12:30pm
Savery Hall, Cubicle 216D

COURSE DESCRIPTION AND OBJECTIVES

This course is designed to introduce you to fundamental definitions, theories, and perspectives on women in the social structure. We will begin by presenting definitions and components of social structures as understood by sociologists and gender scholars. We will then study three social structures often encountered in sociology and gender literatures: The family, labor markets, and the criminal justice system. The majority of the course will be dedicated to understanding women's locations within these structures and how the consequences of these locations shape the lives of women. Furthermore, this course will touch on how class, race, ethnicity, and sexuality intersect with female identities and alter the ways in which women interact with these social structures. By the end of the course you should be capable of:

- Discussing and evaluating theories, concepts, and perspectives on women in the social structure
- Connecting sociological/gender theories with real-world phenomena
- Critically evaluating information on women in the social structure from a number of sources; including news media, political discourse, and academic research
- Developing and presenting your own sociological perspective on women in the social structure

E-MAIL POLICY

While I invite you to e-mail me with questions or concerns regarding this course, please review the information below to ensure all e-mails are dealt with expediently and effectively:

- I prefer e-mail to Canvas messaging
- Please do not e-mail with questions addressed in this syllabus or on Canvas.
- It can take up to 48 weekday hours to respond to your e-mail. If your question or concern requires immediate attention you may indicate as much in the subject line. This does not guarantee an immediate response, but improves your odds.
- E-mail communications are most effective for simple, concise questions and responses. If your question or concern requires a lot of explanation or exposition I might just ask you to come to office hours or arrange a brief appointment.

ACADEMIC INTEGRITY

All submitted work must be original, it is a breach of academic honesty to submit – in whole or in part – work that is not your own. Plagiarism includes, but is not limited to: copying phrases, sentences, or paragraphs without proper citation; paraphrasing another person's ideas or words without attribution; or replicating overall presentation structure and content with attribution. Any form of plagiarism is grounds for failure in the class and removal from the University of Washington. Lack of familiarity with the rules of academic conduct does not excuse misconduct. For more information please visit the following website:

<http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>

DIVERSITY STATEMENT

The Department of Sociology at the University of Washington is committed to encouraging and valuing diversity. We understand diversity is integral to excellence. We value and honor diverse experiences and perspectives, strive to create welcoming and respectful learning environments, and promote access, opportunity, and justice for all. Actions on the part of students or instructors that contradict this goal are not tolerated. For more information on this, and other policies related to diversity, please visit following website:

<http://www.washington.edu/diversity/>

ACCESS AND ACCOMMODATIONS

Your experience in this class is important to me. If you have established accommodations with Disability Resources for Students (DRS), please ensure approved accommodations are communicated to me at your earliest convenience. If you are eligible for special accommodations but have not yet established them, or are unsure about your eligibility, please visit the website below:

<http://depts.washington.edu/uwdrs/>

ASSIGNMENTS, GRADING, AND REQUIREMENTS

Course grades will be organized and determined as follows:

Assignment	Brief Description	Due Date	Percent
Participation	You are expected to attend lecture, engage in class discussions, and participate in class activities. Consistent failure to do so will negatively impact your grade	N/A	20%
Reading Questions	You are expected to submit 2-4 reading questions per class via the Canvas "Discussions" board. Additional details and question examples are available in the Week One PowerPoint slides.	Tuesday/ Thursday by 1:00pm	30%
Recommended Reading Summary & Presentation	Each student will select one day and one recommended reading to summarize and present to the class for discussion and critique. Additional information is available in the Week One PowerPoint slides.	TBD	25%
Final Exam: Part I	The first part of your two-part final will consist of a take-home short-essay portion. Your responses are to be submitted via Canvas. Prompts will be released on 8/10/18.	8/17/18 by 11:59pm	15%
Final Exam: Part II	The second part of your two-part final will consist of an in-class multiple choice exam.	8/16/18	10%
TOTAL			100%

A NOTE ON COURSE READINGS

Readings are available in the "Files" section of the course Canvas website. Please note academic articles tend to be dense, as such, I recommend giving yourself ample time to complete all assigned readings. For your reference, much of the material covered in this course is pulled from the following sources:

Lessard, Donovan, Laura Heston, and Sonny Nordmaken. 2017. *Introduction to Women, Gender, Sexuality Studies*. edited by M. Kang. University of Massachusetts Amherst.

Saraswati, L. Ayu, Barbara Shaw, and Heather Rellihan. 2017. *Introduction to Women's, Gender, and Sexuality Studies: Interdisciplinary and Intersectional Approaches*. 1 edition. New York: Oxford University Press.

COURSE SCHEDULE AND ASSIGNED READINGS

WEEK ONE: Introductions and Definitions**June 19th**Introductions**Recommended Reading Assignments**

Assigned Reading:

- Course Syllabus

June 21stSocial Structure and Gender

Assigned Reading:

- Blau, Peter M. 1977. "A Macrosociological Theory of Social Structure." *American Journal of Sociology* 83(1):26–54.
- West, Candace and Don H. Zimmerman. 1987. "Doing Gender." *Gender & Society* 1(2):125–51.

Recommended Reading:

- Risman, Barbara J. 2004. "Gender As a Social Structure: Theory Wrestling with Activism." *Gender & Society* 18(4):429–50.

WEEK TWO: Researching Women in the Social Structure**June 26th**Research Methods

Assigned Reading:

- Choo, Hae Yeon and Myra Marx Ferree. 2010. "Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions, and Institutions in the Study of Inequalities." *Sociological Theory* 28(2):129–49.

Recommended Reading:

- Lareau, Annette. 2000. "My Wife Can Tell Me Who I Know: Methodological and Conceptual Problems in Studying Fathers." *Qualitative Sociology* 23(4):407–33.
- Cook, Kimberly J. 2016. "Has Criminology Awakened From Its 'Androcentric Slumber'?" *Feminist Criminology* 11(4):334–353.

June 28thInteracting With and Within Social Structures

Assigned Reading:

- Acker, Joan. 2006. "Inequality Regimes: Gender, Class, & Race in Organizations." *Gender & Society* 20(4):441–64.

Recommended Reading:

- Crenshaw, Kimberlé. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." *Stanford Law Review* 43(6):1241–99.

WEEK THREE: Women in the Family**July 3rd***Love and Marriage*Assigned Reading:

- Coontz, Stephanie. 2005. "What's Love Got to Do with It." *Psychotherapy Networker* 29(3).

Recommended Reading:

- Glass, Jennifer and Philip Levchak. 2014. "Red States, Blue States, and Divorce: Understanding the Impact of Conservative Protestantism on Regional Variation in Divorce Rates." *American Journal of Sociology* 119(4):1002–46.
- Desai, Sreedhari D., Dolly Chugh, and Arthur P. Brief. 2014. "The Implications of Marriage Structure for Men's Workplace Attitudes, Beliefs, and Behaviors toward Women." *Administrative Science Quarterly* 59(2):330–65.

July 5th*Motherhood*Assigned Reading:

- Lareau, Annette. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." *American Sociological Review* 67(5):747–76.

Recommended Reading:

- Cheah, Charissa S. L., Christy Y. Y. Leung, and Nan Zhou. 2013. "Understanding 'Tiger Parenting' Through the Perceptions of Chinese Immigrant Mothers." *Asian American Journal of Psychology* 4(1):30–40.
- Martin, Nina and Renee Montagne. 2017. "Nothing Protects Black Women From Dying in Pregnancy and Childbirth." *ProPublica*.

WEEK FOUR: Working Within the Home**July 10th***Emotional Labor*Assigned Reading:

- Strazdins, Lyndall and Dorothy H. Broom. 2004. "Acts of Love (and Work): Gender Imbalance in Emotional Work and Women's Psychological Distress." *Journal of Family Issues* 25(3):356–78.

Recommended Reading:

- Pfeffer, Carla A. and Ralph LaRossa. 2010. "'Women's Work'? Women Partners of Transgender Men Doing Housework and Emotion Work." *Journal of Marriage and Family* 72(1):165–83.

July 12th*Household Labor*Assigned Reading:

- Brines, Julie. 1994. "Economic Dependency, Gender, and the Division of Labor at Home." *American Journal of Sociology* 100(3):652–88.

Recommended Reading:

- Hochschild, Arlie and Anne Machung. 2012. "The Family Speed-Up." in *The Second Shift: Working Families and the Revolution at Home*. Penguin.

WEEK FIVE: Wage Gaps and Penalties**July 17th***The Gender Wage Gap*Assigned Reading:

- Padavic, Irene and Barbara F. Reskin. 2002. "Sex Differences in Earnings." Pp. 121–46 in *Women and Men at Work, Sociology for a New Century*. Thousand Oaks: Pine Forge Press.

Recommended Reading:

- Kalleberg, Arne L. 2009. "Precarious Work, Insecure Workers: Employment Relations in Transition." *American Sociological Review* 74(1):1–22.

July 19th*The Motherhood Penalty*Assigned Reading:

- Budig, Michelle J. and Paula England. 2001. "The Wage Penalty for Motherhood." *American Sociological Review* 66(2):204–25.

Recommended Reading:

- Kahn Joan R., García-Manglano Javier, and Bianchi Suzanne M. 2014. "The Motherhood Penalty at Midlife: Long-Term Effects of Children on Women's Careers." *Journal of Marriage and Family* 76(1):56–72.

WEEK SIX: Women's Work**July 24th***Pink Collar Jobs*Assigned Reading:

- Crowley, Martha. 2013. "Gender, the Labor Process and Dignity at Work." *Social Forces* 91(4):1209–38.

Recommended Reading:

- Gerstel, Naomi and Dan Clawson. 2014. "Class Advantage and the Gender Divide: Flexibility on the Job and at Home." *American Journal of Sociology* 120(2):395–431.

July 26th*Sex Work*Assigned Reading:

- Hoang, Kimberly Kay. 2014. "Flirting with Capital: Negotiating Perceptions of Pan-Asian Ascendancy and Western Decline in Global Sex Work." *Social Problems* 61(4):507–29.

Recommended Reading:

- Sanders, Teela. 2006. "Sexing Up the Subject: Methodological Nuances in Researching the Female Sex Industry." *Sexualities* 9(4):449–68.
- Bernstein, Elizabeth. 2012. "Carceral Politics as Gender Justice? The 'Traffic in Women' and Neoliberal Circuits of Crime, Sex, and Rights." *Theory and Society* 41(3):233–59.

WEEK SEVEN: Women and Criminal Justice**July 31st***Violence Against Women*Assigned Reading:

- Amnesty International. 2007. "Introduction." Pp. 1–12 & "Barriers to Prosecution." Pp. 61–71 in *Maze of Injustice: The Failure to Protect Indigenous Women from Sexual Violence in the USA*. New York: Amnesty International.

Recommended Reading:

- Desmond, Matthew and Nicol Valdez. 2013. "Unpolicing the Urban Poor: Consequences of Third-Party Policing for Inner-City Women." *American Sociological Review* 78(1):117–41.

August 2nd*Controlling Women and Girls*Assigned Reading:

- Chesney-Lind, Meda and Lisa J. Pasko. 2007. "Girls, Trouble, and 'Female Delinquency.'" Pp. 11–32 in *The Female Offender: Girls, Women and Crime*. Thousand Oaks, Calif: SAGE Publications, Inc.

Recommended Reading:

- Schwartz, Jennifer. 2013. "A 'New' Female Offender or Increasing Social Control of Women's Behavior? Cross-National Evidence." *Feminist Studies* 39(3):790–821.

WEEK EIGHT: Incarceration and Rehabilitation**August 7th***Female Offending Patterns*Assigned Reading:

- Schwartz, Jennifer and Darrell Steffensmeier. 2007. "The Nature of Female Offending: Patterns and Explanation." Pp. 43–71 in *Female Offenders*, edited by R. T. Zaplin. Sudbury, MA: Jones & Bartlett Learning.
- Sentencing Project. 2018. "Incarcerated Women and Girls, 1980-2016." (<https://www.sentencingproject.org>).

Recommended Reading:

- Joe-Laidler, Karen and Geoffrey Hunt. 2001. "Accomplishing Femininity Among the Girls in the Gang." *The British Journal of Criminology* 41(4):656–78.

August 9th*Gender and Rehabilitation*Assigned Reading:

- Giordano, Peggy C., Cernkovich, and Jennifer L. Rudolph. 2002. "Gender, Crime, and Desistance: Toward a Theory of Cognitive Transformation." *American Journal of Sociology* 107(4):990–1064.

Recommended Reading:

- Garcia, Janet. 2016. "Understanding the Lives of Mothers after Incarceration." *Sociology Compass* 10(1):3–11.

WEEK NINE: Reflections and Review**August 14th***Exam preparation and review***August 16th***Final Exam*