

**SOCIOLOGY 356 Sociology of Gender and
GENDER & SEXUALITY STUDIES 351
GENDER, POLITICS, SOCIAL MOVEMENTS AND POLICY
SPRING 2018, TUESDAYS AND THURSDAYS, 2:00 -- 3:20 pm**

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“Despite important differences, all the modern feminist meanings of gender have roots in Simone deBeauvoir's claim that ‘one is not born a woman’... and in post-Second World War social conditions that have enabled construction of women as a collective historical subject-in-process. Gender is a concept developed to contest the naturalization of sexual difference in multiple arenas of struggle. Feminist theory and practice around gender seek to explain and change historical systems of sexual difference whereby ‘men’ and ‘women’ are socially constituted and positioned in relations of hierarchy and antagonism.” – Donna Haraway, *Simians, Cyborgs and Women* (Routledge, 1991), p.131

“Political freedom . . . means ‘the right to be a participator in government,’ or it means nothing.” -- Hannah Arendt

“The oppression of women knows no ethnic or racial boundaries, true, but that does not mean it is identical within those boundaries.” – Audre Lorde

Course Description: In this course, we will investigate the relations among gender, policy, politics, and society, with a focus on the United States (historically and in the contemporary era), but with an effort to place the US in comparative and global contexts and to gain some familiarity with other countries. We will examine the gendered character of citizenship, political participation and representation, social rights and economic rights. We aim to understand gendered politics and policy from both "top down" and "bottom up" perspectives. What do states do, via institutions of political participation and representation, citizenship rights and policies, to shape gender relations? How do gender relations influence the nature of policy and citizenship? How has feminism emerged as a radical challenge to the androcentrism and restricted character of the democratic public sphere? How have counter-movements developed, and how have gendered divides influences politics of all sorts? We expand on conventional conceptions of political participation and citizenship rights to include the grassroots democratic activism that gave birth to modern women's movements. We explore how women's political efforts have given rise to the creation of counter-public spheres and alternative visions of democracy, social provision and economic participation, as well as reshaping formal politics and policies.

The course readings feature different types of materials – original documents, scholarly books and articles, a textbook, policy reports, popular non-fiction work on aspects of gender, policy, politics and society, and normative essays advocating different policy and political approaches to overcoming gender inequalities. These are supplemented by films and online resources.

Course Organization: The class is organized as a seminar, although I will occasionally give lectures. Students help to shape the discussion agenda by contributing blog entries and replies on the readings and current events.

Course Readings:

We will read two books, and a number of articles or excerpts from books which will be available online on Canvas; these readings are marked on the syllabus with an asterisk.

The following required books will be available for purchase at Norris (or you may order them online), and will also be placed on reserve:

Dorothy Sue Cobble, Linda Gordon and Astrid Henry, *Feminism Unfinished: A Short, Surprising History of American Women's Movements* (New York: Liveright, 2014).
ISBN-13: 978-1631490545

Kimberly Morgan, *Working Mothers and the Welfare State: Religion and the Politics of Work-Family Policies in Western Europe and the United States* (Stanford, CA: Stanford University Press, 2006).
ISBN-13: 978-0804754149

In addition, you will watch several films, available streaming from the library, and listen to some podcasts. (These are noted in the course schedule.)

As a supplemental (not required) text for those who would like some additional background in gender studies, Raewyn Connell's *Gender in World Perspective* (Polity, 2009 [second edition]) is a good, short introduction (ISBN-13: 9780745645674). A broad overview of feminism as a democratic movement from 1792 to the present can be found in Christine Stansell's *The feminist promise: 1792 to the present* (Modern Library, 2011).

Course Requirements:

Attendance: The discussions, lectures, readings and student presentations are the heart of the course and are intended to complement one another; they should contribute to the framing of your research paper (see below). Students should be ready to ask and answer questions, ranging from factual questions about the assigned readings to broader and more speculative questions about the themes of the course. You should come to class having read and thought about the assigned readings, and you should feel free to test out ideas and enter into conversations with your fellow students. I will assess your participation based on your thoughtfulness and your engagement with the materials, not whether you agree with me, with other students or with the assigned materials. We will be discussing a number of sensitive topics in this course, about which we are almost sure to have divergent opinions. We'll be fine as long as we treat one another with respect. (If you are uncomfortable with speaking in class, please come talk to me as soon as possible and we will come up with a solution.) If you need to miss class due to illness or another reason, please email me.

Participation in class discussion forum/blog, and contributing two lead blog entries (with appropriate scholarly citations and references) addressed to the readings (or other media) of the relevant week: The lead blog entries will identify and focus on a theme, topic, or problem in a *critical and evaluative* (i.e., not solely descriptive) mode, taking a stand and proposing an agenda for discussion. Each week, two or three students will serve as lead bloggers. After meeting with me the week before the readings for which they are responsible, they will write a blog entry for that week's readings, to be posted by **12 noon on Mondays**. All the other students should post replies by **12 midnight Mondays**. Everyone should read all posts before class.

35% of your grade

I encourage you to bring your perspectives and your knowledge to wider communities beyond our classroom and Canvas discussion boards. You may want to post comments on relevant blogs, Facebook pages and Twitter accounts, or (especially considering the dearth of women editors and authors on Wikipedia)¹ you might want to add new articles to Wikipedia, or to edit or add to existing articles.

Research paper: The central focus of your writing requirements for the course is a comparative research paper, which we will work on step by step through the quarter, starting with defining a topic and research question, developing a bibliography and research strategy, producing a draft and commenting on each other's efforts, and, lastly, writing a final paper. You are free to select the cases and time periods you'd like to compare; for instance, you could compare the different waves of US feminist movements, or different organizations during the same period, or social policies around work or care or reproduction or violence in different countries, or the activities

¹https://en.wikipedia.org/wiki/Wikipedia:WikiProject_Counteracting_systemic_bias/Gender_gap_task_force/Media_and_research

of NGOs in different countries, regions or time periods. The only requirement is that you use comparative methods; we will discuss a few key readings on comparative methods as well as reading several comparative articles or book chapters.

65% of your grade

Steps for producing the paper:

Office Hour Meetings: Each student is required to meet with me in order to discuss your topic during **week 3** (April 16-20). It is important to come to this meeting prepared and to submit to me a paragraph regarding your topic via email the night before the meeting by 6 pm. Please plan to meet with me at least twice more throughout the semester to check in about your progress on the paper.

Memo 1 (topic): due in class **Tuesday, April 17**. This should be no more than two pages, double-spaced in 12 point standard font. It should identify a general topic of interest and three questions that arise from this topic. Broadly, this memo should address the following question: What is your research topic and why is it of interest?

Memo 2 (question): due in class **Tuesday, April 24**. This second research memo should be no more than two pages, double-spaced in 12 point standard font. This memo should focus on a single research question in relation to a conceptual puzzle or problem, drawing on course readings and lectures. Broadly, this memo should address the following question: What is your research question and what is the puzzle or problem to which it responds?

5 points for the two memos

We will discuss several readings on comparative methods on April 19 (week 3).

Annotated Bibliography: due in class **Thursday, May 3**. This bibliography should include at least ten sources (with a maximum of 15), at least five of which are not on the syllabus, that you wish to consult in order to conduct your research.

5 points

Research Paper Proposal: due **Monday, May 7** at 6 pm, posted to Canvas. This proposal should be 6 pages double-spaced in 12 point standard font. It should be a narrative presentation that includes an articulation of your research question, the conceptual puzzle or scholarly debate to which it responds, your interpretive approach, your working thesis and an outline of how your paper will unfold. Broadly, this exercise should respond to the following question: What argument do you anticipate making and how do you anticipate making it?

Research Paper Proposal Presentation: On **Thursday, May 10**, we will break into smaller groups to discuss the proposals, and you should also read the proposals of the students in your group

ahead of time. This is an opportunity for you to present an outline of the main points of your proposal, to receive feedback from your peers on it, and to answer any questions they might pose in relation to both your pre-circulated proposal and class presentation. I will give you comments on this proposal.

10 points for the proposal and presentation

Final Paper Preliminary Draft and Presentation: To be given in class during **week 9 (May 29 and 31)**; in addition, **we will reschedule the June 5 class** meeting to sometime during this week, and will use this session for class presentations. This is a presentation of the main findings (or anticipated findings) of your work for this course. It is your opportunity to get peer feedback on the status of your research as you present it. I will give you comments on your draft.

15 points for the draft and presentation

Final Research Paper: The major writing assignment for this course is a 15-25 page research paper, due **June 11, 2018**.

30 points for the final paper

For your research projects, there are several specialty journals which regularly publish on topics of gender, social policy, social movements and politics (and of course you can also find gender-related research published in the main disciplinary journals).

Critical Social Policy

European Journal of Women's Studies

Feminist Economics

Feminist Review

Feminist Studies

Feminist Theory

Gender and Development

Gender & Society

International Feminist Journal of Politics

Journal of European Social Policy

Journal of Policy History

NORA: Nordic Journal of Feminist and Gender Research

Politics & Gender

Sexualities

Signs: Journal of Women in Culture and Society

Social Politics: International Studies in Gender, State and Society

Edited handbooks are also useful in supplementing our readings and discussions, and finding annotated bibliographies and overviews pertinent to your research paper; many are published by Oxford University Press and others, on various elements of gender and politics, or social policy, and usually available online through Northwestern library, including (but not limited to):

The Oxford Handbook of Gender and Politics, edited by Georgina Waylen, Karen Celis, Johanna Kantola, and S. Laurel Weldon (Oxford, 2015).

The Oxford Handbook of Feminist Theory, edited by Lisa Disch and Mary Hawkesworth (Oxford, 2016).

The Oxford Handbook of Transnational Feminist Movements, edited by Rawwida Baksh and Wendy Harcourt (Oxford, 2015).

The Oxford Handbook of U.S. Social Policy, edited by Daniel Béland, Christopher Howard, Kimberly J. Morgan (Oxford, 2014).

The Oxford Handbook of the Welfare State, edited by Francis Castles, Stephan Leibfried, Jane Lewis, Herbert Obinger, and Christopher Pierson (Oxford, 2012).

The Oxford Handbook of US Women's Social Movement Activism, edited by Holly J. McCammon, Verta Taylor, Jo Reger, and Rachel L. Einwohner (Oxford University Press, 2017).

Handbook of Gender and Social Policy, edited by Sheila Shaver (Edward Elgar, forthcoming – chapters available from Professor Orloff)

We may also organize a trip to Northwestern library's special collections, which houses some papers from second-wave feminist groups, groups active around issues of sexuality and other relevant materials.

CLASS SCHEDULE

(April 5, 2018)

**Week 1: Introduction: Gender as Political and Social Difference,
Gender as Unequal Power**

Michelle Budig, "The Fatherhood Bonus and the Motherhood Penalty: Parenthood and the Gender Gap in Pay," *Third Way Report* (2014):

<http://www.thirdway.org/report/the-fatherhood-bonus-and-the-motherhood-penalty-parenthood-and-the-gender-gap-in-pay>

David Cotter, Joan Hermsen, and Reeve Vanneman. 2014. "Brief: Back on Track? The Stall and Rebound in Support for Women's New Roles in Work and Politics, 1977-2010," and Sharon Sassler, "Is the Glass Half-Empty or Three-Quarters Full?"

Both are available at Council for Contemporary Families, "After Puzzling Pause, Gender Revolution Continues."

<https://contemporaryfamilies.org/gender-revolution-rebound-press-release/>

Informal assignment: Visit a couple of the following websites, and print out a page you find particularly interesting and annotate it (this should be handed in Thursday, or next week in class, and the link posted on the Canvas discussion board):

Center for Women and Politics, Rutgers University:

www.cawp.rutgers.edu

Institute for Women's Policy Research, Washington, DC:

<http://www.iwpr.org>

Center for Women's Global Leadership, Rutgers University

<http://www.cwgl.rutgers.edu/>

International Institute for Democracy and Electoral Assistance (International IDEA),

Stockholm, Sweden

<http://www.idea.int/gender/>

Organization for Economic Cooperation and Development (OECD)

<http://www.oecd.org/gender/>

United Nations Women (UNWomen)

<http://www.unwomen.org/>

(April 10 and 12, 2018)

Week 2: Theories of Gender and Politics, the Social Organization of Gender

Podcast: Hidden Brain, "The Double Bind for Women in Leadership"

<https://www.npr.org/2018/03/05/590881966/-shes-shrill-but-hes-just-being-a-boss-the-double-bind-for-women-in-leadership>

Film: "Miss Representation"

*Julia O'Connor, Ann Shola Orloff and Sheila Shaver, *States, Markets, Families: Gender, Liberalism and Social Policy in Australia, Canada, Great Britain, and the United States* (New York, Cambridge, and Melbourne: Cambridge University Press, 1999), chapter 1.

Kimberly Morgan, *Working Mothers and the Welfare State: Religion and the Politics of Work-Family Policies in Western Europe and the United States* (Stanford, CA: Stanford University Press, 2006), chapter 1.

*Walter Korpi, "Faces of Inequality: Gender, Class, and Patterns of Inequalities in Different Types of Welfare States," *Social Politics* 7(2000):127-191.

*Kimberle Crenshaw, "Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics," *University of Chicago Legal Forum* (1989): 139-68.

*R.W. Connell, *Masculinities* (second edition) (Berkeley: University of California Press, 2005), Introduction to the second edition and chapters 3 and 9.

*Cecilia Ridgeway, "Why Status Matters for Inequality," *American Sociological Review* 79(2014):1-16.

Recommended Reading:

*Joan Wallach Scott, "Gender: A Useful Category of Analysis," *American Historical Review* 91 (December 1986): 1053-75.

*Linda Zerilli, "Politics," in Lisa Jane Disch and Mary E. Hawkesworth, eds., *The Oxford Handbook of Feminist Theory* (Oxford University Press, 2016).

(April 17, 2018)

Week 3: The Gendering of Modern Citizenship: First-Wave Feminism, Women's Suffrage and the Maternalist Origins of Welfare States

Films: "Iron Jawed Angels" and "Suffragette"

Required Reading:

*Sonya Michel and Seth Koven, "Womanly Duties: Maternalist Politics and the Origins of the Welfare State in France, Germany, Great Britain and the United States, 1880-1920." *American Historical Review* 95(1990):1076-1108.

Kimberly Morgan, *Working Mothers and the Welfare State: Religion and the Politics of Work-Family Policies in Western Europe and the United States* (Stanford, CA: Stanford University Press, 2006), chapter 2.

*Margaret D. Jacobs, *White mother to a dark race: Settler colonialism, maternalism, and the removal of Indigenous children in the American West and Australia, 1880-1940* (University of Nebraska Press, 2009), chapter 1.

Dorothy Sue Cobble, Linda Gordon and Astrid Henry, *Feminism Unfinished*, chapter 1.

Lee Ann Banaszak, *Why Movements Succeed or Fail: Opportunity, Culture, and the Struggle for Woman Suffrage* (Princeton University Press, 1996), chapter 1 ("Comparing the US and Swiss Woman Suffrage Movements") – online access

OR

*Isabel Castillo, "Cleavages, Motivation Alignment, and Female Suffrage in Latin America," unpublished dissertation chapter, Northwestern University Department of Political Science.

*Robert Alford, *The Craft of Inquiry* (New York: Oxford University Press, 1998), chs.1-3 ("The Craft of Inquiry"; "Designing a Research Project"; "The Construction of Arguments"), pp. 11-53.

Pamela Paxton and Melanie Hughes, *Women, Politics and Power: A Global Perspective* (Thousand Oaks, CA: Sage/CQ Press, 2016), chapters 1-3 -- online access for 2007 edition. [skim only]

Recommended Reading:

Theda Skocpol, *Protecting Soldiers and Mothers* (Cambridge: Harvard University Press, 1992).

Susan Pedersen, *Family, dependence, and the origins of the welfare state: Britain and France, 1914-1945* (Cambridge University Press, 1995).

Ulla Wikander, Alice Kessler-Harris, and Jane E. Lewis, eds., *Protecting Women: Labor Legislation in Europe, the United States, and Australia, 1880-1920* (University of Illinois Press, 1995).

Verta Taylor, "Social Movement Continuity: The Women's Movement in Abeyance," *American Sociological Review* 54, no. 5 (1989): 761-75.

Nancy Cott, *The Grounding of Modern Feminism* (New Haven: Yale University Press, 1987).

Ellen Carol Dubois, "Introduction: The Invention of Women's Rights," and (read) Elizabeth Cady Stanton's "Speech to the Anniversary of the American Anti-Slavery Society," document 6, both in *Elizabeth Cady Stanton, Susan B. Anthony: Correspondence, Writings, Speeches*, edited by Ellen DuBois (New York: Schocken Books, 1981).

History of Woman Suffrage in the United States
<http://dpsinfo.com/women/history/timeline.html>

Timeline of women's suffrage worldwide
http://en.wikipedia.org/wiki/Timeline_of_women's_suffrage

"The Declaration of Independence"
<http://www.archives.gov/exhibits/charters/declaration.html>

"The Declaration of Sentiments, Seneca Falls Conference, 1848"
<http://www.fordham.edu/halsall/mod/senecafalls.asp>

Sojourner Truth's Speech to the Akron Convention, 1851
<http://sojournertruthmemorial.org/sojourner-truth/her-words/>

(April 19, 2018)

Week 3: Comparative Methods

*Barbara Geddes, "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics," *Political Analysis* 2(1)(1990):131-150

*Gary Goertz and James Mahoney, "Case Selection and Hypothesis Testing," in *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences* (Princeton: Princeton University Press, 2012), pp. 177-191.

*Charles Ragin and Howard Becker, *What Is A Case? Exploring the Foundations of Social Inquiry* (New York: Cambridge University Press, 2010), excerpt.

*Theda Skocpol and Margaret Somers, "The Uses of Comparative History in Macrosocial Inquiry," *Comparative Studies in Society and History* 22(1980):174-197.

Recommended readings:

Dietrich Rueschemeyer and John D. Stephens, "Comparing Historical Sequences – A Powerful Tool for Causal Analysis," *Comparative Social Research* 17(1997):55-72.

James Mahoney, "Strategies of Causal Inference in Small-N Analysis," *Sociological Methods and Research* 28:4 (May 2000):387-424.

Colin Elman, "Explanatory Typologies in Qualitative Studies of International Politics," *International Organization* 59 (2005):293-326.

Jack S. Levy, "Counterfactuals and Case Studies," in Janet M. Box-Steffensmeier, Henry E. Brady, and David Collier, eds., *The Oxford Handbook of Political Methodology* (Oxford University Press, 2008), pp.627-644.

Gary Goertz and James Mahoney, "Counterfactuals" in *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences* (Princeton University Press, 2012), pp.115-124.

David Collier, "Understanding Process Tracing," *PS: Political Science and Politics* 44:4 (2011), pp. 823-830

(April 24 and 26, 2018)

Week 4: The Second-Wave Feminist Movement

Informal assignment: Visit this website, which has some of the classic "manifestos" from the second wave; print and annotate one (to be handed in on Tuesday in class, with the link posted ahead of time on Canvas):

<http://www.cwluherstory.org/Classic-Feminist-Writings/>

**Films: "Makers: Women Who Make America, parts 1 & 2" (season 1);
"Mississippi: Is this America?" (episode of "Eyes on the Prize: America's Civil Rights Years")**

Dorothy Sue Cobble, Linda Gordon and Astrid Henry, *Feminism Unfinished*, chapter 2.

*The Combahee River Collective, "A Black Feminist Statement" [originally published 1977], pp.210-19 in *This Bridge Called my Back: Writings by Radical Women of Color*, edited by Cherrie Moraga and Gloria Anzaldua (New York: Kitchen Table, 1983).

*Chandra Talpade Mohanty, "Cartographies of Struggle: Third World Women and the Politics of Feminism," pp.1-47 in Chandra Talpade Mohanty Ann Russo, and Lourdes Torres, eds. *Third world women and the politics of feminism* (Bloomington: Indiana University Press, 1991).

*Becky Thompson, "Multiracial Feminism: Recasting the Chronology of Second Wave Feminism," *Feminist Studies* 28(Summer 2002):337-360.

*Mary Fainsod Katzenstein, "Comparing the Feminist Movements of the United States and Western Europe: An Overview," pp.3-20 in Mary Fainsod Katzenstein and Carol McClurg Mueller, editors, *The Women's Movements of the United States and Western Europe: Consciousness, Political Opportunity, and Public Policy* (Temple University Press, 1987)
OR

Raka Ray and Anna C. Korteweg, "Women's movements in the third world: Identity, mobilization, and autonomy," *Annual Review of Sociology* 25(1999): 47-71.

Recommended Reading:

Myra Marx Ferree, *Varieties of Feminism: German Gender Politics in Global Perspective* (Stanford, CA: Stanford University Press, 2012) – online access.

Raka Ray, *Fields of protest: Women's movements in India* (University of Minnesota Press, 1999).

Alice Kessler-Harris, *In pursuit of equity: Women, men, and the quest for economic citizenship in 20th century America* (Oxford University Press, 2003).

Jennifer C. Nash, "Practicing love: Black feminism, love-politics, and post-intersectionality," *Meridians: feminism, race, transnationalism* 11, no. 2 (2013): 1-24.

Benita Roth, *Separate roads to feminism: Black, Chicana, and White feminist movements in America's second wave* (Cambridge University Press, 2004).

*Claudia Goldin, "The Quiet Revolution That Transformed Women's Employment, Education, and Family," *The American Economic Review*, 96/2(2006):1-21.

*Van Gosse, *The Movements of the New Left, 1950-1975*, "Introduction: A Movement of Movements" (Boston and New York: Bedford/St. Martin's, 2005).

*Gloria Anzaldua, "The Homeland," "The Coatlicue State," and "How to Tame a Wild Tongue," in *Borderlands/La Frontera: The New Mestiza* (San Francisco: Spinsters/Aunt Lute, 1987).

Cherrie Moraga and Gloria Anzaldua, editors, *This Bridge Called My Back: Writings by Radical Women of Color* (New York: Kitchen Table Press, 1983, second edition).

*Mary Childers and bell hooks, "A Conversation about Race and Class," pp.60-81 and *Ann Snitow, "A Gender Diary," pp.9-43 in *Conflicts in Feminism*, edited by Marianne Hirsch and Evelyn Fox Keller (New York: Routledge, 1990).

Robert O. Self, *All in the Family: The realignment of American democracy since the 1960s* (Hill and Wang, 2012).

Ruth Rosen, *The World Split Open: How the Modern Women's Movement Changed America* (New York: Penguin, 2001).

Hester Eisenstein, *Inside agitators: Australian femocrats and the state* (Temple University Press, 1996).

Joan Wallach Scott, *Parite!: Sexual equality and the crisis of French universalism* (University of Chicago Press, 2007).

(May 1 and 3, 2018)

Week 5: Gender, Social Policy, Law

Required Reading:

Kimberly Morgan, *Working Mothers and the Welfare State*, chapters 3-6.

*Mounira Charrad, *States and Women's Rights: The Making of Postcolonial Tunisia, Algeria, and Morocco* (University of California Press, 2001), excerpt.

*Ann Shola Orloff, "Gender and the Social Rights of Citizenship," *American Sociological Review* 58(1993):303-28.

*Jane Lewis, "Gender and the Development of Welfare Regimes," *Journal of European Social Policy* 2(3)(1992):159-173.

*Mala Htun and Laurel Weldon, "States and Gender Justice," pp.158-177 in Kimberly Morgan and Ann Shola Orloff, editors, *The Many Hands of the State: Theorizing Political Authority and Social Control* (Cambridge University Press, 2017).

Recommended Reading:

Goran Therborn, *Between sex and power: Family in the world 1900-2000* (Routledge, 2004).

Carol Smart, *Feminism and the Power of Law* (Routledge, 2002).

Jill Quadagno, *The Color of Welfare* (New York: Oxford University Press, 1994).

*Julia Adams and Tasleem Padamsee, "Signs and Regimes: Rereading Feminist Work on Welfare States," *Social Politics* 8 (2001):1-23.

Gosta Esping-Andersen, *Three Worlds of Welfare Capitalism* (Princeton University Press, 1990) and *Incomplete revolution: Adapting welfare states to women's new roles* (Polity, 2009).

Catharine MacKinnon, "Feminism, Marxism, Theory and the State: An Agenda for Theory," *Signs* 7(1982):515-44 and "Feminism, Marxism, Theory and the State: Toward Feminist Jurisprudence," *Signs* 8(1983):635-59.

*Lynne Allison Haney, *Offending Women: Power, Punishment, and the Regulation of Desire* (University of California Press, 2010).

*Ann Shola Orloff, "Social provision and regulation: Theories of states, social policies and modernity," pp.190-224 in Julia Adams, Elisabeth Clemens and Ann Shola Orloff, eds., *Remaking Modernity: Politics, History and Sociology* (Durham: Duke University Press, 2005).

(May 8 and 10, 2018)

Week 6: Backlash, the “Right Turn” and gender in conservative movements

May 10: In-class discussion of research paper proposals

Films: **“Makers: Women Who Make America” (season 1, part 3)**

Required Reading:

*Jane J. Mansbridge, *Why we lost the ERA* (Chicago: University of Chicago Press, 1986), excerpt.

*Saba Mahmood, *The Politics of Piety: The Islamic Revival and the Feminist Subject* (Princeton University Press, 2004), excerpt.

*R.W. Connell, "Change among the gatekeepers: Men, masculinities, and gender equality in the global arena." *Signs: Journal of Women in Culture and Society* 30(3) (2005): 1801-1825.

*Jennifer Carlson, "Troubling the Subject of Violence: The Pacifist Presumption, Martial Maternalism, and Armed Women in Contemporary Gun Culture," *Political Power and Social Theory* "Perverse Politics? Feminism, Anti-Imperialism, Multiplicity," vol. 30, pp. 81-107 (Emerald Group Publishing Limited, 2016).

OR

*Jennifer Carlson, "Mourning Mayberry: Guns, masculinity, and socioeconomic decline," *Gender & Society* 29(3)(2015): 386-409.

Recommended Reading:

Kathleen M. Blee and Kimberly A. Creasap. "Conservative and right-wing movements," *Annual Review of Sociology* 36 (2010): 269-286.

Kathleen M. Blee and Sandra McGee Deutsch, editors, *Women of the right: Comparisons and interplay across borders* (Penn State Press, 2012).

Raewyn Connell, "Masculinities in global perspective: Hegemony, contestation, and changing structures of power," *Theory and Society* 45, no. 4 (2016): 303-318.

Linda Greenhouse, "Who Killed the ERA?" review of Marjorie Spruill, *Divided We Stand: The Battle Over Women's Rights and Family Values that Polarized American Politics* (New York: Bloomsbury Publishing USA, 2017), *New York Review of Books*, October 12, 2017.

(May 15 and 17, 2018)

Week 7: Gender, Employment, Family, Care

Film: "Chain of Love"

Required Reading:

Kimberly Morgan, *Working Mothers and the Welfare State: Religion and the Politics of Work-Family Policies in Western Europe and the United States* (Stanford, CA: Stanford University Press, 2006), conclusion.

*Fiona Williams and Deborah Brennan. 2012. "Care, markets and migration in a globalising world," special Issue of *Journal of European Social Policy* 22/4:355.

*Francine D. Blau and Lawrence M. Kahn, "Female Labor Supply: Why Is the United States Falling Behind?" *The American Economic Review* 103.3 (2013): 251-256.

*Ann Shola Orloff, "Should Feminists Aim for Gender Symmetry? Why a Dual Earner/Dual Caregiver Society is not Every Feminist's Utopia," pp.129-157 in Janet Gornick and Marcia Meyers, eds., *Gender Equality: Transforming Family Divisions of Labor* (Brooklyn: Verso, 2009).

Stephen Rose and Heidi Hartmann, *Still a Man's Labor Market: The Long-Term Earnings Gap*, 2004 report from Institute for Women's Policy Research – read the (5 pp.) executive summary, skim the rest; free download available at <http://www.iwpr.org/publications/pubs/still-a-mans-labor-market-the-long-term-earnings-gap>

*Shelley Correll, Stephen Benard and In Paik. 2007. "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology* 112(5):1297-1339. [skim]

*Patricia Hill Collins, *Black Feminist Thought* (New York: Routledge, 2000, second edition), chapter 3, "Work, Family and Black Women's Oppression."

Recommended Reading:

Eileen Boris and Rhacel Salazar Parreñas, editors, *Intimate Labors: Cultures, Technologies, and the Politics of Care* (Stanford, CA: Stanford University Press, 2010).

Anne-Marie Slaughter, "Why Women Still Can't Have it All," *The Atlantic*, July/August 2012 (or read the book based on the article, *Unfinished Business* [New York: Random House, 2015]): <http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/>

*Sheryl Sandberg, *Lean In: Women, Work and the Will to Lead* (New York: Alfred Knopf, 2013), excerpt.

(May 22 and 24, 2018)

Week 8: Contemporary Feminism, Gender and Politics

Films: Watch one or two episodes (your choice of episode) of season two of the PBS documentary "Makers: Women Who Make America," available streaming from the library

Required Reading:

Dorothy Sue Cobble, Linda Gordon and Astrid Henry, *Feminism Unfinished*, chapter 3 and Afterword.

*Nancy Fraser, "Feminism, Capitalism and the cunning of history," *New Left Review* 56(2009):97-117.

*Jane Jenson, "The Fading Goal of Gender Equality: Three Policy Directions that Underpin the Resilience of Gendered Socio-economic Inequalities." *Social Politics* (2015):539–560, <https://doi-org.turing.library.northwestern.edu/10.1093/sp/jxv035>

Shirin M Rai, "The Good Life and the Bad: Dialectics of Solidarity," *Social Politics: International Studies in Gender, State & Society* 25(1) (2018):1-19, <https://doi-org.turing.library.northwestern.edu/10.1093/sp/jxx023>

Nicola Yeates, "On the Transnational Dialectics of Solidarity and Care," *Social Politics: International Studies in Gender, State & Society* 25(1) (2018) 20–26, <https://doi-org.turing.library.northwestern.edu/10.1093/sp/jxy006>

Shahra Razavi, "Pursuing the Good Life in a Time of Precarity: Dilemmas of Global Feminism," *Social Politics: International Studies in Gender, State & Society* 25(1) (2018):27–33, <https://doi-org.turing.library.northwestern.edu/10.1093/sp/jxy001>

S. Laurel Weldon, "Some Complexities of Solidarity," *Social Politics: International Studies in Gender, State & Society* 25(1) (2018):34–43, <https://doi-org.turing.library.northwestern.edu/10.1093/sp/jxy002>

Ina Kerner, "Solidarity across Difference Lines," *Social Politics: International Studies in Gender, State & Society* 25(1) (2018):44-49, <https://doi-org.turing.library.northwestern.edu/10.1093/sp/jxy004>

Recommended Reading:

*Ruth Milkman, "A New Political Generation: Millennials and the Post-2008 Cycle of Protest," *American Sociological Review*.

Janet Gornick and Marcia Meyers, editors, *Gender Equality: Transforming Family Divisions of Labor* (Verso, 2009).

Chimamanda Ngozi Adichie, *We Should All Be Feminists* (New York: Anchor Books, 2015).

Nancy Fraser, *Fortunes of Feminism: From State-Managed Capitalism to Neoliberal Crisis* (Brooklyn: Verso, 2013).

Symposium on “choice feminism” in *Perspectives on Politics* (March 2010):

*Jennet Kirkpatrick, “Introduction: Selling Out? Solidarity and Choice in the American Feminist Movement,” *Perspectives on Politics*, 8(1) (2010), pp. 241–245. doi: 10.1017/S1537592709992829

*Michele Ferguson, “Choice Feminism and the Fear of Politics,” *Perspectives on Politics*, 8(1) (2010), pp. 247–253. doi: 10.1017/S1537592709992830

*R.C. Snyder-Hall, “Third-Wave Feminism and the Defense of “Choice”,” *Perspectives on Politics*, 8(1) (2010), pp. 255–261. doi: 10.1017/S1537592709992842

*Lori Marso, “Feminism’s Quest for Common Desires,” *Perspectives on Politics*, 8(1) (2010), pp. 263–269. doi: 10.1017/S1537592709992854

*Nancy Hirschmann, “Choosing Betrayal,” *Perspectives on Politics*, 8(1) (2010), pp. 271–278. doi: 10.1017/S1537592709992866

(May 29 and 31 + one additional 75-minute session, rescheduled from June 5)

Week 9: Student Presentations

PAPER DUE ON CANVAS, JUNE 11, 2018