

## SOCIOLOGY 4QQ3: WOMEN, SEXUALITY, AND THE WELFARE STATE

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Fall, 2016

Day and Time of Classes:

Monday 11:30 - 2:20pm

Class Location: TSH 122

Instructor: Dr. Melanie Heath

Office: KTH 638; Ext.: 23620

Office Hours: Wednesdays 2:30-3:30pm  
(or by appointment)

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### Course Description

This seminar provides an introduction to the sociological study of gender, sexuality, social policy, and the welfare state. We will focus on the diversity of women's experiences based on a variety of statuses, including sexuality, class and race/ethnicity. The goal is to identify, evaluate, and explain patterns of gendered and sexual citizenship rights that are embodied in welfare state policies and practices. Topics will include the organization of care work, current welfare policies in Canada, single motherhood and "dependency," sexual regulation, abortion, prostitution and social policy, marriage and welfare, and women and labour markets. The intersections of family, economy, and state are examined from a variety of perspectives, including cross-national, comparative analysis.

### Course Requirements

This seminar will teach you how to use your sociological imagination to think critically about the relationship between gender, sexuality, and the welfare state. It is a seminar and requires attendance of every class meeting having thoughtfully completed the readings and being prepared to discuss them. In addition to class participation, the course requirements include: one student-led presentation, a 10-page literature review, an in-class exam, and a 20-page group report, and a final presentation. All written work should be double-spaced, in a 12-point font, with page numbers and appropriate citations for all sources.

This class will offer the opportunity for students to participate in a group project involving an academic placement in the community during the course of the term (e.g. students will be involved in a placement working with and/or assisting agencies who provide services to women living in poverty, immigrant and refugee communities, etc.). The hours of the placement will be based on the needs of the organization and the project to be completed. Each group will need to complete at least 24 hours, and all students will complete the same number of hours.

Weekly reading and participation (15%): Students are expected to attend every class meeting having thoughtfully completed the readings and be prepared to participate actively in discussion. You must submit a summary of the week's readings to Dropbox on A2L by Monday 9 am before class. The summary should put into your own words the main arguments presented in the required readings. Make sure to discuss all articles or chapters in the summary and to connect the arguments to the broader topic for the week. The summary should be **one-page, single-spaced, and written in paragraph form**. I will take notes during class on your participation, and your final grade will be based on your written summaries and your class participation. Being late for class will affect your participation grade. I will accept **one summary that is turned into Dropbox by the deadline** when you are unable to attend class due to illness or an emergency.

Student-led Presentations (10%): The first 45-minutes of class each week will be led by a group of students. Presentations that go significantly over- or under-time will be penalized. There should be equal participation of both preparation and presentation for each group member. Your presentation should include a **brief** summary of the main arguments of the chapter and/or article(s) to refresh students' memories (rather than as compensation for students who fail to complete the readings). Your presentation must include information on contemporary or historical news/events/programs that can shed light on the assigned readings. Your group's presentation should engage the class through **discussion** by involving your peers in learning tasks to understand major concepts and to help them figure out how to apply and extend this knowledge. You absolutely need to ask thoughtful questions to your peers to engage discussion. You might facilitate a game or a debate that includes such questions. You might present a video to spark discussion. The main goal is to get your peers thinking and talking! (The goal is about half your presentation time will be spent presenting and the other half facilitating discussion.) Your presentation should include power point slides that will be posted on A2L. An evaluation sheet will give points for your final grade.

Literature Review (25%): A sound literature review is an extremely important component of many types of papers written in sociology. Professional journals in sociology and in other disciplines typically require authors to include a literature review for published articles. The literature review provides an overview of the up-to-date research on a topic, with the goal of giving readers who may know little or nothing about a topic a written review of the basic features of what is known and established. The research process begins with a question that the researcher would like to answer. To find out what is already known about a topic, the researcher conducts a literature review that entails examining scholarly books and journal articles to learn about previous research. Researchers want to be able to identify what is already known about

the question and to build upon existing knowledge. Once this literature review foundation is developed, a researcher decides how she or he will study the subject, design a research method or methods, collect and analyze the data, and reflect on what has been learned. For our class, we will focus on the first step only: identifying a research topic/question and reviewing the relevant literature on a topic relevant to our class (and/or your community organization). The literature review is due on October 31.

In-Class Exam (20%): The class exam will consist of multiple-choice and short answer questions. You are responsible for materials covered in student-led presentations, lectures, and assigned readings. Your summaries and notes from presentations and lectures can serve as resources. The exam will be held on November 28 in our regular classroom and during class hours. Further information and a study guide will be posted on Avenue To Learn (A2L) a week before it is held.

Group report and presentation (30%): As part of your community project, your group will work together to write a 20-page report and to present a creative presentation of the connections between your community project and the concepts learned in class. The group report will present knowledge that was gained in conducting research or other activities with the community organization. The report should connect the experiences of the community project to theories concerning the welfare state that were introduced in class. The presentation will offer reflection on the community activities and what you learned about the social welfare and gender in your activities.

#### Grade Breakdown:

Marks will be assigned for each course requirement, as follows (Total 100%):

Seminar participation and summaries: 15%

Student Presentation: 10%

Literature Review (Due October 31): 25%

In-class Exam (Due November 28): 20%

Group report (25%), Group presentation (5%) (Due December 5): 30%

#### Required Readings

The following required books are available at Titles Bookstore:

- Castles, Frank, G., et al. 2010. *The Oxford Handbook of the Welfare State*. Oxford University Press. (OHWS)
- Heath, Melanie. 2012. *One Marriage Under God: The Campaign to Promote Marriage in America*. New York University Press.

The remaining assigned readings can be downloaded as a pdf file. The links are available in Avenue to Learn (A2L).

### Learning Objectives

This course addresses three University Undergraduate Degree Level Expectations (see, <http://ccl.mcmaster.ca/COU/pdf/Undergraduate%20Degree%20Level%20Expectations.pdf>). First, sociological theories regarding the welfare state offer diverse perspectives. Gaining knowledge of these theories will expand the student's depth and breadth of knowledge and develop critical thinking and analytical skills to evaluate competing theoretical approaches. Second, this course will encourage students to discuss theoretical issues in class through formal presentations and small group discussions. In each case, the student's communication skills will be challenged and enhanced. Finally, this course will work with a community organization to engage critically with the ideas like community, equity, and power. Students will hone their analytical skills (understanding key concepts, analyzing problems, writing persuasively), develop their social consciousness, including awareness of community priorities, and strengthen their collaboration skills. These are skills that are transferable to real-life work situations.

### Other Requirements and Expectations

- (1) You should be aware that some of the topics we will cover are of a sensitive nature (e.g., sexual abuse, prostitution). In spite of their sensitive nature, it is important that these topics be addressed.
- (2) Please act respectfully and courteously toward all members of the class. This means **not checking Facebook, not using cell phones or texting** (cell phones and pagers should be turned off during class meetings), not engaging in conversations with your classmates unless told to do so, not sleeping, and so forth. The instructor reserves the option of deducting points from your grade for persistent disrespectful behavior.

### Late Assignments

The McMaster Student Absence Form (<http://www.mcmaster.ca/msaf/>) is a self reporting tool for Undergraduate Students to report absences that last up to 3 days and provides the ability to request accommodation for any missed academic work. Please note, this tool cannot be used during any final examination period.

You may submit a maximum of 1 Academic Work Missed request per term. It is YOUR responsibility to follow up with your instructor immediately regarding the nature of the accommodation.

If you are absent more than 3 days, exceed 1 request per term, or are absent for a reason other than medical, you MUST visit your Associate Dean's Office (Faculty Office). You

may be required to provide supporting documentation.

This form should be filled out when you are about to return to class after your absence.

In the absence of a vetted excuse, **late assignments will be marked down 5 percentage points for each day late.**

#### Accommodations

I am committed to making appropriate accommodations for students' observance of religious holidays. Please contact me early in the term to make arrangements.

I am also committed to working with students with disabilities to make individualized accommodations according to your specific needs. All such arrangements must be made through Student Accessibility Services. Please drop by my office hours at the beginning of the term to make individual arrangements and to complete the necessary paperwork. All details regarding accommodation arrangements will be kept strictly confidential.

#### Academic Dishonesty

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

In this course we will be using a software package designed to reveal plagiarism. Students will be required to submit their work electronically and in hard copy so that it can be checked for academic dishonesty.

## Course Schedule and Reading Assignments

### Sept. 12: Introduction to the course

### Sept. 19: The Idea of a Welfare State: History and Dominant Models

- Kuhnle, Stein, and Anne Sander. 2010 "The Emergence of the Western Welfare State." Chapter 5 in *OHWS*.
- Arts, Wil A., and John Gelissen. 2010. "Models of the Welfare State." Chapter 39 in *OHWS*.

### Sept. 26: Gender, Sexuality, and the State

- Orloff, Ann Shola. 2010. "Gender." Chapter 17 in *OHWS*.
- Connell, Raewyn. (R.W.) 1990. "The State, Gender, and Sexual Politics." *Theory and Society* 19: 507-544 (A2L).

### Oct. 3: Welfare State Regulation: Family and Care

- Daly, Mary. 2010. "Families versus State and Market." Chapter 9 in *OHWS*.
- Harder, Lois. 2007. "Rights of Love: the State and Intimate Relationships in Canada and the United States." *Social Politics* 14(2): 155–181 (A2L).

### Oct. 10: Mid-term recess

### Oct. 17: Immigration, Ethnic Minorities, and the Welfare State

- Castles, Stephen, and Carl-Ulrik Schierup. 2010. "Migration and Ethnic Minorities." Chapter 19 in *OHWS*.
- Koning, Edward A., and Keith G. Banting. 2013. "Inequality below the Surface: Reviewing Immigrants' Access to and Utilization of Five Canadian Welfare Programs." *Canadian Public Policy* 39(4), 581-601 (A2L).

### **Oct. 24: Welfare and Sexuality: Regulating Reproduction**

- Canaday, Margot. 2003. "Building a Straight State: Sexuality and Social Citizenship under the 1944 G.I. Bill." *The Journal of American History* 90: 935-957 (A2L).
- Saurette, Paul, and Kelly Gordon. 2013. "Arguing Abortion: The New Anti-Abortion Discourse in Canada." *Canadian Journal of Political Science* 46(1), 157-185 (A2L).

### **Oct. 31: The Paradox of Promoting Marriage as Welfare Policy**

- Heath, Melanie. 2012. *One Marriage Under God: The Campaign to Promote Marriage in America*. New York University Press, Pp. 1-22; 43-92.
- **\*\* LITERATURE REVIEW DUE \*\***

### **Nov. 7: Stereotypes of Women on Welfare**

- Heath, Melanie. 2012. *One Marriage Under God: The Campaign to Promote Marriage in America*. New York University Press, Pp. 92-122.
- Cassiman, Shawn A. 2008. "Resisting the Neo-liberal Poverty Discourse: On Constructing Deadbeat Dads and Welfare Queens." *Sociology Compass* 2(5): 1690–1700 (A2L).

### **Nov. 14: Sex and Social Policy**

- Heath, Melanie. 2012. *One Marriage Under God: The Campaign to Promote Marriage in America*. New York University Press, Pp. 123-150.
- Sanders, Teela, and Rosie Campbell. 2007. "Designing Out Vulnerability, Building in Respect: Violence, Safety and Sex Work Policy." *British Journal of Sociology* 58(1): 1-19 (A2L).

### **Nov. 21: Future Directions: Retrenchment and Beyond**

- Levy, Jonah D. 2010. "Welfare Retrenchment." Chapter 38 in *OHWS*.
- Gough, Ian and Göran Therborn. 2010. "The Global Future of Welfare States." Chapter 48 in *OHWS*.

### **Nov. 28: In-Class Exam**

### **Dec. 5: Final Class**

**\*\*FINAL GROUP REPORT DUE AND PRESENTATION \*\***

### **Department/University Policies**

Do NOT fax assignments. Please see your instructor for the most appropriate way to submit assignments.

The Sociology staff do NOT date-stamp assignments, nor do they monitor the submission or return of papers.

Students should check the web, the white board and the Undergraduate Bulletin board outside the Sociology office (KTH-627) for notices pertaining to Sociology classes or departmental business (eg. class scheduling information, location of mailboxes and offices, tutorial information, class cancellations, TA job postings, etc.).

Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

It is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.