As we face the current economic crisis, understanding the impact of economic instability on the lives and well-being of women is critical. According to the National Women’s Law Center, women’s unemployment rate rises twice as quickly as men’s. Given the further disparities across racial and class groups, existing statistics of job loss, poverty, and homelessness must be understood within a racial, gendered, and class context that shape existing levels of economic insecurity and privilege. Through this course we will examine the complex and interconnected relationships between race, class, gender, and citizenship as they influence patterns of work, poverty, and wealth. As we examine critical concepts that work to explain women’s relationships to the labor market, social welfare, and their own agency, our goal will be to always recognize the broader political economic, global, and patriarchal forces that shape these relationships. We will begin with a foregrounding of how feminists have come to understand the persistence of gender and racial inequality, and how they intersect and materialize in a stratified and segmented labor market. Like other systems of inequality and privilege, the forces of class that shape our social, economic, and political positions are often invisible. Thus, a goal for this course is to interrogate the social forces that lead to class invisibility, and examine the representations of class difference as they shape popular conceptions and social policies.

REQUIRED COURSE READINGS
All texts are available at the University Book Store, as well as the Knight Library Course Reserve Desk.

- *Class Questions, Feminist Answers*, Joan Acker.
- *Where We Stand: Class Matters*, bell Hooks.
- *The Sex of Class: Women Transforming American Labor*, Dorothy Sue Cobble.

COURSE REQUIREMENTS

- **Attendance and Participation** – Given heightened concern over an H1N1 outbreak, I will not be calculated attendance within your grade. However, I will still take attendance and maintain a record of absences for my own knowledge. If you find that you are ill with flu like symptoms please follow the university protocol. I also want to stress that much of my lecture material will supplement the course readings, thus if you do miss class it is up to you to acquire lecture notes from a fellow classmate, or come see me during my designated office hours.
• **Annotated Bibliographies. (35%)** Every Thursday, you will need to turn in a one-two page synopsis on the assigned readings for that week. You will need to be very concise, and will need to explain the author’s main overarching arguments and conclusions, how they make their arguments, and what you think is most significant about their work. These writings will be evaluated on how well you demonstrate a comprehensive understanding of the author’s overall work, rather than specific points made without drawing connections to the broader arguments. A total of 8 annotated bibliographies are due, so you can choose two weeks to not do one, or you can drop your lower scores.

• **News Media write-up. (30%)** – Throughout the quarter you will need to complete three media observations and write-ups. Given our current economic state the media is paying close attention to how the economic conditions (including, health care, homelessness, unemployment, bailouts, foreclosures, etc…) are playing out among vulnerable populations, the middle class, the corporate world, and transnational economies. You will need to complete 3 through the course of the term, and I will not accept more than one in any given week (so you can’t pile them on during the last week). You must also present at least one of your media observations to the class. Media can constitute news programs through any medium including, but not limited to, television, internet, radio, newspaper, magazines, etc… You must give me the exact date and time of telecast, if you were able to record it and want to bring it to class to share that is fine (as long as it is not too long).

• **Comprehensive Take-Home Final Exam (35% of grade).** The final will consist of 2 to 3 essay questions asking you to synthesize the material with an argument, thesis, and evidence to support your claims. The questions will be provided a week in advance, and will be due on Monday December 7.

---

**COURSE POLICIES**

• **Reasonable Accommodations:** Reasonable accommodations are available for students who have a documented disability. You must notify as soon as possible of any accommodations needed for this course.

• **Electronic Etiquette:** Laptops, palm pilots, cell phones, etc… are not allowed in class. If you have a disability established through the UO Disability Services and need a laptop as part of your accommodations, please let me know. If you must use a laptop in class to take notes, you must sit within the first two rows of the classroom.

• **Email Etiquette:** Email has become a space of casual conversation and conversational safety. Yet, please email me (and your GTF) utilizing respect and formality that you would use in a conversation with me as your professor.

• **Academic Integrity:** All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. This also applies to material taken from websites, or internet documents. For the consequences of academic dishonesty refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. If you are in doubt regarding the requirements, please consult with me before you complete any requirement of the course. For more information on University policy regarding academic integrity, see the following website: [http://www.uoregon.edu/~conduct/sai.htm](http://www.uoregon.edu/~conduct/sai.htm). Nevertheless, I encourage you to study together, discussing the course materials outside of class. After all, it is the dynamic tension between intellectual community and individuality that makes higher education possible and enjoyable.

• **Classroom Climate Statement:** It is my belief that we must create a climate in this course where everyone can speak about difficult topics openly. We don’t have to agree with each other or “convert” others to our way of thinking. We do, however, have to respect that others may have opinions and experiences that are significantly different from our own and which
may even trouble us deeply. To promote a positive learning environment, we must engage in respectful communication practices, where it is perfectly okay to disagree, but must not attack each other in the process of challenging our ideas.

**COURSE SCHEDULE**

**Please note that I reserve the right to change this schedule as necessary. Any changes will be announced in class. You are responsible for being aware of any changes whether or not you attend class.**

**Week 1 – Introduction – Feminist Class Studies**
- Tuesday, September 29
  - Course Expectations, ground rules, and introductions.
  - Exercise: Coming to Class Consciousness
- Thursday, October 1
  - bell hooks, *Where We Stand*, Chapters 1, 2, 4, 5, 9, 10, and 13.

**Week 2 – Establishing a Conceptual Framework – Feminists Theorizing Class**
- Tuesday, October 6
  - Video: Waging a Living
- Thursday, October 8

**Week 3 – Race, Gender and Labor: A Historical Background of Black Women and Work**
- Tuesday, October 13
  - Carla L. Peterson, “And we Claim Our Rights”” The Rights Rhetoric of Black and White Women Activists before the Civil War,” *Sister Circle*.
- Thursday, October 15
  - Shirley Wilson Logan, “What are We Worth”: Anna Julia Cooper Defines Black Women’s Work at the Dawn of the Twentieth Century,” *Sister Circle*.

**Week 4 – Black Women and Work – Intersecting Forces**
- Tuesday, October 20
• Thursday, October 22

**Week 5 – The Politics of Gender Equity**
• Tuesday, October 27
  - Leslie McCall, “Increasing Class Disparities among Women and the Politics of Gender Equity,” *The Sex of Class*.
  - Lovell, Hartmann, and Werschkul, “More than Raising the Floor: The Persistence of Gender Inequalities in the Low-Wage Labor Market,” *The Sex of Class*
• Thursday, October 29

**Week 6 – Gender and the Persistence of Labor Inequality**
• Tuesday, November 3
  - Marion Crain, “Sex Discrimination as Collective Harm,” *The Sex of Class*.
  - E. Boris and J. Klein, “’We Were the Invisible Workforce’: Unionizing Home Care,” *The Sex of Class*.
• Thursday, November 5
  - Janice Fine, “Worker Centers and Immigrant Women,” *The Sex of Class*.
  - Maria L. Ontiveros, “Female Immigrant Workers and the Law: Limits and Opportunities,” *The Sex of Class*.

**Week 7 – Race, Citizenship and Welfare**
• Tuesday, November 10
• Thursday, November 12 – NO CLASS MEETING TODAY. Submit annotated bibliographies electronically.

**Week 8 – Welfare-to-Work and “Personal Responsibility”**
• Tuesday, November 17
• Thursday, November 19

**Week 9 – Health Care Crisis a Class Issue**
- Tuesday, November 24
- Thursday, November 26 – Thanksgiving

**Week 10 – Economic Insecurity and Health Care Policy.**
- Tuesday, December 1
  - Susan Starr Sered and Rushika Fernandopulle, *Uninsured in America*, Chapters: 3, 4, 5, 7.
- Thursday, December 3
  - Susan Starr Sered and Rushika Fernandopulle, *Uninsured in America*, Chapters: 8, 9, 10, 11, Afterword.