Women, Sexuality, &

the Welfare state

SOCIOL 4QQ3

Winter 2023

**Instructor:** Dr. Genevieve Ritchie

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**Lecture:** Mondays 2:30pm–5:20pm   
**Room:** BSB B142

**Office:** TBA

**Office Hours:** TBA

**Land Acknowledgement**

McMaster University is located on the traditional Territories of the Mississauga and Haudenosaunee nations. The land is protected by the Dish with One Spoon Wampum, which is an agreement to share and protect the land. Across Turtle Island many Indigenous peoples work toward decolonization by resisting violent and extractive colonial practices. I encourage you to learn more about one such struggle taking place on unceded Six Nations territory. [Listen here.](https://www.youtube.com/watch?v=sf4wk6uv_zo)

**Student Services**

[Pride Community Centre](https://msumcmaster.ca/service/pcc/)

[Indigenous Student Services](https://indigservices.mcmaster.ca/)

[Black Student Success Centre](https://blackstudentsuccess.mcmaster.ca/)

[Student Accessibility Services](https://sas.mcmaster.ca/)

[Student Wellness Centre](https://wellness.mcmaster.ca/)

[Student Success Centre](https://studentsuccess.mcmaster.ca/writing-and-academic-skills/appointments/)

# Course Description

This course traces shifts in feminist, queer, and anti-racist thought in relation to the political and economic conditions of social citizenship, welfare, and neoliberalism. We will use comparative and historically situated approaches to study the ways that gender is implicated in state restructuring, the changing roles of private and public spheres, and shifting social norms. Particular attention will be granted to the transition from social welfare to neoliberal capitalism. Interactive lectures and multimedia learning activities will be used to guide students through practices of critical thinking, dialogical learning, textual critique, and reflective writing.

**Class Format**

The class will be conducted as interactive lectures. Students will be encouraged to participate in weekly discussions via online learning tools, written reflections, as well as in-class discussion activities.

My approach to teaching and learning begins from the idea that we as a class must develop our community of learning. You will be asked to work collaboratively, to develop active listening skills, and to engage in respectful debate (i.e., does not advocate racist, sexist, classist, queer-phobic, bigoted ideas). Dialogue with your peers will assist with the development of critical thinking skills and reflective analysis.

***It is important that you come to class prepared to discuss the weekly topics and readings.***

Accessibility is the foundation of learning. I seek to create an accessible class for everyone. I am always happy to hear from students about their learning and accessibility needs. If you would like to provide feedback anonymously, you can do so [here](https://docs.google.com/forms/d/e/1FAIpQLSd4YFmJnvtRZHehFocfsXlAb_YoXmpLciLghGyhy8wG6YhvJQ/viewform).

# Course Objectives

By the end of the course students should be able to:

* Refine and sharpen reading and comprehension skills
* Summarize and synthesize across texts and sources (including journalism, feminist theory, historical analysis)
* Write reflectively for a scholarly audience
* Deconstruct and historically situate ideas from various feminist standpoints
  + Assess the relationship between standpoint, evidence, and analysis
  + (Re)Situate feminist analysis in social context
* Communicate evidenced analysis, questions, reflective ideas, and critique

# Required Materials and Texts

Jaffe, S. (2021). *Work won't love you back: How devotion to our jobs keeps us exploited, exhausted, and alone*. Bold Type Books.

# Course Evaluation – Overview

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Assignment | Due Date | Word Count | Weight (of100) |
| Discussion based Assignments |  | Class participation | Ongoing | NA | 10% |
|  |  | Discussion Quotes | Weeks 5-6, 8-10 | NA | 15% |
| Written Assignments |  | Critical exposition | Week 4 | 1,000–1,500 | 15% |
|  |  | Summary & Synthesis of two chapters | Week 7 | 1,500–2,000 | 25% |
|  |  | Book Review | Week 12 | ~2000 | 35% |

# Course Evaluation – Details

## Class Participation (10%)

* Weekly participation in class discussions and activities
* Active engagement with peers
* Posting to the class whiteboard (can be asynchronous)
* Written reflections
* Creating and observing the class agreement
* Asking clarifying questions
* Supporting learning of peers
* Demonstrating intellectual generosity

## Quotes for Discussion (15%), due weeks 5–6, 8–10

In small groups (2–3) students will select, post, and evaluate a quote from the required text (Jaffe, 2021). During class time the group will use the selected quote as the basis for discussion with peers. The purpose of this assignment is to promote close reading, discussion, and collaboration.

* Select a mid-lengthen quote from Jaffe. Use the chapter that corresponds to your selected week.
* With your group write a brief explanation of what the quote means and why it is important.
* Post the quote and explanation to the class whiteboard.
  + The selected quote should be posted to the whiteboard one day prior to class.
* During class the group will have the opportunity to explain the selected quote with the class and discuss why it is significant.

## Critical exposition essay (15%) due week 4

An exposition essay provides a comprehensive description and explanation of an idea.

Instructions:

Using the reading from weeks 2–4 you will write a concise exposition essay discussing ‘dependency’. The essay should expound, evaluate, and provide critical insights on the notion of dependency.

Your essay should:

* Have a thesis or central purpose
* Briefly define dependency in relation to feminist analysis
  + You may wish to note different uses of the term in relation to social, historical, contexts
* Provide critical discussion that makes connections to key themes regarding gender, feminism, sexuality, or racialization

Formatting & submission

* 1,000–1500 words
* Headings dividing the essay are recommended but not required
* Times New Roman font is preferred
* APA bibliography
* Submit the essay as a Word document (not pdf). ***Use your last name as the document title***

## Summary & Synthesis (25%) due week 7

The final assignment for this course is a review of the monograph *Work won’t Love you back* (full citation above). As preparation for the final review essay, this assignment asks you to summarize two chapters from the text *and* synthesize key themes.

Your essay should:

* Be essay format (rather than a collection of short answers)
* Have a stated purpose
* Briefly summarize two chapters
* Identify key themes that run across both chapters (i.e., synthesize across chapters)
  + You may wish to use other course materials to support your analysis
* Explain your key themes and discuss their significance with regard to issues of gender, racialization, feminism, welfare, social care, or the family (etc).

Formatting & submission

* 1,500–2,000 words
* Headings dividing the essay are recommended but not required
* Times New Roman font is preferred
* APA bibliography
* Submit the essay as a Word document (not pdf). ***Use your last name as the document title***

1. **Book Review (35%) due week 12**

Writing a book review essay will assist you in further developing skills in areas of close reading, comprehension, textual analysis, and critical thinking. For this assignment you will write a review of Jaffe’s (2021) *Work won’t love you back* that pays particular attention to themes relevant to feminist, gender, sexuality, the family, and anti-racism (etc.)

See handout on A2L

Formatting & submission

* ~2,000 words
* Headings dividing the essay are recommended but not required
* Times New Roman font is preferred
* APA bibliography
* Submit the essay as a Word document (not pdf). ***Use your last name as the document title***

# Weekly Course Schedule and Required Readings

## Week 1, Jan 9

### Introductions

Readings: No readings

## Week 2, Jan 16

### Topic: Citizenship & Feminisms

Readings:

1. Cairns, J., and Sears, A. (2012). Citizenship and Inequality. In *The democratic imagination: Envisioning popular power in the twenty-first century*. University of Toronto Press. pp.49–72
2. Ramazanoglu, C. (2012). Feminism as Contradiction. In *Feminism and the Contradictions of Oppression*. Routledge. pp.5–23.

## Week 3, Jan 23

### Topic: ‘Dependence’ & feminist critique

Readings:

1. Fraser, N., & Gordon, L. (1994). A genealogy of dependency: Tracing a keyword of the US welfare state. *Signs: Journal of women in culture and society*, *19*(2), 309-336.
2. Thompson, D. (2018, March). Busting the Myth of ‘Welfare Makes People Lazy.’ *The Atlantic.* [*https://www.theatlantic.com/business/archive/2018/03/welfare-childhood/555119/*](https://www.theatlantic.com/business/archive/2018/03/welfare-childhood/555119/)

## Week 4, Jan 30

### Due: Exposition essay

### Topic: Love of work?

Readings:

1. Jaffe, S. (2021). Introduction. Welcome to the Working Week. In *Work won't love you back: How devotion to our jobs keeps us exploited, exhausted, and alone*. Bold Type Books. pp. 1–20.

## Week 5, Feb 6

### Topic: Social Entitlements of Citizens

Readings:

1. Cowen, D. E. (2006). Fighting for “freedom”: The end of conscription in the United States and the neoliberal project of citizenship. *Citizenship Studies*, *10*(2), 167–183.
2. McKeen, W. (2018). “Welfare mother” activism, mainstream feminism, and the cunning of history in Ontario’s 1970s welfare debate. *Journal of Women, Politics & Policy*, *39*(1), 75–103.

## Week 6, Feb 13

### Topic: The family and domestic work

Readings:

1. Jaffe, S. (2021). Nuclear Fallout: The Family. In *Work won't love you back: How devotion to our jobs keeps us exploited, exhausted, and alone*. Bold Type Books. pp.21–55.
2. Jaffe, S. (2021). Just like One of the Family: Domestic Work. In *Work won't love you back: How devotion to our jobs keeps us exploited, exhausted, and alone*. Bold Type Books. pp.55–82.

## \*\*\*\*\* Mid-term Recess – No Class Feb 20 \*\*\*\*\*\*

## Week 7, Feb 27

### Due: Chapter Summary & Synthesis

### Topic: Neoliberalism

Readings:

1. Carpenter, S. (2021).  New Citizens in the Age of Uncertainty. In *The ideology of civic engagement: AmeriCorps, politics, and pedagogy*. SUNY Press. pp.171–200.

## Week 8, March 6

### Topic: Sexuality & Social Reproduction

Readings:

1. Sears, A. (2005). Queer anti-capitalism: What's left of lesbian and gay liberation? *Science & Society*, 92-112.
2. Raha, N. (2021). A queer Marxist transfeminism: Queer and trans social reproduction. In J. Gleeson & E. O’Rourke (Eds.), (pp. 85–115) *Transgender Marxism*.

## Week 9, March 13

### Topics: Reproduction, public or private?

Readings:

1. Jaffe, S. (2021). Suffer for the Cause: Nonprofits. In *Work won't love you back: How devotion to our jobs keeps us exploited, exhausted, and alone*. Bold Type Books. pp. 139–174.
2. Murphy, M. (2015). Reproduction. In S Mojab (Ed.). *Marxism & Feminism.* Zed Books. pp. 287–304.

## Week 10, March 20

### Topic: NGOs: Privatizing public wellbeing

Readings:

1. Maira, S. (2020). Muslim American Youth and Volunteerism: Neoliberal Citizenship in the War on Terror. In *Muslim Volunteering in the West* (pp. 179-200). M, Peucker, & M, Kayikci, Palgrave Macmillan, Cham.
2. Gilmore, R.W. (2017). In the Shadow of the shadow state. In *The revolution will not be funded: beyond the non-profit industrial complex*. Duke University Press.

## Week 11, March 27

### Topics: What comes next?

Readings:

1. Cairns, J. (2017). Everything for everybody. In The myth of the age of entitlement: Millennials, austerity, and hope. Pp1
2. Jaffe, S. (2021). What is Love? In *Work won't love you back: How devotion to our jobs keeps us exploited, exhausted, and alone*. Bold Type Books. pp.321–335.

## Week 12, April 3

### Recap & reflection

Readings: No readings

# Course Policies

## Submission of Assignments

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## Late Assignments

* Any assignment uploaded to A2L has a 4-hour grace period
* 3% late penalty per day (of the assignment weight) will be applied after the grace period
* Requests for an extension must be submitted by email at **least 24 hours prior** **to the due date.**
* For group work, requests to change the date must be discussed with me in-person at least 1 week prior to the due date.
* Assignments more than two weeks late will not be accepted and will be assigned mark of zero.
* I cannot discuss grades over email

## Absences, Missed Work, Illness

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”. **Please notify me by email as soon as the request has been submitted.**

## Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user-names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

# University Policies

## Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academiccredentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academiccredit or advantage. This behaviour 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 types of academic dishonesty please refer to the [Academic Integrity Policy](http://www.mcmaster.ca/academicintegrity)**.**

The following illustrates only three forms of academic dishonesty

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

## Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](https://sas.mcmaster.ca/) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca%20) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [*Academic Accommodation of Students with Disabilities*](http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf)policy.

## Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a [RISO](https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf) accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](https://secretariat.mcmaster.ca/app/uploads/Code-of-Student-Rights-and-Responsibilities.pdf) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

## Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

## Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, 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.

## Course Modification

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.

## Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

## Grades

Grades will be based on the McMaster University grading scale:

| **MARK** | **GRADE** |
| --- | --- |
| 90-100 | A+ |
| 85-89 | A |
| 80-84 | A- |
| 77-79 | B+ |
| 73-76 | B |
| 70-72 | B- |
| 67-69 | C+ |
| 63-66 | C |
| 60-62 | C- |
| 57-59 | D+ |
| 53-56 | D |
| 50-52 | D- |
| 0-49 | F |