

Women, Wealth, and Power

SYD 4812 (#95464) - 3 Credits

Fall 2015 -Tues/Thurs. 2-3:20 pm/GS 111

This course can be used as part of the sociology major and/or minor.

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SYLLABUS

Required Texts: *The Power of Good Deeds: Privileged Women and the Social Reproduction of the Upper Class*, Diana Kendall.

Most of the readings for this class will be posted on Blackboard.

Course Description: This class will explore the interconnectedness between gender, class, and, to a lesser extent, race. The women we will discuss have wealth and agency. Nevertheless, gender mitigates their actions and is embedded in the arrangement of households and other institutions. By studying women of wealth, we learn from their voices about the tenacity of gender proscriptions and the strategies employed to assert their agency and independence. The course is divided into three sections: **I. The Sociology of Money, II. Women among the Elite, and III. Diversity among Women of Wealth.**

Course Context:

This is a 4000-level course. It requires that you have taken three sociology courses at the 1000, 2000 or 3000-level or that you have the permission of the instructor. It can be counted towards the sociology major or minor.

Course Objectives:

1. Understand the characteristics of the elite class
2. Understand the conflicting positions of elite women
3. Recognize the distinctions among elite women according to color, ethnicity, and historical circumstances

Grading:

Your grade will depend on your performance on three exams, a group project, and your reading's report. The exams will cover material from the classroom, including the presentations, and the assigned readings.

<i>Exam #1</i>	<i>Thursday, September 17</i>	<i>250 points</i>
<i>Exam #2</i>	<i>Thursday, October 22</i>	<i>250 points</i>
<i>Exam #3</i>	<i>Tuesday, December 8</i>	<i>250 points (1:15pm)</i>

Group Project	(Varies)	100 points
Reading's Report	(Varies)	25 points
Grading Scale:	90%-100%	A
	80%-89%	B
	70%-79%	C
	60%-69%	D
	<60%	F

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, MOD 1 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, CO 128 (772-873-3305) – and follow all OSD procedures.

Exams: 250 points each

- The exams will be multiple-choice
- You will need a blue scantron for the exam.
- Prior to the exam, you will receive (via Blackboard) a study guide
- The questions will come equally from the readings and the classroom lectures and presentations.
- **No electronic devices (e.g., cell phones, laptops, pagers, iPods, iPads, Ianything, etc) are allowed on your desk or visible during the exams.**
- **There is a zero tolerance policy toward cheaters. I am usually a kind, mild-mannered person. Please do not test my patience by even appearing to cheat. Also, the person next to you will have a different exam, so cheating may be futile!**

Group Project: 100 points Please read these instructions carefully.

*Each student is required to participate in an assigned group project. By August 27, I will have posted the assigned groups on BLACKBOARD. Each group will focus on a biography of an elite woman. If you wish to exchange with another student, **both** students must send an email to me agreeing on the change. There will be four-to-five students in each group.*

The information on the group projects is very specific. My intention is to facilitate your work on the project. In my experience, students' work improves with increased guidance from the professor. I will allocate some class time for the groups to meet.

The project will have two parts – a class presentation and a written paper.

1. Class presentation:

- Each group will have about 15-20 minutes to deliver their presentation.
- The presentations should include visual aids and/or hand-outs.
- The presentation should include the following information:
 - A family tree for distribution to the class (There are about 35 students enrolled in the class).
 - Background information on the source of the woman's wealth
 - A brief biography

- Most importantly, the presentations should inform the class about the significance of gender in directing the woman's life.
 - You should react to the following:
 - Historian Gerda Lerner contends that the connection between class and gender is best understood “by comparing each woman with her brother and considering how the sister's and brother's lives and opportunities would differ.”
 - While your topic may not have a “brother,” you can discuss the woman's life relative to her male peers
- The presentations should be interesting and creative.

2. *Written Paper:*

- Each group will submit one paper.
- I have divided the responsibilities for the paper into five areas. Each student will be responsible for one of the areas:
 - **The group leader will:**
 - Coordinate the work of the group.
 - Prepare the presentation based upon material given to the leader by other group members
 - Write the **one-page** introduction and **one-page** conclusion.
 - Prepare the hand-outs for the presentation and coordinate the visuals
 - Compile the paper
 - **Distribute the power point presentation to the class at least 24 hours before the scheduled presentation**
 - Submit the paper on Turnitin on Blackboard
 - Submit a hard-copy, including the power point slides
 - **The biographer will**
 - Prepare the family tree
 - Write **three pages** describing the woman's life, including the source of her wealth
 - **The gender person will**
 - Write **three** pages focused on the connection between wealth and gender
 - Part of this section will be a generic discussion of the issue and part will connect it to the specific person.
 - **There will be one-to-two students in each group who will discuss a specific topic from the following:**
 - Sociology of inheritance
 - Issues of diversity
 - Philanthropy
 - Write **three** pages describing the connection between the woman's life and the selected issue

Process:

September 1 I will discuss the group projects and give students an opportunity to meet their group members and exchange emails and phone numbers. You will have time during class to divide the responsibilities within your group according to the four categories outlined above.

Evaluation:

Each student will receive an individual grade, depending on their contribution to the project and their

written work. I will post a rubric that will serve as a guide.

Class Presentations:

- I will evaluate the presentations based on the following criteria:
 - Was it well-organized?
 - Did it expand our knowledge about women and wealth?
 - Did it address the issues of class and gender?
 - Was it interesting and engaging?

Written Paper: The papers are due two weeks following the scheduled presentation.

I will evaluate the written paper based on the following criteria:

- Was it well-organized?
- **Did the writers connect the readings and/or lectures to their topic? VERY IMPORTANT (failure to connect the paper to readings and/or lectures will result in a maximum grade of 70)**
- Did the paper complete the assigned tasks?
- **Did the student acknowledge material they received from other sources? (REALLY, REALLY IMPORTANT)**
- Was the paper grammatically accurate?
 - **I will deduct two points** for every misspelled word and gross grammatical errors.
 - Never submit a paper without using your grammar and spell check!
- The paper should have the following format:
 - Title Page
 - Each student's name should be listed along with their specific responsibility.
E.g., *Doris Duke*
By
Sarah Jones Group Leader
Jason Smith Biographer
José Martinez Topic
Amy Jenkins Topic
Jennifer Washington Gender
 - Each section should be clearly divided according to topic
 - The papers must be typed, double-spaced, 12 font, Times New Roman.
 - All papers must include a bibliography combining the citations from each group member
 - In order to facilitate this process, each person should submit their three pages to the group leader in Word **no later than two days prior to the paper's due date.**
 - The leader should list the citations at the end of each section
It is imperative that you cite your sources either when you receive an idea from the source, or when you use a direct quote.
Failure to do so is plagiarism, a serious academic infraction.
 - **The group leader must submit the final paper through Turnitin, which will be available under "Assignments" on Blackboard.**
 - **The group leader is also responsible for submitting a hard copy of the paper, along with a copy of the power point presentation, to the wonderful professor on the date it is due.**

Readings Report: 25 points

In order to facilitate classroom discussion, you should have read the articles and be prepared to discuss them by the dates listed. On August 27, I will post the names of students responsible for answering the questions associated with the article. (The questions will be posted on Blackboard. While everyone is responsible for completing the readings according to schedule, the students selected for each reading will be asked directly to respond to the questions). You do not have to submit your answers, just be prepared to reply when called upon.

Other important stuff:

- Class begins at 2pm and is scheduled to last until 3:20pm. Please plan on arriving on-time and remaining through the entire class. Tardiness is disruptive for your fellow students and is not looked upon kindly by your gentle professor
- You should keep up with the readings. Copies of the assigned articles will be available on **Blackboard**.
- All cell phones must be turned off during class time. Students should keep their cell phones in their backpacks, pockets, or other places out of sight. You should NOT be texting during class.
- I am reluctantly going to allow you to use a laptop for note taking. However, that privilege MAY be removed if anyone is using their computer for other activities during class time (e.g., facebook, ebay, email, etc.). Please do not abuse this privilege! Students using a laptop for note taking must sit in the front row.
- Your grade will be affected according to your attendance record. *Attendance is mandatory*. Students who do not attend regularly may have their grade lowered. However in accord with university policy, absence from class will be excused for reasons that include religious observances, required and documents participation in a university-sponsored activity (such as athletic competition) and certain documented civic and military obligations.
- Make-up exams will be given only with an excused absence and only if your wonderful professor is notified *before* the scheduled exam.

Class Schedule:

Part I. The Sociology of Money

August 18-August 20 *An Introduction to the Sociology of Women and Wealth*
Week 1

Readings: **Kendall**: Chapter 1-Introduction

August 25-August 27 *Social Stratification*
Week 2

Readings: **BLACKBOARD - # 1**: “What Makes a Social Class? On the Theoretical and Practical Existence of Groups.”

September 1-September 3 *The Sociology of Money and the Family*
Week 3

Readings: **BLACKBOARD - # 2**: *Warm Hearts and Cold Cash: The Intimate Dynamics of Families and Money*. New York: Free Press. *Chapter 1*

September 10-September 12 *Cultural Capital and the Upper-Class*

Week 4

Readings: **Kendall:** Chapter 4-Learning the Ropes
BLACKBOARD - # 3: *Preparing for Power: America's Elite Boarding Schools.*
Chapter 10
-# 4: *The High Status Track: Studies of Elite Schools and Stratification.* Chapter 7

September 15

Week 5

Review for the exam and catch-up

September 17

Exam #1- Kendall-Chapters 1, 4

BLACKBOARD Readings #1- #4

Classroom lectures and materials–August 17-September 15

Part II. Women among the Elite

September 22-September 24 *A Veil of Primogeniture*

Week 6

Readings: **BLACKBOARD - # 5:** *"Inheritance and Stratification"*

September 29-October 1

The Organization of Elite Women

Week 7

Readings: **Kendall:** Chapter 5-Take a Bow
Chapter 6-Members Only

October 1 **Biography Presentation – Doris Duke**

Doris Duke was known as the "poor little rich girl" – one of many "poor little rich girls" we will study. She inherited a fortune from her grandfather, the tobacco king and endower of one of the greatest universities in the world – DUKE. Her suspicious death led to interesting speculation

October 6-October 8 *The Work of Wealthy Women*

Week 8

Readings: **Kendall:** Chapter 2-Elite Women and Philanthropy

October 8 **Biography Presentation – Melinda Gates**

Bill and Melinda Gates are the wealthiest couple in the U.S.

October 13-October 15 *Noblesse Oblige*
Week 9

Readings: **Kendall:** Chapter 3-Good Deeds and Fundraising

October 15 **Biography Presentation – Jacqueline Bouvier Kennedy Onassis**
Born into a wealthy family and married into greater and greater wealth, “Jackie” became an “ambassador” and an American icon. She also lived her life under a microscope, something with which she was never very comfortable.

October 20 *Review for the exam and catch-up*
Week 10

October 22 **Exam # 2 – Kendall-Chapters 2, 3, 5, 6**
BLACKBOARD – Reading #5
Classroom lectures, and other materials – September 22-October 20

Part III. Diversity among Women of Wealth

October 27-October 29 *Feminist Fundraisers*
Week 11

Readings: **BLACKBOARD - # 6** Odendahl, Teresa, “*Wealthy Feminist Funders*” in Teresa Odendahl, *Charity Begins at Home: Generosity and Self-Interest Among the Philanthropic Elite*

October 29 **Biography Presentation – Swanee and Helen Hunt**
The Hunt sisters are the daughters of H. L. Hunt, one of richest men during his time. Odendahl, in the article above, presents a less than positive portrait of the sisters.

November 3-November 5 *Jewish American Women of Wealth*
Week 12

Readings: **BLACKBOARD - # 7** Odendahl, Teresa, “*Elite Jewish Giving*”

November 5 **Biography Presentation – Penny Pritzker**
Penny Pritzker is part of one of wealthiest families in the U.S. Originally, the money came from ownership of the Hyatt hotels. Penny Pritzker, however, took an elite education path and is currently the Secretary of Commerce.

November 10-November 12 *African American Women of Wealth*
Week 13

Readings: **BLACKBOARD - # 8** Mullins & Sites, “*The Contribution of Black Women to Black Upper Class Maintenance and Achievement.*”

November 12 *Biography Presentation – Oprah Winfrey*
I do not believe that Oprah needs any explanation!

November 17-November 19 *Hispanic American Women of Wealth*
Week 14

Readings: **BLACKBOARD - #9** Domhoff, et al, “Hispanics in the Power Elite” (subject to change)

November 19 *Biography Presentation – Linda Alverado*
Ms. Alverado founded one of the largest construction companies in Colorado. She is also the first Hispanic woman to own a major league team. Her story is one of persistence and tenacity.

November 24 *The Interconnectedness of Class, Gender, and Race*
Week 15

Readings: **Kendall:** Chapter 7-Societal Implications of the Contradictions in Elite Women’s Good Deeds



Another one of life’s many disappointments – no class today while you gorge yourselves on turkey, stuffing, and various other unhealthy foods commemorating the systematic destruction of the Native American culture. Consider studying during this holiday – it’s a good excuse not to help in the kitchen!

December 8 1:15pm *Exam # 3 – Kendall-Chapter 7*
BLACKBOARD- Readings #6 - #9
Classroom lectures, presentations, and other materials-
October 27-November 24

*******CODE OF ACADEMIC INTEGRITY POLICY*******

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty.

The FAU Code of Academic Integrity prohibits dishonesty and requires a faculty member, student, or staff member to notify an instructor when there is reason to believe dishonesty has occurred in a course/program requirement. The instructor must pursue any reasonable allegation, taking action where appropriate. Examples of academic dishonesty include, but are not limited to, the following:

- I. Cheating
 - a. The unauthorized use of notes, books, electronic devices, or other study aids while taking an examination or working on an assignment.
 - b. Providing unauthorized assistance to or receiving assistance from another student during an examination or while working on an assignment.
 - c. Having someone take an exam or complete an assignment in one's place.
 - d. Securing an exam, receiving an unauthorized copy of an exam, or sharing a copy of an exam.
- II. Plagiarism
 - a. The presentation of words from any other source or another person as one's own without proper quotation and citation.
 - b. Putting someone else's ideas or facts into your own words (paraphrasing) without proper citation.
 - c. Turning in someone else's work as one's own, including the buying and selling of term papers or assignments.
- III. Other Forms of Dishonesty
 - a. Falsifying or inventing information, data, or citations.
 - b. Failing to comply with examination regulations or failing to obey the instructions of an examination proctor.
 - c. Submitting the same paper or assignment, or part thereof, in more than one class without the written consent of both instructors.
 - d. Any other form of academic cheating, plagiarism, or dishonesty

For more information, see the Code of Academic Integrity in the University Regulations at http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf.

*Have a Happy, Healthy, and Safe Holiday
Season!*