In this article, Eric Margolis and Mary Romero examine the effect of the "hidden curriculum" on women of color graduate students in sociology. They interview twenty-six women of color enrolled in Ph.D. programs in sociology to uncover how the graduate school curriculum not only produces professional sociologists, but also simultaneously reproduces gender, race, class, and other forms of inequality. In their analysis, Margolis and Romero identify two forms of the hidden curriculum at work: the "weak" form, which is the professionalization process essential to "becoming a sociologist," and the "strong" form, which acts to reproduce stratified and unequal social relations. The numerous quotations from the women graduate students interviewed reveal that many elements of the hidden curriculum — such as stereotyping and blaming the victim — were painfully obvious to them. As Margolis and Romero argue, the women's stories, the authors' analysis, and the publication of this article are forms of resistance to the hidden curriculum, constituting "a lifting of veils to make visible what was hidden."

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