**SYO 4370-002: Gender and Work**

**Department of Sociology**

Florida Atlantic University

Spring 2018

**Instructor: Dr. J. Lotus Seeley Email: seeleyj@fau.edu**

**Days/Times: Tuesday/Thursday 11am-12.20pm Phone: 404.402.8740 (calls only)**

**Classroom: General Classroom South 115 Office: 261 Culture and Society Building**

**Details: CRN 40060, 3 Credits Office Hours: Tues & Thurs, 1-3pm**

**GTA: Akilah Somersall, asomers1@fau.edu Weds & Fri, 10-11am**

**email for alternate times**

**Course Description:**

Work, whether done for money, love, or duty, is a deeply gendered institution. Tasks and occupations are categorized as either masculine or feminine, meaning *either* men *or* women are seen as the natural, proper, and appropriate types of people to do that particular kind of work. For example, in American culture, doctoring is gendered masculine; nursing, feminine. Caring for infants is constructed as feminine, mowing the lawn as masculine. Sociologist use the term *gender division of labor* to refer to how work (both inside the home and out) is structured by assumptions of essential gender difference and how this results in a sex segregated labor market, the male breadwinner/female homemaker norm, and gendered economic inequality.

This class will explore the gender division of labor, or the structural (rather than individual) reasons why men and women do different kinds of labor both inside and outside the home. Whether a type of work is gendered masculine or feminine is not natural or inevitable, but instead the result of social and historical processes that (re)produce gender inequality. Because work done by men is given greater value than work done by women, the gender division of labor is a major contributor to women’s economic and social subordination. We will explore the historical and political origins of the contemporary gender division of labor and examine how sex segregated labor contributes to economic and social inequality. We will employ an intersectional approach to the study of the gender division of labor that takes seriously the influence of race, nationality, sexuality, and other social identities for the experience of work and resulting inequalities. This course will survey a wide range of topics including history, the domestic sphere, women’s experiences in masculine scientific and technical fields, the wage gap, emotional labor, tokenism, sexual harassment, the pursuit of work-life balance, and possible solutions.

While we will engage with a variety of texts this term, we will also being creating knowledge through empirical research. Students will conduct interviews with a man and a woman in an occupation of interest to them and then write a paper that analyzes their experiences using the concepts learned during the term.

**Course Objectives:**

- Students will understand the gender division of labor as a sociological, historical,

and political phenomenon.

- Students will be able to identify the structural, organizational, and individual-level processes

through which the gender division of labor produces inequality.

- Students will develop an intersectional understanding of how race, class, sexuality, nation, and other social identities influence the gender division of labor.

- Students will become familiar with strategies and practices meant to combat inequalities

resulting from the gender division of labor.

- Students will gain experience with sociological methods and analysis through hands-on

research.

**Course Context:**

Prerequisites: Three Sociology courses at the 1000-3000 level or permission of the instructor.

This course can be counted towards the sociology major or minor.

**Required Texts:**

*Gender and Work in Today’s World: A Reader* (2004), edited by Nancy E. Sacks and Catherine

Marrone, Westview Press, ISBN: 0813341922

\*\* Textbook readings are marked **in *GW***.

All other readings will be posted to Canvas. Readings posted online are marked **(C)**.

**Assignments and Grading:**

**Attendance and Participation: 10%**

Student participation is essential for the success of the class. Students must commit to reading carefully, paying attention during class, listening attentively to each other, and providing meaningful contributions to class discussions. Each student is expected to be fully engaged and actively participate in class discussions and activities. Failure to be engaged will result in the lowering of your grade; being brave enough to contribute your ideas – even if you’re unsure of them – will be rewarded.

Attending class is crucial to your success. Missing class without an excuse (or being late) means not only getting 0s for quizzes but missing activities and discussions that cannot be captured on powerpoint but may appear on an exam. If you are absent, please check our Canvas site for posted materials, talk to a classmate about what you missed, and then come see me for questions and clarifications.

Attendance will be taken for this class on a daily basis. Sleeping, arriving late without permission, leaving early without permission, paying more attention to your phone than class, and using technology for non-class matters may be considered absences.

Students are permitted **2** unexcused absences. Each unexcused absences in excess of 2 absences will result in a reduction of your participation grade by **half a point.** Documentation, including doctor’s notes or other empirical evidence (subject to approval of Dr. Seeley) of the reason for missing class, should be provided immediately upon return. All accommodations will be made at the discretion of Dr. Seeley

**Quizzes: 15%**

Quizzes are meant to insure that you are completing your reading assignments. Six pop quizzes will be given over the course of the term; the lowest grade will be dropped, making each quiz worth **3%** of your final grade. They will generally be short answer questions or vocabulary questions based on the reading assigned for that day. You CANNOT make-up a missed quiz without a formal written excuse.

**Midterm Exam: 20%**

March 1

The midterm will cover all material from the first half of class, including assigned readings, class activities, films, and lectures.

**Interview Project: 35%**

February 6: Interview Topic Due: **5%**

March 22: Interview Notes Due: **10%**

April 12: Paper Due: **20%**

Students will conduct **two** 1-hour interviews with a man and a woman working in the same occupation (e.g., a man and a woman both employed as doctors). Then, information provided by the respondents will be summarized into interview notes that will be submitted to the instructor. Finally, using the information gathered from the interviews as well as supplementary information on the occupation gathered through secondary research, each student will write a 10 page paper comparing and contrasting the experiences of the two individuals in their chosen occupations. Students will apply the concepts learned during the course to analyze the interviews.

**Final Exam: 20%**

Tuesday, May 1, 10.30am - 1pm

The final will cover all material from the second half of class, including assigned readings, class activities, films, and lectures.

**Grading Scale:**

A 92.60-100% B+ 86.60-89.59% C+ 76.60-79.59% D 60-69.59%

A- 89.60-92.59% B 82.60-86.59% C 72.60-76.59% F 0-58.99%

B- 79.60-82.59% C- 69.60-72.59%

\*\*\*Deviations from this scheme will occur only if no curves were given on any exams.

**Class Policies and Etiquette:**

*Following Instructions:*  Success in this class requires that students carefully read and then follow assignment instructions as well as policies laid out in the syllabus. Thorough instructions for all assignments will be distributed in hard copy and posted to Canvas (in the Syllabus and Assignments Sheet folder in Files). You are expected to do what is on the instructions – nothing more, nothing less. Submissions that do not meet the expectations laid out in the relevant instruction sheet are unlikely to receive more than a B.

*Attendance*: In accord with university policy, absence from class will be excused for reasons that include religious observances, required and documented participation in a university-sponsored activity (such as athletic competition or academic conferences), and certain documented civic and military obligations. Students should notify Dr. Seeley *in advance* of these absences, and they will be accommodated on an individual basis.

*Non-SAS Accommodations*:I want you to be successful in this class. Proactivity will always be looked upon positively, so please let Dr. Seeley know as soon as possible if you think you will have any problems related to this class for which we will need to devise solutions. If you are having issues in your life that may impact your ability to be successful in this class, I expect you to come see me in a timely manner. I am willing to provide accommodations that are reasonable as well as fair to your classmates, but this requires timely communication with me. Waiting until the last minute or after the fact will produce less favorable outcomes.

*Grade Contestation*: You must wait 48 hours from the time it is handed back to you to contact me with your dispute. I will not take complaints after class except regarding bad math or clarification of my handwriting. To put forth your grade dispute you must send me a formal email detailing what you think was graded unfairly, what your original answer was, what my comments were, and a logical argument about why you think you should have your original grade changed. If you fail to follow these instructions, your dispute will not be considered. Contesting a grade may result in the raising or lowering of your grade.

*Late Work*: All work should be submitted on time and in the form (hard copy or online) indicated on the relevant instruction sheet. Students submitting a late assignment will be penalized as follows: Assignments submitted the day after the original due date will lose 10 points. Assignments submitted two days after the original due date will lose 20 points. Assignments submitted three days after the due date will lose 30 points. Assignments submitted four or more days after the original due date may be given half credit at the discretion of the instructor.

Grades of Incomplete (“I”) are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.

*Technology*: Any technology used during class time should be used only for note taking or other class activities. Use of laptops or phones that results in less than full engagement in the class and its activities will result in a lowered participation grade.

**Academic Integrity:**

All work (written or otherwise) for this course must be your own. Academic dishonesty of any sort – including (but not limited to) unintentional or intentional plagiarism, cheating, fabricating classmate’s attendance, falsifying absence documentation, and/or unapproved collaboration – will not be tolerated and will result in an automatic grade of F for the course. By registering for this class you acknowledge and agree to this policy and accept responsibility for educating yourself regarding FAU’s Code of Academic Integrity: https://www.fau.edu/ctl/4.001\_Code\_‌of\_Academic\_Integrity.pdf. 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.Be advised that all cases of academic dishonesty will be reported to the appropriate administrators and may result in additional punishment beyond failing the course.

All work (written or otherwise) for this course must be your own. Academic dishonesty of any sort – including (but not limited to) unintentional or intentional plagiarism, cheating, fabricating classmate’s attendance, falsifying absence documentation, and/or unapproved collaboration – will not be tolerated and will result in an automatic grade of F for the course. By registering for this class you acknowledge and agree to this policy and accept responsibility for educating yourself regarding FAU’s Code of Academic Integrity. Be advised that all cases of academic dishonesty will be reported to the appropriate administrators and may result in additional punishment beyond failing the course.

**Student Accessibility Services Accommodation Policy:**

In compliance with the Americans with Disabilities Act (ADA), students who due to a disability require reasonable accommodations to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. For more information, go to http://fau.edu/sas/

**Class Schedule:**

*Week 1*

**1/9 Welcome**

**1/11 What is Gender?**

“Conventional Wisdom Tells Us … You’ve Come a Long Way Baby” by Ruane and

Cerulo, pages 111-120 **(C)**

*Week 2*

**1/16 The Gender Division of Labor I: Making Gender through Labor**

“Office Ladies: Power, Gender, and Work in Japanese Companies” by Ogasawara in

**G&W**, pages 12-25

**1/18 The Gender Division of Labor II: Intersectional Analysis**

“Racism in Toyland” by Christine Williams, pages 28-32 **(C)**

“Pride and Prejudice and Professionalism” by Connell, pages 32-37 **(C)**

*Week 3*

**1/23 The Gender Division of Labor III: Different Experiences, Unequal Rewards**

“If You’re So Smart, Why Aren’t You the Boss?: Explaining the Persistent Vertical Gender Gap in Management” by Haverman and Beresford, pages 239-252 **(C)**

**1/25 Gender and Household Labor I: The History of Housework**

“Housewifery: Household Work and Household Tools under Pre-Industrial Conditions”

by Cowan, page 84-91 **(C)**

“Black Women, Work, and the Family under Slavery” by Jones, pages 92-105 **(C)**

*Week 4*

**1/30 Gender and Household Labor II: Housework Today**

“The Joy of Cooking?” by Bowen, Elliott, and Brenton, pages 20-25 **(C)**

“Men Don’t Do This Sort of Thing: Househusbands” by Smith in **G&W**, pages 387-403

**2/1 Inequality at Work I: Getting Jobs**

“Race and Sex Discrimination in the Employment Process” by Skaggs and Bridges,

pages 404-415 **(C)**

“‘That Single-Mother Element’: How White Employers Typify Black Women” by

Kennelly, pages 404-416 **(C)**

*Week 5*

**2/6 Inequality at Work II: Ideal Workers and Equal Pay**

**Interview Topic Due**

“Gender and the Artist Archetype: Understanding Gender Inequality in Artistic Careers”

by Miller, pages 119-131 **(C)**

**2/8 Inequality at Work II: Pink Collar Ghettos and Comparable Worth**

“Domestica: Maid in LA” by Hondagneu-Sotelo in **G&W**, pages 26-36

“Nickel-and-Dimed: On (Not) Getting by in America” by Ehrenreich, pages 318-331 **(C)**

*Week 6*

**2/13 Inequality at Work IV: Tokenism**

“Outsiders within the Station House: The Impact of Race and Gender on Black Women

Police” by Martin in **G&W**, pages 136-157

**2/15 Women Doing “Men’s” Work I: White Collar Professionals**

“Career Commitments: Women and Men Law School Graduates” by Schrimsher in

**G&W**, pages 243-264

*Week 7*

**2/20 Women Doing “Men’s” Work II: Blue Collar Laborers**

“Marking Gender Boundaries: Porn, Piss, Power Tools” by Eisenberg in **G&W**, pages

286-300

**2/22 Men Doing “Women’s” Work: The Glass Escalator**

“The Glass Escalator: Men Who Do Women’s Work” by Williams in **G&W**, pages 105-

123

*Week 8*

**2/27 Review for Midterm**

No Assigned Reading

**3/1 Midterm**

**SPRING BREAK – MARCH 6 and 8 – No Class**

*Week 9*

**3/13 Emotional Labor I: Women Being Nice**

“The Managed Heart” by Hochschild, pages 29-36 **(C)**

“Peaks and Valleys: The Gendered Emotional Culture of Rescue Workers” by Lois in

**G&W**, pages 222-243

**3/15 Emotional Labor II: Men Being Angry**

“Rambo Litigators: Emotional Labor in a Male-Dominated Occupation” by Pierce in

**G&W**, pages 65-87

*Week 10*

**3/20 Women in STEM I: History of Gender and Computing**

“What Gender Is Science?” by Charles, pages 22-28 **(C)**

**3/22 Women in STEM II: Leaky Pipelines**

**Interview Notes Due**

“Living among the Programming Gods” by Margolis and Fisher, pages 77-92 **(C)**

“Geek Mythology” by Margolis and Fisher, pages 61-75 **(C)**

*Week 11*

**3/27 Sexual Harassment I: Defining the Problem**

“Boundary Lines: Labeling Sexual Harassment in Restaurants” by Giuffre and Williams,

pages 252-267 **(C)**

**3/29 Sexual Harassment II: Finding Solutions**

“Men Behaving Badly” by Talbot, pages 432-443 **(C)**

*Week 12*

**4/3 Work-Life Balance: Opting Out?**

“The Rhetoric and Reality of ‘Opting Out’” by Stone, pages 14-19 **(C)**

“Work and Family in the 21st Century: Four Research Domains” by Wharton, pages 219-

235 **(C)**

**4/5 Solutions I: Equal Rights Amendment**

No Assigned Reading

Movie: *Equal Is Equal*

*Week 13*

**4/10 Solutions II: Government and Organizational Policy**

“Diversity Management in Corporate America” by Dobbin, Kalev, and Kelly, pages 21-

27 **(C)**

“Support for Working Families” by Gornick and Meyers, pages 531-538 **(C)**

**4/12 Solutions III: Leaning In?**

**Interview Project Paper Due**

“The Leadership Ambition Gap” by Sandberg, pages 12-26 **(C)**

“Sit at the Table” by Sandberg, pages 27-38 **(C)**

*Week 14*

**4/17 Solutions IV: Devising Alternatives**

“The Perfect Workplace” by Slaughter, pages 207-230 **(C)**

**4/19 Review for Final**

No Assigned Reading

*Finals Week*

**Final Exam: Tuesday, May 1, 10.30am – 1.00pm**