Now for the first time in our nation’s history, women comprise half of all U.S. workers and mothers are the primary breadwinners in 40% of American families. This is a dramatic shift from just a generation ago (in 1967 women made up only one-third of all workers). Men are pitching in more at home, and with the recent economic downturn, more and more men are becoming primary care-givers for their children. We have a female secretary of state and secretary of labor. Four out of eight Ivy League presidents are women. Gender differences in work SEEM to be disappearing. And yet…

Women are still doing disproportional amounts of domestic and parenting labor at home, and this ripples into men and women’s lives at large. Men who want to be involved fathers have to battle a labor market where women’s labor at home is expected and they are therefore expected to be “ideal workers,” working long hours and denying family obligations. Women pay a great penalty in their professional lives for their extra responsibilities at home, and two-thirds of women do not function as “ideal workers,” creating issues even for those women who are fully devoted to their careers. The earnings of women without children are more different from the earnings of mothers than they are from the earnings of men.

Thus, we cannot examine the gendering of paid labor without closely scrutinizing the gendering of unpaid labor. This course begins with gender divisions at home to develop a framework with which to examine men and women’s very different experiences in their work lives and their lives at large.

Course Readings
Readings are entirely found in our course reader which will be brought to class once everyone has paid for it. The first two weeks’ readings are also available on Latte.

University Policy on Academic Accommodations
If you are a student who has academic accommodations because of a documented disability, please see this week and give me a copy of your letter of accommodation.

University Policy on Academic Integrity
You are expected to be familiar with and to follow the University’s policies on academic integrity (see http://www.brandeis.edu/studentlife/sdc/ai ).
COURSE CALENDAR

WEEK 1 (Jan 17, 20)
The Paid/Unpaid Labor Divide, and Aren’t We All Already Equal?
• Williams, Joan. “Is Domesticity Dead?” Unbending Gender, p. 13-39

THE GENDERING OF UNPAID WORK

WEEK 2 (Jan 24, 27)
The Gendering of Care & How Care “Counts” (or Doesn’t)
• (note: this week’s readings are light so you might consider reading ahead since the fatherhood week has more pages of readings)

WEEK 3 (Jan 31, Feb 3) — PAPER PRECIS DUE FRIDAY
Fatherhood & the Division of Domestic Labor

WEEK 4 (Feb 7, 10)
Is Motherhood Inherently Repressive in a Heterosexual World?
• Firestone, Shulamith. 1970. The Dialectic of Sex, The Women’s Press (excerpts)
THE GENDERING OF PAID WORK

WEEK 5 (Feb 14, 17)
Glorious Work as the Path to True Selfhood?
- Stephanie Coontz. *The Way We Never Were*, BasicBooks, p. 149-169

WEEK 6 (Feb 21, 24)
NO CLASSES

WEEK 7 (Feb 28, Mar 2)
Non-Glorious Work at the Intersection of Race, Class & Gender
- Ehrenreich, Barbara. 2001. *Nickel and Dimed: On (Not) Getting By in America*, Metropolitan Books, p. 1-4, 70-104 (note: this piece is written by a white, middle-class scholar, but it does such a good job describing the non-glorious nature of low-wage work, that I’m including it here)

WEEK 8 (Mar 6, 9)—no readings
Midterm on Tuesday, March 6th

WEEK 9 (Mar 13, 16) — RESEARCH UPDATE DUE FRIDAY
Doing Gender: Constructing Gender Identities at Work

WEEK 10 (Mar 20, 23)
Female Gender Schemas and the Glass Ceiling
- Roth, Louise Marie. “Selling Women Short on Wall Street”
WEEK 11 (Mar 27, 30)
Male Gender Schemas and the Glass Escalator

WEEK 12 (Apr 3, CLASS MEETS; Apr 6, NO CLASS)
Work-Family, part 1
- Scott Coltraine. “Elite Careers and Family Commitment: It’s (Still) about Gender,” Annals, AAPSS, 596: 214-220
- “In Sweden, Men Can Have it All,” NY Times

WEEK 13 (Apr 10, 13)
NO CLASSES

WEEK 14 (Apr 17, 20) — ROUGH DRAFT OF PAPER DUE TO RESEARCH GROUP ON FRIDAY
Work-Family, part 2
- Joan C. Williams & Heather Boushey. 2010. “The Three Faces of Work-Family Conflict: The Poor, the Professionals, and the Missing Middle” (READ ONLY “Intro” and “The Poor,” pages 1-31)

WEEK 15 (Apr 24, 27) — WRITTEN FEEDBACK DUE TO RESEARCH GROUP ON TUESDAY
Emotional Labor & Sex Work

Student Presentations, part 1

WEEK 16 (May 1) – LAST DAY OF CLASS, RESEARCH PAPERS DUE
Student Presentations, part 2
EVALUATION OF PROGRESS

Your grade will be based on the following:

Research Paper 30%
In lieu of a final examination, you will conduct your own field research (interviews with 4 or more people who can give you insights into an area of work and gender you want to know more about) and write a 7 to 10 page paper analyzing what your findings. The paper will utilize concepts from the course, and minimal outside reading only if necessary, as tools to analyze what your interviewees have to say and speculate on what seems to be going on. This paper will occur in stages, and I will walk you through the whole process step by step.

Midterm 25%
The midterm will be a closed-book in-class essay exam over the course readings as well as over what came to light in class (guest speakers, films, etc.).

Assignments 20%
This category includes weekly reflections on the readings posted to Latte by Sunday night (you may choose one busy week in the semester when you do not want to send these, and you will not be penalized)(and you do NOT have to post a reading reflection in the weeks when you are facilitating class), and occasional other assignments. You can post your reading reflections late, however they will be docked 20% for every day late.

Participation and Facilitation 25%
Participation includes your co-facilitation of two class sessions as well as your day-to-day engagement during class time. To get the most out of our diverse class, we will need to be respectful of the sometimes challenging views others have to offer, and also respectful of the fact that each of us (including YOU) has something to teach the rest of the class. Everyone’s full participation is needed to get the most out of the course, though I am well aware that different people have different ways in which they best participate, all of which are valid. Some of these methods of participation include active listening, thoughtful preparation for class, sharing a well-formulated idea after a long pause for thought, off-the-top-of-your-head reactions to new ideas, helping a classmate understand a difficult concept, asking interesting questions, engaging with another student who has made a comment, coming to office hours, bringing relevant news or magazine articles to class to share, and engagement with the various assignments. While participation can take many different forms, it cannot take any form if you are not present! Thus, except for religious holidays or exceptional circumstances, I expect you to make every effort to attend all classes and to arrive on time for all class meetings. If you miss three classes, your participation grade will go down 5% and an additional 5% for each absence (by contrast, if you miss less than two classes, your participation grade will get a 5% boost!). Three tardies counts as one absence as well in this formula—so please be on time!

Note: I invite you to drop by my office hours in Pearlman 208 any time, even if just to stop by for five minutes to say hello and see where the office is. And during the semester, don’t be shy about coming in regularly to hash out what you’re learning in class or from the readings. That’s what I’m here for!
TIPS FOR FACILITATING DISCUSSION

There is no uniform way to facilitate discussion. Nonetheless, here are some tips that might guide your ingenuity as you prepare for this task.

➣ Facilitators should read all of the reading responses submitted by the class to the Latte forum. Try to pull out the common themes and issues that sparked students’ interest (or share one particular intriguing response) and consider exploring these in your facilitation.

➣ Use the texts!! Point out or read aloud any moving, intriguing, or confusing excerpts from the readings. Close reading is a very effective strategy for engaging the class.

➣ Try to pull the readings together in an innovative way, like involving your classmates in creating a chart, diagram, table or map of the author’s concepts, perspectives, methods and/or arguments, and how they relate to each other. If you want to make handouts in advance, I can make the photocopies for free, provided you notify me in advance.

➣ Use your creativity! Consider devising a short in-class activity that explores an idea, issue or argument raised in the readings. The possibilities are endless (games, small group activities, role-playing activities, skits, debates, etc)! Jeopardy-style games are only acceptable as an occasional quick warm-up since they are more about factual recall and less about working with the material, taking it deeper or making it come alive.

➣ If you do not understand a particular text, your classmates may not fully understand it either. I highly encourage you to point out what you find confusing or contradictory, discuss why you find it confusing or contradictory and open up the issue for discussion.

➣ To stimulate discussion, you want to try to ask focused questions – “how” or “why” questions will elicit much more discussion than “yes”/”no” or recall questions. Examples: “Why do you think men are often excluded from traditionally female-dominated jobs?” “How does so-and-so’s theory apply or not apply to work today?” Come prepared with ideas for jumpstarting discussion in case the class falls silent.

➣ Make it personal. We learn best when we can APPLY what we learn, and drawing on examples from our personal lives and experiences can bring abstract materials to life.

➣ Have fun! The point of the discussion is to learn from each other and get our ideas and reactions to the texts out in the open. The most important thing discussion facilitators can do is to create a space that entices classmates to share their thoughts and questions about the material. I encourage you to focus less on impressing, more on encouraging!

YOUR GOAL: GET EVERY SINGLE STUDENT IN CLASS ENGAGED/TALKING!