Instructor: Kimberly D. Lucas
Email: klucas@brandeis.edu
Office Hours: Th 3:30-4:45 & by appointment
Office Location: Pearlman 205

Course Location: Olin-Sang 201
Course Days/Times: 2-3:20pm T, Th

Description: While we may not recognize it, gender plays a profound role in the way in which we all experience everyday life. Work, a major facet of society, is deeply affected by gender. While the wage gap between men and women has decreased over the past several decades, it persists nonetheless. This course examines gender disparities in both unpaid and paid work and how these disparities affect everyone’s lives (regardless of gender) and society at large, and by using a sociological lens, this course begins to uncover the societal mechanisms through which phenomena like the wage gap, traditional gender roles, and gendered jobs persist.

Learning Goals: The goal of this course is to provide a broad overview of several topics discussed at the intersection of the sociological subfields of work and gender. Upon course completion, course participants will be able to discuss the role of gender as it pertains to both unpaid and paid labor, identify ways in which gender influences and complicates the intersection of work and family life, and provide examples of these roles and influences from everyday life. Active course participation and course assignments will provide participants with the opportunity to exercise their observation, listening, writing, and analytic skills.

Course Policies:
Expectations: Because this is a college-level course, you will be held to college-level standards—as will I. Together, we will meet the following expectations:
   a) Present and active participation. This class is yours. You are expected to take ownership of it by being on time, present, and prepared. You are also expected to:
      a. share your knowledge with others in a way that is comfortable to you, rather than hoard your knowledge for yourself and
      b. actively listen to your peers as they share their knowledge—anything stated in class is fair game for inclusion in a class assignment.
   b) Clear communication. The exchange of ideas and knowledge cannot occur without clear communication. Therefore, you are expected to:
      a. complete assignments on time and according to paper formatting parameters (see below) and
      b. provide the instructor with important information in a timely manner (life circumstances that affect the quality of assignments or the timeliness of assignments, etc.).
      Extensions will only be granted to those with extenuating circumstances.
      These must be communicated to the instructor as soon as possible.
Assignments & Grading: Course grades will take into account each of the elements detailed in this section. You will begin the class with 100 points.

a) Memo (20 points). A memo consisting of your thoughts on topics covered during the first weeks of the course. Not to exceed two pages. **DUE: Tuesday, 9.13**

b) Field assignment (30 points). This assignment is comprised of two parts: (1) primary data collection through either observation or interview and (2) a short paper that both documents the data collection process and analyzes findings. This assignment will focus on topics covered in Part 2 of the course readings. Not to exceed five pages. **DUE: Thursday, 10.06**

c) Final paper (50 points). Two short papers, 25 points each: a response to two of three prompts. These prompts will focus on topics covered over the entirety of the course readings, with an emphasis on those presented in Parts 3, 4, and 5. Not to exceed a total of 10 pages. **DUE: Tuesday, 12.06**

d) Resource BONUS (up to 10 points). Up to 10 points (5 points per resource; no partial credit given) are awarded at the end of the course for each class-related resource shared with the instructor and the class. Examples of acceptable resources include (but are not limited to) current events articles from news or popular media outlets, artistic media (music, film, art), and on-campus events. Course participants are encouraged to ask the instructor about the acceptability of potential resources.

Resources may be shared at any point over the course of the class; resources should be emailed directly to the instructor for credit. To count, resources must be shared in a one-page write-up following the paper formatting guidelines (below) and must include:

a. Name of resource
b. Type of resource (and URL, if applicable)
c. Brief description
d. Relevance to course, including specific reference to a particular week’s readings

All assignments, aside from the Resource BONUS, will be collected at the **BEGINNING** of class on their respective due dates.

All assignments **must be turned in on time** and **must adhere to paper formatting parameters** (see below) for full credit.

- Late assignments: 5 points per day late will be deducted from the assignment grade.
- Lack of adherence to formatting parameters: 10 points total will be deducted from the assignment grade. Any paper that does not meet **ALL** of the parameters below will have points deducted.
Paper Formatting Parameters: To help you communicate clearly and to ensure consistency across class participants, the following paper formatting parameters should be used for all of the above assignments:

- 1 inch margins all around (top, bottom, left, right)
- Times New Roman, size 12 font
- Single-spaced
- Paginate
- Staple
- Use a single, consistent citation format (ASA, APA, MLA, etc.)
- A maximum of 10 spelling or grammar errors. Use spellcheck.

Course Readings: The following are required books:


All other articles and chapters will be provided in electronic form and can be downloaded via Latte.

Academic Integrity: You are expected to uphold standards of academic integrity. While the social exchange of ideas is, in fact, encouraged in and beyond the classroom, the assignments turned in under your name must be original and produced independent of others. When using words or ideas of others (this includes academic writers, anything found on the Internet, your classmates, your parents, etc.), you must acknowledge your source by using proper references (see Paper Formatting Parameters above) and quotation marks to delineate any direct use of others’ words or ideas.

Please refer to Section 4, “Maintenance of Academic Integrity,” of the Brandeis University Rights and Responsibilities booklet. Violations of University policies on academic integrity may result in failure in the course or on the assignment and could end in suspension from the University. You are encouraged to speak with the instructor for clarification on this policy and/or if you have any questions about course assignment instructions.

Accommodations: If you are a student who needs accommodations because of a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this course, please contact the instructor and present your letter of accommodation as soon as possible.

Current Brandeis undergraduates should contact Academic Services (x63470) for assistance.

Letters of accommodation should be presented at the start of the semester to ensure timely and proper provision of accommodations. Accommodations cannot be granted retroactively.

And now, the actual syllabus…
Part 1: Introduction to Work and Gender
Here, we dedicate time to learning theories that influence our understanding of both gender and work. By deeply examining these concepts, we will create a solid foundation from which we can explore the practical matters of work and gender.

Thursday, 8.25: Introduction to Work and Gender
ASSIGNED: Memo
Why do we care about the intersection between work and gender? What’s the point of studying this stuff?
• 10 Findings About Women in the Workplace

Tuesday, 8.30: Picking Apart Gender
What is gender, exactly?
  -OR-

Thursday, 9.01: Picking Apart Work
What is work, exactly?

Tuesday, 9.06: Let’s Get Critical
What’s missing from our narratives around gender? Around work? Let’s get sociological!

Optional:

Thursday, 9.08: No Class (Brandeis Monday)
Part 2: Gender and Unpaid Work
We begin our exploration of work and gender by looking to the place where gendered work first occurs: in the home.

Tuesday, 9.13: Reproductive Labor / The Division of Labor in the Home
DUE: Memo
ASSIGNED: Field Assignment
Are we working when we’re at home?


Thursday, 9.15: The Gendering of Unpaid Labor, Part I
Why is housework women’s work? How did housework become women’s work?


Tuesday, 9.20: The Gendering of Unpaid Labor, Part II
What happens when housework takes on the label of women’s work?


Thursday, 9.22: The Division of Labor in the Home: Today
What does the division of labor in the home look like today?


-OR-

Tuesday, 9.27: The Impact of the Public on the Private
How does labor in the real world relate to reproductive labor?


Thursday, 9.29: Balancing the Second Shift
What is work/life balance? How do dual-earner households balance being the ‘ideal worker’ and the second shift?


Part 3: Gender and Paid Work: Non-Glorious Work
Moving from the private sphere (home, family) to one part of the public sphere (service work, paid labor), we look at various facets of work where gender plays a large role.

Tuesday, 10.04: No Class (Rosh Hashanah)

Thursday 10.06: The Case of Caring, Part I
DUE: Field Assignment
How is carework similar to and different from other types of gendered work?


Tuesday, 10.11: The Case of Caring, Part II
How do we ‘value’ carework?


Optional:

Thursday, 10.13: Globalization, Work, and Gender

In a globalized world, how do our work/life balance solutions affect others?


Optional:


Tuesday, 10.18: Solutions to the Issues at Hand: Non-Glorious Work

Now that we know what we know, what should we do? Whose responsibility is it to address these issues?


Part 4: Gender and Paid Work: Glorious Work

Resetting, and (again) moving from the private sphere (home, family) to a different part of the public sphere (office, paid labor), we look at additional facets of work where gender plays a large role.

Thursday, 10.20: Gendered Work and Job Segregation, Part I

Are jobs gendered? How do jobs become gendered?


Tuesday, 10.25: No Class (Brandeis Monday)

Thursday, 10.27: Gendered Work and Job Segregation, Part II

How do jobs stay gendered?


Tuesday, 11.01: Discrimination

Do we discriminate based on gender?


**Thursday, 11.03: Picking Apart Discrimination**
*If we can’t legally discriminate on the basis of gender, how does discrimination persist?*

**Tuesday, 11.08: The Wage Gap: Ceilings, Escalators, and Cliffs, Part I**
*What impact does differential treatment have on women and men?*

**Thursday, 11.10: The Wage Gap: Ceilings, Escalators, and Cliffs, Part II**
*What impact does differential treatment have on women and men?*

**Tuesday, 11.15: The Wage Gap: Motherhood Penalty, Fatherhood Premium**
*Are mothers and fathers treated differently in the workplace?*

Optional:

**Thursday, 11.17: Solutions to the Issues at Hand: Glorious Work**
**ASSIGNED: Final**
*Now that we know what we know, what should we do? Whose responsibility is it to address these issues?*
- Readings TBD
Part 5: Gender and Paid Work: Interpersonal Aspects
Until now, we’ve been talking about the aggregate. What about the interpersonal? We bring it down a level, from the institutional and organizational to the interpersonal.

Tuesday, 11.22: Doing Gender at Work
What does it mean to ‘do’ gender at work? How do we operate in our gendered work environments?

Optional:

Thursday, 11.24: No Class (Thanksgiving)

Tuesday, 11.29: Invisible Work: Emotion at Work
What is ‘emotion work,’ who does it, and why don’t we recognize it?

Thursday, 12.01: Invisible Work: Sex and Sexuality at Work
What are the more intimate forms of gender at work?
Part 6: Bringing It All Together
So what?

Tuesday, 12.06: Is There Room For Change?

DUE: Final

Can women ever ‘have it all’? Where do we go from here?

• McCarthy, Ellen. “She famously said that women can’t have it all. Now she realizes that no one can.” Washington Post. 2016.

Optional: