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 horde 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.).

   Given the abbreviated nature of summer school, 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 week of the course. Not to exceed two pages. **DUE: Monday, June 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, June 23**

c) Final paper (50 points). Two short papers, 25 points each: (1) a response to one of two prompts and (2) a response to a mandatory prompt. These prompts will focus on topics covered over the entirety of the course readings, with an emphasis on those presented in Parts 3 and 4. Not to exceed a total of 10 pages. **DUE: Thursday, July 7**

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; there will be a specific place for resource upload on the Latte site. 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

Resources should be emailed directly to the instructor for credit.

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
- 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 me 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 me and present your letter of accommodation as soon as possible.

Students who have questions about documenting a disability or requesting academic accommodations, should contact Jodi Rosenblatt, Disability Services and Support, Office of Academic Services at jrosenb@brandeis.edu.

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.

Monday, 6.06: Introduction to Work and Gender; Picking Apart 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

What is gender, exactly?

Tuesday, 6.07: Intersectionality
Does the whole equal the sum of its parts? What is intersectionality, and how is it relevant in our understanding of work and gender?


Thursday, 6.09: Picking Apart Work
What is work, exactly?

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.

Monday, 6.13: Reproductive Labor: The Division of Labor in the Home
DUE: Memo
ASSIGNED: Field Assignment
Are we working when we’re at home? How is this type of labor divided up?
- OR-

Tuesday, 6.14: The Gendering of Unpaid Labor
Why is housework women’s work? How did housework become women’s work? What happens when housework takes on the label of women’s work?
  Chapter 3, “How Mothers’ Work was ‘Disappeared’: The Invention of the Unproductive Housewife.” Pp. 45-64.

Thursday, 6.16: Shifting from Private Life to Public Life
Does reproductive labor relate to labor in the real world?
Part 3: Gender and Paid Work
Moving from the private sphere (home, family) to the public sphere (office, paid labor), we look at various facets of work where gender plays a large role.

Monday, 6.20: Gendered Work and Job Segregation
Are jobs gendered? If so, how do jobs become gendered?

Tuesday, 6.21: Picking Apart Discrimination
If we can’t legally discriminate on the basis of gender, how does discrimination persist?

Thursday, 6.23: The Wage Gap: Motherhood Penalty, Fatherhood Premium
DUE: Field Assignment
ASSIGNED: Final
Are mothers and fathers treated differently in the workplace?
Monday, 6.27: Doing Gender at Work
What does it mean to ‘do’ gender at work?

Tuesday, 6.28: Even More Invisible: Sex, Sexuality, and Emotion at Work

-OR-

Thursday, 6.30: The Case of Caring
How is carework similar to and different from other types of gendered work?
Part 4: The Nexus of Paid and Unpaid Work: Work/Family Balance
Now that we have explored gender in paid work, we return back to the home to see how gendered work impacts gendered home life.

Tuesday, 7.05: Return to the Home: Balancing the Second Shift
What is work/life balance? How do dual-earner households balance being the ‘ideal worker’ and the second shift?


- OR-

Wednesday, 7.06 (Brandeis Monday): Globalization, Work, and Gender
In a globalized world, how do our work/life balance solutions affect others?


Part 5: Bringing It All Together
So what?

Thursday, 7.07: Is There Room For Change?
DUE: Final
Can women ever ‘have it all’? Where do we go from here?