SOC 117a: SOCIOLOGY OF WORK & GENDER
-OR-
Anything You Can Do, I Can Do Better*
*But society was built for you and not me

Summer 2016, Session 1

Instructor: Kimberly D. Lucas
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Office Hours: By appointment
Office Location: Pearlman 205

Course Location: TBD
Course Days/Times: 8-10:50am M, 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.
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Assignments & Grading: Course grades will take into account each of the elements detailed in this section. You will begin the class with 100 points, and you will work to maintain your 100 points over the course.

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, 06.12**

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, 06.22**

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: Thursday, 07.06**

d) Resource BONUS (up to 10 points). Up to 10 points (2 points per resource; no partial credit given) are awarded at the end of the course for each class-related resource shared via Twitter (only, other forms of social media do not count) using the #soc117a hashtag.

Resources may be tweeted at any point over the course of the class. Tweets using the #soc117a hashtag will be surveyed the day after the last day of the course. To count, resources must be accompanied by a tweet that connects the resource to a specific course reading.

Examples of acceptable resources include (but are not limited to) current events articles from news or popular media outlets, links to or images of artistic media (music, film, art), and on-campus or local events. Course participants are encouraged to ask the instructor about the acceptability of potential resources.

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
- Double-spaced
- Paginate
- Staple
- Use a single, consistent citation format (ASA, APA, MLA, etc.) for both in-text citations and works cited/bibliography
- A maximum of 10 spelling or grammar errors. Use spellcheck.

Grading Scheme: The following grading scheme will be used to assign grades at the end of the course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95% - 100%</td>
<td>73-76%</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
<td>70-72%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>67-69%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>63-66%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>60-62%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>59%</td>
</tr>
</tbody>
</table>

Course Readings: All course readings 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.

**Monday, 06.05: 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**

*What is ‘power’?*


**Tuesday, 06.06: Picking Apart Gender**

*What is gender, exactly?*


*OR*


*What’s missing from our narratives around gender?*


*Optional:*

Thursday, 06.08: Picking Apart Work
What is work, exactly? How did today’s public/private sphere divide come about?
- OR-

Part 2: Gender and Paid Work: Glorious Work
Moving from the private sphere (home, family) to (part of) the public sphere (office, paid labor), we look at facets of work where gender plays a large role.

Monday, 06.12: Gendered Work and Job Segregation
DUE: Memo
ASSIGNED: Field Assignment

Are jobs gendered? How do jobs become gendered? How do jobs stay gendered?

Tuesday, 06.13: Discrimination
Do we discriminate based on gender?
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If we can’t legally discriminate on the basis of gender, how does discrimination persist?


Thursday, 06.15: The Wage Gap: Ceilings, Cliffs, and Escalators
What impact does differential treatment have on women and men?


Are mothers and fathers treated differently in the workplace?


Optional:


Monday, 06.19: Doing Gender at Work
What does it mean to ‘do’ gender at work? How do we operate in our gendered work environments?


Optional:

Tuesday, 06.20: Invisible Work

*Sex and sexuality at work: What are the more intimate forms of gender at work?*


*Emotion work: What is ‘emotion work,’ who does it, and why don’t we recognize it?*


Part 3: Gender and Unpaid Work

We transition our exploration of work and gender by looking closer to home.

Thursday, 06.22: Reproductive Labor / The Division of Labor in the Home

DUE: Field Assignment

ASSIGNED: Final

*Are we working when we’re at home?*

  Chapter 3, “How Mothers’ Work was ‘Disappeared’: The Invention of the Unproductive Housewife.” Pp. 45-64.

Optional:


Monday, 06.26: 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?


**Tuesday, 06.27: The Division of Labor in the Home: Today**
What does the division of labor in the home look like today? How does labor in the real world relate to reproductive labor?


Optional:


**Part 4: Gender and Paid Work: Non-Glorious Work**
We look at the relationship between the gender in the private sphere (home, family) and gender in another part of the public sphere (service work, paid labor).

**Thursday, 06.29: The Case of Caring**
How is carework similar to and different from other types of gendered work?

How do we ‘value’ carework?


Monday, 07.03: No Class

Wednesday, 07.05 (Brandeis Monday): Globalization, Work, and Gender

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


Optional:


Part 5: Bringing It All Together

So what?

Thursday, 07.06: Is There Room for Change?

DUE: Final

Can women ever ‘have it all’? Where do we go from here? Now that we know what we know, what should we do? Whose responsibility is it to address these issues?

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

Optional: