In this course, we explore men’s and women’s roles as productive and reproductive laborers, historically and contemporarily. Our goal is to understand the dynamisms – i.e., the creation, reinforcement and challenge – of gender (in)equality in and outside of the home. Towards these ends, we will survey a wide array of empirical material and theoretical debates on pertinent topics – for instance, emotional labor and sexual harassment – with a focus principally upon North American societies.

Course Materials

- Coursepack

The coursepack is available from the McGill University bookstore.

Additionally, I will be utilizing myCourses to make available handouts, exam review sheets, etc..., so please check the course site on a regular basis.

Course Organization and Requirements

Class format: Lectures not only cover material from the readings but also material which is not in the readings. So, while attendance is not mandatory, it is in your interest to attend lecture. Additionally, in order to be best prepared, you should do the readings as scheduled (see the ‘course schedule’ below). This will enable you to follow my lectures and to effectively synthesize lecture and reading materials.

CONFERENCES: On Fridays, beginning January 13th, conferences will be held. No sign up is necessary. You must attend six conferences in order to receive credit (i.e., 5% of your final grade). Should you attend any less than six you will receive no credit. No conference (or lecture) will be held on Friday, January 6th or Friday, February 24th.

**SPECIAL EXCEPTION:** I will lecture on Friday, March 30th and conference will instead take place on Monday, April 3rd.*

Reading

These are the kinds of questions you should be thinking about as you are doing your reading for this course:

1. What point or argument is the author trying to make?
2. How does the author go about supporting his/her argument? What kind of evidence is s/he relying on? What are the strengths and/or weaknesses of his/her argument?
3. What are the implications of the author’s argument(s) and/or findings? Are there questions that you think the author fails to ask that might otherwise enrich his/her work?

Course Requirements:

In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Midterm Exam = 25% (on Monday, February 20th, in class)
Conference Attendance = 5%
Papers = 35% (20% and 15%, respectively)
Assignment #1 due Friday, February 17th, in conference
Assignment #2 due Friday, April 7th, in conference
Final Exam = 35% (to be scheduled during the final exam period)

Note: If you have a disability and require any special accommodations, please let me know.

Exams
I consider all materials in this course including readings, lectures, videos and any class discussion to be ‘fair game’ for the exams.

Note: The Midterm exam CANNOT be made up except in instances of a doctor-verified illness, family emergency/death or natural disaster. Also, according to Senate regulations, instructors are not permitted to make special arrangements for final exams. If you need an alternative arrangement for the final exam, you should go to Service Point (3415 McTavish Street) to make a request.

Papers
Assignment #1: Emotional Labor Observed (due Friday, February 17th, in conference)
Your task is to personally reflect on doing ‘emotional labor.’ You may opt to write about your own experience performing emotional labor or your observations of someone else performing emotional labor. Should you choose to observe someone, you should do so in a venue where there is no ‘reasonable expectation of privacy.’ In ~6 pages (12-point font, double-spaced), you should consider (and discuss) the following:

• description/examples of the emotion work (i.e., what you observed)
• how the ‘rules’ regarding such emotion work are enforced
• how the emotion work is gendered
• some of the psychological consequences of such emotion work

You should use the materials from the course as the conceptual framework for this paper. Drawing on additional materials is not required but it is encouraged. Should you elect to draw on materials from outside of the course, please be sure you cite them along with the materials that you have used from the course.

Assignment #2 Op-Ed (due Friday, April 7th, in conference)
Your task is to write an op-ed piece reacting to one of the following:

➤ Former Director of Policy Planning in the U.S. State Department, Ann-Marie Slaughter’s 2012 article in The Atlantic titled, “Why Women Still Can’t Have It All” (see http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/).

➤ Yahoo CEO Marissa Mayer’s decision to take very limited (i.e., two weeks with first pregnancy) gaymaternity leaves.

➤ The recent decisions of various Silicon Valley enterprises – such as Facebook and Apple (in 2014) – to provide coverage for female employees’ “egg freezing” as part of their employee benefits’ package.

Your task is to write an informed op-ed piece (~1000 words, 12-point font, double-spaced) that reacts to one of these ‘events.’ Put simply, you need to take a stance and then substantiate your view(s). You may draw on materials from the course as well as beyond (in the latter case, you should choose reputable sources). Should you do additional reading in preparing your op-ed, please attached an additional ‘bibliography’ page.

Note: More elaborate guidelines, with regard to the op-ed’s assignment, are available for you on myCourses.

Late Policy: For each day that an assignment is late, the assignment grade will be lowered by half a grade (e.g., if your initial grade is a B- and you submit the assignment a day late, your final grade will be a C+).

General
McGill University values academic integrity. Therefore, all students must understand the
Academic meaning and consequences of cheating, plagiarism and other academic offenses under Policies Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/integrity for more information).

All cell phones MUST be off and stored away during lectures (and conferences). All students using laptops for the purposes of notetaking during lectures and conferences are required to sit in the front seating rows of the classroom.
Course Schedule
Note: It is frequently helpful to read the earliest publication first on a given topic.

**UNDERSTANDING GENDER**

**January 9 and 11**

*Gender Theory*


**January 16**

*Gender at Work*


**CHANGING ROLES, THE CHANGING ECONOMY: GENDER AND WORK IN HISTORICAL PERSPECTIVE**

**January 18 and 23**


**EMOTIONAL LABOR**

**January 25 and 30**


**WORK IN THE HOME**

**February 1, 6 and 8**


**GENDER AND ORGANIZATIONS: GENDER IN ORGANIZATION VS. GENDERED ORGANIZATIONS**

**February 13**

*Theory*

**February 15**

*Gendered Organizations: Applied*

**** MIDTERM EXAM – MONDAY, FEBRUARY 20th – IN CLASS **

**Exam Locations:**
- Students with SURNAMES beginning with A-L are in our regular classroom
- Students with SURNAMES beginning with M-Z should go to STBION2/2

**UNEQUAL OPPORTUNITIES**

**February 22, March 6 and 8**

*The Glass Ceiling, Concrete Wall and Sticky Floor*

**March 13 and 15**

*The Glass Escalator and the Glass Cliff*

**March 20**
Gender Bias in Evaluation


March 22 and 27
The Wage Gap


THE OPT-OUT REVOLUTION AND THE WORK-LIFE QUESTION

March 29
Opting Out?


March 30
The Question of Work-Life


SEXUAL HARASSMENT

April 5


COURSE WRAP UP: POWER AND CHANGE

April 10