

Sociology 321: Gender and Work
Winter 2017

Class Location: ENGMC 11
Class Meeting Times: Monday, Wednesday and Friday 2:35 - 3:25 p.m.
Professor: Elaine Weiner
Office Address: LEA 732
Office Hours: Wednesdays 12:30 - 2:00 p.m. or by appointment
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Course Description

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
Policies

meaning and consequences of cheating, plagiarism and other academic offenses under 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

- Lorber, Judith. 1994. "Night to His Day": The Social Construction of Gender." Pp. 54-63 in *Paradoxes of Gender* by Judith Lorber. New Haven: Yale University Press.
- Kimmel, Michael. 2000. "Inequality and Difference: The Social Construction of Gender Relations." Pp. 86-107 in *The Gendered Society* by Michael Kimmel. New York: Oxford University Press.
- Risman, Barbara. 1998. "Gender as Structure." Pp. 13-44 in *Gender Vertigo: American Families in Transition* by Barbara Risman. New Haven: Yale University Press.
- West, Candace and Don Zimmerman. 1987. "Doing Gender." *Gender & Society* 1(2): 125-51.

January 16

Gender at Work

- Epstein, Cynthia Fuchs. 1992. "Tinkerbells and Pinups: The Construction and Reconstruction of Gender Boundaries at Work." Pp. 232-56 in *Cultivating Differences: Symbolic Boundaries and the Making of Inequality*, edited by Michèle Lamont and Marcel Fournier. Chicago: University of Chicago Press.
- Yancey Martin, Patricia. 2003. "'Said and Done' Versus 'Saying and Doing': Gendering Practices, Practicing Gender." *Gender & Society* 17(3): 342-66.

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

January 18 and 23

- Benoit, Cecilia. 2000. "Women's Work and Social Rights in the Pre-Capitalist Era." Pp. 26-47 in *Women, Work and Social Rights: Canada in Historical and Comparative Perspective* by Cecilia Benoit. Ontario: Prentice-Hall Canada.
- Davies, Andrea Rees and Brenda Frink. 2014. "The Origins of the Ideal Worker: The Separation of Work and Home in the United States from the Market Revolution to 1950." *Work and Occupations* 41(1): 18-39.
- Hesse-Biber, Sharlene Nagy and Gregg Lee Carter. 2005. "A Brief History of Working Women." Pp. 20-71 in *Working Women in America: Split Dreams (2nd edition)* by Sharlene Nagy Hesse-Biber and Gregg Lee Carter. New York: Oxford University Press.
- Padavic, Irene and Barbara Reskin. 2002. "Gendered Work in Time and Place." Pp. 17-36 in *Women and Men at Work (2nd edition)* by Irene Padavic and Barbara Reskin. Thousand Oaks: Pine Forge Press.

EMOTIONAL LABOR

January 25 and 30

- Grandey, Alicia, Deborah Rupp and William Brice. 2015. "Emotional Labor Threatens Decent Work: A Proposal to Eradicate Emotional Display Rules." *Journal of Organizational Behavior* 36(6): 770-85.
- Hochschild, Arlie. 1983. "Gender, Status, and Feeling." Pp. 162-84 in *The Managed Heart* by Arlie Hochschild. Berkeley: University of California Press.
- Martin, Susan Erlich. 1999. "Police Force or Police Service? Gender and Emotional Labor." *Annals of the American Academy of Political and Social Science* 561(1): 111-26.
- Pierce, Jennifer. 2004. "Rambo Litigators: Emotional Labor in a Male-Dominated Occupation." Pp. 65-86 in *Gender and Work in Today's World: A Reader*, edited by Nancy Sacks and Catherine Marrone. Colorado: Westview Press.

WORK IN THE HOME

February 1, 6 and 8

- Coltrane, Scott and Michele Adams. 2001. "Men, Women and Housework." Pp. 145-54 in *Gender Mosaics: Social Perspectives (Original Readings)*, edited by Dana Vannoy. California: Roxbury Publishing.

- Romero, Mary. 1992. "The Housework Dilemma." Pp. 163-71 in *Maid in the U.S.A.* by Mary Romero. New York: Routledge.
- Tichenor, Veronica. 2005. "Maintaining Men's Dominance: Negotiating Identity and Power When She Earns More." *Sex Roles* 3/4: 191-205.

GENDER AND ORGANIZATIONS: GENDER IN ORGANIZATION VS. GENDERED ORGANIZATIONS

February 13

Theory

- Acker, Joan. 1990. "Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations." *Gender and Society* 4(2): 139-58.
- Britton, Dana and Laura Logan. 2008. "Gendered Organizations: Progress and Prospects." *Sociological Compass* 2(1): 107-21.
- Kanter, Rosabeth Moss. 1977. "Numbers: Minorities and Majorities" and "Contributions to Theory: Structural Determinants of Behavior in Organizations." Pp. 206-64 in *Men and Women of the Corporation* by Rosabeth Moss Kanter. New York: Basic Books.

February 15

Gendered Organizations: Applied

- Hall, Elaine. 1993. "Smiling, Deferring, and Flirting: Doing Gender by Giving 'Good Service.'" *Work and Occupations* 20(4): 452-71.
- Leidner, Robin. 1991. "Selling Hamburgers and Selling Insurance: Gender, Work, and Identity in Interactive Service Jobs." *Gender & Society* 5(June): 154-77.

**** 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 STBIO N2/2**

UNEQUAL OPPORTUNITIES

February 22, March 6 and 8

The Glass Ceiling, Concrete Wall and Sticky Floor

- Armstrong, Pat and Hugh Armstrong. 2010. "Preface to the Wynford Edition" and "Women's Work in the Labor Force." Pp. 9-11 and 15-76 in *The Double Ghetto: Canadian Women and Their Segregated Work (3rd edition)* by Pat Armstrong and Hugh Armstrong. New York: Oxford University Press.
- Bell, Ella and Stella Nkomo. 2001. "Barriers to Advancement." Pp. 137-58 in *Our Separate Ways: Black and White Women and the Struggle for Professional Identity* by Ella Bell and Stella Nkomo. Cambridge, MA: Harvard Business School Press.
- Benard, Stephen and Shelley Correll. 2010. "Normative Discrimination and the Motherhood Penalty." *Gender & Society* 24(5): 616-46.
- England, Paula. 2010. "The Gender Revolution: Uneven and Stalled." *Gender & Society* 24(2): 146-66.
- Purcell, David, Kelly Rhea MacArthur and Sarah Samblant. 2010. "Gender and the Glass Ceiling at Work." *Sociological Compass* 4(9): 705-17.

March 13 and 15

The Glass Escalator and the Glass Cliff

- Simpson, Ruth. 2004. "Masculinity at Work: The Experience of Men in Female Dominated Occupations." *Work, Employment and Society* 18(2): 348-68.
- Ryan, Michelle and S. Alexander Haslam. 2005. "The Glass Cliff: Evidence that Women are Over-Represented in Precarious Leadership Positions." *British Journal of Management* 16: 81-90.
- Williams, Christine. 1992. "The Glass Escalator: Hidden Advantages for Men in the 'Female' Professions." *Social Problems* 39(3): 253-67.

March 20

Gender Bias in Evaluation

- Babcock, Linda and Sara Laschever. 2003. "A Price Higher than Rubies." Pp. 41-61 in *Women Don't Ask: Negotiation and the Gender Divide* by Linda Babcock and Sara Laschever. New Jersey: Princeton University Press.
- Miller, Claire Cain. 2015. "Is the Professor Bossy or Brilliant? Much Depends on Gender." *The New York Times* February 2.
- Murray, Rainbow. 2014. "Quotas for Men: Reframing Gender Quotas as a Means of Improving Representation for All." *American Political Science Review* 108(3): 520-32.
- Roth, Barbara. 2006. "The Myth of Meritocracy: Gender and Performance Based Pay." Pp. 179-96 in *Selling Women Short: Gender and Money on Wall Street* by Barbara Roth. New Jersey: Princeton University Press.
- Valian, Virginia. 1998. "Evaluating Women and Men." Pp. 125-44 in *Why So Slow? The Advancement of Women* by Virginia Valian. Cambridge: MIT Press.

March 22 and 27

The Wage Gap

- Blau, Francine and Laurence M. Kahn. 2007. "The Gender Pay Gap: Have Women Gone as Far as they Can?" *Academy of Management Perspectives* 41(1): 7-23.
- English, Ashley and Ariane Hegewisch. 2008. "Still a Man's Labor Market: The Long Term Earnings Gap." Institute for Women's Policy, Research Brief #C366, February.
- Rampell, Catherine. 2013. "U.S. Women on the Rise as Family Breadwinner." *The New York Times* May 30.
- Waite, Sean and Nichole Denier. 2015. "Gay Pay for Straight Work: Mechanisms Generating Disadvantage." *Gender & Society* 29(4): 561-88.
- Wilcox, W. Bradford. 2014. "Women's Wages Are Rising: Why are So Many Families Getting Poorer?" *The Atlantic*. April.

THE OPT-OUT REVOLUTION AND THE WORK-LIFE QUESTION

March 29

Opting Out?

- Belkin, Lisa. 2003. "The Opt-Out Revolution." *New York Times Magazine* October 26.
- Hirschman, Linda. 2005. "Homeward Bound." *American Prospect* December 20.
- Stone, Pamela. 2007. "The Rhetoric and Reality of 'Opting Out.'" *Contexts* 6(4): 14-19.

March 30

The Question of Work-Life

- Padavic, Irene, Robin Ely and Erin Reid. 2013. "The Work-Family Narrative as Social Defense." 'Gender and Work: Challenging Conventional Wisdom' Symposium, Harvard Business School, February 28-March 1.
- Williams, Joan. 2010. "Opt Out or Pushed Out?" and "One Sick Child Away from Being Fired." Pp. 12-41 and 42-76 in *Reshaping the Work-Family Debate: Why Men and Class Matter* by Joan Williams. Cambridge: Harvard University Press.

SEXUAL HARASSMENT

April 5

- Berdahl, Jennifer. 2007. "The Sexual Harassment of Uppity Women." *Journal of Applied Psychology* 92(2): 425-37.
- Giuffre, Patti and Christine Williams. 1994. "Boundary Lines: Labeling Sexual Harassment in Restaurants." *Gender & Society* 8(3): 378-401.
- Welsh, Sandy. 1999. "Gender and Sexual Harassment." *Annual Review of Sociology* 25: 169-90.

COURSE WRAP UP: POWER AND CHANGE

April 10

- Williams, Christine. 2012. "Got Power?" *Contexts* 11(2):80.