

**Department of Sociology  
University of Toronto  
SOC366H1F Women and Work  
Summer 2014**

**Time:** M/W 10 a.m. - 12 p.m.

**Location:** SS1069

**Instructor:** Alexandra Rodney

**Contact email:** [ali.rodnev@mail.utoronto.ca](mailto:ali.rodnev@mail.utoronto.ca)

**Office Hours:** M/W 9 a.m. -9:50 a.m., Room 225, Office A, Sociology Department, 725 Spadina Avenue

**Teaching Assistant:** Elise Maiolino

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**Course Description**

*Women and Work* is a sociological exploration of the processes shaping women's paid and unpaid work in Canada and globally. Within this course we will explore social, political, economic and historical aspects of women's work experience. Gender and sexuality are social constructions and there is a relationship between these constructs and the work performed by women. Historically, men and women have done different work. The experience of working (in the public and private realm) has changed over time, so we will begin by examining historical shifts in women's work and the role of gender in shaping these shifts. Traditionally, women have performed the voluntary unpaid work in and outside the home but have been reluctant to call it work (even though this work contributes to the economy and social reproduction of workers). Childbearing and raising children do not fit easily into the professional world, which raises particular issues for the women who are expected to perform these roles. Current disjunctures between the demands of home and the workplace will therefore be examined by analyzing work-family conflict literature. In particular, we will address factors that produce the work-family conflict in which women experience difficulty balancing work with the rest of their lives. The entry of women into the workforce during the 20<sup>th</sup> century was a drastic change, and gender inequality has long been a feature of capitalist workplaces. Current sociological understandings of gender inequality and social relations at work will be examined in this course. In particular, we will deconstruct women's occupational segregation, discrimination and harassment. Occupational segregation occurs when men and women are distributed non-randomly throughout the workforce. Women have consistently moved into careers that were the provenance of men while men are less likely to desegregate women's jobs. Discrimination concerns both the wage gap between men and women as well as harmful treatment of women because of gender characteristics. Harassment is one form of discrimination, with sexual harassment being the most common form, and women are more likely to be on the receiving end of harassment. Globalization has also had an impact on women's work experiences, especially in regards to the global migration of women to perform domestic work (the work that meets household needs and produces labour power). This course will address some of these women's experiences in the North American context.

## Course Objectives and Outcomes

By taking this course, students will:

- gain an understanding how the categorization and social construction of sex and gender impacts women's work opportunities and experiences
- learn about the history of women's work, both in public and private settings
- be able to study how sociological theories are applied to aspects of women's work experiences such as the gender pay gap, sex segregation and gender discrimination
- gain a more balanced view of women's work and understand the impact of gender on paid work and unpaid work within families
- be able to identify mechanisms of inequality, discrimination, segregation, oppression and resistance in regards to women's work
- analyze the effects of globalization on women workers, especially in regards to the global migration of women workers to perform domestic work
- understand competing theories for the gender pay gap
- gain an understanding of intersectionality in regards to the social organization of work, most prominently in regards to how gendered work is also a racialized and classed experience
- apply the knowledge gained in this course to the study of professionalization and deprofessionalization of feminized occupations

## Requirements

The prerequisite for this course is completion of a 200-level Sociology course. Students without this prerequisite will be removed at any time discovered and without notice. Enrolment in Arts & Science courses is a registrarial matter and not within the control of instructors. It is handled electronically via ROSI through a system of priorities and Wait Lists. Eligibility, checking of pre-requisites, required permissions, etc. are handled electronically and by staff in academic units. Instructors do not have control over this process. **Please e-mail the undergraduate administrator Donna Ragbir ([sociology.undergraduate@utoronto.ca](mailto:sociology.undergraduate@utoronto.ca))** if you have questions about these policies.

## Required texts and readings

- Padavic, Irene and Barbara F. Reskin. 2002. *Women and Men at Work (2<sup>nd</sup> edition)*. Thousand Oaks, California: Pine Forge Press.

This text is on order at the University of Toronto bookstore (214 College Street). It has also been placed in the course reserves at Robarts Library

- Journal articles uploaded to the *Course Materials* section of the SOC366 Blackboard page
- Recommended readings listed on the syllabus are optional but have been listed because they may be referenced in lectures.

## Evaluation

Participation	10%
Midterm Test (in-class)	30%
Essay Assignment	30%
Final Exam	<u>30%</u>
	100%

## Participation Marks

Participation marks will be awarded on a pass/fail basis. During the term, you will have four in-class tasks to complete (e.g., write a short reaction to a film) and will receive full participation marks if you are present and complete the tasks.

## Midterm and Final Exam

The midterm and final exams will be comprised of a variety of question styles: multiple choice, true or false, fill-in-the-blank, short answer and short essay. Both the midterm and final will be designed for students to comfortably finish within 2 hours. Any short essay questions will include a few options for students to choose from (e.g., answer one of these three questions). The final exam is not cumulative. The midterm test will include questions on lectures and readings from the 1st through 5th classes and the final will include questions on lectures and readings from the 7<sup>th</sup> through 11<sup>th</sup> classes.

## Missed Test Policy

A student who misses the midterm test should email me within 48 hours to inform me of their absence. Students who have a valid medical, personal, family or other unavoidable reason for missing a test should provide documentation in a sealed envelope directly to myself at the next class following the test. Four types of official medical documentation are acceptable:

- i) ***UofT Verification of Illness or Injury Form***: This form is available to students online ([www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)) and is restricted to a select group of medical practitioners.
- ii) ***Student Health or Disability Related Certificate***: This is provided by U of T internal doctors
- iii) ***A College Registrar's Letter***
- iv) ***Accessibility Services Letter***

Final exam absences must be dealt with through a students' College Registrar or through Accessibility Services. Course instructors and departments cannot provide alternate dates for final exams.

## Essay Assignment

This assignment is due June 18 (note: essays may be handed in at any time but the June 18<sup>th</sup> is the last possible date for submission)

*Describe the role of gender in the professionalization and/or deprofessionalization process of midwives and/or dental hygienists. This essay may include comparing and contrasting the history of midwives and dental hygienists but you may also focus solely on one profession. Data from Canada, the United States and the United Kingdom may be used for this project.*

## Essay Requirements

1. Your essay should be well organized and include an introduction, a thesis statement, supporting points (sub-theses), appropriate transitions (between sentences and paragraphs) and a conclusion.
2. A hard copy of the essay must be handed in at the beginning of class on June 18th (essays will not be accepted via email).
3. You must upload a copy of your essay to Turnitin before 10 a.m. on June 18<sup>th</sup> (the due date). See Turnitin section below for more information
4. The essay should be a minimum of 10 pages.
5. The essay should include a minimum of 10 references (references to course materials are acceptable but at least 5 sources must be external to course materials).
6. Please use a 12-point font.
7. Please use Times New Roman font.
8. Please use normal margins (2.54 cm) on all sides.
9. Please double-space and double-side your paper
10. Please use American Sociological Association (ASA) citation format. Guidelines can be found here: <https://owl.english.purdue.edu/owl/resource/583/2/>

11. The **Academic Integrity Checklist** (last page of syllabus) must be filled out and stapled to essay when handed in (see Academic Integrity section below for more information).

Additional points regarding the essay:

-It is always a good idea to book an appointment at your college's writing centre at least one week in advance of the due date in order to receive editing help. More information can be found here:

<http://www.writing.utoronto.ca/writing-centres>

-If you must submit late, please time/date stamp (using the machine in room 225) and put your essay in the 300-level box in room 225 of the Sociology department. You must also email me to alert me that an essay is waiting in the box for me. Late essays will incur a penalty of 5% per day (including weekend days). Due to the time-sensitive nature of submitting final grades for this course, essays will not be accepted after 5 days following the due date.

-Essays will be graded and returned to students at the final exam.

The following books have been placed on course reserve (short-term, 3-hour loan) in **Gerstein** library:

1. Borst, Charlotte G. 1995. *Catching babies: the professionalization of childbirth, 1870-1920*. Cambridge, Mass. : Harvard University Press. Call number: RG652 .B65 1995X
2. Bourgeault, Ivy Lynn. 2006. *Push! : the struggle for midwifery in Ontario* . Montreal: McGill-Queen's University Press. Call number: RG950 .B683 2006
3. Bourgeault, Ivy Lynn, Cecelia Benoit and Robbie Davis-Floyd (Eds.). 2004. *Reconceiving midwifery*. Montréal : McGill-Queen's University Press. Call number: RG950 .R43 2004 [note that this book is also available online as an ebook]

The following book has been placed on course reserve (short-term, 3-hour loan) in **Robarts** library:

1. Cassidy, Tina. 2007. *Birth! A History*. New York: Grove Press. Call number: RG651 .C377 2007

For articles about dental hygienists, I would start with searching works by Tracey L. Adams.

### **Academic Integrity and Plagiarism**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing property: practices acceptable in high school may prove unacceptable in university. Know where you stand by reading the Code of Behaviour on Academic Matters in the Calendar of the Faculty of Arts and Science (<http://www.artsci.utoronto.ca/osai/code>). This document outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to the following:

In papers and assignments:

1. Using someone else's ideas or words without appropriate acknowledgement (e.g., quotations, citations).
2. Submitting your own work in more than one course without the permission of the instructor.

3. Making up sources or facts.
4. Obtaining or providing unauthorized assistance on any assignment.
5. Paraphrasing too close to the original source.

On tests and exams:

1. Using or possessing unauthorized aids.
2. Looking at someone else's answers during an exam or test.
3. Misrepresenting your identity.

In academic work:

1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

To remind you of these expectations, and help you avoid accidental offences, I will ask you to include a signed **Academic Integrity Checklist** with your essay. If you do not include the statement, your work will not be graded.

The University of Toronto treats cases of academic misconduct very seriously. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity please speak to me or use other institutional resources (see [www.utoronto.ca/academicintegrity/resourcesforstudents.html](http://www.utoronto.ca/academicintegrity/resourcesforstudents.html)). Another campus resource is the [U of T Writing Website](#). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

### **Turnitin**

Turnitin is a tool that will assist in detecting textual similarities between compared works. Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site (<http://turnitin.com/>)

Students must create a Turnitin account to be able to upload their essay. Information on how to do this can be found here: <http://www.utoronto.ca/academicintegrity/TurnitinGuideForStudents.pdf>. I have also uploaded this PDF to the course website under Course Materials. Some students may have submitted to Turnitin through the Portal in the past but this option is not available for the summer semester.

### **Requests to Re-mark Assignments and Term Tests**

For term work, the process for appealing a mark follows these channels:

- A student who believes an individual item of work has been incorrectly or unfairly marked may ask the person who marked it for a re-evaluation (in writing or via email).
- Students should make such requests as soon as reasonably possible after receiving the work back, but no later than 2 weeks after it was returned.
- If a TA originally marked the work, the remarking request should go first to the TA and any appeal of that should go to the course instructor.

- Such a request entails a remarking of the work. Hence, if a remarking is granted, the student must accept the resulting mark as the new mark, whether it goes up or down or remains the same. Continuing with the remark or the appeal means the student accepts this condition.

Appeals for re-reads of final examinations are handled directly by the Office of the Faculty Registrar.

### **Attendance**

Attendance is mandatory in order to receive full participation marks. Attendance is recommended in order to be able to excel on the midterm test and final exam, as fifty-percent of test and exam questions will be based on lecture material.

If you miss materials discussed in class, it is your responsibility to get this information from other students. While PowerPoint slides are posted to the course web page, lecture notes will not be posted.

### **Communication Policy**

Email will be answered at least once every 24 hours. Please put the course number (SOC366) in the subject line so that I will attend to these emails quickly. Please reserve email communication for questions that are not on the syllabus, nor related to lecture or reading material. If you have lecture comments or questions, please bring these up during or immediately following class time. If you have questions about the readings, please address those during office hours.

Essays must be submitted in hard copy to the instructor in class on the due date. Essays must also be submitted to turnitin.com prior to the start of the class.

### **Accessibility and Accommodation**

Students with diverse learning styles and needs are welcome in this course. The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

For more information on services and resources available to instructors and students, please contact Tanya Lewis, Director, Academic Skills and Accessibility Services at 416-978-6786; [tanya.lewis@utoronto.ca](mailto:tanya.lewis@utoronto.ca).

### **Library**

University of Toronto Libraries provide access to a vast collection of online and print resources to faculty, staff, and students. Research help is available by phone, e-mail, chat, and in-person.

For more information on services and resources available, visit the Library website:

University of Toronto Libraries (St. George) [library.utoronto.ca](http://library.utoronto.ca)

### **Copyright in Instructional Settings**

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

## **Class Schedule**

### **1. Monday May 12**

Lecture: Introduction; course overview; discuss essay assignment; concepts discussed: sex, work, gender, professionalization

Readings:

- Textbook Chapter 1 Work and Gender

Recommended Readings:

Abbott, Pamela and Liz Meerabeau (Eds). 1988. *The Sociology of the Caring Professions, 2<sup>nd</sup> edition*. London: Routledge.

Adams, Tracey and Sandy Welsh. 2008. Chapter 1 Introduction and Chapter 14 Professional Work. *The Organization and Experience of Work*. Toronto: Thomson Nelson.

Butler, Judith. 1990. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge.

Deutsch, Francine. 2007. "Undoing Gender." *Gender & Society* 21, 1: 106-127.

Nelson, Adie. 2010. "Chapter 6: Work." *Gender in Canada, 4<sup>th</sup> edition*. Toronto: Pearson.

Pickard, Susan. 2009. "The professionalization of general practitioners with a special interest: Rationalization, restratification and governmentality." *Sociology* 43 (2): 250-67.

Smith, Dorothy E. 2009. "Categories Are Not Enough." *Gender & Society* 23, 1: 76-80.

West, C. and Zimmerman, D. 2009. "Accounting for Doing Gender." *Gender & Society* 23, 1: 112-19.

### **2. Wednesday May 14<sup>th</sup>**

Lecture: The history of women's relationship to the labour market; capitalism, industrialization

Readings:

- Textbook Chapter 2 Gendered Work in Time and Place
- Yesil, Bilge. "'Who said this is a man's war?': Propaganda, advertising discourse and the representation of war worker women during the Second World War." *Media History*. 10 (2): 103-117.

Recommended Readings:

Bradbury, Bettina. 1993. *Working Families: Age, Gender and Daily Survival in Industrializing Montreal*. McClelland and Stewart.

Cecilia M. Benoit. 2000. *Women, Work and Social Rights: Canada in Historical and Comparative Perspective*. Toronto: Prentice Hall.

Jones, Jo-Ann and Rachel Rosenfeld. 1989. "Women's occupations and local labor markets: 1950-1980." *Social Forces*. 67(3): 666-692.

Krahn, Harvey J., Graham S. Lowe and Karen D. Hughes. 2008. "Chapter 1: Capitalism, industrialization, and postindustrial society." *Work, Industry and Canadian Society, 5<sup>th</sup> edition*. Toronto: Nelson.

Milkman, Ruth. 1987. *Gender at Work: The Dynamics of Job Segregation by Sex during World War II*. Cincinnati: University of Illinois Press.

- Parr, Joy. 1990. *The Gender of Breadwinners: Women, Men and Change in Two Industrial Towns, 1880-1950*. University of Toronto Press.
- Rose, Sonya, 1992. *Limited Livelihoods: Gender and Class in Nineteenth Century England*. Cambridge University Press.
- Silverman, Elaine Leslau. 1984. *The Last Best West: Women on the Alberta Frontier, 1880-1930*. Montreal: Eden Press.

**Monday May 19<sup>th</sup> – ☀ HOLIDAY (No class) ☀**

### **3. Wednesday May 21**

Lecture: Sex inequality at work; sex/gender discrimination

Readings:

- Chapter 3: An Overview of Sex Inequality at Work
- Gazso, Amber. 2004. "Women's inequality at work as framed in news discourse: Refracting from gender ideology." *Canadian Review of Sociology*. 41 (4): 449.

Recommended Readings:

- Adams, Tracey and Sandy Welsh. 2008. "Chapter 7 Discrimination and Harassment." *The Organization and Experience of Work*. Toronto: Thomson Nelson.
- Bhatt, Wasudha. 2013. "The little brown woman: Gender discrimination in American medicine." *Gender and Society*. 27 (5): 659-680.
- England, Paula. 2005. "Gender Inequality in Labor Markets: the Role of Motherhood and Segregation." *Social Politics*. 12, 2: 264-88.
- Gorman, Elizabeth. 2005. "Gender Stereotypes, Same-Gender Preferences, and Organizational Variation in the Hiring of Women: Evidence from Law Firms." *American Sociological Review*. 70(4):702-728.
- Krahn, Harvey J., Graham S. Lowe and Karen D. Hughes. 2008. "Chapter 4: Women's Employment." *Work, Industry and Canadian Society, 5<sup>th</sup> edition*. Toronto: Nelson.
- Okamoto, D. and P. England. 1999. "Is there a supply side to occupational sex segregation?" *Sociological Perspectives* 42(4):557-582.

### **4. Monday May 26**

Lecture: Sex segregation, the pink ghetto, emotional labour

Readings:

- Textbook Chapter 4: Sex Segregation in the Workplace
- Guy, Mary Ellen and Meredith A. Newman. 2004. "Women's jobs, men's jobs: Sex segregation and emotional labor." *Public Administration Review*. 64 (3): 289-298.

Recommended Readings:

- Adams, Tracey and Sandy Welsh. 2008. "Chapter 6 Occupational Segregation." *The Organization and Experience of Work*. Toronto: Thomson Nelson.
- Charles, Maria and David Grusky. 2004. *Occupational Ghettoes: The Worldwide Segregation of Women and Men*. Stanford: Stanford University Press.
- Das Gupta, Tania. 1996. "Racism in nursing." In *Racism and Paid Work*. Toronto: Garamond Press.
- Hochschild, Arlie Russell. 2003 [1983]. *The Managed Heart: Commercialization of Human Feeling*. Berkeley: University of California Press.

- Krahn, Harvey J., Graham S. Lowe and Karen D. Hughes. 2008. "Chapter 4: Women's Employment." *Work, Industry and Canadian Society, 5<sup>th</sup> edition*. Toronto: Nelson.
- Pierce, Jennifer. 1995. "Mothering paralegals: emotional labour in a feminized occupation." *Gender Trials*. Berkeley: University of California Press.
- Steinberg, Ronnie and Deborah Figart. 1999. "Emotional labor since the managed heart." *The Annals of the American Academy of Political and Social Science*. 561 (1): 8-25.
- Young, Marisa. 2010. "Gender differences in precarious work settings." *Relations Industrielles*. 65 (1): 74-94.

## 5. Wednesday May 28

Lecture: The gender pay gap; wage disparities; equality policies

Readings:

- Chapter 6 Sex Differences in Earnings
- Drolet, Marie. 2002. "The "who, what, when and where" of gender pay differentials." *Statistics Canada*. (read page 9-44) [very wide margins]

### Recommended Readings

- Budig, Michelle and Paula England. 2001. "The wage penalty for motherhood." *American Sociological Review*. 66, 2: 204-225.
- Castagnetti, Caroline and Luisa Rosti. 2013. "Unfair tournaments: Gender stereotyping and wage discrimination among Italian graduates." *Gender and Society*. 27 (5):630-658.
- Drolet, Marie. 2001. "The persistent gap: New evidence on the Canadian gender wage gap." *Statistics Canada*. 11F0019MPE No. 157.
- Zhang, Xuelin. 2009. "Earnings of women with and without children." *Statistics Canada*. 75-001-X.

## 6. Monday June 2 MIDTERM EXAM

### 7. Wednesday June 4

Lecture: The glass ceiling; the glass escalator; sexual harassment

Readings:

- Textbook Chapter 5: Moving up and Taking Charge
- Purcell, David. 2013. "Baseball, beer and Bulgari: Examining cultural capital and gender inequality in a retail fashion corporation." *Journal of Contemporary Ethnography*. 42 (3): 291-319.

### Recommended Readings

- Davies-Netzley, Sally. 1998. "Women above the glass ceiling: Perception on corporate mobility and strategies for success." *Gender and Society*. 12 (3):339-355.
- Liff, Sonia and Kate Ward. 2001. "Distorted views through the glass ceiling: The construction of women's understanding of promotion and senior management positions." *Gender, Work and Organizations*. 8 (1): 19-36.
- Orser, Barbara and Joanne Leck, (2010) "Gender influences on career success outcomes", *Gender in Management: An International Journal*. 25 (5): 386 – 407.
- Rosenfeld, Rachel, Mark E. Van Buren and Anne L. Kallegber. 1998. "Gender differences in supervisory authority: Variation among advanced industrial democracies." *Social Science Research*. 27: 23-49.
- Welsh, Sandy et al. 2006. "I'm not thinking of it as sexual harassment": Understanding sexual harassment across race and citizenship. *Gender and Society*. 20 (1): 87-107.

Williams, Christine L. 2013. "The glass escalator revisited: gender inequality in neoliberal times, SWS feminist lecture." *Gender and Society*. 27 (5): 609-629.

## **8. Monday June 9 DROP DATE**

Lecture: Unpaid work

Readings:

- Textbook Chapter 7 Paid Work and Family Work
- Coltrane, Scott. 2000. "Research on household labor." *Journal of Marriage and the Family*. 62 (4): 1208-1233.

### Recommended Readings

Crittenden, Anne. 2002. *The Price of Motherhood: Why the Most Important Job in the World is the Least Valued*. New York: Holt.

DeVault, Marjorie, 1991. *Feeding the Family: the Social Organization of Caring as Gendered Work*. Chicago: University of Chicago Press.

Doucet, Andrea, 2006. *Do Men Mother?* University of Toronto Press.

Fox, Bonnie, 2009. *When Couples Become Parents: The Creation of Gender in the Transition to Parenthood*. Toronto: University of Toronto Press

Grant, K.R. et al. (eds.) 2004. *Caring For/Caring About: Women, Home Care and Unpaid Caregiving*. Aurora, Ontario: Garamond Press.

Hays, Sharon. 1996. *The Cultural Contradictions of Motherhood*. New Haven: Yale University Press.

Hochschild, Arlie. 2001. "The third shift." In *Family Patterns, Gender Relations*, 2<sup>nd</sup> ed. Bonnie Fox (Ed.). Oxford: Oxford University Press. Pp. 338-351.

Luxton, Meg. 1980. *More Than a Labour of Love*. Women's Press.

McMahon, Martha, 1995. *Engendering Motherhood: Identity and Self-Transformation in*

Sayer, Liana. 2005. "Gender, Time and Inequality." *Social Forces* 84, 1: 285-303  
*Women's Lives*. New York: Guilford Press

## **9. Wednesday June 11**

Lecture: Work-family balance, work-family conflict; supportive government and employer responses

Readings:

- Kelly, Erin L., et al (2010). "Gendered challenge, gendered response: Confronting the ideal worker norm in a white-collar organization." *Gender and Society*. 24 (3): 281-303.
- Ranson, Gillian. 2009. "'No longer one of the boys': Negotiations with motherhood as prospect or reality, among women in engineering." *Canadian Review of Sociology*. 42 (2): 145-55.

### Recommended Readings

Baca Zinn, Maxine, D. Stanley Eitzen and Barbara Wells. 2011. "Chapter 7: Meshing the worlds of work and family." *Diversity in Families*, 10<sup>th</sup> ed. New York: Pearson.

Cohen, Marjorie Griffin. 2009. "Introduction." *Public Policy for Women: the State, Income Security and Labour Market Issues*. Univ of Toronto Press

Dobrowolsky, Alexandra, and Jane Jenson. 2004. "Shifting Representations of Citizenship: Canadian Politics of 'Women' and 'Children'." *Social Politics*, 11(2), pp. 154-180.

Dobrowolsky, Alexandra. 2009. *Women & Public Policy in Canada: Neoliberalism and After?* Oxford:

Oxford University Press.

- Dunne, Gillian A., 2009. "Lesbians at home: Why can't a man be more like a woman?" In *Family Patterns, Gender Relations. Third Edition*, Bonnie Fox (Ed.). Oxford: Oxford University Press.
- Fraser, Nancy. 1989. "Women, welfare and the politics of need interpretation." *Unruly Practices*. University of Minnesota Press. Pp.144- 160
- Glavin, Paul, Scott Schieman and Sarah Reid. 2011. "Boundary-spanning work demands and their consequences for guilt and psychological distress." *Journal of Health and Social Behavior*. 52 (1): 43-57.
- Luxton, Meg. 2001. "Family coping strategies: Balancing paid employment and domestic labour." In *Family Patterns, Gender Relations, 2<sup>nd</sup> ed.* Bonnie Fox (Ed.). Oxford: Oxford University Press. Pp. 318-337.
- McDaniel, Susan A. and Lorne Tepperman. 2015. "Chapter 7 Work and family life. Close relations." *An Introduction to the Sociology of Families, 5<sup>th</sup> edition*. Toronto: Pearson.

### **10. Monday June 16**

Lecture: Globalization; global migration of women; domestic work

Readings:

- Glenn, Evelyn Nakano. 1992. "From servitude to service work: historical continuities in the racial divisions of paid reproductive labor." *Signs* 18, 1: 1-43
- Stasiulis, Daiva and Abigail B. Bakan. 1997. Negotiating citizenship: The case of foreign domestic workers in Canada. *Feminist Review* 57:112-39.

#### Recommended Readings

- Arat-Koc, Sedef, 2009. "The politics of family and immigration in the subordination of
- Aronson, Jane and Sheila M. Neysmith. 1996. "You're not just in there to do the work". Depersonalizing policies and the exploitation of home care workers' labor. *Gender and Society*. 10 (1): 59-77.
- De Casanova, Erynn Masi. 2013. "Embodied inequality: The experience of domestic work in urban Ecuador." *Gender and Society*. 27 (4): 538-560.
- domestic workers in Canada." In *Family Patterns, Gender Relations, Third Edition*, Bonnie Fox (Ed.). Oxford: Oxford University Press.
- Enrenreich, Barbara and Arlie Russell Hochschild. 2002. *Global Woman: Nannies, Maids and Sex Workers in the New Economy*. New York: Henry Holt and Company.
- Leslie K. Wang. 2013. "Unequal logics of care: Gender, globalization, and volunteer work of expatriate wives in China" *Gender and Society*. 27 (4): 538-560.
- Pyle, Jean L. and Kathryn B. Ward. 2003. "Recasting our understanding of gender and work during global restructuring." *International Sociology*. 18 (3): 461-489.
- Stiell, Bernadette and Kim England. 1997. "Domestic distinctions: Constructing difference among paid domestic workers in Toronto." *Gender, Place and Culture: A Journal of Feminist Geography*. 4 (3): 339-360.
- Tyyska, Vappu. 2008. "Enter the Filipina nanny: An examination of Canada's live-in caregiver policy." In *Action and Analysis: Readings in Sociology of Gender*. Toronto: Nelson.

## 11. Wednesday June 18 FINAL DAY TO HAND IN ESSAYS

Lecture: Culture work, gendered bodily capital, erotic capital

### Readings:

- Bielby, D. and Bielby, W. 1996. "Women and men in film: Gender inequality among writers in a culture industry." *Gender and Society*. 10 (3): 248-270.
- Collins, Randall. 1992. "Women and the production of status cultures." In *Cultivating Differences: Symbolic Boundaries and the Making of Inequality*, Lamont, Michèle, and Marcel Fournier (eds.). Chicago: University of Chicago Press.

### Recommended Readings

- Donze, Patti Lynn. 2011. "Popular music, identity and sexualisation: A latent class analysis of artist types." *Poetics*. 39 (1): 44-63.
- Green, Adam Isaiah. 2013. "'Erotic capital' and the power of desirability: Why 'honey money' is a bad collective strategy for remedying gender inequality." *Sexualities*. 16 (1-2): 137-168.
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## **June 23-27 FINAL EXAM WEEK**

Time and location of SOC 366 exam to be determined by the Faculty of Arts and Science

Please check their website for current information: <http://www.artsci.utoronto.ca/current/exams/>

## Academic Integrity Checklist

**SOC366HIF Summer 2014**

**Instructor: Alexandra Rodney**

I, \_\_\_\_\_, affirm that this assignment represents entirely my own efforts.

I confirm that:

- I have acknowledged the use of another's ideas with accurate citations.
- If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks (or appropriate indentation) and proper citation.
- When paraphrasing the work of others, I put the idea into my own words and did not just change a few words or rearrange the sentence structure
- I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
- My bibliography includes only the sources used to complete this assignment.
- This is the first time I have submitted this assignment (in whole or in part) for credit.
- Any proofreading by another was limited to indicating areas of concern which I then corrected myself.
- This is the final version of my assignment and not a draft.
- I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
- I understand the consequences of violating the University's academic integrity policies as outlined in the *Code of Behaviour on Academic Matters*.

By signing this form I agree that the statements above are true.

If I do not agree with the statements above, I will not submit my assignment and will consult the course instructor immediately.

Student name: \_\_\_\_\_ Student #: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_