

**Department of Sociology**  
**University of Toronto**  
**SOC366H1F Women and Work**  
**Summer 2015**  
**Time: Monday/Wednesday 11am-1pm**  
**Location:**

**Instructor Information**

Instructor: Alexandra Rodney

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

Office Hours: Monday and Wednesday 9:30am-10:30am Room 225, Sociology (725 Spadina Avenue)

Teaching Assistant:

TA Contact email:

**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 and abroad.

## **Learning Objectives**

In this course we will:

- Gain an understanding of 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;
- 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;
- 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;
- 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;
- Collaboratively create an interview schedule, interview a woman about work-life balance and learn about ethical principles such as de-identifying data and safely storing data.

## **Learning Outcomes**

By the end of this course, students will be able to:

- Identify the various components of women's work that are studied by sociologists;
- Describe different sociological perspectives about the relationship between women and work and how social location impacts this relationship;
- Explain how the gender inequality in the workforce and societal gender inequality are mutually reinforcing;
- Apply core cultural sociology concepts and frameworks to aspects of work in women's everyday lives;
- Understand competing theories for the gender pay gap, gender discrimination and sex segregation;
- Critically analyze seemingly individual issues using sociological theories and tools;
- Analyze a work-life history interview using course concepts and theories;
- Apply the knowledge gained in this course to the study of work-life balance programs;
- Construct an ethically-sound research project.

## **Prerequisite**

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.

## 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 available ONLINE, for free, through the University of Toronto library. Should you wish to purchase a hard copy of the text, it has been ordered into 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 Components

Work-life History Interview	15%
Midterm Test (in-class)	25%
Workplace Flexibility Assignment	30%
Final Exam	<u>30%</u>
Total	100%

## Assessment

### 1. Work-Life History Interview Assignment <sup>1</sup>

This assignment is due on June 1 and is worth 15% of the grade in the course. For this assignment, you will interview with a woman with children who is in the workforce (now or in the past). The interview will involve asking your participant about their work history, their experiences in the workplace and how they balanced work-life obligations. Interviews should be transcribed and a transcript will be handed in along with a minimum 3-page analysis/exploration of the topics discussed in the interview (in relation to sociological concepts and theories in the Padavic and Reskin text). Participant consent form and *Academic Integrity Checklist* (last page of syllabus) must be filled out and stapled to the assignment when handed in (see Academic Integrity section below for more information). You must upload a copy of your essay to *Turnitin* before 11 a.m. on the due date (see Turnitin section below for more information). Assignment instructions and rubric will be posted on Blackboard under the “Course Materials” tab.

### 2. Midterm Test and Final Exam

The midterm test (worth 25% of your grade) will take place on June and the final exam (worth 30% of your grade) will take place during exam week (date/time TBA). The midterm and final tests will be comprised of a variety of question styles: multiple choice, true or false, fill-in-the-blank, short-answer. Both the midterm and final will be designed for students to comfortably finish within 2 hours. The final exam is not cumulative. The midterm test will include questions on lectures and readings from the 1st through 6th classes and the final will include questions on lectures and readings from the 8<sup>th</sup> through 11<sup>th</sup> classes.

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<sup>1</sup> This class-based research project has been approved by the Research Ethics Board of the University of Toronto (Sociology Delegated Ethics Review Committee)

### 3. Workplace Flexibility Assignment

This assignment is due on June 17 (week 11 of the course) and is worth 30% of the course grade. In relation to your work-history interview, this assignment will involve reviewing a series of workplace flexibility case studies and selecting one that could offer a model to promote family-friendly work environments. You will perform a literature review of 5 empirical articles on the policies enacted. Following this, you will describe how these policies have been crafted, the outcomes and whether a case can be made for implementing in regards to two of the interviews conducted by your classmates. This paper should be a minimum of 10 pages in length. The *Academic Integrity Checklist* (last page of syllabus) must be filled out and stapled to assignment when handed in (see Academic Integrity section below for more information). You must upload a copy of your essay to Turnitin before 11a.m. on the due date (see Turnitin section below for more information). Assignment instructions and rubric will be posted on Blackboard under the “Course Materials” tab.

#### Late Submission Policy

Late assignments must be submitted in HARD COPY to the Sociology drop box. If you must submit late, please time/date stamp your assignment (using the machine in room 225) and place it in the 300-level box in room 225 of the Sociology department. Late assignments will incur a penalty of 5% per day (including weekend days). Due to the time-sensitive nature of submitting final grades for this course, assignments will not be accepted after 5 days following the due date. YOU MUST EMAIL ME TO INFORM THAT A PAPER HAS BEEN DROPPED LATE.

#### Missed Test Policy

A student who misses the **midterm** 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. Students with a valid reason for missing a test will be granted permission to write a makeup test. The format of the makeup test may not be the same as the original 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 student's College Registrar or through Accessibility Services. Course instructors and departments cannot provide alternate dates for final exams.

#### 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 properly: 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. Students agree that by taking this course all required papers may be subject to submission for textual similarity review to **Turnitin.com** for the detection of plagiarism. All submitted papers will be included as source documents in the **Turnitin.com** reference database solely for the purpose of detecting plagiarism of such papers. 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.teaching.utoronto.ca/teaching/academicintegrity/turnitin/guide-students.htm>

When you have successfully created a Turnitin account, you will need the following information to submit the assignment to SOC366 Summer 2015:

- Class ID: 9851957
- Password: 366151

### **Ethics**

Ethical considerations in regards to the interview assignment will be discussed in class. Further information can be found here: [http://www.research.utoronto.ca/wp-content/uploads/documents/2012/12/ERO\\_Guidelines\\_Manual-2007.pdf](http://www.research.utoronto.ca/wp-content/uploads/documents/2012/12/ERO_Guidelines_Manual-2007.pdf)

### **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) and should justify the request for a re-mark by responding to comments on the work and/or the rubric.
- 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 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.

Assignments must be submitted in hard copy to the instructor in class on the due date. Assignments must also be submitted to turnitin.com prior to the start of the class. Assignments may NOT be submitted via email, fax or to the receptionist at the Department of Sociology.

### **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. May 11 INTRODUCTION, REVIEW SYLLABUS, INTRODUCE CORE CONCEPTS**

### **2. May 13 SEX, WORK AND GENDER**

\*Develop interview schedule, discuss recruitment, consent and ethics in class\*

Readings:

- Textbook Chapter 1 Work and Gender
- Hall, Elaine J. 1993. "Smiling, deferring and flirting: Doing gender by giving 'good service.'" *Work and Occupations*. 20 (4): 452-471.

Recommended Readings:

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

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.  
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.

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\*Note May 18<sup>th</sup> is the Victoria Day holiday

### **3. May 20 THE HISTORY OF WOMEN'S RELATIONSHIP TO THE LABOUR MARKET**

#### 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.

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### **4. May 25 UNPAID WORK**

#### Readings:

- Textbook Chapter 7 Paid Work and Family Work
- Legerski, Elizabeth Miklya & Marie Cornwall. 2010. "Working-Class Job Loss, Gender, and the Negotiation of Household Labor" *Gender & Society* 24:447-474.

#### Recommended Readings

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

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.
- McMahon, Martha, 1995. *Engendering Motherhood: Identity and Self-Transformation in Women's Lives*. New York: Guilford Press
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## **5. May 27 WORK-FAMILY BALANCE; 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.
- 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.
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## **6. June 1 THE GENDER WAGE GAP; EQUITY POLICIES**

\*Work-life Interview Assignment due in Sociology 300 drop box, room 225 before 11 am\*

\*Class is cancelled as I will be at the Canadian Sociology Association conference in Ottawa but an audio-version of the lecture will be posted on Portal and you are expected to listen to it\*

### Readings:

- Chapter 6 Sex Differences in Earnings
- Peng, Ping and Pardudyal Singh. 2009. Pay equity in Ontario: The case of a non-profit seniors service organization. *Canadian Public Administration*. 52:4, 613-25.

### 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.
- Drolet, Marie. 2002. "The "who, what, when and where" of gender pay differentials." *Statistics Canada*.

Kainer, Jan and Patricia McDermott. 2004. "Pay equity in the sky: The case of Air Canada and Canadian Airlines." *Canadian Woman Studies* 23: 3/4, pp. 78-83.

Zhang, Xuelin. 2009. "Earnings of women with and without children." *Statistics Canada*. 75-001-X.

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### **7. June 3**

\*Midterm test\* (in-class)

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### **8. June 8 SEX INEQUALITY AT WORK; SEX/GENDER DISCRIMINATION**

#### Readings:

- Chapter 3: An Overview of Sex Inequality at Work
- Schilt, Kristen. 2006. "Just one of the guys? How transmen make gender visible at work." *Gender & Work*. 20 (4): 465-490.

#### 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.
- Gazso, Amber. 2004. "Women's inequality at work as framed in news discourse: Refracting from gender ideology." *Canadian Review of Sociology*. 41 (4): 449.
- 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.
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### **9. June 10 SEX SEGREGATION, THE PINK GHETTO, EMOTIONAL LABOUR**

#### Readings:

- Textbook Chapter 4: Sex Segregation in the Workplace
- Martin, Susan Ehrlich. 1999. "Police force or police service? Gender and emotional labor." *The ANNALS of the American Academy of Political and Social Science*. 561 (1): 111-126.

#### 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 Ghettos: 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.
- 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.
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## **10. June 15 THE GLASS CEILING, THE GLASS ESCALATOR, SEXUAL HARASSMENT, SEXUALIZED WORKPLACES**

\*NOTE: June 8<sup>th</sup> is the final drop date for the course\*

### 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

Steinem, Gloria. 1963. "A Bunny's Tale." *Show: The Magazine of the Arts*. May.

Loe, Meike. 1996. Working for men – At the intersection of power, gender and inequality. *Sociological Inquiry*. 66 (4): 399-422.

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.

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## **11. June 17 GLOBALIZATION; GLOBAL MIGRATION OF WOMEN; DOMESTIC WORK**

\*Workplace flexibility assignment due\*

### Readings:

- Stasiulis, Daiva and Abigail B. Bakan. 1997. Negotiating citizenship: The case of foreign domestic workers in Canada. *Feminist Review* 57:112-39.
- 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.

### Recommended Readings

Bakan, Abigail B. and Daiva Stasiulis. 1997. *Not One of the Family: Foreign Domestic Workers in Canada*. Toronto: University of Toronto 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.

- Glenn, Evelyn Nakano. 1992. "From servitude to service work: historical continuities in the racial divisions of paid reproductive labor." *Signs* 18, 1: 1-43.
- 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.
- Stasiulis, Daiva and Abigail B. Bakan. 1998. *Negotiating Citizenship: Migrant Women in Canada and the Global System*. Macmillan Press.
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**12. Week of June 22-26 FINAL EXAM (date/time TBA)**

## Academic Integrity Checklist

**SOC366HIF Summer 2015**

**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: \_\_\_\_\_

