

UNIVERSITY OF TORONTO, Summer 2012
SOC366H1F: Women and Work, Room 2118, Sidney Smith
Tuesdays/Thursdays 10:00-12:00

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COURSE DESCRIPTION

This course begins by exploring women's experiences of paid and unpaid work and the relationship between the two. Questions raised in class include gender gap in earnings, sexual segregation of the labour force, restructuring of paid work, sexual harassment, paid domestic work, and the division of housework and childcare. The course uses a transnational intersectional feminist perspective to analyze gendered relations in labor contexts, focusing primarily on Canada.

LEARNING OBJECTIVES

- **To define and operationalized a transnational intersectional feminist perspective to women and work**
- **To identify and contrast different approaches to analyzing gendered labor processes**

IMPORTANT NOTE: The prerequisite to take this course is A 200+ level SOC course. Students without this prerequisite will be removed at any time they are discovered.

READINGS

Journal articles: available through the University of Toronto library e-journal system.

EVALUATION AND ASSIGNMENTS

Assignments	Date	Percent of Grade
Critical response 1	May 22, 2012	10
Critical response 2	May 29, 2012	10
Essay proposal and annotated bibliography	June 5, 2012	15
Essay 10 pages	June 21, 2012	35
Final Exam	June 27, 2012	30

ASSIGNMENTS

Format for assignments: Double-spaced, 12-font (Times New Roman), 1-inch margins on all sides, proper paragraphs, no extra empty spaces between sections and paragraphs, page numbering, and references page. Use a cover page to identify the following: your name, student number, title of paper, date submitted course title and number. You are encouraged to print double-sided to save paper.

References: You are free to use any citation style you choose, however, please be consistent and properly cite any work that is not your own.

Submission of Assignments: Assignments are **due at the beginning of class** in hardcopy format. You must also submit your assignment via Blackboard on the day it is due.

Critical Responses

You are required to submit two critical responses to course readings. The first is due May 22, 2012 and the second on May 29, 2012.

Instructions: Select one course reading and write a **2-page response**. Your response should include the following: a brief 2-3 summary of the reading, a substantive engagement with the main concepts/ideas discussed. Note: the latter is not a summary, but an engagement. In order to do this, you can ask yourself: How do these concepts relate to course discussions? How do they relate to other readings?

Alternatively, you may provide a critique of the reading. This does not mean stating: "I liked it" or "I did not like it." Think about what about the reading advances your learning and what do you find limiting.

Paper proposal and annotated bibliography Due June 5, 2012.

You will be writing a 10-page research paper for this course. You are free to select any topic, as long as it relates to course discussions/readings. You are required to write a paper proposal. A proposal is a particular genre of writing. It is not a series of notes, it is not a mini-essay and it is not a list of bullet points. Rather, a proposal should gesture to the larger paper you will write and include the following:

1) Your proposed topic. This is the subject area under investigation and will necessarily be descriptive (e.g., my paper addresses the ____, or my paper explores ____). Also include a tentative title.

2) Your proposed argument. This is the hardest part but also the most important part. This means that you should write a decent-length paragraph explaining the trajectory of your projected argument. This means you must have done enough research to have a sense of what your argument will be. This also means you will be building on (1), but whereas in (1) you might say "My essay addresses..." in (2) you must say things like "My paper argues/demonstrates that..." You should write a paragraph that is long enough to explain your proposed argument and how you intend to make it.

Points 1-2 should be no more than 2 pages, double-spaced. See writing guidelines above

In addition, you are required to write an annotated bibliography for 5 external academic texts.

Each entry will include:

1. The bibliographic entry
2. What you believe the text's main argument is.
3. How the author(s) support the argument
4. How the text is useful for your paper

[Sample entry]

Alexander, C. (2006). Introduction: Mapping the issues, special issue writing race: Ethnography and difference. *Ethnic and Racial Studies*, 29(3), 397-410.

Claire Alexander, in her article, "Introduction: Mapping the issues, special issue writing race: Ethnography and difference" (2006), argues that ethnographic methods need to take race into account. She supports her argument by "map[ping] the key issues and controversies surrounding ethnography and race in Britain, the United States and mainland Europe, and trac[ing] the different anthropological and sociological perspectives on the ethnographic method in relation to race and ethnicity" (p. 397). This article is useful for my project because it evaluates ethnographic research that takes race into account specifically.

Essay: 10 pages plus bibliography and cover page. Due June 21, 2012.

Final Exam: The final exam will consist of definitions, short answers and essays. The exam is cumulative and will include all assigned readings as well as all lecture material and any films shown in class.

CLASS/SEMINAR FORMAT AND PARTICIPATION

Although this course is lecture based, class participation is very important. Students are expected to do the assigned reading before class and to come prepared with questions and comments. Participation is based not only on attendance, but also thorough reading of course materials and engagement in class discussion. Occasionally we will view film/clips, examine images or documents, or address a case study as a group. Students will be given access to Power Point lecture slides, but full lecture notes will not be posted or distributed. Students are expected to take notes – the slides are designed to be a guide to the lecture and readings, not a replacement for either. Slides will be posted to BlackBoard after lecture.

LATE ASSIGNMENTS:

- You are expected to complete assignments on time.
- An assignment is considered late if it is not submitted by the due date noted above. In order not to be considered late, hard copies of assignments must be submitted by the beginning of class and through Blackboard.
- If a student anticipates missing an assignment deadline due to uncontrollable circumstances, he or she should contact the instructor at least 7 days in advance, explain the situation, and request accommodation. A student may be required to submit supporting documentation at the discretion of the instructor. Please note that accommodation will be provided only for those students with compelling reasons. Reasons such as "too much work", losing a computer file, and technology failure are not compelling reasons. You are expected to plan ahead and leave some extra time in case of problems.
- Late assignments must be submitted to the instructor, not the department office staff or other instructors. Assignments should never be pushed under an office door. Any assignments found on the floor will be immediately discarded.
- **Penalty:**
 - Late assignments will be penalized 5% marks per day. The penalty will run from the day the assignment was due until the day it is submitted electronically (via email attachment or blackboard). You are required to submit a hard copy at the next class or office hour. The electronic copy must be identical to any hard copy submitted. **The penalty period includes weekends and holidays.**

GRADE APPEALS.

The instructor and teaching assistant(s) take the marking of assignments very seriously, and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following rules:

- If it is a mathematical error (e.g., grades on individual components not tallied up correctly) the remedy is easy and can be taken care of expeditiously. Simply alert the instructor of the error.
- In the case of more substantive appeals, you must:
 1. Wait at least 24 hours after receiving your mark.
 2. Carefully re-read your assignment, all assignment guidelines and marking schemes, all of the grader's comments, and so forth.
 3. Please note that academic scholarship is *merit-based*, not *need-based*. The fact that you feel you want or need a higher grade is not sufficient. You must have good reason to believe you in fact *earned* a higher grade than you were awarded. **All appeals must be received within 14 days of receiving your mark.** Note: this is the date the assignment is made available for pick up for students, not the date students collect the assignment.

If you wish to appeal:

1. You may submit to the instructor a written explanation of why you think your mark should be altered. Please note statements such as "I need a higher grade to apply to X" are not compelling. Also, please note that upon re-grade your mark may go down, stay the same, or go up.
2. Attach to your written explanation your original assignment, including all of the original comments. Submit a hardcopy of the package to the instructor during office hours or in class.
3. You will receive a response via email or in person about your re-grade. Please note all decisions are final.

PLAGIARISM

- Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication and punishment. Any student abetting or other assisting in such misconduct will also be subject to academic penalties.
- By enrolling in this course, students agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar.

CLASSROOM RULES

- Students are expected to arrive at class on time, to turn off all electronic communication devices, and to use laptops only for note-taking. Other uses (e.g., emailing, web surfing) will result in the student's being required to turn off the laptop, and not to bring it to future sessions of the course.
- Videotaping and recording lectures is strictly forbidden without written permission from the instructor.

STUDENT RESOURCES:

Writing support: For writing support information please visit <http://www.writing.utoronto.ca/writing-centres/centres/arts-and-science>

Accessibility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach me and/or the Accessibility Services Office as soon as possible. The Accessibility Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let them and me know your needs, the quicker we can assist you in achieving your learning goals in this course.

COURSE SCHEDULE AND TOPICS

1. May 15, 2012: Introductions and course outline

2. May 17, 2012: Women's Career Roles and Power Relations

Sarah Damaske 2011 "A 'Major Career Woman': How Women Develop Early Expectations about Work" *Gender & Society August 2011 vol. 25 no. 4 409-430*

Lerum, Kari. 2004. "Sexuality, Power, and Camaraderie in Service Work." *Gender & Society* 18(6): 756-76.

3. May 22, 2012: Work/life balance

Laurie Adkin, Yasmeen Abu Laban 2008 "The Challenge of Care: Early Childhood Education and Care in Canada and Quebec" *Studies in Political Economy* 81.

Michelle Brady 2008 "Absences and Silences in the Production of Work-Life Balance Policies in Canada" *Studies in Political Economy* 81.

CRITICAL RESPONSE 1 DUE

4. May 24, 2012: Unpaid labor

David J. Maume et al., 2010 "Gender, Work-Family Responsibilities, and Sleep" *Gender & Society vol. 24 no. 6 746-768*

Lisa Phillips, 2008 "Silent Partners: The Role of Unpaid Market Labour in Families" *Feminist Economics* 14 (2)

5. May 29, 2012: Precarious work

Oxfam Canada: Women and Precarious Work: A Framework for Policy Recommendations
<http://www.oxfam.ca/sites/default/files/women-and-precarious-employment-a-framework-for-policy-recommendations-2005.pdf> [read pp 1-39, skip "executive summary"]

CRITICAL RESPONSE 2 DUE

6. May 31, 2012: Precarious work case studies

Liladrie 2010 “Do not disturb/please clean room’: hotel housekeepers in Greater Toronto” *Race Class* vol. 52 no. 1 pp. 57-69

Woodhall and Muszynski, 2011 “Fordism at Work in Canadian Coffee Shops” *Just Labour: A Canadian Journal of Work and Society*—Volume 17 & 18 pp. 56-69

7. June 5, 2012: Migrants and transnational precarious work

Ana Elizabeth Rosas 2011 “ Breaking the Silence: Mexican Children and Women's Confrontation of *Bracero* Family Separation, 1942–64” *Gender & History* 23 (2), pp. 382–400,

Preibisch, Kerry and Encalada, Evelyn 2010 "The Other Side of *el Otro Lado*: Mexican Migrant Women and Labor Flexibility in Canadian Agriculture" *Signs*, vol. 35, no. 2 pp. 289-316

PAPER PROPOSAL AND ANNOTATED BIBLIOGRAPHY DUE

8. June 7, 2012: Migrants and transnational precarious work part II

Arat-Koc, S. (1989). In the privacy of our own home: foreign domestic workers as solutions to the crisis in the domestic sphere in Canada. *Studies in Political Economy*, 28, 33-58.

Walia, Harsha (2010) “Transient servitude: migrant labour in Canada and the apartheid of citizenship” *Race & Class* 52 (1), 71-84.

9. June 12, 2012: The triple day

Kamini Maraj Grahame (2003) "For the Family": Asian Immigrant Women's Triple Day *Journal of Sociology & Social Welfare*, Vol. 30, 2003

Baines, Donna (2004). "Seven Kinds of Work - Only One Paid: Raced, Gendered and Restructured Care Work in the Social Services Sector". *Atlantis. A Women's Studies Journal*. 28:2.

10. June 14, 2012: Performing gender

Mirchandani, K. 2006 *Gender Eclipsed?: Racial Hierarchies in Transnational Call Centres*. *Social Justice* 32 (4) pp. 105-119

Catherine Connell 2010 “Doing, Undoing, or Redoing Gender? Learning from the Workplace Experiences of Transpeople” *Gender & Society* 24(1) pp. 31-55

11. June 19, 2012: Emotional work

Patricia Chong 2009 “Servitude with a Smile: Analysis of emotional labour” *Global Labour University Working Papers* http://www.global-labour-university.org/fileadmin/GLU_Working_Papers/GLU_WP_No.7.pdf

12. June 21, 2012: Sex work

Kempadoo, K. (2001) “Women of color and the global sex trade: Transnational feminist perspectives” *Meridians* 1(2) pp 28-51

Gillies 2008 Sex Work and the State. Briarpatch Magazine

<http://briarpatchmagazine.com/articles/view/sex-work-and-the-state-an-interview-with-kara-gillies>

Maynard, 2011 Safer sex work: The case for decriminalization Briarpatch Magazine

<http://robynmaynard.wordpress.com/2011/05/09/safer-sex-work-the-case-for-decriminalization/>

ESSAY DUE