

**Instructor:**  
**Email:**  
**Office:**  
**Class Hours and Location**  
**Office Hours:**

**Sarah Reid**  
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Dept. of Sociology room 349  
TR 10-12 @ SS 1069  
By Appointment

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## **COURSE OVERVIEW**

In this course we will explore the relationship between market work (i.e. paid work, which we usually call “work”) and family work (i.e. managing a home, people care) and how these relationships have evolved over time in ways that have stimulated and stalled gender equality. We will draw on a range of sociological theories and studies to wrestle with gender inequality in the household division of labour, the cultural construction of ‘good’ mothering and fathering, the causes and consequences of labour market sex segregation, gendered control over the labour process, and gender gaps in employment resources/rewards. My hope is that you will use this course as a springboard for thinking critically about how gender inequality is reproduced and challenged across contexts and time—and how these dynamics shape your own lives.

**COURSE PREREQUISITES:** You must have successfully completed a Sociology course at the 200 level to take this course. **Students who do not fulfill these prerequisite requirements can be removed from this course without notice.**

## **OBJECTIVES**

1. Cultivate your Sociological Imagination—learn to think like a sociologist and use sociological theories and research to understand social processes related to the areas of gender and work
2. Examine various sociological perspectives on gender (as well as race/ethnicity and class) and work
3. Discuss research on trends in the household division of labour and childcare and the consequences of those arrangements for gender equality in the labour market and more broadly
4. Weigh the empirical evidence for explanations of labour market sex segregation and the gender wage and authority gaps
5. Practice applying sociological theories and research through written assignments and reflections

## **COURSE REQUIREMENTS AND EVALUATION**

**Defining Work Reflection (15%)** -- Due in class May 23. Assignment details outlined on Blackboard.

**Mid-Term (30%)** -- In class May 30. Test will consist of a mixture of multiple choice and short answer questions.

**Critical Review Assignment (30%)** -- Due in class June 11. Assignment details outlined on Blackboard.

**Final Test (25%)** -- In class June 20. Test will consist of multiple choice items from the entire term.

## **ASSIGNED READINGS**

See ‘Course Schedule’ for weekly topics and required readings. Assigned Readings not in the textbook will be posted on Blackboard under “Assigned Readings”

**Text (available at the U of T bookstore):** Padavic, Irene and Barbara F. Reskin. 2002. *Women and Men at Work*. (2<sup>nd</sup> ed.) Thousand Oaks, CA: Pine Forge Press.

## COURSE POLICIES

### I. Attendance, Participation, and Preparation

Students are responsible for reading and analyzing a considerable amount of material for each class. You should come to class prepared to discuss any questions you have and engage meaningfully with the material. Students are also expected to engage at a critical and analytical level of communication.

**Accessibility Needs:** The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: [disability.services@utoronto.ca](mailto:disability.services@utoronto.ca) or <http://studentlife.utoronto.ca/accessibility>

### II. Communication

**All Course Materials on Blackboard:** Blackboard is the primary medium that will be used to communicate important course information with the class. The course website prepared on the Blackboard system will contain the course syllabus, lecture slides (posted prior to lectures), assignment and test information, and grades. I also email students important course announcements via Blackboard Administrator, however, **students are responsible for the content of all course materials and for checking Blackboard regularly.**

**Email: THINK BEFORE YOU SEND!** Email to the instructor should be carefully considered before being sent. If you have an administrative question it is likely outlined in the syllabus. Nothing will be conveyed in a separate email to you that has been covered during the class period. Make sure your email does not function as a written record of your irregular attendance. Correspondence through email must be sent from an official U of T address. You can expect us to respond to your email within 2 business days, not counting the weekends.

Please also be sure to include "SOC366" in the subject line. **All students are responsible for checking their official utoronto.ca email addresses regularly, especially prior to lecture time.**

**Technology:** Please do not record lectures without my consent. Please turn on silent mode for mobile devices during lectures!

### III. Assignment Policies

**Due Dates:** All assignments are to be submitted in class and in hard copy on the specified due date. I do not accept electronic submissions.

**Late Penalties:** Late assignments will be **penalized 10% for every day they are late—no exceptions.** Late papers that exceed a 7 days past the original due date will not be accepted and will be assigned a grade of zero. No make-up assignments are offered in this course.

**Where to Bring Late Assignments:** If they are handed in late between lectures, they must be in paper form, stamped and handed in at the Dept. of Sociology (725 Spadina Ave) room 225. The hours of operation are from Monday to Friday 9-5. You are to date stamp your assignment and place it in the 300 level drop box. ***If you choose this option you must email me to let me know as I do not check the box regularly.***

**\*\*If you are given an extension from me, you must provide documentation from your doctor or registrar (documentation details are explained below under missed tests)\*\***

## Tips for Successful Writing in this Course

**Visit the Writing Centre:** All students are encouraged to use their available writing centres. Writing tutors provide help you to think through your ideas, develop a thesis, organize your paper, present your evidence effectively, argue logically, and express yourself more clearly and concisely. Proofreading and copyediting for spelling, grammar, or format are *not* within the primary scope of the writing centres' services.

**Plagiarism and Academic Integrity:** Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices accepted by teachers 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. A first rule of thumb: each time you use a sequence of three or more words written by someone else, use quotation marks and give the source. But more than this is involved in citing properly, so read "HOW NOT TO PLAGIARIZE" below.

**Submitting the same work for more than one course:** Section B.I.1.(e) of the Code of Behaviour on Academic Matters says it is an offence *"to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere."*

## IV. Test Policies

**Make-up tests:** students who miss a test will receive a mark of zero for that test unless reasons beyond their control prevent them from taking it.

**\*\*IF YOU MISS A TEST AND WISH TO BE CONSIDERED FOR A MAKE-UP YOU MUST:**

### 1. Notify me via email of your absence no more than 24 hours from the scheduled test date.

Your email request for special consideration must explain why the test was missed. A request should be accompanied by contact information (the student's telephone number and email address) so the date, time and place of the make-up test can be communicated to the student. At the make-up test a student must submit **proper documentation from a physician or college registrar** (see below). A student who misses a test and the subsequent make-up test for a valid reason will not have a third chance to take the test. Instead, the grade assigned for the missed test will zero.

### 2. Submit appropriate documentation from your Doctor or Registrar

If you miss a test or a paper deadline, **do not** contact the instructor or a TA unless you have followed the steps described here. Telling the professor or TA why you missed a deadline or a test probably will not help.

- In case of **illness**, you must supply a duly completed University of Toronto Student Medical Certificate. A doctor's note is not acceptable. There is a blank Certificate in the Faculty of Arts and Science Registration Handbook & Timetable. Attach this Certificate to your work and then hand it in at class or to me.
- If a **personal or family crisis** prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). Attach this letter to your work and then hand it in at class or to me.

**\*\*Failure to provide official documentation will not be accepted and will result in a test grade of zero\*\***

## IV. Grades

**Contesting Grades:** Students who are dissatisfied with their test or assignment grade have one week to address their concerns, in writing, to the instructor. Should you wish to contest a grade you need to either scan and email me the graded document and rubric (if applicable) or hand it in to me during office hours/class. You must also outline in a written document why the grade you received was inappropriate. It is not enough to say “I feel I deserve better/I followed guidelines/etc”—you must specifically address the TA’s comments and respond in turn as to why you disagree, using examples from your work. Upon reconsideration the grade may be raised or lowered.

Be sure to check the UofT writing web site <http://www.utoronto.ca/writing> for very valuable information, including the meaning of marks (“What does a ‘C’ mean?”), how to write essay tests, and lots more. Also, refer to the grade scale in the undergraduate calendar <http://www.artsandscience.utoronto.ca/ofr/calendar/rules.htm>

**Posting marks:** Barring unforeseen calamities, all tests will be graded and marks posted within two sessions of the test date. Final course grades will be available on ROSI only.

***Text:*** Padavic and Reskin, 2002. *Women and Men at Work* (2nd ed.)

***Articles:*** available for download under ‘Readings’ on Blackboard

Date Session #	Topics	Readings
MAY 14 1	<b>Conceptualizing Gender and Work</b>  <i>Defining Work Homework Distributed</i>	Padavic and Reskin, Chapter 1  West, Candace and Don H. Zimmerman. 1987. "Doing Gender." <i>Gender and Society</i> 1(2): 125-151.
May 16 2	<b>Defining What Counts as Work: Does Gender Matter?</b>  <i>Defining Work Discussion</i>	Padavic and Reskin, Chapter 2  Ironmonger, D.S. 1996. "Counting Outputs, Capital Inputs and Caring Labor: Estimating Gross Household Product." <i>Feminist Economics</i> 2(3):37-64
MAY 21 3	<b>The Gender Division of Household Labor: Gender Models vs. Exchange Models</b>	Becker, Gary S. 1985. "Human Capital, Effort, and the Sexual Division of Labor." <i>Journal of Labor Economics</i> 3(1): S33-S58.  Michael Bittman, Paula England, Nancy Folbre, Liana Sayer, George Matheson. 2003. "When Does Gender Trump Money? Bargaining and Time in Household Work." <i>The American Journal of Sociology</i> 109: 186-214
MAY 23 4	<b>Gender and Paid Work I: Explaining Sex Segregation</b>  <i>Defining Work Reflection Due (15%)</i>	Padavic and Reskin, Chapter 3 & Chapter 4
MAY 28 5	<b>Gender and Paid Work II: Barriers to Integration</b>	Padavic and Reskin, Chapter 5  Wajcman, Judy. 1998. "The Gender Relations of Management." Chapter 2 in <i>Managing Like a Man: Women and Men in Corporate Management</i> .
MAY 30 6	<b><i>Midterm Test (30%)</i></b>	
JUNE 4 7	<b>Gender and Paid Work III: Identifying and Explaining the Gender Wage Gap</b>	Padavic and Reskin, Chapter 6  Budig, Michelle and Paula England. 2001. "The Wage Penalty for Motherhood." <i>American Sociological Review</i> 66(2):204-225.
JUNE 6 8	<b>Control over Work and Workers: Gender and Emotion Work</b>	Leidner, Robin. 1999. "Emotional Labor in Service Work." <i>Annals of the American Academy of Political and Social Science</i> 561:81-95.  Pierce, Jennifer. 1999. "Emotional Labor among Paralegals." <i>Annals of the American Academy of Political and Social Science</i> 561: 127-142.
JUNE 11 9	<b>Combining Family and Paid Work I: Cultural Contradictions of Maternal Employment</b>  <i>Critical Review Due (30%)</i>	Macdonald, Cameron L. 1998. "Manufacturing Motherhood: The Shadow Work of Nannies and Au Pairs." <i>Qualitative Sociology</i> 21:25-52.  Cabrera, Elizabeth F. 2006. "Opting out and opting in: understanding the complexities of women's career transitions." <i>Career Development International</i> 12(3).
JUNE 13 10	<b>Combining Family and Paid Work II: Governments, Organizations, and Individuals</b>	Padavic and Reskin, Chapter 7  Simon, Robin. 1995. "Gender, Multiple Roles, Role Meaning, and Mental Health." <i>Journal of Health and Social Behavior</i> 36(2): 182-194
JUNE 18	<b>Moving Beyond the Stalled</b>	Gerson, K. 2002. "Moral Dilemmas, Moral Strategies, and the

**\*\*IMPORTANT NOTE\*\*** This is a tentative schedule. Unforeseen circumstances sometimes require flexibility in scheduling. If that occurs, I will notify students in advance and provide a revised schedule.