

Gender & Work

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Office hours: By appointment

Classroom: [SS 2114](#)
Class Time: Tue 6-8 p.m.
Quercus:
<https://q.utoronto.ca/courses/78835>

Course Description & Objectives

This course examines the patterns of gender inequalities in the world of work, including inequalities in the division of paid and unpaid work between women and men, the difference in pay, or workplace authority. It takes an intersectional perspective and considers how gender inequalities intersect with inequalities based on race, class, or sexuality. We will read and discuss “classical” as well as more recent sociological research that examines the processes which generate, maintain, and alter gendered inequalities in the labor market.

The readings and lectures include cross-national and historical comparisons. Comparing social and economic inequalities across countries and their development over time shows us that inequalities are not a given, but subject to change. Comparisons also further our understanding of how government and workplace policies can contribute to social change, as well as the maintenance of inequalities.

The class combines different ways of approaching the material to accommodate various learning styles: This includes individual reading of assigned texts, writing assignments, classroom discussions and in-class activities, lectures, along with movie clips and podcasts.

Course objectives

In this course, you will:

1. Develop your understanding of the major patterns of gender inequalities in paid and unpaid work in North America and cross-nationally from an intersectional perspective
2. Gain an overview of the different theoretical explanations for work-related gender inequalities and methodological approaches in this field of sociological research
3. Hone your ability to identify the central arguments in a text, as well as the strengths and weaknesses of the arguments made by an author/authors
4. Strengthen transferable skills, including performing systematic library research, writing a compelling literature review, making strong, evidence-based arguments, leading discussions, as well as presentation and public speaking skills

Prerequisites

The prerequisite to take this course is 1.0 SOC FCE at the 300+ level. Students without this prerequisite can be removed at any time without notice.

Course Requirements

Class Participation. This class is held as a seminar, which means that we will spend significant portions of the class time discussing the assigned texts. The success of a seminar depends on everyone's participation in the discussion of course material. On average we will read approximately 45-50 pages of material per week (sometimes less, sometimes more). It is critical that you read these texts ahead of class and come prepared to discuss the assigned texts. (15% of final grade)

Your class participation grade will be based on the following:

- A) active **participation in class discussions**
- B) **leading discussion** on one occasion during the semester (on one assigned text of your choice, sign-up during the 2nd week of class)
- C) occasional **in-class exercises/writing assignments**
- D) **attendance** (see Course Policies)

Memos. Over the course of the semester, you will write **four reflection papers** (600-650 words), two before and two after the mid-term. Summarize and discuss the assigned readings, connect the readings to one another, to other class material and your prior knowledge and experiences. These memos will be a useful tool to jog your memory about the readings when preparing for the mid-term exam or writing the term paper. See separate instructions posted on Quercus for detailed information on these reflection papers. The memos are **due 24 hours before class on Monday evenings at 6 p.m.** (Each memo worth 5%, in total 20% of final grade)

3-2-1 reading responses. On **five** occasions during the semester (see class schedule), reading responses will take the form of shorter writing assignments. **For each of the assigned readings:** identify 3 central points you take away from the text, 2 points that remained unclear to you, and 1 discussion question. These reading responses should consist of full sentences but can be submitted in bullet point format. These should not take long. To give you an idea of the approximate expected length, a good length for these reading responses would be between 200-220 words. Please consult the full assignment instructions on Quercus. (5 assignments worth 3% each, in total 15% of final grade)

Midterm Test. There will be one in-class test at the midpoint of the semester, consisting of essay questions. You will receive these questions one week ahead so you can prepare your answers at home, and you can bring one page of handwritten notes and hard copies of the assigned readings (they contain notes in the margins/highlights) to the test. You will be asked to synthesize the course materials, lectures and class discussions to fully answer the questions. Readings, lectures, and video clips are part of the exam material. (20% of final grade)

Term paper and short in-class presentation. For this class, you are expected to write a 2800-3000 word paper based on library research. You may choose any course-related topic and any question that allows you to analyze the interconnections between gender (incl. other axes of inequality) and work. There will be a separate handout with more specific instructions. (in total worth 30% of the final grade)

- This will include a **proposal** for your paper, including a summary of 3 texts central to your research question (abbreviated "annotated bibliography") (worth 5% of final grade).
- Optional: You can also hand in and receive feedback on a **draft the paper** (see Course Schedule).
- Each student will give a short **5-minute presentation** of the paper during the last class session (worth 5% of the final grade)
- The **final version** of the course paper (worth 20% of the final grade) is due at the end of the semester on **Friday, April 5th by 11:45 p.m.**

Overview of grade components

Occasions		Each worth	Fraction of final grade
	Class participation		15%
4 x	Memos	5%	20%
5 x	3-2-1 reading responses	3%	15%
1 x	Mid-term test		20%
1 x	Paper proposal		5%
1 x	Paper presentation		5%
1 x	Term paper		20%
	Total		100%

Percentage grades will translate to letter grades as follows (standard university grade scale):

Percentage	Letter Grade	Grade Point Value	Percentage	Letter Grade	Grade Point Value
90-100	A+	4.0	67-69	C+	2.3
85-89	A	4.0	63-66	C	2.0
80-84	A-	3.7	60-62	C-	1.7
77-79	B+	3.3	57-59	D+	1.3
73-76	B	3.0	53-56	D	1.0
70-72	B-	2.7	50-52	D-	0.7
			0-49	F	0.0

Required Materials

All required readings are available electronically on the course website.

Assignment Submission

All writing assignments should be submitted on the course website according to the deadlines outlined out for each assignment (see Course Schedule).

Turnitin. 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://www.teaching.utoronto.ca/teaching/academicintegrity/turnitin/conditions-use.htm>

Assignments not submitted through Turnitin will receive a grade of zero (0%) unless a student instead provides, along with their assignment, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submitted was truly their own. The alternative (not submitting via Turnitin) is in place because, strictly speaking, using Turnitin is voluntary for students at the University of Toronto.

Course Policies

1. **Classroom discussions.** Everybody in this class will bring different life experiences and prior knowledge to the table. Sometimes there may be different opinions or perspectives on the subjects under discussion among class members. It is important that we all strive to collectively create an environment in which everybody feels comfortable to voice their opinion. Respecting each other's points of view is crucial for the participation in this course.
2. **Attendance.** Class attendance is mandatory. You can miss one class and still receive full participation credit. Further absences require valid, documented excuses. Please let me know in advance if you are going to miss a class.
3. **Missing a class.** Please let me know in advance (in person, or via e-mail) if you are going to miss a class. It is your responsibility to bring the necessary documentation. In case of illness, you must supply a duly completed Verification of Student Illness or Injury form (available at www.illnessverification.utoronto.ca). A doctor's note is acceptable, but must indicate start and anticipated end date of the illness. The form must be placed in a sealed envelope, addressed to the instructor, and submitted in class or during office hours. If a personal or family crisis prevents you from meeting a deadline, you must get a letter from your college registrar. The letter must be placed in a sealed envelope, addressed to the instructor, and submitted during class or office hours.
4. **Accessibility.** The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible. If you are registered with Accessibility Services, please forward your accommodations paperwork to the instructor within the first two weeks of the course so that arrangements can be made.
5. **Use of technology:** Please turn your mobile phone off or on silent before class. On the first day of class, we will discuss the use of technology in the classroom. All class members will be required to follow the agreed-upon rules.

Communication & Office Hours

Email

Please use your **University of Toronto email** to communicate with me with regard to **personal matters**. Please also include "SOC489" and a brief description in the subject line. I will typically answer emails within 72 hours, during the workweek (i.e. Monday through Friday, between 9 a.m. – 6 p.m.). Keep in mind that for simple questions, email is the preferred method of communication. However, for longer questions, students should come to office hours.

Discussion board

To clarify questions regarding the **syllabus**, or **assignments**, please use the relevant **discussion board** on the course website if you need clarification outside of class. Other students may have the same or similar questions. Using the discussion board ensures that everybody has access to the same information.

Office hours

My office hours are **by appointment**. This is to ensure students registered for this seminar get the opportunity for one-on-one consultations. However, arrangements for “group” office hours can be made if requested. You may use office hours as an opportunity to explore ideas and experiences related to the course material, discuss plans for a career in Sociology, or other course and career-related matters. If you wish to schedule an appointment with me, please use the appointment slots made available weekly on Quercus. Should all these slots be taken, please email me directly (irene.boeckmann@utoronto.ca). In your email, include details about the nature of your meeting request and a list of dates/times when you are available. You will typically receive a response within 72 hours.

Academic Integrity

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto’s Code of Behaviour on Academic Matters. This is the rule book for academic behaviour at the U of T, and it is your responsibility to read this material and comply fully with it: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>

The University of Toronto treats academic integrity and academic misconduct very seriously. Academic misconduct includes, but is not limited to:

- Sharing answers to assignments, including on social media, email, or in person
- Copying material word-for-word from a source (including, but not limited to the textbook, lectures, or study group notes), not placing the words within quotation marks and citing the source
- Submitting your own work in more than one course without the permission of the instructor
- Making up sources or facts
- Obtaining or providing unauthorized assistance on any assignment including having someone re/write or add material to your work
- Lending your work to another student who submits it as his/her own
- Letting someone else look at your answers on a test
- Falsifying or altering any documentation required by the University, including doctor’s notes
- Submitting an altered assignment/test for re-grading

Students who commit an academic offense face serious penalties. University policy requires cases of academic dishonesty to be reported to the department chair and the university.

You find additional information on the university's rules and expectations about academic integrity here: <http://www.artsci.utoronto.ca/osai/students>

Course Schedule

All readings will be available online. Please note that changes to this schedule, including assigned texts might be subject to change at the instructor's digression.

Class Meeting & Readings	Assignment Due Dates
<p>Week 1: January 8th – Lay of the Land <i>The landscape of gender inequalities in paid and unpaid work in Canada and around the world, Introduction to the course</i></p> <p>- no readings –</p>	<p>Read syllabus in its entirety</p>
<p>Week 2: January 15th – Changing Worlds of Work <i>How has work, the economy, and the labor market changed? And what are the consequences for different groups of workers?</i></p> <p>Readings</p> <p>Padavic, Irene & Barbara Reskin. 2002. <i>Women and Men at Work</i>. Chapter 2: Gendered Work in Time and Place, p. 17-36.</p> <p>Kalleberg, Arne L. 2009. Precarious Work, Insecure Workers: Employment Relations in Transition. <i>American Sociological Review</i> 74(1):1-22.</p> <p><u>Optional supplemental reading:</u></p> <p>Cranford, Cynthia, Vosko, Leah & Nancy Zukewich. 2003. Precarious Employment in the Canadian Labour Market: A Statistical Portrait. <i>Just Labour</i> 3(fall 2003):6-22.</p>	<p>Memo 1 due Mon 01/14, 6 p.m. (Plus post your discussion questions on the week's discussion board)</p>
<p>Week 3: January 22nd – Before Work: Biology, Socialization, Education, and Preferences</p> <p>Assigned Materials</p> <p>Watch lecture by Prof. Cordelia Fine on Gender Differences from the point of view of Neuroscience (min 1:45-43:50) using the guide posted on Quercus: https://youtu.be/mEX9Usqdurs?t=105</p> <p>Kane, Emily (2012). <i>The Gender Trap: Parents and the Pitfalls of Raising Boys and Girls</i>. NYU Press. (Chapter 1, p. 1-22)</p> <p>Correll, Shelly. 2001. "Gender and the Career Choice Process: The Role of Biased Self Assessments." <i>American Journal of Sociology</i> 106(6): 1691-1730. (skim pp. 1702-23)*</p> <p>Damaske, Sarah. 2011. <i>For the Family? How Class and Gender Shape Women's Work</i>. Oxford University Press. (Chapter 1: The Need and Choice Myths, p. 3-22)</p>	<p>3-2-1 Response 1 due Mon 01/21, 6 p.m. (Plus post your discussion questions on the week's discussion board)</p>

Class Meeting & Readings	Assignment Due Dates
<p>Week 4: January 29th – Labor Market Segregation</p> <p>Readings</p> <p>England, P., 2010. The gender revolution: Uneven and stalled. <i>Gender & Society</i> 24(2):149-166.*</p> <p>Yoder, Janice & Aniakudo, Patricia. 1997. “Outsider within” the firehouse: Subordination and difference in the social interactions of African American women firefighters. <i>Gender & Society</i> 11(3):324-341.*</p>	<p>Memo 2 due Mon 01/28, 6 p.m. (Plus post your discussion questions on the week’s discussion board)</p>
<p>Week 5: February 5th – The Gender Pay Gap</p> <p>Readings</p> <p>Steinberg, Ronnie. 1990. Social construction of skill: Gender, power, and comparable worth. <i>Work and Occupations</i> 17(4):449-482.*</p> <p>Benard, Stephen & Shelley J. Correll. 2010. Normative Discrimination and the Motherhood Penalty. <i>Gender & Society</i> 24(5):616-646.*</p> <p>Madden, Janice Fanning. 2012. Performance-Support Bias And The Gender Pay Gap Among Stockbrokers. <i>Gender & Society</i> 26(3):488-518.*</p>	<p>3-2-1 Response 2 due Mon 02/04, 6 p.m. (Plus post your discussion questions on the week’s discussion board)</p>
<p>Week 6: February 12th</p> <p><i>In-class test</i></p>	<p>Midterm Test</p>
<p>Week 7: February 19th</p> <p>– READING WEEK –</p>	
<p>Week 8: February 26th – Promotion, Authority, Glass Ceiling/Escalator</p> <p>Readings</p> <p>Wingfield, Adia. 2009. Racializing the glass escalator: Reconsidering men's experiences with women's work. <i>Gender & Society</i> 23(1):5-26.*</p> <p>Schilt, Kristen. 2006. Just one of the guys? How transmen make gender visible at work. <i>Gender & Society</i>, 20(4):465-490.*</p> <p><u>Optional supplemental reading:</u></p> <p>Williams, Christine. 1992. The Glass Escalator: Hidden Advantages for Men in the “Female” Professions. <i>Social Problems</i> 39(3):253-267.</p>	<p>3-2-1 Response 3 due Mon 02/25, 6 p.m. (Plus post your discussion questions on the week’s discussion board)</p> <p>Term paper: Paper outline due Tue 02/26, 6 p.m.</p>
<p>Week 9: March 5th – Organizations and Workplace Norms</p> <p>Readings</p> <p>Acker, Joan. 1990. Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations. <i>Gender & Society</i> 4(2):139-158.</p> <p>Brumley, Krista. 2014. The gendered ideal worker narrative: Professional women’s and men’s work experiences in the new economy at a Mexican company. <i>Gender & Society</i> 28(6):799-823.*</p>	<p>Memo 3 due Mon 03/04, 6 p.m. (Plus post your discussion questions on the week’s discussion board)</p>

Class Meeting & Readings	Assignment Due Dates
<p>Week 10: March 12th – Work & Family</p> <p>Readings</p> <p><i>Sign up for one of the two readings below:</i></p> <p>Shows, C. and Gerstel, N., 2009. Fathering, class, and gender: A comparison of physicians and emergency medical technicians. <i>Gender & Society</i>, 23(2):161-187.</p> <p>Williams, Joan. 2010. <i>Reshaping the Work-Family Debate: Why Men and Class Matter</i>. Harvard University Press. (Chapter 2: One sick child away from being fired)</p> <p><i>We will all read:</i></p> <p>Roth, Marie-Louise 2006. Selling Women Short. <i>Gender and Money on Wall Street</i> (selected chapter: TBA).</p>	<p>3-2-1 Response 4 due Mon 03/11, 6 p.m. (Plus post your discussion questions on the week's discussion board)</p> <p>Optional: First draft of term paper due Tue 03/12, 6 p.m.</p>
<p>Week 11: March 19th – Reproductive Work</p> <p>Readings</p> <p>Duffy, Mignon. 2007. Doing the Dirty Work: Gender, Race, and Reproductive Labor in Historical Perspective. <i>Gender & Society</i> 21(3):313-336.</p> <p>Lan, Pei-Chia. 2003. Maid Or Madam? Filipina Migrant Workers and the Continuity of Domestic Labor. <i>Gender & Society</i> 17(2): 187-208.*</p>	<p>Memo 4 due Mon 03/18, 6 p.m. (Plus post your discussion questions on the week's discussion board)</p>
<p>Week 12: March 26th – Remedies</p> <p>Readings</p> <p>Penner, A.M., Toro-Tulla, H.J. and Huffman, M.L., 2012. Do women managers ameliorate gender differences in wages? Evidence from a large grocery retailer. <i>Sociological Perspectives</i> 55(2):365-381. (skim Data, Measures, and Models section, p. 370-374)*</p> <p>Kelly, Erin, Ammons, Samantha, Chermack, Kelly and Moen, Phyllis. 2010. Gendered challenge, gendered response: Confronting the ideal worker norm in a white-collar organization. <i>Gender & Society</i> 24(3):281-303.*</p> <p>Boeckmann, I., Misra, J. and Budig, M.J., 2014. Cultural and institutional factors shaping mothers' employment and working hours in postindustrial countries. <i>Social Forces</i> 93(4):1301-1333. (skim Data & Methods section, p. 1308-1316)*</p>	<p>3-2-1 Response 5 due Mon 03/25, 6 p.m. (Plus post your discussion questions on the week's discussion board)</p>
<p>Week 13: April 2nd</p> <p><i>Paper presentations & review</i></p>	<p>Paper due Fri 04/05, 11:45 p.m.</p>

Student Contacts

You are responsible for all material presented in class, including announcements. If you are unable to attend class, you get in touch with a classmate to obtain notes. Write down the contact information for two of your classmates below in case you need notes.

Name: _____

Name: _____

E-mail: _____

E-mail: _____

Phone: _____

Phone: _____

Other: _____

Other: _____