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SOC498H1S: New Topics in Sociology - Gender and Inequality in the Knowledge Economy

Winter 2020

University of Toronto

Tues. 4-6 p.m.

Location: [FE 41](#) (Department of Sociology, 725 Spadina Avenue, room 41 in the basement)

Quercus: <https://q.utoronto.ca/courses/138884>

Course Description & Objectives

COURSE DESCRIPTION

Over the last half century the workforce has shifted toward more professional and service jobs as more women entered the paid labor force. Along with these changes have come increasing polarization and inequality. This class will examine how changes in the workforce, particularly the turn toward professional and service work, have shaped and reshaped gender-based inequalities and options for organizing family life. We will expand our analysis of gender-based inequalities to consider the intersection of race, class, and gender in workplace organizations, the gender pay gap, harassment, and work/life balance.

COURSE OBJECTIVES

- Students will identify defining qualities of the “new” or “knowledge” economy.
- Student will identify inequalities related to and cutting across gender, race, and class in the knowledge economy.
- Students will be able to summarize, critique, and synthesize abstract arguments.
- Students will demonstrate the ability to apply sociological theory and methods to critically analyze their own lived experience.

Prerequisite

1.0 SOC FCE at the 300+ level. Students without this requirement will be removed from the course at any time discovered and without notice.

Learning Components and Course Requirements

CLASS ATTENDANCE AND PARTICIPATION

Students are expected to attend every class meeting. Lectures will cover material not included in the readings and expand on the assigned texts. More importantly, classes will offer opportunities for seminar style discussion where students can apply concepts and debate ideas with other students and the professor to deepen learning and build intellectual community.

READINGS

We will typically read about 75 pages of material per week (sometimes less, sometimes more). The lectures build on the readings, and I expect that you have read the assigned texts ahead of class. Please bring a copy of the assigned readings with you to class. It is critical that you keep up with these readings.

Reading Reflections

Over the course of the semester students should submit **SIX** reading reflections. Each week (unless otherwise noted) students will submit a 2-page reflection paper in which they 1) summarize the key arguments of the readings 2) describe their reflections/thoughts on the readings and 3) provide at least 3 discussion questions they would like the class to address. Summaries must be submitted before class (by noon on class meeting days).

Critical Literature Review Research Paper

Students will write a critical literature review on a topic of their choice related to work in the knowledge economy. Literature reviews must make an original argument and should be supported by Sociological and/or related research. This assignment will be scaffolded by smaller assignments over the course of the semester.

TOPIC OUTLINE

Students will propose a topic for study in a 1-page document. This proposal need not include specific research questions as it will serve as the basis to direct reading and research in the literature.

PARTIAL ANNOTATED BIBLIOGRAPHY

Students will submit an early version of their annotated bibliography. The goal of this assignment is to ensure that students are reading the relevant literature so they are prepared to decide on their specific research question. This early version should contain references and notes for at least 7 sources.

ARGUMENT AND REASONING STATEMENT

Following submission of their partial annotated bibliography students will submit a 1-2-page statement describing the argument they intend to make in their literature review and the reasoning for their argument based on the literature they have read so far.

Full Annotated Bibliography

Students will provide a complete annotated bibliography for their final literature review paper. The annotated bibliography should contain references in ASA style and summary reading notes of material students intend to use for their critical literature review papers. The references should be organized alphabetically by theme. Ideally, the themes will reflect the sub-headings students will use in their papers. The annotated bibliography should contain at least 5 course readings and must contain at least 10 additional sources not covered in the class, except with permission from the instructor,

CRITICAL LITERATURE REVIEW OUTLINE

Students will provide an outline of their final paper identifying at least their key argument, the subheadings they intend to use (these may change in the final version), and a brief description (one sentence is enough) of the contents of each section.

Overview of grade components

Assignment Schedule and Grading

Assignment	Due Date	Contribution to Grade
Reading Reflection Papers	Varies (Must submit at least 2 by February 4 th)	30% (5% each for 6 papers)
Seminar Participation	Ongoing	15%
Research Paper Topic	Jan 21	2.5%
Partial Annotated Bibliography	Feb. 18	5%
Argument and Reasoning Statement	March 10	2.5%
Full Annotated Bibliography	March 24	10%
Research Paper Outline	March 26	5%
Critical Literature Review Research Paper	April 2 nd	30%

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

Course Material

READINGS

All required readings will be available electronically on the course website on Quercus.

STUDENT RESPONSIBILITY

You are expected to know the contents of the syllabus. Please consult the syllabus before emailing the TA and the instructor. And you are responsible for all the material covered in class, as well as announcements posted on the course website (make sure to turn on the notifications of your choice on Quercus).

Assignment Submission, Extensions & Late Policies

All written work must be typed, double-spaced, with normal (approximately 1-inch) margins using 11-12 point Times New Roman, Calibri, or Cambria font. When you submit files, they should be in PDF, doc(x), txt, xls(x) files or another format that can be read by a text editor or word processing program. Written work will be submitted via the course website. On-line submission makes any formatting abnormalities painfully obvious.

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

TURNITIN

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.

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 submit is 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.

ASSIGNMENT SUBMISSION AND DEADLINES

Assignments are due at the time indicated for each assignment. All written work must be submitted on-line through the course website. The only exception will be for in-class tests, which will be submitted in hard copy at the end of the test period. No assignments should ever be submitted via e-mail. Only written work submitted to the correct assignment via the course website will be graded.

LATE WORK

The late deduction is 5% for each 24-hour period the assignment is late starting with the day the assignment is due. For example, an assignment submitted 12 hours late would receive a 5% late penalty, an assignment submitted 25 hours would receive a 10% late deduction. Late work will not be accepted more than 2 weeks past the original due date.

EXTENSIONS

If you require an extension for a documented reason (see below), please let me know ahead of the due date and provide the necessary documentation.

DOCUMENTATION

If you miss the test or an assignment deadline, you must obtain one of the following forms of documentation to get an extension or make-up opportunity (midterm test). Please do not contact the instructor or the TA unless you are taking steps to obtain one of the following:

- In case of **illness**, you must supply a duly completed **Verification of Student Illness or Injury form** (see www.illnessverification.utoronto.ca). A doctor's note is also acceptable but **MUST** contain the start date and anticipated end date of the illness. The form must be placed in a sealed envelope, addressed to the instructor, and submitted with your work at class or to your TA during their office hours.
- 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 to proactively contact your college registrar if you are dealing with crisis that is interfering with your studies. College registrars can help you negotiate solutions with the instructors of all the classes you are taking in a given semester. The letter must be placed in a sealed envelope, addressed to the instructor, and submitted in class or instructor office hours.
- **Letter from Accessibility Services**. This documentation is useful for ongoing medical issues that require special accommodation.

Course Policies

Students are expected to attend class, arrive on time, leave as scheduled, keep up with the course readings, and communicate regularly and respectfully with the instructors and each other. You are encouraged to consult me early and often if you will be absent, need special accommodations, or encounter any kind of obstacle. I understand that you are adults with lives that will conflict with your schoolwork. Part of the work of being a university student is learning how to balance your personal life and your academic/professional responsibilities. It is my job to help you navigate this balancing act. This means holding you accountable for showing face in class, performing the part of earnest student, meeting deadlines, working effectively with others, completing your work to high standards, and communicating professionally when you struggle with any aspect of these responsibilities.

CLASSROOM DISCUSSIONS

Everybody in this class brings different life experiences and prior knowledge to the table. This is also an opportunity for us to learn from each other. If you never disagreed with me or with each other I would worry that you were not reading or paying attention in class. Respecting each other's points of view is crucial for the participation in this course. I hope we can have a class filled with the lively debate that comes with sharing and developing ideas. If at any point debate becomes disrespectful you will be asked to leave the class. I insist on civility, respect, and an atmosphere of collegiality.

ACCESSIBILITY

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/as> 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.

TECHNOLOGY IN THE CLASSROOM

I understand that you are in possession of internet enabled, digital devices and that you are likely to bring them to class with you. These devices are often useful for notetaking, accessing readings, and working with data in class. Please turn your mobile phone on silent before class. On the first day of class, we will discuss the use of technology in class.

Research shows that students learn better when they take notes by hand, so I encourage you to rely on a pen/pencil and paper for notetaking. If your digital device becomes a distraction (because you are using it to surf the internet, check e-mail, message with friends, play video games, or because it is ringing or making noise) I will ask you to put it away. If the problem persists or becomes widespread, I will ask that students do not have digital devices visible during class except when necessary for in-class activities.

RECORDING OF LECTURES

If you wish to record the lecture for your own personal use, please get in touch with the instructor first. Students who are entitled to record the lectures because of accessibility accommodations are required to sign a form stating that the recording is made for personal use only. Out of fairness to everybody (and because it is unlawful to record somebody without their consent in Ontario), this will be required of all students who wish to make a recording of the lectures.

However, the recording of lectures is not recommended. Studies have shown that students who take notes have better learning outcomes. Good note taking requires you to think about and systematize the material for yourself while you are listening to the lecture. This will help you to recognize the central points the lecture makes, and to retain the material better. Good note taking is much more efficient and saves you a lot of time in the end.

PLAGIARISM

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.

Communication & Office Hours

EMAIL

Please use your **University of Toronto email** to communicate with me with regard to **personal matters**. Please feel free and encouraged to contact the instructors using the contact information provided on the syllabus. Please also include “SOC367” and a brief description in the subject line. I will typically answer emails within 24 hours, during the workweek (i.e. Monday through Friday, between 9 a.m. – 5 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. Please do not use the messaging tool on Quercus.

OFFICE HOURS

My office hours are **Mondays from 10-12pm or by appointment**. If you require a private consultation or expect need to speak with me for more than 10-15 minutes, please schedule an appointment. You may

use office hours as an opportunity to ask questions, explore ideas and experiences related to the course material, discuss your plans for future studies 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**: Click on the “Calendar” in the menu on the left-hand side, then go to “Find Appointments” on the right-hand side. Each slot is 15 minutes. If you need more time, you can book more than one adjacent slot. You can also leave a note about what you would like to talk about in the “comments” box. Should all the slots for a given week be taken, please email me (sharla.alegria@utoronto.ca). Please include details about the nature of your meeting request and a list of dates/times when you are available in your message. You will typically receive a response within 24 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>

Grade Appeals

We do our very best to grade work fairly, consistently, and accurately. Nevertheless, one of us may unintentionally err in our grading duties. If you believe that your assignment or test has been mismarked, please adhere to the following rules:

- For simple mathematical errors, simply alert your instructor of the mistake.
- All requests for re-grading tests or course assignments should be made to your instructor. Please **wait for 24 hours** after the assignment has been returned to the class and submit your request **within two weeks of that date**. Requests submitted at a later date will not be considered.
- A **short memo** that clearly states specific reasons to justify the request and backs up these reasons with evidence from your assignment must be submitted to your instructor.

If your appeal is deemed appropriate, the entirety of your test/assignment will be re-graded. Please note that upon re-grade your mark may go down, stay the same, or go up.

Course Schedule & Due Dates

All assigned readings are available on Quercus.

	Date	Lecture Topic and Assigned Readings	Assignments and Events
1	Jan. 7	Welcome and Introductions	
2	Jan 14	<p>What’s new about the new economy?</p> <ul style="list-style-type: none"> • Clement, Wallace, Sophie Mathieu, Steven Prus, and Emre Uckardesler. 2010. “Restructuring Work and Labour Markets in the New Economy: Four Processes.” Pp. 43–64 in <i>Interrogating the New Economy: Restructuring Work in the 21st Century</i>, edited by P. Norene and M. P. Thomas. University of Toronto Press. • Norene, Pupo and Mark P. Thomas. 2010. “Introduction: Work in the New Economy: Critical Reflections.” Pp. 43–64 in <i>Interrogating the New Economy: Restructuring Work in the 21st Century</i>. University of Toronto Press. • Pugh, Allison. 2015. <i>The Tumbleweed Society: Working and Caring in an Age of Insecurity</i>. Oxford, New York: Oxford University Press. Introduction 	
3	Jan 21	<p>But first, some background on gender and work</p> <ul style="list-style-type: none"> • ACKER, JOAN. 1990. “HIERARCHIES, JOBS, BODIES:: A Theory of Gendered Organizations.” <i>Gender & Society</i> 4(2):139–58. • Blau, Francine D., Lawrence M. Kahn, David Grusky, and Szonja Szelenyi. 2018. “The Gender Pay Gap : Have Women Gone as Far as They Can?” in <i>The Inequality Reader</i>. • Reskin, Barbara F. and Patricia A. Roos. 2009. <i>Job Queues, Gender Queues: Explaining Women’s Inroads Into Male Occupations</i>. Temple University Press. Selections 	Research Paper Topic Proposals due (11:59pm Jan 21)

	Date	Lecture Topic and Assigned Readings	Assignments and Events
4	Jan 28	<p>My, How Times have Changed</p> <ul style="list-style-type: none"> • Brumley, Krista M. 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. • England, Paula. 2010. “The Gender Revolution: Uneven and Stalled.” <i>Gender & Society</i> 24(2):149–66. • Williams, Christine L., Chandra Muller, and Kristine Kilanski. 2012. “Gendered Organizations in the New Economy.” <i>Gender & Society</i> 26(4):549–73. 	
5	Feb 4	<p>Disciplining the New Worker</p> <ul style="list-style-type: none"> • Gershon, Ilana. 2017. <i>Down and Out in the New Economy</i>. Chicago: IL: University of Chicago Press. Chapter 1 pg 23-60 • Kunda, Gideon. 2006. <i>Engineering Culture: Control and Commitment in a High-Tech Corporation</i>. Philadelphia:PA: Temple University Press. Introduction pg 1-25 • Sharone, Ofer. 2013. <i>Flawed System/Flawed Self</i>. Chicago: IL: University of Chicago Press. Chapter 2 pg 21-50 	At least two reflection papers must be submitted by this date
6	Feb 11	<p>Building Your Brand: Entrepreneurship and Marginality</p> <ul style="list-style-type: none"> • Jane Marie. The Dream podcast, Episode 2 “Women’s Work.” • Ray, Ranita. 2018. <i>The Making of a Teenage Service Class</i>. Oakland: CA: University of California Press. Chapter 6 • Silva, Jennifer M. 2015. <i>Coming Up Short: Working-Class Adulthood in an Age of Uncertainty</i>. Oxford, New York: Oxford University Press. Chapter 1. 	
7	Feb 18	Reading Week: No Class	Partial Annotated Bibliography due (11:59pm Feb 18)
8	Feb 25	<p>Moving on Up: Management and Professional Work</p> <ul style="list-style-type: none"> • Alegria, Sharla. 2019. “Escalator or Step Stool? Gendered Labor and Token Processes in Tech Work.” <i>Gender & Society</i> 33(5):722–45. • England, Paula, Jonathan Bearak, Michelle J. Budig, and Melissa J. Hodges. 2016. “Do Highly Paid, Highly Skilled Women Experience the Largest Motherhood Penalty?” <i>American Sociological Review</i> 81(6):1161–89. • Mickey, Ethel L. 2019. ““Eat, Pray, Love” Bullshit’: Women’s Empowerment through Wellness at an Elite Professional Conference.” <i>Journal of Contemporary Ethnography</i> 48(1):103–27. 	

	Date	Lecture Topic and Assigned Readings	Assignments and Events
9	March 3	Gigging! <ul style="list-style-type: none"> • Osnowitz, Debra. 2010. Freelancing Expertise: Contract Professionals in the New Economy. 1st ed. Cornell University Press. • Rosenblat, Alex. 2019. Uberland. University of California Press. Chapters 1 and 3 	
10	March 10	Education in the Knowledge Economy <ul style="list-style-type: none"> • Cottom, Tressie McMillan. n.d. Lower Ed The Troubling Rise of For-Profit Colleges in the New Economy. New York: NY: The New Press. Selections • Bobbitt-Zeher, Donna. 2007. "The Gender Income Gap and the Role of Education." Sociology of Education 80(1):1–22. 	Argument and Reasoning Statement Due (11:59pm March 10)
11	March 17	No New Readings: Research Project Lab	
12	March 24	Family, Flexibility, and Inequality <ul style="list-style-type: none"> • Pugh, Allison. 2015. The Tumbleweed Society: Working and Caring in an Age of Insecurity. Oxford, New York: Oxford University Press. Chapter 5 • Kelly, Erin L., Phyllis Moen, and Eric Tranby. 2011. "Changing Workplaces to Reduce Work-Family Conflict: Schedule Control in a White-Collar Organization." American Sociological Review 76(2):265–90. • Smith, Vicki. 2015. "Shift Work in Multiple Time Zones: Some Implications of Contingent and Nonstandard Employment for Family Life." in Working in America: Continuity, Conflict, and Change in a New Economic Era, edited by A. S. Wharton. 	Full Annotated Bibliography Due 11:59pm Research Paper Outline due March 26 by 11:59pm
13	March 31	No New Readings. Wrap up, Review, and Share Our Projects	Critical Literature Review Research paper due April 2nd, 11:59pm.

Academic Integrity Checklist

Students are strongly encouraged to review the following academic integrity checklist for each assignment before submission.

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*.