

Sociology 321: Gender and Work

Professor: Elaine Weiner

Winter 2021

Class Location: N/A

Scheduled Class Time: Mondays, Wednesdays and Fridays at 3:35-4:25 p.m. (= 2 pre-recorded lectures weekly)

Office Hours: by appointment

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Course Description

In this course, we explore men's and women's roles as productive and reproductive laborers, historically and contemporarily. Our goal is to understand the dynamisms – i.e., the creation, reinforcement and challenge – of gender (in)equality in and outside of the home. Towards these ends, we will survey a wide array of empirical material and theoretical debates on pertinent topics – for instance, emotional labor and sexual harassment – with a focus principally on the United States and Canada.

Course Materials

Most course materials are available via the *myCourses* site (e.g., assigned readings, recorded lectures/conferences, Powerpoint slides, etc...). Please insure that you check the site on a regular basis for announcements, etc.... You should, however, use the URL links on this syllabus to link to assigned podcasts, videos, documentaries, etc... for listening and/or viewing.

Course Organization and Requirements

Class Format: Two lectures will be typically pre-recorded weekly and posted on *myCourses*. There will be some days in which I opt for a 'live' lecture (Note: these will still be recorded for later viewing); I will send the class an e-mail, in advance, to notify you when a 'live' lecture is coming up. Dates on the syllabus indicate roughly when I anticipate covering a given topic and what assigned materials pertain to it. Ideally, in order to best synthesize lectures with other course material, you should 'listen, watch and/or read' in a time period proximate to my lecture(s) on the overarching topic.

Listen, Watch & Read These are the kinds of questions you should be thinking about as you are listening, watching and reading assigned materials in order to best process them:

1. What is/are the main point(s)?
2. What kind of evidence is relied on in order to make the point(s)? What are the strengths and/or weaknesses of evidence used/arguments made?
3. What are the larger implications of the point(s)/argument(s) made?

I strongly encourage you to stay up-to-date on your assigned listening, watching and reading as this will enable you to most effectively synthesize lecture and assigned materials.

Course Requirements:

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

Midterm Exam (48-hour take-home) = 25%

'Pandemic' Paper = 45% (40% paper + 5% Powerpoint slide)

Final Exam (48-hour take-home) = 30% (to be scheduled during the final exam period)

Note: If you have a disability and require any special accommodations, please let me know.

Paper

The Gendered Perils and Possibilities of the Pandemic for Work (paper due Wednesday, March 31st, to be submitted electronically via the 'Assignments' link on *myCourses*, Powerpoint slide due via email to TA on Friday March 26th by 5 p.m.)

Your task is to write an **approximately 8 page (plus references) 'article'** for a mainstream news outlet such as *MacLeans*, *The New York Times Magazine* or *The Atlantic* about some of the real and/or potential gendered implications, short- and/or long-term, of the current pandemic (i.e., COVID-19) with regard to work. I have come up with some potential topics but you are most welcome to come up with your own idea for your piece.

You are further required to prepare one Powerpoint slide (slide template available on *myCourses*) that visually presents one to three of your 'discoveries' – from your article – that you would like to share with the class. The slide should be self-explanatory as you will not be able, due to pre-recording, to explain orally. The slides will be consolidated and presented during the last two weeks of the course.

(Potential) Topics:

- What does the pandemic mean for the gendered division of household labor?
- How does segregation in the labor market, along gender lines, matter for employment and unemployment during the pandemic (and after) (e.g., who are essential workers)?
- In what ways, has emotional labor, in some jobs, potentially intensified?
- Is there a relationship between the pandemic and the gender pay gap? How so?
- Might the pandemic recession be gendered (e.g., a 'shesession')?
- What are the real and/or potential challenges, in gender terms, of 'remote working' (e.g., job performance, job satisfaction, networking)?
- How does the pandemic recession differ, in gender terms (e.g., unemployment trends), from the Great Recession?
- How does gender matter (or not) for leadership in the pandemic (and/or beyond)?
- Is the pandemic contributing to an already existent 'promotion gap' between men and women? How so?

Paper Formatting:

- ✓ MSWord or PDF document
- ✓ Double-spaced
- ✓ Font – no larger than 12-point, no smaller than 11-point
- ✓ Margins – 1 inch
- ✓ All pages must be numbered
- ✓ No title page (Put your name, student ID# and a title at the top of the first page)
- ✓ *American Psychological Association (APA)* citation style
- ✓ You are welcome to include graphics (e.g., tables, charts) but these should be put in an Appendix at the end of your 8 pages (i.e., they are separate from the 8 required pages of written text)

Powerpoint Slide Formatting

- ✓ Please use the slide template provided for you on *myCourses* (Note: you may change the layout and/or font size, but PLEASE do not change the slide design or selected font type)
- ✓ Please insure your full name is on the slide
- ✓ You are welcome to include a graphic (e.g., tables, charts, image) but please insure that you don't put so much on the slide that it is no longer legible (also be sure to cite the source in the notes section of the slide)

Note: Please proofread your work, spelling errors/typos are not acceptable. You will lose 1% of your grade for any such errors (=1% per error).

LATE POLICY: For each day that an assignment (e.g., paper) is late, the assignment grade will be lowered by half a grade (e.g., if your initial grade is a B- and you submit the assignment a day late, your final grade will be a C+).

Exams

I consider all materials in this course including readings, lectures, podcasts and documentaries/videos to be 'fair game' for exams. The final exam is non-cumulative.

Copyright Protection

All materials (e.g., handouts, notes, summaries, exam questions, etc.) used in this course are protected by law and may not copied or distributed in any form without explicit instructor permission.

Additionally, infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

General Academic Policies

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offenses under Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/integrity for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter www.mcgill.ca/students/srr/honest/).

Course Schedule

Note: *It is frequently helpful to engage the material, on a given topic, in chronological order.*

UNDERSTANDING GENDER

January 8, 11 and 13



- Aliya Sapterstein. 2018. "State of the Union 2018: Gender Identification." Stanford Center on Poverty and Equality (https://www.youtube.com/watch?v=XoYNeVFLY_4) ~14 minutes



- Lorber, Judith. 1994. "'Night to His Day': The Social Construction of Gender." Pp. 54-63 in *Paradoxes of Gender* by Judith Lorber. New Haven: Yale University Press.
- Risman, Barbara. 1998. "Gender as Structure." Pp. 13-44 in *Gender Vertigo: American Families in Transition* by Barbara Risman. New Haven: Yale University Press.
- West, Candace and Don Zimmerman. 1987. "Doing Gender." *Gender & Society* 1(2): 125-51.

CHANGING ROLES, THE CHANGING ECONOMY: GENDER AND WORK IN HISTORICAL PERSPECTIVE

January 15 and 18



- U.S. Office of Education. 1944. "Supervising Women Workers." (<https://www.youtube.com/watch?v=locREMGJg4Q>) ~11 minutes



- Benoit, Cecilia. 2000. "Women's Work and Social Rights in the Pre-Capitalist Era." Pp. 26-47 in *Women, Work and Social Rights: Canada in Historical and Comparative Perspective* by Cecilia Benoit. Ontario: Prentice-Hall Canada.
- Davies, Andrea Rees and Brenda Frink. 2014. "The Origins of the Ideal Worker: The Separation of Work and Home in the United States from the Market Revolution to 1950." *Work and Occupations* 41(1): 18-39.

- Hesse-Bibber, Sharlene Nagy and Gregg Lee Carter. 2005. "A Brief History of Working Women." Pp. 20-71 in *Working Women in America: Split Dreams (2nd edition)* by Sharlene Nagy Hesse-Bibber and Gregg Lee Carter. New York: Oxford University Press.
- Padavic, Irene and Barbara Reskin. 2002. "Gendered Work in Time and Place." Pp. 17-36 in *Women and Men at Work (2nd edition)* by Irene Padavic and Barbara Reskin. Thousand Oaks: Pine Forge Press.

EMOTIONAL LABOR

January 20, 22 and 25



- Beck, Julie. 2018. "The Conceptual Creep of 'Emotional Labor.'" *The Atlantic* November 26,
- Hochschild, Arlie. 1983. "Gender, Status, and Feeling." Pp. 162-84 in *The Managed Heart* by Arlie Hochschild. Berkeley: University of California Press.
- Ispa-Landa, Simone and Sara Thomas. 2019. "Race, Gender, and Emotion Work among School Principals." *Gender & Society* 33(3): 387-409.
- Martin, Susan Erlich. 1999. "Police Force or Police Service? Gender and Emotional Labor." *Annals of the American Academy of Political and Social Science* 561(1): 111-26.
- Wingfield, Ada Harvey. 2016. "How 'Service With a Smile' Takes a Toll on Women." *The Atlantic* January 26.

WORK IN THE HOME

January 27, 29 and FEBRUARY 1, 3, and 5



- Arlie Hochschild. 2016. "The Second Shift." Stanford Center on Poverty and Equality (<https://www.youtube.com/watch?v=mVzE6zYkEQY>) ~6 minutes



- NPR 2020. "Pandemic Makes Evident 'Grotesque' Inequality in Household Work." (<https://www.npr.org/2020/05/21/860091230/pandemic-makes-evident-grotesque-gender-inequality-in-household-work>) *Fresh Air* ~31 minutes



- Daminger, Allison. 2019. "The Cognitive Dimension of Household Labor." *American Sociological Review* 84(4): 609-33.
- Khazan, Olga. 2016. "Emasculated Men Refuse to Do Chores – Except Cooking." *The Atlantic* October 24.
- Tichenor, Veronica. 2005. "Maintaining Men's Dominance: Negotiating Identity and Power When She Earns More." *Sex Roles* 3/4: 191-205.

GENDER AND ORGANIZATIONS: GENDER IN ORGANIZATION VS. GENDERED ORGANIZATIONS

February 8, 10 and 12



- Acker, Joan. 1990. "Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations." *Gender and Society* 4(2): 139-58.
- Acker, Joan. 2006. "Inequality Regimes: Gender, Class and Race in Organizations." *Gender & Society* 20(4): 441-64.
- Alfrey, Lauren and France Winddance Twine. 2017. "Gender-Fluid Geek Girls: Negotiating Inequality Regimes in the Tech Industry." *Gender & Society* 31(1): 28-50.

- Kanter, Rosabeth Moss. 1977. "Numbers: Minorities and Majorities" and "Contributions to Theory: Structural Determinants of Behavior in Organizations." Pp. 206-64 in *Men and Women of the Corporation* by Rosabeth Moss Kanter. New York: Basic Books.
- Mickey, Ethel. 2019. "When Gendered Logics Collide: Going Public and Restructuring in a High Tech Organization." *Gender & Society* 33(4): 509-33.

****48-HOUR (TAKE HOME) MIDTERM EXAM WEDNESDAY, FEBRUARY 17 starting at 5 p.m. (due Friday, February 19th at 5 p.m.)****

Note: there will be no recorded lectures during the week of the midterm exam or assigned readings, podcasts, videos/documentaries, etc.

ENTRY AND ADVANCEMENT

February 22, 24 and 26



- CBC's The Fifth Estate. 2015. "The Fire Within: The Secret Battles of Female Firefighters" (<https://youtu.be/R5jL6Kk2OEK>) ~42 minutes
- January 9, 2018. "Why Women Prefer Male Bosses." *The Atlantic* (<https://www.theatlantic.com/video/index/549818/women-prefer-male-bosses/>) ~3 minutes



- Benard, Stephen and Shelley Correll. 2010. "Normative Discrimination and the Motherhood Penalty." *Gender & Society* 24(5): 616-46.
- England, Paula. 2010. "The Gender Revolution: Uneven and Stalled." *Gender & Society* 24(2): 146-66.
- Purcell, David, Kelly Rhea MacArthur and Sarah Samblant. 2010. "Gender and the Glass Ceiling at Work." *Sociological Compass* 4(9): 705-17.
- Ryan, Michelle and S. Alexander Haslam. 2005. "The Glass Cliff: Evidence that Women are Over-Represented in Precarious Leadership Positions." *British Journal of Management* 16: 81-90.
- Schilt, Kristen. 2010. "Just One of the Guys? How Transgender Men Make Gender Visible at Work." *Gender & Society* 20(4): 465-90.
- Williams, Christine. 1992. "The Glass Escalator: Hidden Advantages for Men in the 'Female' Professions." *Social Problems* 39(3): 253-67.
- Wingfield, Aida Harvey. 2009. "Racializing the Glass Escalator: Reconsidering Men's Experiences With Women's Work." *Gender & Society* 23 (1): 5-26.

READING WEEK MARCH 1-5

THE 'OPT OUT' REVOLUTION

March 8, 10 and 12



- Christine Percheski. 2016. "Do Women Opt Out of the Labor Force?" Stanford Center on Poverty and Inequality (<https://youtu.be/rGmz-1Ya0so>) ~ 5 minutes



- Belkin, Lisa. 2003. "The Opt-Out Revolution." *New York Times Magazine* October 26.
- Hirschman, Linda. 2005. "Homeward Bound." *American Prospect* December 20.
- Stone, Pamela. 2007. "The Rhetoric and Reality of 'Opting Out.'" *Contexts* 6(4): 14-19.
- Warner, Judith. 2013. "The Opt-Out Generation Wants Back In." *New York Times Magazine* August 7.

COMPENSATION
March 15 and 17



- Women at Work. 2018. "Mind the (Wage) Gap." ([https://podcasts.google.com/feed/aHR0cDovL2ZlZWRzLmhhcnZhcmlRidXNpbmVzcy5vcmlvaGFydmFyZGJ1c2luZXNzL3dvdWVuLWFOLXdvcms/episode/dGFnOmF1ZGlvLmhici5vcmlvaGFydmFyZGJ1c2luZXNzL3dvdWVuLWFOLXdvcms?hl=en-CA](https://podcasts.google.com/feed/aHR0cDovL2ZlZWRzLmhhcnZhcmlRidXNpbmVzcy5vcmlvaGFydmFyZGJ1c2luZXNzL3dvdWVuLWFOLXdvcms/episode/dGFnOmF1ZGlvLmhici5vcmlvaGFydmFyZGJ1c2luZXNzL3dvdWVuLWFOLXdvcms/episode/dGFnOmF1ZGlvLmhici5vcmlvaGFydmFyZGJ1c2luZXNzL3dvdWVuLWFOLXdvcms?hl=en-CA)) ~45 minutes



- Babcock, Linda and Sara Laschever. 2003. "A Price Higher than Rubies." Pp. 41-61 in *Women Don't Ask: Negotiation and the Gender Divide* by Linda Babcock and Sara Laschever. New Jersey: Princeton University Press.
- Blau, Francine and Laurence M. Kahn. 2017. "Analysis: Why Women Continue to Make Less Than Men." *PBS NewsHour* September 29.
- Miller, Claire Cain. 2018. "How a Common Interview Questions Fuels the Gender Pay Gap (And How to Stop It)." *New York Times (International Edition)*, May 2.
- Roth, Barbara. 2006. "The Myth of Meritocracy: Gender and Performance Based Pay." Pp. 179-96 in *Selling Women Short: Gender and Money on Wall Street* by Barbara Roth. New Jersey: Princeton University Press.
- Valian, Virginia. 1998. "Evaluating Women and Men." Pp. 125-44 in *Why So Slow? The Advancement of Women* by Virginia Valian. Cambridge: MIT Press.

THE WORK-LIFE QUESTION
March 19 and 22



- CBC's *Doc Zone*. 2014. "The Motherload." (<https://www.cbc.ca/player/play/2625410392/>) ~ 44 minutes



- Padavic, Irene, Robin Ely and Erin Reid. 2019. "Explaining the Persistence of Gender Inequality: The Work-Family Narrative as Social Defense Against the 24/7 Work Culture." *Administrative Science Quarterly* 65(1): 61-111.
- Williams, Joan. 2010. "Opt Out or Pushed Out?" and "One Sick Child Away from Being Fired." Pp. 12-41 and 42-76 in *Reshaping the Work-Family Debate: Why Men and Class Matter* by Joan Williams. Cambridge: Harvard University Press.

SEXUAL HARASSMENT

March 24 and 29 (NO CLASS ON MARCH 26)



- Berdahl, Jennifer. 2007. "The Sexual Harassment of Uppity Women." *Journal of Applied Psychology* 92(2): 425-37.
- Blackstone, Amy et. al. 2014. "I Didn't Recognize It as a Bad Experience Until I Was Much Older: Age, Experience and Workers' Perceptions of Sexual Harassment." *Sociological Spectrum* 34: 317-37.
- Giuffre, Patti and Christine Williams. 1994. "Boundary Lines: Labeling Sexual Harassment in Restaurants." *Gender & Society* 8(3): 378-401.

THE PANDEMIC AND WORK; COURSE WRAP UP

March 31 and April 7, 9, 12, 14 and 16

****April 2 = GOOD FRIDAY (HOLIDAY) and April 5 (HOLIDAY) EASTER MONDAY****



- Williams, Christine. 2012. "Got Power?" *Contexts* 11(2): 80.