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 *Maclean’s, 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 topic 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


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=locREMGlq4Q) ~11 minutes


EMOTIONAL LABOR
January 20, 22 and 25


WORK IN THE HOME
January 27, 29 and FEBRUARY 1, 3, and 5


GENDER AND ORGANIZATIONS: GENDER IN ORGANIZATION VS. GENDERED ORGANIZATIONS
February 8, 10 and 12


**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


READING WEEK MARCH 1-5

THE ‘OPT OUT’ REVOLUTION
March 8, 10 and 12


COMPENSATION
March 15 and 17

• Women at Work. 2018. “Mind the (Wage) Gap.” (https://podcasts.google.com/feed/aHR0cDovL2ZlZWRzLmhhcncZhcmRidXNpbmVzcy5vcmcvaGFydmFyZGJ1c2luZXNzL3dvbWVuLWF0LXdvcms/episode/dGFnOmF1ZGlvLmhci5vcmcsMjAxOC0wMS0xNzp3b21ib1hdC13b3JrlJAwMDQ?hl=en-CA) ~ 45 minutes


THE WORK-LIFE QUESTION
March 19 and 22


SEXUAL HARASSMENT
March 24 and 29 (NO CLASS ON MARCH 26)


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**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**

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