

**Sociology 321: Gender and Work**  
Winter 2020

**Class Location:** MAASS 217  
**Class Meeting Times:** Mondays, Tuesdays and Thursdays 2:35 - 3:25 p.m.  
**Professor:** Elaine Weiner  
**Office Address:** LEA 732  
**Office Hours:** Tuesdays 12:30 - 2:00 p.m. or 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 upon North American societies.

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**Course Materials**

- Coursepack

The coursepack is available from *Le James McGill* bookstore.

Additionally, I will be utilizing myCourses to make available handouts, exam review sheets, etc..., so please check the course site on a regular basis.

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**Course Organization and Requirements**

**Class format:** Lectures not only cover material from the readings but also material which is not in the readings. So, while attendance is not mandatory, it is in your interest to attend lecture. Additionally, in order to be best prepared, you should do the readings as scheduled (see the ‘course schedule’ below). This will enable you to follow my lectures and to effectively synthesize lecture and reading materials.

**CONFERENCES:** On Thursdays, beginning January 16th, conferences will be held. No sign up is necessary. You must attend six conferences in order to receive credit (i.e., 5% of your final grade). Should you attend *any less than six* you will receive no credit. No conference will be held on Thursday, January 9th, I will lecture on this day. No conference will be held on Thursday, February 20th.

**Reading**  
These are the kinds of questions you should be thinking about as you are doing your reading for this course:

1. What point or argument is the author trying to make?  
2. How does the author go about supporting his/her argument? What kind of evidence is s/he relying on? What are the strengths and/or weaknesses of his/her argument?  
3. What are the implications of the author’s argument(s) and/or findings? Are there questions that you think the author fails to ask that might otherwise enrich his/her work?

**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.*

- Midterm Exam = 30% (on Monday February 17th, *in class*)  
- Conference Attendance = 5%  
- Papers = 30% (15% each)  
  - Assignment #1 due Tuesday, February 11th (*to be submitted electronically via the ‘Assignments’ link on myCourses*)
Assignment #2 due Thursday, April 2nd (to be submitted electronically via the ‘Assignments’ link on myCourses)

Final Exam = 35% (to be scheduled during the final exam period)

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

Exams

I consider all materials in this course including readings, lectures, videos and any class discussion to be ‘fair game’ for the exams.

Note: The Midterm exam CANNOT be made up except in instances of a doctor-verified illness, family emergency/death or natural disaster. Also, according to Senate regulations, instructors are not permitted to make special arrangements for final exams. If you need an alternative arrangement for the final exam, you should go to Service Point (3415 McTavish Street) to make a request.

Papers

Assignment #1: Emotional Labor Observed (due Tuesday, February 11th to be submitted electronically via the ‘Assignments’ link on myCourses)

Your task is to personally reflect on doing ‘emotional labor.’ You may opt to write about your own experience performing emotional labor or your observations of someone else performing emotional labor. Should you choose to observe someone, you should do so in a venue where there is no ‘reasonable expectation of privacy.’ In ~4-5 pages (12-point font, double-spaced), you should answer the following questions (1-3 paragraph response per question):

1. What is the nature of the emotion work involved in this job?
2. What are the ‘rules’ (e.g., display rules) for this emotion work?
3. How are these rules regarding such emotion work enforced?
4. How is this emotion work ‘gendered’?
5. What are some of the psychological consequences of such emotion work?

You should use the materials from the course as the conceptual framework for this assignment; put simply, make sure that you explain the concepts you are referring to (and cite your sources). Drawing on additional materials is not obligatory, but it is welcome. Should you elect to draw on materials from outside of the course, please be sure you cite them along with the materials that you have elected to use from the course.

Assignment #2 Op-Ed (due Thursday, April 2nd, to be submitted electronically via the ‘Assignments’ link on myCourses)

Your task is to write an op-ed piece reacting to Ann-Marie Slaughter’s 2012 article in The Atlantic titled, “Why Women Still Can’t Have It All” (see http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/).

Put simply, you need to take a stance and then substantiate it. Your op-ed should be ~1000 words, use 12-point font and be single-spaced. You may draw on materials from the course as well as beyond. Should you do additional reading in preparing your op-ed, please attached an additional ‘bibliography’ page.

Note: More elaborate guidelines, with regard to the op-ed’s assignment, are available for you on myCourses.

LATE POLICY: For each day that an assignment 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+).

Distraction-Free Zone

Student use of mobile computing (e.g., laptops) and communication devices (e.g., cell phones, recorders) are not permitted in the classroom (whether during lectures and conferences) without my explicit permission.

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).
Course Schedule

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

UNDERSTANDING GENDER

January 6 and 7

Gender Theory

January 9

Gender at Work

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

January 13 and 14

EMOTIONAL LABOR

January 20 and 21

WORK IN THE HOME

January 27, 28 and February 3

**GENDER AND ORGANIZATIONS: GENDER IN ORGANIZATION VS. GENDERED ORGANIZATIONS**

**February 4**
*Theory*

**February 10, 11**
*Gendered Organizations: Applied*

**MIDTERM EXAM – Monday, February 17 – IN CLASS**

**ENTRY AND ADVANCEMENT**

**February 24, 25 and March 9**
*The Glass Ceiling, Concrete Wall and Sticky Floor*

**READING WEEK (no classes) – March 2-6**

**March 10 and 16**
*The Glass Escalator and the Glass Cliff*
March 17


March 23

**COMPENSATION**

*Gender Bias in Evaluation*


March 24

**The Wage Gap**


March 30

**SEXUAL HARASSMENT**


March 31 and April 6

April 7