

Gender and Work / Sociology 3290 / Professor Coverdill / May Session 2009



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Office Hours: by appointment / **Classroom:** Baldwin 322 / **Daily Class Schedule:** 8:00 - 10:45am

Course Description and Objectives

This course explores theories and research on the various ways gender both shapes and is shaped by labor-market experiences. Readings, lectures, and discussions draw upon and consider evidence from both the United States and other countries. Main topics include the following: (1) an introduction to the sociological study of gender; (2) an examination of how gender shapes educational experiences; (3) patterns of gender segregation in the labor market; (4) gender differences in authority, promotions, and pay; (5) an introduction to so-called "gendered" and "gender-neutral" theories of workplace processes and structures; (6) gender in the military and professions; (7) sexual harassment; (8) work and family; and (9) alternative work arrangements. Those topics are at the center of current research and theory on the dynamic interplay of gender and work. Overall, the course should deepen students' understanding of gender and how it both shapes--and is shaped by--workplace experiences and rewards.

Administrative Details

Course Readings, Lectures, and Review Materials. All required readings, reading review sheets, and lectures for the course have been converted to PDFs and can be downloaded or printed from the URL given at the top of this page.

Grades. Grades will be based on two in-class exams and participation. Each exam will have two distinct parts: an *objective* section (60 points) and an *essay* section (30 points). Each test is worth 90 points and the two tests together count for 180 total points. Participation is worth 20 points. The class as a whole thus has 200 possible points. Grades will be determined in the following fashion: 186-200 points = A; 180-185 points = A-; 174-179 points = B+; 166-173 = B; 160-165 = B-; 154-159 = C+; 140-153 = C; 120-139 = D; and fewer than 120 points = F. Students in the Franklin College must earn a grade of "C" or better in major required course. Please read the selections in the coursepack *in advance* and ponder the review sheets so that you will be prepared to discuss the readings in class. Attendance matters because you cannot participate if you aren't present; good faith efforts to participate are appreciated and rewarded. Being "silent but present" will not produce a good participation grade. *There are no extra credit projects.*

Feedback. I welcome feedback on the course, my way of presenting material, classroom dynamics, and the like at any point. I enjoy teaching; I want this to be a good experience. If it is not, then please let me know, and I will see if there is anything I can do to enhance the quality of your experience.

Courtesy. We will be reading about and discussing a number of topics that you may find controversial. In our discussions, you will be expected to be respectful toward your classmates, even if you strongly disagree with their ideas. In this way, we will work to foster an environment in which each student feels comfortable presenting his or her thoughts, as well as critiquing or questioning the arguments presented by others. You are free to disagree with and question my views; trust that your grade does not depend upon an admiration of my every word. I'd encourage you to use evidence and logic to present your own arguments and to critique the arguments of others. In following these ground rules, I expect our discussions to be lively, interesting, and intellectually challenging.

Course Format and Schedule

Classroom sessions will involve a mix of lecture and discussion. Lectures will focus on core concepts, theories, and evidence; discussions will center on foundation readings and topical pieces of research that illustrate or elaborate ideas in the foundational readings and lectures. ***Please read the selections, study them using the review sheets, and come to class prepared to discuss and debate the readings.*** Our schedule is as follows:

Session / Date	Topic and Readings
1. 5/12 (Tues.)	An Introduction to the Sociological Perspective on Sex and Gender / Gender and Education: Setting the Stage for Employment.
2. 5/13 (Wed.)	More on Gender and Education. Readings: (1) Conlin, Michelle. 2004. "The New Gender Gap." Pp. 145-51 in Kurt Finsterbusch (editor) <i>Annual Editions: Sociology 2004/05</i> . (2) Ramirez, Francisco O., and Christine Min Wotipka. 2001. "Slowly But Surely? The Global Expansion of Women's Participation in Science and Engineering Fields of Study, 1972 - 92." <i>Sociology of Education</i> 74:231-51. (3) American Association of University Women. 2000. "We Can, But I Don't Want To: Girls' Perspectives on the Computer Culture." Excerpted from <i>Tech-Savvy: Educating Girls in the New Computer Age</i> . Pp. 7-10, 41-47, 56-61.
3. 5/14 (Thurs.)	Gender and Segregation: Overall Patterns and Concepts. Readings: (4) Ripley, Amanda. 2005. "Who Says a Woman Can't be Einstein?" <i>Time</i> : 51-60. (5) Padavic, Irene, and Barbara Reskin. 2002. "Sex Segregation in the Workplace." Pp. 57-95 in their <i>Women and Men at Work</i> (2 nd Edition).
4. 5/15 (Fri.)	Gender and Segregation: Research on Women Crossing the Gender Line. Readings: (6) Yodanis, Carrie L. 2000. "Constructing Gender and Occupational Segregation: A Study of Women and Work in Fishing Communities." <i>Qualitative Sociology</i> 23:267-90. (7) Tanner, Julian, Rhonda Cockerill, Jan Barnsley, and A. Paul Williams. 1999. "Flight Paths and Revolving Doors: A Case Study of Gender Desegregation in Pharmacy." <i>Work, Employment, and Society</i> 13:275-93.
5. 5/18 (Mon.)	Gender and Segregation: Research on Men Crossing the Gender Line. Readings: (8) Henson, Kevin D., and Jackie Krasas Rogers. 2001. "'Why Marcia You've Changed!' Male Clerical Temporary Workers Doing Masculinity in a Feminized Occupation." <i>Gender & Society</i> 15:218-38. (9) Simpson, Ruth. 2004. "Masculinity at Work: The Experiences of Men in Female-Dominated Occupations." <i>Work, Employment, and Society</i> . 18: 349-68.
6. 5/19 (Tues.)	Gender, Authority, Promotions, and Earnings. Readings: (10) Padavic, Irene, and Barbara Reskin. 2002. "Moving Up and Taking Charge." Pp. 97-120 in their <i>Women and Men at Work</i> (2 nd Edition). (11) Baxter, Janeen, and Erik Olin Wright. 2000. "The Glass Ceiling Hypothesis: A Comparative Study of the United States, Sweden, and Australia." <i>Gender & Society</i> 14(2):275-94. (12) Padavic, Irene, and Barbara Reskin. 2002. "Sex Differences in Earnings." Pp. 121-47 in their <i>Women and Men at Work</i> (2 nd Edition). (13) Baker, Laurence C. 1996. "Differences in Earnings Between Male and Female Physicians." <i>The New England Journal of Medicine</i> 334(15): 960-64.
7. 5/20 (Wed.)	In-class exam #1.
8. 5/21 (Thurs.)	Theorizing Gender and Work: Gender Neutral Approaches and the Notion of a Gendered Organization. Readings: (14) Britton, Dana M. 1997. "Gendered Organizational Logic: Policy and Practice in Men's and Women's Prisons." <i>Gender & Society</i> 11(6):796-818. (15) Pierce, Jennifer L. 1995. "Rambo Litigators." Pp. 50-102 in her book <i>Gender Trials: Emotional Lives in Contemporary Law Firms</i> . No class will be held on Friday, 5/22, so that I can grade exams and have news to you by the late afternoon. Class will also not meet on Monday, 5/25, because of the Memorial Day Holiday.
9. 5/26 (Tues.)	Research on Gendered Work and Workplaces: Surgeons and the Military. Readings: (16) Cassell, Joan. 1998. "Forging the Iron Surgeon." Pp. 100-28 in her book <i>The Woman in the Surgeon's Body</i> . (17) Herbert, Melissa S. 1998. "Introduction." Pp. 1-25 in her text titled <i>Camouflage Isn't Only for Combat: Gender, Sexuality, and Women in the Military</i> . (18) Charen, Mona. 2003 (4/7). "Even Brave Women Aren't Warriors." <i>Athens Banner-Herald</i> . A8. Student-initiated withdrawals that produce non-grades of "W" <i>must</i> be processed no later than 5 p.m. on 5/26 <i>and only after</i> discussing the matter with me in person, on the phone, or by email. In this context, "discussing" the matter with me means that we've had a chance to have an interaction -- an exchange of information. A message on my answering machine or an email that says you intend to withdraw from the course do not constitute "discussions."
10. 5/27 (Wed.)	Sexual Harassment. Readings: (19) Giuffre, Patti A., and Christine L. Williams. 1994. "Boundary Lines: Labeling Sexual Harassment in Restaurants." <i>Gender & Society</i> 8:378-401. (20) Quinn, Beth A. 2002. "Sexual Harassment and Masculinity: The Power and Meaning of 'Girl Watching'". <i>Gender & Society</i> 16:386-402.

11. 5/28 (Thurs.) Work, Motherhood, and Fatherhood. **Readings: (21)** Padavic, Irene, and Barbara Reskin. 2002. "Paid Work and Family Work." Pp. 149-75 in their *Women and Men at Work* (2nd Edition). **(22)** Stone, Pamela. 2007. "The Rhetoric and Reality of 'Opting Out.'"
12. 5/29 (Fri.) More on Work and Motherhood. **Readings: (23)** Hays, Sharon. 1996. "Why Can't a Mother Be More Like a Businessman," **(24)** "Intensive Mothering," and **(25)** "The Mommy Wars." Pp. 1-18 and 97-151 in her book *The Cultural Contradictions of Motherhood*.
13. 6/1 (Mon.) Are Alternative Work Arrangements a Solution? Self Employment and Part-Time Work. **Readings: (26)** Osnowitz, Debra. 2005. "Managing Time in Domestic Space: Home-Based Contractors and Household Work." *Gender & Society* 19:83-103. **(27)** Reynolds, Jeremy, and Linda A. Renzulli. 2005. "Economic Freedom or Self-Imposed Strife: Work-Life Conflict, Gender, and Self Employment." *Research in the Sociology of Work* 15:33-60. **(28)** Blair-Loy, Mary. 2003. "Reinventing Schemas: Creating Part-Time Careers." Pp. 91-114 in her book *Competing Devotions: Career and Family Among Women Executives*.

14. 6/2 (Tues.) *In-class exam #2.*

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Human Rights Statement

All students should know that the Department of Sociology has a Human Rights Committee for the resolution of student grievances. Any student registered for a sociology course at the University of Georgia who feels that he or she has not been treated in a fair or professional manner by an instructor is advised to follow these procedures:

- (1) The student should discuss his or her problems with the instructor of the course, unless extenuating circumstances prohibit this.
- (2) If that discussion does not resolve the grievance, the student should then discuss the problem with the Head of the Department of Sociology.
- (3) If that discussion does not resolve the grievance to the satisfaction of the student, the student may request the activation of the Human Rights Committee by submitting a letter to the Chairman of the Human Rights Committee, Department of Sociology, University of Georgia.

The Human Rights Committee will have the responsibility of investigating all charges in accordance with procedures on file in the Sociology office, copies of which are available to students. The Committee will also have the responsibility of making recommendations in writing to the Head, copies of which will be made available to the student complainant and the instructor involved. The Department Head will review the recommendations and make a decision in writing, with copies to the students complainant and the instructor or staff member involved. Any appeal of that decision must be to the Dean of the college of Arts and Sciences.