

Sociology 3290: Gender and Work
Fall 2008

(The syllabus is a general plan for the course. Deviations may be necessary.)

Tuesday and Thursday
Baldwin 322 2:00-3:15

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Office hours:	Tuesday 9 am and by appointment (Baldwin Hall 214C)
Teaching Assistant	Maria Paino Office hours: by appointment

Course Objectives

The title of the course is Gender & Work, however, the overall framework emphasizes the integration and juxtaposition of work with the rest of people's lives. You will be introduced to theories and concepts dealing with interactions and relations between workers and their employers. The course complements other sociology work and occupations courses but will focus more heavily on gender.

I have three main objectives for this course:

1. To provide an introduction to some current sociological perspectives on gender and work.
2. To help you understand the dynamics and interactions between male and female workers and employers.
3. To challenge you to develop and apply a personal and coherent perspective on gender and work to current and prospective work settings by drawing upon the material we read and discuss.

Class format

If you do not like group work or if you want to be anonymous this is NOT the class for you.

Most of our time will be spent in discussion, group work, or structured activities.

I expect that all of you will participate in class discussion. Because I will rarely lecture, your participation in the class is imperative for understanding course concepts and readings. Work is not an unfamiliar topic to any of us – what you have to add to the class discussions is valuable and important. In sum, read, prepare, and discuss!

Getting in Touch

I am available to discuss problems, questions, and concerns throughout the semester. I expect that if you have a problem that you will let me know before it is too late. I will not accept excuses on the day of or after an exam or due date for a paper. We can resolve most problems as long as there is enough time to do so. I check email frequently and am in my office regularly. Excuses the day of an exam or due date will not be heard.

Webct: Make sure you have an email account and check it webct *at least* 2X a week because I will communicate to you via the site. It is your responsibility to check your e-mail and webct in order to avoid missing important announcements.

Requirements

A. Preparation

In the absence of well-informed discussion and debate, even the most interesting material can

quickly become tedious. None of us want to be bored. Thus, we all need to come to class every day, prepared to contribute to class discussion and activities.

Readings: The readings are available on webct. Be sure to read the material before class.

Web notes: Notes are generated through class discussion and are **not** a substitute for class. I put notes and questions so that class time can be spent in discussion instead of with your heads down furiously writing notes. If 25% of the class is absent from class- I will **not** post notes for that class and you will be responsible for taking your own notes.

A note on participation: Participation is an essential component to this class. It is expected of all of you. However, I do not grade your participation. First, I believe that as college students you do not need a grade to entice you to talk and engage in class. Second, participation grades can be fundamentally biased and I want to avoid such biases. Third, participation comes in various forms. I am looking for engagement in the course. You can voluntarily contribute your thoughts to the class. You can participate in your group settings. And finally, you may be called on to contribute.

Preparing for this class on a daily basis generally means:

1. Doing the reading carefully, taking notes on what you read, and being able to summarize the reading -- understand the main points of each selection you read.
2. Noting any points or arguments that you don't understand, and look up any words for you don't know. (Everyone should have and use a dictionary)
3. Thinking of at least one application or a personally meaningful example of a major point made in the reading. (I will ask you to discuss these applications in class)

B. Quizzes

We will have 8 unannounced quizzes throughout the course of the semester, usually given in the first 10 minutes of class. If you show up and the class is in the middle of taking the quiz, you may take it; however, if the class is done with the quiz you may not take it. The quizzes are designed to monitor your reading -- not to trick you. If you keep up with the reading you are more likely to be able to discuss and do well in this class. I grade the quizzes on a 1 point scale. You must show that you have read and understood the reading to get a "1." We will have a practice quiz in the first week of class so that you can see my style. **No make-ups** will be given for the quizzes, but you will be able to drop 2 of the 8, which should cover any emergencies that may occur. Quizzes are worth 2% each for a total of 12% of your grade.

C. Paper

We will have a final paper worth 36% of your grade due December 2, 2008. Late papers will be granted only with a pre-approved excuse and at the instructor's discretion. Students requesting an extension must contact the instructor before the due date of the assignment – a penalty may be applied. **Note:** excuses given less than 24 hours before the assignment is due or after the scheduled due date for an assignment will not be approved. I do not look favorably on giving extensions.

D. Exams

There are two (2) exams in this course: Sept 30, November 6. The exams will cover material from the readings, films, class discussions, and web summaries. **Agreeing to stay in the class is agreeing to take these exams on the specified day.** Make-ups will be given only with a pre-approved excuse and at the instructor's discretion. Students requesting a make-up must contact the instructor before the exam. **Note:** excuses given the day of or after the scheduled exam will

not be approved. In a workplace, you cannot miss work without calling in. I have the same expectations for this class. As is specified by the university, we will have an optional final for those of you who wish to take it. The optional final will be a cumulative final made up of essay and short answer questions. The final is scheduled for 3:30 to 6:30 on December 11th. It will be worth 26% and thus your final grade will be calculated out of a total of 126% rather than a 100%.

Important Dates:

Assignment	Date
Exam 1	9/30
Exam 2	11/6
Paper	12/2
Optional Final	12/11

Grading: Your final grade will be calculated as follows:

Quizzes	.....	6@ 2%=12%
Paper	.....	36%
Exam 1	.....	26%
Exam 2	.....	26%
Total	.....	100%
Optional final	.....	26%
Total	.....	126%

Grading

We will use UGA's +/- system. Grades will be assigned as outlined below.

100 to 93=A	77 to 73=C
92 to 90=A-	72 to 70=C-
89 to 88=B+	69 to 68=D+
87 to 83=B	67 to 63=D
82 to 80=B-	62 to 60=D-
79 to 78=C+	59 and below=F

Classroom Policies

Academic Honesty

Everything you do in this class must be done within the letter and spirit of the UGA academic honesty policy. In particular, I expect everyone to abide by the student honor code (section 7 of the honesty policy). For more information about the student honor code see the UGA web site.

Courtesy

You should be aware that 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 you classmates, despite any disagreement you may have with a classmate's 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 a sheepish admiration of my every word. I'd encourage you to focus upon using evidence and logic to present your own arguments and in critiquing the arguments of others. In following these ground rules, I expect our discussions to be lively, interesting, and intellectually challenging.

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 (Dr. William Finlay). (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 Chair 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 of the student's 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.

Disabilities

If you have a documented disability and would like to request classroom accommodations, please see me (instructor) after class or make an appointment during office hours.

Schedule of Readings

Date	Reading
Section 1: Intro and the Basics	
8/19 Tuesday: Intro	None
8/21 Thursday: What is Work?	<ul style="list-style-type: none"> • Mill, C. Wright. Chapter 10 in <i>White Collar</i>. p. 215-238
8/26 Tuesday: How do we study work?	<ul style="list-style-type: none"> • Hodson and Sullivan. P. 34-40 in the <i>Social Organization of Work</i>
Section II: Gender and the Labor Force	
8/28 Thursday: Understanding Sex and Gender	<ul style="list-style-type: none"> • West, Candace and Don H. Zimmerman 1987. "Doing Gender" in <i>Principles of Gender Construction</i>: 13-37.
9/2 Tuesday: Constructions of Gender: Culture, Structure, Interaction	<ul style="list-style-type: none"> • Messner, Michael. 2000. "Barbie Girls Versus Sea Monsters: Children Constructing Gender." <i>Gender & Society</i> 14(6):765-784.
9/4 Thursday: Gender and Education: Setting the Stage for Employment	<ul style="list-style-type: none"> • Mickelson, Roslyn Arlin. Excerpt from "Why does Jane Read and Write so Well?" from <i>Sociology of Education</i>. 62 (January 1989). • Orenstein, Peggy. <i>Shortchanging Girls</i> pages 28-36
9/9 Tuesday: Female Labor Force Participation Rates- Calculating	<ul style="list-style-type: none"> • Definitions and Calculating (no new reading today – lecture is important for getting these concepts)
9/11 Thursday: Gender and Work in Historical Context	<ul style="list-style-type: none"> • Film in class – Rosie the Riveter
9/16 Tuesday:	<ul style="list-style-type: none"> • Discussion of Film
9/18 Thursday: Changes in gender and work	<ul style="list-style-type: none"> • Reskin and Roos "Occupational Sex Segregation: Persistence and Change" in <i>Job Queues and Gender Queues</i> p. 3-21

9/23 Tuesday: A few women in the workplace	Kanter, Rosabeth Moss. <i>Tokens</i> .
9/25 Thursday:	<ul style="list-style-type: none"> Catch up and review for Exam
9/30 Tuesday:	Exam 1
	Section III: Gender in Organizations
10/2 Thursday: Organizational Logic	<ul style="list-style-type: none"> 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.
10/7 Tuesday: Gender and Earnings: Why is there a pay gap? Do women get promoted?	<ul style="list-style-type: none"> Reskin, Barbara, and Irene Padavic. 2002. "Sex Differences in Earnings." 101-126 in their text <i>Women and Men at Work</i>. Thousand Oaks, CA: Pine Forge Press. Reskin, Barbara, and Irene Padavic. 1994. "Moving Up and Taking Charge." Pp. 81-99 in their text <i>Women and Men at Work</i>. Thousand Oaks, CA: Pine Forge Press.
10/9 Thursday: The motherhood penalty	<ul style="list-style-type: none"> Shelley J. Correll, Stephen Benard, and In Paik. "Getting a Job: Is There a Motherhood Penalty?" <i>AJS</i> Volume 112 Number 5 (March 2007): 1297-1338
10/14 Tuesday: Promotions: Men	<ul style="list-style-type: none"> Williams, Christine. 1992 "The glass escalator: Hidden advantages for men in the 'female' professions." <i>Social Problems</i>. 39(3) 253-268
10/16 Thursday: Masculinity	<ul style="list-style-type: none"> Henson and Rogers. 2001. "'Why Marcia You've Changed!' Male Clerical Temporary Workers Doing Masculinity in a Feminized Occupation." <i>Gender & Society</i> 15(2):218-238.
	Section IV: Sex, Emotion, and Race at Work
10/21 Tuesday: Sexual Harassment in the Workplace What is it? Who's responsible?	<p>http://www.eeoc.gov/facts/fs-sex.html</p> <ul style="list-style-type: none"> Giuffre and Williams. "Boundary Lines" in <i>Working in America</i> p. 226-240. Roscigno, Vincent. Sexual Harassment chapter in <i>The Face of Discrimination</i> (chapter 4)
10/23 Thursday: Homosexuality and sexuality at work <i>Last day to withdraw</i>	<ul style="list-style-type: none"> Britton, Dana M, Williams, Christine L. 1995 "'Don't ask, don't tell, don't pursue': Military policy and the construction of heterosexual Masculinity" <i>Journal of Homosexuality</i>. 30(1), p. 1-21 Powell, Gary N. and Sharon Foley. 1998. "Something to Talk About: Romantic Relationships In Organizational Settings". <i>Journal of Management</i> 24 (3), 421-448.
10/28 Tuesday: Race, Class, and Gender	<ul style="list-style-type: none"> Hingginbotham, Elizabeth "Black Professional Women" in <i>Gender and Social Life</i>. ed. Satow, Robert pages. 89-93 Rollins, Judith. "Between Women: Domesticity and their Employers"

10/30 Thursday Globalization	<ul style="list-style-type: none"> Salzinger, Leslie. 2003. <i>Genders in Production</i>. Chapter 3
11/4 Tuesday	Catch up and review for exam
11/6 Thursday:	Exam 2
	Section V: Work and Family
11/11 Tuesday:	Film – Juggling Work and Family
11/13 Thursday: Family Medical Leave Act in US and abroad	<ul style="list-style-type: none"> Hartmann, Heidi. 2004. "Policy Alternatives for Solving Work-Family Conflict." <i>The ANNALS of the American Academy of Political and Social Science</i> 596:226-231. Barnett, Rosalind Chait. 1999. "A new work-life model for the twenty-first century." <i>Annals of the American Academy of Political and Social Science</i> 562:143-158.
11/18 Tuesday: Family Friendly Workplaces and Homes	<ul style="list-style-type: none"> Singley SG, Hynes K. 2005. "Transitions to parenthood - Work-family policies, gender, and the couple context" <i>Gender & Society</i> 19 (3): 376-397 Sullivan, Maureen. 1996. "Rozzie and Harriet? Gender and family patterns of lesbian coparents" <i>Gender & Society</i> 10 (6): 747-767.
11/20 Thursday: Are women opting out?	<ul style="list-style-type: none"> Stone, Pamela. "The rhetoric and reality of "opting out"" <i>Contexts</i>, Vol. 6, Number 4, pp 14-19
11/24- 11/28	Thanksgiving break no class
12/2 Tuesday:	<ul style="list-style-type: none"> Papers due Discussion of your findings
12/4 Thursday:	<ul style="list-style-type: none"> Discussion of your findings