

The University of Calgary
Department of Sociology
www.soci.ucalgary.ca

Sociology 493.3: Special Topics in the Sociology of Work
Gender and Work
Winter, 2010

Class Time and Location: T, 18:00-20:50, ST 139

Instructor: Rebecca J. Carter
Office hours: by appointment
Email: rjcarter@ucalgary.ca

Course Overview

This is a senior-level seminar focused on a sociological analysis of the intersection(s) between gender and work. Course content will chiefly focus on how the social construction of gender differentially structures women and men's experiences of paid and unpaid work. The first section of the course will aim to develop a gender 'lens' with which to examine contemporary work topics. This will be accomplished by synthesizing theoretical perspectives from the sociology of work and organizations and the sociology of gender relations. Utilizing this gender lens, the course will explore a broad range of substantive topics, including: job segregation and earning differentials; the work-family interface; unpaid, illegal and unregulated work; non-traditional occupations; globalization and migrant labour; and violence and risk in the workplace. Exploring these issues will elucidate how gender inequalities are produced and reproduced in the context of paid and unpaid work. The confluence of gender with race/ethnicity, class and ability will be emphasized throughout the course.

Required Reading

Peer-reviewed articles, book chapters and supplements from Statistics Canada sources will comprise the reading material for this course. All articles will be available through the University of Calgary Library, and links to them will be posted in the 'Course Documents' section of Blackboard. All other sources will be scanned or photocopied by the instructor and made available to students during lectures.

Course Organization

Course sessions will consist of didactic teaching, class-based discussions, videos and guest lectures. Blackboard (visit blackboard.ucalgary.ca or my.ucalgary.ca and follow the login instructions) will be utilized as a teaching tool for this course. Power-Point presentations used for lectures and additional documents (such as articles of interest) will be posted on this site. Please note that posted Power-Points provide only an outline of lecture material, and as such, are not a replacement for class attendance.

Evaluation

There are five components of the student's grade:

1. A first mid-term examination, to be held in class on February 9, 2010: **25% of final grade.**
 - The mid-term will include lecture and reading material from the January 12-February 2 sessions.
2. A second mid-term examination, to be held in class on March 9, 2010: **25% of final grade.**
 - The mid-term will include lecture and reading material from the February 9-March 2 sessions.
 - Topics and potential questions will be distributed one week prior to each mid-term examination. Additionally, students will be permitted a one-page, single-spaced, typed (1 inch margins, 12 point font) 'cheat sheet' during the exam. This is intended to focus study and reinforce key points, rather than concentrate on memorization.
3. An in-class oral presentation, to be held in class during the April 6 and 13, 2010 sessions: **10% of final grade.**
 - Students will briefly summarize the focus and proposed organization of their final paper. This will provide students with an opportunity to plan and discuss their work with fellow students and the instructor.
 - Presentations will be entirely oral (i.e., no Power-Point or overheads). Length of time for presentations will be determined once course enrollment is finalized.
 - Students will begin to sign up for presentation slots on March 23, 2010.
4. A term paper, due Monday, April 19, 2010: **30% of final grade.**
 - Papers will be on a course-relevant topic of the student's choice.
 - Papers must be 2000-2500 words in length and integrate at least 8 peer-reviewed journal articles (other sources are certainly permitted and encouraged, but not required).
 - More detailed instructions for the final paper will be distributed during the first class and posted on Blackboard.
5. Class participation: **10% of final grade.**
 - Students are expected to actively prepare for and contribute to lectures and class discussions.

Grading

The following grading scale will be used to convert percentage grades to letter grades:

A+ (96-100); A (90-95); A- (85-89); B+ (80-84); B (75-79); B- (70-74);
C+ (66-69); C (63-66); C- (60-63); D+ (55-59); D (50-54); F (0-49)

Important note: the grades for a course component may be scaled to maintain equity among sections and to conform to departmental norms

Course Schedule

Date	Topic	Reading
January 12	Course Introduction and Overview	
January 19	The Sociology of Gender and the Sociology of Work: Theoretical Review	
January 26	Historical Overview of Gender and Work: an Examination of Important Historical Events	1. Davis, K. (1984). Wives and work: the sex role revolution and its consequences. <u>Population and Development Review</u> , 10(3): 397-417. 2. Cherlin, A. (1983). Changing family and household: contemporary lessons from historical research. <u>Annual Review of Sociology</u> , 9: 51-56.
February 2	Job Segregation and The Wage Gap	1. Hartmann, H. (1976). Capitalism, patriarchy and job segregation by sex. <u>Signs</u> , 1(3): 137-169. 2. Maria Charles and David B. Grusky. (2004). <u>Occupational Ghettos: the Worldwide Segregation of Men and Women</u> . Stanford, CA: Stanford University Press. Chapter 1, pp. 3-38. 3. Marshall, K. (2006). Converging gender roles. <u>Perspectives, a Publication of Statistics Canada</u> , Catalogue no. 75-001-XIE.
February 9	Midterm Examination 1 Embodied Work	1. Acker, J. (1990). Hierarchies, jobs, bodies: a theory of gendered organizations. <u>Gender and Society</u> , 4(2): 139-158.
February 16	Reading Week: No Class	

Date	Topic	Reading
February 23	Gender and the Work-Family Interface	<p>1. Edgell Becker, P. & Moen, P. Scaling back: dual-earner couples' work-family strategies. <u>Journal of Marriage and Family</u>, 61(4): 995-1007.</p> <p>2. Doucet, A. (1995). Gender equality and gender differences in household work and parenting. <u>Women's Studies International Forum</u>, 18(3): 271-284.</p> <p>3. Marshall, K. (1998). Stay at home dads. <u>Perspectives, a Publication of Statistics Canada</u>, Catalogue no. 75-001-XPE.</p>
March 2	<p>Gender and the Definition of Work: What 'Counts' as 'Work'? The Case of Sex Work</p> <p>Guest Speaker</p>	<p>1. Overall, K. (1992). What's wrong with prostitution? Evaluating sex work. <u>Signs</u>, 17(4): 705-724.</p> <p>2. Weitzer, R. (2000). Deficiencies in the Sociology of Sex Work. <u>Sociology of Crime, Law and Deviance</u>, 2: 259-279.</p>
March 9	<p>Midterm Examination 2</p> <p>Experiences of Women and Men in Non-Traditional Occupations</p>	<p>1. Williams, C.L. (1992). The glass escalator: hidden advantages for men in the "female" professions. <u>Social Problems</u>, 39(3): 253-267.</p> <p>2. Ranson, G. (2005). No longer "one of the boys": negotiations with motherhood, as prospect or reality, among women in engineering. <u>The Canadian Review of Sociology and Anthropology</u>, 42(2): 145-166.</p> <p>3. Simpson, R. (2004). Masculinity at Work: the experiences of men in female dominated occupations. <u>Employment and Society</u>, 18(2): 349-368.</p>
March 16	Gender, Work and Globalization	<p>1. Acker, J. (2004). Gender, capitalism and globalization. <u>Critical Sociology</u>, 30: 17-41.</p> <p>2. Man, G. (2004). Gender, work and migration: deskilling Chinese immigrant women in Canada. <u>Women's Studies International Forum</u>, 27(2): 135-148.</p> <p>3. Pratt, G. (1999). From registered nurse to registered nanny: discursive geographies of Filipina domestic workers in Vancouver. <u>Economic Geography</u>, 75(3): 215-236.</p> <p>4. Film: "Walk a Mile: the Immigrant Experience in Canada."</p>

Date	Topic	Reading
March 23	Gender and Workplace Risk and Violence	<p>1. Lee, D. (2000). Hegemonic masculinity and male feminisation: the sexual harassment of men at work. <u>Journal of Gender Studies</u>, 9(2): 144-155.</p> <p>2. Williams, C. (2003). Sky service: the demands of emotional labour in the airline industry. <u>Gender, Work and Organization</u>, 10(5): 513-550.</p> <p>3. Messing, K., Punnett, L., Bond, M., Alexanderson, K., Pyle, J., Zahm, S. Wegman, D., Stock, S.R. & Wegman, D. (2003). Be the fairest of them all: challenges and recommendations for the treatment of gender in occupational health research. <u>American Journal of Industrial Medicine</u>, 43: 618-629.</p>
March 30	The Performance of Gender in the Workplace	<p>1. Trautner, M.N. (2005). Doing gender, doing class: the performance of sexuality in exotic dance clubs. <u>Gender & Society</u>, 19(6): 771-788.</p> <p>2. O'Brien, K., Hobbs, D., & Westmarland, L. (2008). Negotiating Violence and Gender: Security and the Night Time Economy in the UK. In Sophie Body-Gendrot & Peter Spierenburg. (2008). <u>Violence in Europe: Contemporary and Historical Perspectives</u>. New York, NY: Springer New York, pp. 161-173.</p> <p>3. Prokos, A. & Padavic, I. (2002). "There oughtta be a law against bitches": masculinity lessons in police academy training. <u>Gender, Work and Organization</u>, 9(4): 439-459.</p>
April 6	Student Presentations	
April 13	Student Presentations and Course Conclusion	

Important Conventions

- 1) **Emergency Evacuations:** In the case of fire or other emergency evacuation of this classroom/lab, please proceed to the assembly point by the Food Court in the Professional Faculties Building.
- 2) **Deadlines and Submission of Course Components:** Graded course components submitted late will be penalized by a deduction of 5% per day, except in the case of documented illness and/or extenuating circumstances brought to the instructor's notice in advance of the due date and time.
- 3) **Deferrals:** If at all possible you must provide advance notice to the instructor if you are unable to take a test or pass in an assignment or essay on time. All requests for deferral of a course component due to health reasons must be accompanied by written

documentation as outlined in the University Calendar and should be obtained while the student has the physical or emotional problem rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

Deferred Final Exam Application:

<http://www.ucalgary.ca/registrar/files/registrar/Winter2008DEFERREDFINALEXAMINATIONS.pdf>

Deferred Term Work Form:

<http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf>

You must submit these deferral forms to the Social Sciences Associate Dean (Students) through the UPO office: Undergraduate Programs Office, 4th Floor, MacEwan Student Centre. Only the Associate Dean approves requests for deferrals which extend beyond the end of a term. Instructors are not involved in such decisions. To make an appointment with the Associate Dean, phone (403) 220-8155.

- 4) **Missed Examinations:** If a mid-term examination is missed due to documented illness and/or extenuating circumstances brought to the instructor's notice in advance of the exam, the student may either 'make-up' the exam as close in time as possible to the original test OR transfer the percentage weight of the exam to the other midterm examination. If the student chooses to 'make up' an examination, its date and location will be determined by the Department of Sociology.
- 5) **Ethics Research:** Students are advised that any research with human subjects--including any interviewing (even with friends and family), opinion polling, or unobtrusive observation--must have the approval of the Departmental Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.
- 6) **Academic Misconduct:** Plagiarism, cheating and other academic misconduct are regarded as serious academic offences. Students are advised to consult the University Calendar which presents a Statement of Intellectual Honesty and definitions and penalties associated with cheating, plagiarism, and other academic misconduct.
- 7) **The Freedom of Information and Protection of Privacy (FOIP)** legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside an instructor's office or the Department main office. Written assignments must be returned to students individually, during class, or during the instructor's office hours; if a student is unable to pick up her/his assignment s/he may provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

- 8) **Safewalk:** The University of Calgary provides a “safe walk” service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the “Help” phones located around Campus.
- 9) **Handing in Papers Outside of Class, Return of Final Papers, and Release of Final Grades:**
- When students are unable to submit papers at class, they should make arrangements to hand in their papers directly to the instructor or teaching assistant rather than at the Sociology Department main office.
 - Final papers will not be returned through the Sociology Department main office.
 - The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, (i.e., outside an instructor’s office, the department office, etc.). Students who want their final papers returned by mail must attach a stamped, self-addressed envelope with the paper. Otherwise final papers will only be available for pick-up during the instructor’s office hours at the end of this term or the beginning of the next term.
 - Final grades are not posted by the Sociology department. They are only available online.

Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 295, telephone 220-8237). Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. **It is a student’s responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**