

SOCIOLOGY 332/GENDER & SEXUALITY STUDIES 331
WORK AND OCCUPATIONS: FOCUS ON GENDER
Tuesdays and Thursdays, 5:00 – 6:30 pm, 555 Clark St., Room B03
Spring 2016

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Office Hours: Fridays, 1:45-2:45 pm, and by appointment

Course Description: The gender division of labor is a key organizing principle in all known societies, but it takes a fascinating array of forms. In industrialized and post-industrial societies, driven by demand for women workers as the economy shifts toward the service sector, and more recently by feminist movements, women have increasingly taken up paid employment and moved into formerly-masculine fields. Yet women are still doing the majority of caring and household labor, while men's take-up of traditionally feminine caring labor has been far more limited, and the sex segregation of occupations and gendered earnings gaps remain. Meanwhile, much of the work formerly done by housewives has been "outsourced" to paid service workers, many of whom migrate from global South to global North to take up this work. Scholars debate about whether and how these arrangements will change, and whether they may be influenced by political initiatives, either top-down (e.g., affirmative action to recruit women to STEM fields) or bottom-up (e.g., cultural and media campaigns to validate new norms). In this course, we will investigate the ways in which work – paid and unpaid, in families and in places of employment – is organized by gender and other forms of power, difference and inequality, such as race, class and migration/citizenship status. We will examine family divisions of labor: how do men and women divide domestic work and care for children? How does non-familial provision come into play? What are the consequences for outcomes in paid employment and in terms of the distribution of time, respect, and power? We will learn about the development of the modern economy and occupational sex segregation, as well as how different kinds of men and women are treated at work. Finally, we will consider the role of government policy in sustaining or changing these arrangements. By the end of the course, students should understand how gender influences the kinds of work we do and how it is rewarded, how gender interacts with other forms of difference and inequality, how the economy is organized along gendered lines, and how public policies and political processes shape the gendered world of work.

Course Organization and Requirements: The class will be a mix of lectures and discussion. To encourage your contribution to the content of the course and regular reflection on the readings, I ask that you come to class prepared to discuss the readings and to ask questions. Please **post a short question (one or two lines) or comment (a paragraph or so) each week on the relevant Canvas discussion board**, and **take part in online and in-class discussions with your classmates**. (Comments should not be summaries of readings, but reflections about them.) You will also complete several **informal assignments**, such as examining websites of different research and

advocacy groups specializing in gender issues. These tasks will not be graded, but simply checked off for completion (and will constitute **15% of your grade**).

Please note that **laptops and electronic devices must be closed** during class.

Attendance is mandatory. If you need to miss class due to illness or another valid reason, please email me to let me know, and you will be excused.

To demonstrate knowledge of the readings and the general themes of the course through **formal assignments (85% of the course grade)**, you will have a **take-home exam** due on **May 10 (60% of total grade)**, and write a **short (5-8 pp.) paper (25% of final grade)** in which you will discuss possible policy reforms in the gendered organization of work, in the United States or elsewhere. The paper is due **June 6, 2016** with a hard copy in my mailbox (in the Sociology Department) and a copy posted to Canvas.

Optional: A **take-home short exam** will be given out in class on Thursday **April 21**, due Tuesday **April 26**; this will be graded by May 3, so that you will have information about your performance before the drop deadline of May 6, 2016. The grade will be advisory only (i.e., will not count toward your final grade).

Course Readings:

We will read four books, a few articles which will be available on Canvas (and marked by an asterisk on the syllabus), and a couple of items available online.

The following required books will be available for purchase at Norris (or online), and are on reserve at the library:

Andrea Doucet, *Do Men Mother?* (Toronto: University of Toronto Press, 2007)
ISBN-13: 978-0802085467

Pierrette Hondagneu-Sotelo, *Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence* (Berkeley: University of California Press, 2001)
ISBN-13: 978-0520251717

Rosabeth Moss Kanter, *Men and Women of the Corporation* (New York: Basic Books, 1993, second edition)
ISBN-13: 978-0465044542

Sheryl Sandberg, *Lean In: Women, Work and the Will to Lead* (New York: Alfred Knopf, 2013)
ISBN 978-0-385-34994-9

As a supplemental (not required) text for those who would like some background in gender studies, Raewyn Connell's *Gender in World Perspective* (second edition) Malden, MA: Polity, 2009) is a good, short introduction. ISBN-13: 9780745645674

CLASS SCHEDULE

Week 1:

**Introduction: Gender and the Organization of Work
(March 31, 2016)**

Week 2:

**A (Stalled) Gender Revolution at Work?
(April 5 and 7, 2016)**

Required Reading:

*Stephen Rose and Heidi Hartmann, *Still a Man's Labor Market: The Long-Term Earnings Gap*, 2004 report from Institute for Women's Policy Research – (5-page) executive summary, also available at <http://www.iwpr.org/publications/pubs/still-a-mans-labor-market-the-long-term-earnings-gap>

*Shelley Correll, Stephen Benard and In Paik. 2007. "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology* 112(5):1297-1339

Michelle Budig, "The Fatherhood Bonus and the Motherhood Penalty: Parenthood and the Gender Gap in Pay," Third Way Report (2014): <http://www.thirdway.org/report/the-fatherhood-bonus-and-the-motherhood-penalty-parenthood-and-the-gender-gap-in-pay>

Film: **"Makers: Women Who Make America, part 1" (season 1)**

Week 3: Frameworks for Understanding the Gendered Character of Work (April 12 and 14, 2016)

Required Reading:

Rosabeth Moss Kanter, *Men and Women of the Corporation*.

*Claudia Goldin, "The Quiet Revolution That Transformed Women's Employment, Education, and Family," *The American Economic Review*, 96/2(2006):1-21.

Recommended:

Mary Blair-Loy, *Competing Devotions: Career and Family among Women Executives* (Cambridge: Harvard University Press, 2003).

Claudia Goldin, *Understanding the Gender Gap: An Economic History of American Women* (New York: Oxford University Press, 1990)

Leslie McCall, *Complex Inequality: Gender, Class, and Race in the New Economy* (New York: Routledge, 2001).

Kristen Schilt, *Just One of the Guys? Transgender Men and the Persistence of Gender Inequality* (Chicago: University of Chicago Press, 2010).

Informal assignment for April 21: Watch part two of season 1 of the PBS documentary "**Makers: Women Who Make America**," available streaming from the library, and post a comment on the Canvas discussion board about how what you learned from the documentary compares with what you observe in online or other popular discussions of the impact of feminism on the workplace in recent decades.

Week 4: Gendered Wage Gaps, Discrimination, Occupational Segregation (April 19 and 21, 2016)

Required Reading:

Rosabeth Moss Kanter, *Men and Women of the Corporation*. (*Afterword to 1993 edition available on Canvas)

*Kimberle Crenshaw, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," *University of Chicago Legal Forum* (1989): 139-68.

An **optional take-home short exam** will be given out in class on Thursday **April 21**, due Tuesday **April 26**; this will be graded by May 3, so that you will have information about your performance before the drop deadline of May 6, 2016. The grade will be advisory only (i.e., will not count toward your final grade).

**Week 5: Families, Gender and Work I
(April 26 and 28, 2016)**

Required Reading:

Andrea Doucet, *Do Men Mother?* Introduction, parts 1 and 2

*Patricia Hill Collins, *Black Feminist Thought* (New York: Routledge, 2000, second edition), chapter 3, “Work, Family and Black Women’s Oppression.”

Recommended:

Christopher Carrington, *No Place Like Home: Relationships and Family Life among Lesbians and Gay Men* (Chicago: University of Chicago Press, 2002).

Informal assignment for May 3: Quiz 4 or 5 of your friends, relations or classmates (aiming for some mix of gender and other identities) – about how they plan to combine paid work with care work/housework. Based on what you have learned so far, how would you assess their goals in terms of achievability? If you could give them one piece of advice based on the social science you’ve read to date, what would it be? Post the results of your informal survey – and any commentary you’d like to add – on Canvas by May 3.

**Week 6: Families, Gender and Work II
(May 3 and 5, 2016)**

Required Reading:

Andrea Doucet, *Do Men Mother?*, part 3 and Appendices

TAKE-HOME EXAM QUESTIONS WILL BE GIVEN OUT THURSDAY, MAY 5; EXAM IS DUE ON TUESDAY, MAY 10

**Week 7: Care Work, Paid and Unpaid
(May 10 and 12, 2016)**

Required Reading:

Pierrette Hondagneu-Sotelo, *Domestica*

Film: “**Chain of Love**”

Recommended:

*Evelyn Nakano Glenn, "From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor," *Signs: Journal of Women in Culture and Society* 18 (Autumn 1992):1-43.

Informal assignment for May 17, 2016: Visit the websites of at least one Democrat and one Republican running for office (President, Senator, Congressperson, etc.) and evaluate them for what they say (or imply) about the role of government vis-à-vis work-family balance and gender; post a comment on Canvas about what you found (with a link to the websites you visited).

Week 8: State Policies, Gender Equality and Work-family Balance (May 17 and 19, 2016)

Required Reading:

All essays are from Janet Gornick and Marcia Meyers, editors, *Gender Equality: Transforming Family Divisions of Labor* (Brooklyn, NY: Verso, 2009):

*Janet Gornick and Marcia Meyers, "Institutions that Support Gender Equality in Parenthood and Employment," pp.3-63 and "Further Thoughts," pp.435-50

*Shireen Hassim, "Whose Utopia?" pp.93-110

*Nancy Folbre, "Reforming Care," pp.111-128

*Ann Shola Orloff, "Should Feminists Aim for Gender Symmetry? Why a Dual Earner/Dual Caregiver Society is not Every Feminist's Utopia," pp. 129-157

*Kathrin Zippel, "The Missing Link for Promoting Gender Equality: Work-Family and Anti-Discrimination Policies," pp.209-30

*Myra Marx Ferree, "An American Roadmap? Framing Feminist Goals in a Liberal Landscape." Pp.283-316

*Kimberly Morgan, "The Political Path to a Dual Earner/Dual Caregiver Society: Pitfalls and Possibilities," pp.317-328

*Ruth Milkman, "Class Disparities, Market Fundamentalism and Work-Family Policy: Lessons from California," pp.339-384

Film: **"Miss Representation"**

Informal assignment for May 24, 2016: Read one of the many gender-policy-relevant online debates about “having it all,” “leaning in,” “leaning out,” work/family balance, etc. and post a comment on the site of the debate (and post a copy of your comment on Canvas).

Week 9: State and Corporate Policies, Gender Equality and Work-family Balance (May 24 and 26, 2016)

Sheryl Sandberg, *Lean In: Women, Work and the Will to Lead* (New York: Alfred Knopf, 2013).

Anne-Marie Slaughter, “Why Women Still Can’t Have it All,” *The Atlantic*, July/August 2012 (or read the book based on the article, *Unfinished Business* [New York: Random House, 2015]):

<http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/>

Week 10: Gender and Work: Prospects for the Future (May 31, 2016)

**SHORT PAPER ON GENDER, SOCIAL POLICY, AND SOCIAL CHANGE:
DUE JUNE 6, 2016**