Sociology 593: Gender & Work

Professor Amy Wharton (Vancouver)                             Fall 2016
Phone: 6-9617 (on-campus call)                                Wednesdays, 2:50-5:50
Email: wharton@vancouver.wsu.edu                               Wilson-Short 201
Office hours: Mondays, 1-3 and by appt.¹                  MMC 204

Course Overview and Objectives

Gender operates at all levels of social life and is deeply embedded in how work is organized, rewarded, and experienced. This seminar provides an overview of contemporary theory and research on gender and work. In examining this topic we will pay close attention to the different ways that scholars conceive of gender and explore how these different conceptions shape research questions and findings.

The course aims to be fairly broad-based in its coverage of gender and work. We will consider both paid and unpaid work and examine research at multiple levels of analysis, using both quantitative and qualitative methodologies. We will pay particular attention to cross-national research on gender and work, with a view toward understanding how gender shapes and is shaped by the changing nature of modern industrial economies.

Course Readings

The bulk of the readings for the course are journal articles accessible through JSTOR and other online library databases. See the class website on Blackboard for information on accessing these materials. Some weeks we will also be reading excerpts from books. These will be posted in pdf form on the course website.

Course Requirements

This course is a seminar whose success depends on the active involvement of all participants. I will give short presentations each week, but we will spend most of our time discussing the readings, their context, and related topics. It is important to me that everyone feels comfortable asking questions and sharing their insights and ideas on the material. Our discussions should provide opportunities to explore theoretical debates, discuss research design and methodology, explore findings, and understand the implications and unanswered questions emerging from an article or body of literature.

I expect students to prepare for class by reading all assigned material beforehand. Coming to class with at least one question in mind is also helpful; questions of clarification, interpretation, or confusion are always appropriate.

Class participation will be evaluated on the basis of your participation logs and is worth 15 percent of your grade. Meaningful participation reflects quality more than quantity, though some of the latter is necessary to evaluate the former. Participation is beneficial when it: engages the course material in a substantive way; reflects an awareness of what others have said and builds on previous comments or ideas; and constructively moves the discussion forward.

¹ I will also have “face-to-face” office hours on the days when I’m in Pullman. Times to be arranged.
All students will be expected to lead the discussion *twice* during the semester, either alone or with another student, depending on course enrollment (each worth 10 percent of the final grade). I will pass out a sign-up sheet and detailed guidelines for discussion leaders the first week of class. In general, however, discussion leaders should plan on providing a brief review of the week’s readings and a set of discussion questions for the class. Their primary role during class is to lead the discussion for that week’s topic.

In addition, students will write two 3-4 page reflection papers during the semester, each worth 15 percent of the final grade. Reflection papers are due the day before the class session covering the readings that are your focus. The first reflection paper should be submitted no later than October 12 (Week 8) and the second no later than November 16 (Week 13). Your papers can cover any week’s readings prior to the above dates, with the exception of the weeks you are discussion leader. More details about the reflection papers will be passed out during the first class meeting.

A 15-20 page paper (30 percent) and presentation (5 percent), or a take-home final (35 percent) make up the last set of course requirements. Papers (or finals) are due by 5 p.m. on Wednesday, December 14.

Options for final papers include:

- A journal-type article on a topic related to gender and work, involving the analysis of data of your choice.
- A research proposal on a topic related to gender and work (same as above, but without the data analysis).
- An analysis of a concept discussed in the course readings (e.g., motherhood penalty, ideal worker, gendered organization, etc.). Explain the concept and discuss how it has been used in sociological theory and research on gender and work. Discuss the history of the concept and how it has changed or been redefined over time based on new research or theoretical developments.

You also have the option of a take-home final exam. The last week of class I will provide you with a list of questions from which you will choose to answer 3 or 4. You may use your notes and readings to prepare your answers.

*Summary of Course Requirements:*

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation log</td>
<td>15 percent</td>
</tr>
<tr>
<td>Discussion leader (2 times)</td>
<td>20 percent</td>
</tr>
<tr>
<td>First reflection paper</td>
<td>15 percent</td>
</tr>
<tr>
<td>Second reflection paper</td>
<td>15 percent</td>
</tr>
<tr>
<td>Final paper (30)/presentation (5)</td>
<td>35 percent</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>Take-Home Final (35)</td>
<td></td>
</tr>
</tbody>
</table>
Course Policies

Academic integrity

When you enroll in Washington State University, you assume an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty. Academic dishonesty includes cheating, falsification, fabrication, multiple submissions, plagiarism, abuse of academic materials, complicity or misconduct in research. I have a zero tolerance policy regarding academic integrity violations. The penalty for any offense, at any stage in the course, on any assignment, is an F grade for the course. Additionally, you will be reported to the Office of Student Services and the Student Conduct Committee, as dictated by University Policy.

Disability Accommodations

Accommodations may be available if you need them in order to fully participate in this class because of a disability. Accommodations may take some time to implement so it is critical that you contact the WSU Access Center (in Pullman or Vancouver, depending on your location) as soon as possible. All accommodations must be approved by that office. Please call 509.335.3417 to make an appointment with a disability specialist in Pullman. In Vancouver, the Access Center can be reached at 546.9238 (van.access.center@wsu.edu) or you can visit the office in VCLS 160.

Classroom Safety Information

Classroom and campus safety are of paramount importance at WSU and are the shared responsibility of the entire campus population. WSU urges students to follow the “Alert, Assess, Act” protocol for all types of emergencies, and the “Run, Hide, Fight” response for an active shooter incident at http://police.wsu.edu/activeshooter.html. Remain ALERT (through direct observation or emergency notification), ASSESS your specific situation, and ACT in the most appropriate way to assure your own safety (and the safety of others if you are able). Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI’s Run, Hide, Fight video and visit the safety portal [https://faculty.wsu.edu/classroomsafety/].

Course Schedule

Week 1 (August 24): Introduction to the Course

Week 2 (August 31): Foregrounding Gender

Read:


2 I will be in Pullman this week.


**Week 3 (September 7): Gender Segregation and the Structure of Gendered Work I**

**Read:**


**Week 4 (September 14): Gender Segregation and the Structure of Gendered Work II**

**Read:**


**Week 5 (September 21): Gender Discrimination and Gender Inequality³**

³ In Pullman
Read:


**Week 6 (September 28): Gendered Organizations and Undoing Gender**

Read:


**Week 7 (October 5): Demography and Group Composition**

Read:


---

4 In Pullman


**First Participation Log Entries and Reflection Due on October 12**

**Week 8 (October 12): Service Work and the Care Economy**

**Read:**


**First Reflection Paper Due by Oct. 12**

**Week 9 (October 19): The Gender Division of Labor in Unpaid Work**

**Read:**


**Final Paper Topic Approved by October 19**

**Week 10 (October 26): Mothers, Fathers, and Work**


**Week 11 (November 2): Work & Family I: Gender and the Ideal Worker**


**Week 12 (November 9): Work & Family II: Cross-National Research on Work-Family Policies**

Read:

---

\(^5\) In Pullman (tentative)

\(^6\) In Pullman (tentative)


**Week 13 (November 16): Bringing it all together: The Case of Gender and STEM**

**Read:**


**Second Reflection Paper Due by November 16**

**THANKSGIVING BREAK**

**Week 14 (November 30): Students’ Choice & Presentations**

**Week 15 (December 7): More presentations & Wrap-up**

**Second Participation Log Entries and Reflection Due on December 7**

**Final Papers (or Take-Home Final) Due on December 14**

---

7 In Pullman (tentative)