
SOC 530

Gender and Work

Fall 2012
Faner 3410
Thursdays 2-4:30

Instructor: Dr. Kristen Barber
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Course Description

This course is designed to investigate how gender structures the workplace, as well as how men and women both reproduce and negotiate gender at work. Focusing on select topics, we will develop an understanding of workplaces as gendered organizations and discuss sex segregation, wage inequality, the glass ceiling, the glass escalator, sex work, men and women in nontraditional occupations, the body at work, emotional labor, aesthetic labor, immigration and work, globalization, and unemployment and welfare. Also, this class will take an intersectional approach to analyzing and discussing issues of gender inequality at work; meaning, we will take seriously how gender intersects with race, ethnicity, class, and sexuality to shape both inequality and resistance at work.

Course Format

This class will operate as a typical graduate seminar, with students responsible for leading class discussions. You will initiate dialogue on important concepts and issues that arise in the readings, and ask questions that encourage the class to work through the authors' main points. You will also each have the opportunity to lead two class discussions. This format helps to give you the experience you need to move from passive learner to actively engaging with the ideas presented in key sociological texts. You will learn to dissect theoretical and empirical work, ask the important questions, find theoretical gaps, build on theories, and identify those "golden nuggets" of knowledge presented by scholars that help us to better understand social phenomena. These are crucial skills for graduate students, and will teach you to analyze work you will possibly use in your future research, writing, and teaching.

Materials

The required readings for this class consist of the books listed below as well as a number of journal articles you are responsible for acquiring:

- Men and Women of the Corporation, by Rosabeth Moss Kanter
- The Managed Heart, by Arlie Hochschild
- Working Construction, by Kris Paap
- Just One of the Guys?, by Kristen Schilt

Milestones

Thursday, August 30
Labor Day Weekend

Thursday, November 23
Thanksgiving Vacation

Tuesday, December 6th

1. Final paper due in hardcopy at the beginning of class.
2. 10-minute paper presentations.

Course Requirements and Grades

Your grade will be based on the *quality* of your performance with respect to the below responsibilities and assignments.

Attendance/Participation

This is a graduate-level class and you are expected to attend seminar each week. Make sure you are prepared to do the work, stay on track, attend every class, and contribute to each discussion. Included in your participation grade is the final presentation. The last day of the course is reserved for 10-minute presentations and Q&A.

20% of grade

Leading Class Discussion:

You will be responsible for leading TWO class discussions. Come to class with a handout that outlines the main contributions of the reading, lists questions to consider, and highlights interesting and important quotes—bring a copy for each student and the instructor. Write questions on issues you find particularly important or puzzling and discuss how the readings build on previous work we have read in class. Although you should include on the handout the key points from the readings, you do not want to simply state these in discussion; instead present questions that get the class to identify and work through the main contributions of the readings.

2 x 10% each = 20% of grade

Weekly Memos:

You are expected to submit three short memos throughout the semester. These memos should be 2-3 pages, double-spaced, and *analytic* in nature. This means that you consider what the author is doing in their work, and not simply summarize the readings or present your opinions. You might address a theoretical gap in the reading, a possible extension or test of the theoretical perspective, identify an empirical challenge to a theoretical perspective, or discuss how the readings dialogue with previous works we have read. I will collect hard copies of the memos at the *beginning* of class, and will NOT accept late papers or papers submitted electronically. Memos should focus on the readings for weeks you are *not* responsible for leading discussion. Keep track of how many memos you have written and how many weeks you have left to complete all three memos.

3 x 10% each = 30% of grade

Final Paper:

For your final paper, you may write a research proposal to examine an issue related to gender and work OR a more conventional paper where you apply the course material and additional outside literature to a case regarding gender and work with which you are already familiar. The first option should set you up to conduct independent research on the topic of gender and work, while the second should cover what research has been already conducted on a particular topic related to gender and work, while raising new questions. Final papers are due at the beginning of class on December 6th. You will also give a 10-minute presentation, during which you will discuss your final paper topic, what you have found, and questions that encourage us to ask: “Where do we go from here?” Also, make sure you address the “So what?” question pertinent in academia that helps to address the importance of a topic and convinces others that they should care about this work.

30% of grade

Policies and Other Information

Make Up and Late Work:

I do NOT accept late work. If you know ahead of time that you will not be in class when an assignment is due, it is your responsibility to get a copy to me before the due date. If you miss an assignment because of an emergency, please see me during office hours ASAP.

Academic Honesty:

I expect every student to do his or her own writing, present original thoughts, and cite all ideas that are not their own. All papers must be cited properly using APA, ASA, Chicago, or MLA guidelines. You can find instructions on in-text and bibliographic documenting in the Bedford Handbook. To access the Bedford Handbook online, see: <http://www.dianahacker.com/resdoc/>. Plagiarism will NOT be tolerated and students who turn in work that is not their own will be sanctioned according to the University’s policies on academic dishonesty. This will result in an F in the class and possibly expulsion.

Students with Disabilities:

Special accommodations will be made for students with disabilities. Please contact me within the first two weeks of class and in-person (after class or during office hours) to discuss accommodations. See SIUC’s Disability Support Service website for more information including guidelines and forms: <http://disabilityservices.siuc.edu/>.

Emergency Procedures:

SIUC is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus and is available on the BERT website at <http://www.bert.siu.edu/>, Department of Public Safety's website <http://www.dps.siu.edu/>, and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Contacting Me:

E-mail is the best way to reach me. Feel free to email questions you have regarding assignments or class discussions. I will do my best to respond to emails promptly, but keep in mind that I may not receive your email until the next business day. Place "SOC 530" in the subject heading. Some questions are best-answered in-person, and in this case you may visit me during office hours—no appointment required. I will not discuss individual grades before or after class, these types of discussions must be handled in person during office hours.

Cellphones and Other Pet Peeves:

Make sure your CELL PHONE IS TURNED OFF! Not low, not vibrate, but OFF. This is a matter of common courtesy and one that I am not flexible on.

NO BROWSING THE INTERNET. I understand that some people prefer to take notes on their computers or iPads, and this is perfectly fine. However, wait until class is over to check your email, browse Facebook photos, or surf the Internet. I WILL notice if you are online!

Make sure all assignments you turn in are properly stapled. Loose papers not secured with a staple risk getting lost or disorganized. For this reason, I DO NOT ACCEPT UNSTAPLED PAPERS.

Key Journals to Consult

Work & Occupations
Gender, Work & Organizations
Gender & Society
Research in the Sociology of Work
Work, Employment & Society

Course Schedule

August 23: **Introduction and Overview**

August 30: **LABOR DAY BREAK**

September 6: **The Gendered Organization**

- Kanter, Rosabeth Moss. 1977. *Men and Women of the Corporation*. New York: Basic Books.

Recommended Readings:

- Acker, Joan. 2006. Inequality Regimes: Gender, Class and Race in Organizations. *Gender & Society* 20(4): 441-464.
- Acker, Joan. 1999. Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations. *Gender & Society* 4(2): 139-58.
- Britton, Dana M. 2000. The Epistemology of the Gendered Organization. *Gender & Society* 14(3): 418-434.
- Sargent, Carey. 2009. Playing, Shopping, and Working as Rock Musicians: Masculinities in “De-Skilled” and “Re-Skilled” Organizations. *Gender & Society* 23(5): 665-687.
- Williams, Christine L. Chandra Muller, and Kristine Kilanski. 2012. Gendered Organizations in the New Economy. *Gender & Society* 26(4): 549-573.

September 13: **Sex Segregation at Work**

- Paap, Kris. 2006. *Working Construction: Why White Working-Class Men Put Themselves—and the Labor Movement—in Harms Way*. Ithaca: Cornell University Press.

Recommended Readings:

- England, Paula. 1992. *Comparable Worth: Theories and Evidence*. New York: Aldine de Gruyter.
- Reskin, Barbara. 1990. *Job Queues, Gender Queues: Explaining Women's Inroads into Male Occupations*. Temple University Press.
- Tomaskovic-Devey, Don and Sheryl Skaggs. 2002 Sex Segregation, Labor Process Organization, and Gender Earnings Inequality. *American Journal of Sociology* 108: 102-128.

September 20: **Sexual Harassment in the Workplace**

- Dellinger, Kirsten and Christine L. Williams. 2002. The Locker Room and the Dorm Room: Workplace Norms and the Boundaries of Sexual Harassment in Magazine Editing. *Social Problems* 49(2): 242-257.
- Giuffre, Patti A. and Christine L. Williams. 1994. Boundary Lines: Labeling Sexual Harassment in Restaurants. *Gender & Society* 8(3): 378-401.
- Lerum, Kari. 2004. Sexuality, Power, and Camaraderie in Service Work. *Gender & Society* 18(6): 756-776.
- Williams, Christine L., Patti A. Giuffre, and Kirsten Dellinger. 1999. Sexuality in the Workplace: Organizational Control, Sexual Harassment, and the Pursuit of Pleasure. *Annual Review of Sociology* 25: 73-93.

September 27: **Work and Family Issues**

- Budig, Michelle J. and Paula England. 2001. The Wage Penalty for Motherhood. *American Sociological Review* 66: 204-255.
- Coltrane, Scott and Masako Ishil-Kuntz. 1992. Men's Housework: A Life Course Perspective. *Journal of Marriage and Family* 53(1): 43-57.
- Robinson, Bryan K. and Erica Hunter. 2008. Is Mom Still Doing it All? Reexamining Depictions of Family Work in Popular Advertising. *Journal of Family Issues* 29(4): 465-486.
- Wharton, Carol S. 1994. Finding Time for the "Second Shift": The Impact of Flexible Work Schedules on Women's Double Days. *Gender & Society* 8(2): 189-205.

Recommended Readings:

- Hochschild, Arlie Russell. 2001. *The Time Bind: When Work Becomes Home and Home Becomes Work*. New York: Holt Paperbacks.
- Hochschild, Arlie Russell. 1989. *The Second Shift*. New York: Penguin Books.
- Stone, Pamela. 2007. *Opting Out?: Why Women Really Quit Careers and Head Home*. Berkeley: University of California Press.
- Waldfogel, Jane. 1997. The Effect of Children on Women's Wages. *American Sociological Review* 62(2): 209-217.
- Wrigley, Julia. 1999. Hiring a Nanny: The Limits of Private Solutions to Public Problems. *The Annals of the American Academy of Political and Social Science* 563: 162-174.

October 4: **Women and Men in Nontraditional Occupations**

- Williams, Christine. 1992. The Glass Escalator: Hidden Advantages for Men in the "Female" Professions. *Social Problems* 39(3): 253-267.
- Harvey Wingfield, Adia. 2008. Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work. *Gender & Society* 23(1): 5-26.
- Williams, Christine. 1989. "Femininity in the Marine Corps," In *Gender Differences at Work: Women and Men in Non-Traditional Occupations*, pages 45-87. Berkeley: University of California Press. (*Instructor will provide pdf. copy via email)
- Yoder, Janice D. and Patricia Aniakudo. 1997. "Outsider Within" The Firehouse: Subordination and Difference in the Social Interactions of African American Women Firefighters. *Gender & Society* 11(3): 324-341.

Recommended Readings:

- Budig, Michelle J. 2002. Male Advantages and the Gender Composition of Jobs: Who Rides the Glass Escalator? *Social Problems* 49(2): 258-277.
- Henson, Kevin D. and Jackie Krasas Rogers. 2001. "Why Marcia You've Changed!": Male Clerical Temporary Workers Doing Masculinity in a Feminized Occupation. *Gender & Society* 15(2): 218-238.
- Robinson, Victoria, Alexandra Hall, and Jenny Hockey. 2009. Masculinities, Sexualities, and the Limits of Subversion: Being a Man in Hairdressing. *Men and Masculinities* 14(1): 31-50.
- Williams, Christine L. 1989. *Gender Differences at Work: Women and Men in Nontraditional Occupations*. Berkeley: University of California Press.
- Williams, Christine L. (Ed). 1993. *Doing Women's Work: Men in Nontraditional Occupations*. Thousand Oaks, CA: Sage Publications.

October 11: **Sex Differences at Work**

- Schilt, Kristen. 2011. *Just One of the Guys?: Transgender Men and the Persistence of Gender Inequality*. Chicago: University of Chicago Press.

October 18: **Sex Work and Sexuality at Work**

- Boris, Eileen, Stephanie Gilmore, and Rhacel Parreñas. 2010. Sexual Labors: Interdisciplinary Perspectives Toward Sex as Work. *Sexualities* 13: 131-137
- Hoang, Kimberly Kay. 2011. She's Not a Dirty Low Class Girl: Sex Work in Ho Chi Minh City. *Journal of Contemporary Ethnography* 40(\$): 367-396.
- Miller, Susan L., Kay B. Forest, and Nancy C. Jurik. 2003. Diversity in Blue: Lesbian and Gay Police Officers in a Masculine Occupation. *Men and Masculinities* 5(4): 355-385.
- Weston, Kathleen M. and Lisa B. Rofel. 1984. Sexuality, Class, and Conflict in a Lesbian Workplace. *SIGNS* 9(4): 623-646.

Recommended Readings:

- Allison, Anne. 1994. *Nightwork: Sexuality, Pleasure, and Corporate Masculinity in a Tokyo Hostess Club*. Chicago: University of Chicago Press.
- Flowers, Amy. 1998. *The Fantasy Factory: An Insider's View of the Phone Sex Industry*. Philadelphia: University of Pennsylvania Press.
- Parreñas, Rhacel. 2000. Migrant Filipina Domestic Workers and the International Division of Reproductive Labor. *Gender & Society* 14(4): 560-80.
- Trautner, Mary Nell. 2005. Doing Gender, Doing Class: The Performance of Sexuality in Exotic Dance Clubs. *Gender & Society* 19(6): 771-788.

October 25: **Service Industry: Emotional Labor and Feeling Rules**

- Hochschild, Arlie. 1983. *The Managed Heart: Commercialization of Human Feeling*. Berkeley: University of California Press.

Recommended Readings:

- Adkins, Lisa. 1995. *Gendered Work: Sexuality, Family and the Labour Market*. Open University Press.
- Erickson, Karla. 2004. To Invest or Detach? Coping Strategies and Workplace Culture in Service Work. *Symbolic Interaction* 27(4): 549-572.
- Harvey Wingfield, Adia. 2010. Are Some Emotions Marked “Whites Only”? Racialized Feeling Rules in Professional Workplaces. *Social Problems* 57(2): 251-268.
- Leidner, Robin. 1991. Serving Hamburgers and Selling Insurance: Gender, Work, and Identity in Interactive Service Jobs. *Gender & Society* 11(1): 52-68.
- Pierce, Jennifer L. 1995. *Gender Trials: Emotional Lives in Contemporary Law Firms*. Berkeley: University of California Press.
- Sherman, Rachel. 2007. *Class Acts: Service and Inequality in Luxury Hotels*. Berkeley: University of California Press.

November 2: **Service Industry: Aesthetic Labor and the Body Work**

- Williams, Christine and Catherine Connell. 2010. “Looking Good and Sounding Right”: Aesthetic Labor and Social Inequality in the Retail Industry. *Work and Occupations* 37(3): 349-377.
- Pettinger, Gendered Work Meets Gendered Goods: Selling and Service in Clothing Retail. *Gender, Work & Organization* 12(5): 460-478.
- Wolkowitz, Carol. 2002. The Social Relations of Body Work. *Work, Employment & Society* 16(3): 497-510.
- Kang, Miliann. 2003. The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant-Owned Nail Salons. *Gender & Society* 17(6): 820-839.

Recommended Readings:

- Warhurst, Chris and Dennison Nickson. 2009. ‘Who’s Got the Look?’: Emotional, Aesthetic and Sexualized Labour in Interactive Services. *Gender, Work & Organization* 16(3): 385-404.
- Warhurst, Chris and Dennison Nickson. 2007. Employee Experience of Aesthetic Labour in Retail and Hospitality. *Work, Employment and Society* 21(1): 103-120.
- Witz, Anne, Chris Warhurst, and Dennis Nickson. 2003. The Labour of Aesthetics and the Aesthetic of Organization. *Organization* 10(1): 33-54.

November 9: **Inequality in the Global Economy**

- Mills, Mary Beth. 2003. Gender and Inequality in the Global Labor Force. *Annual Review of Anthropology* 32: 41-62.
- Otis, Eileen M. 2008. Beyond the Industrial Paradigm: Market-Embedded Labor and the Gender Organization of Global Service Work. *American Sociological Review* 73: 15-36.
- Ganguly-Scrase, Ruchira. 2003. Paradoxes of Globalization, Liberalization, and Gender Equality: The Worldviews of the Lower Middle Class in West Bengal, India. *Gender & Society* 17(4): 544-566.

Recommended Readings:

- Bales, Kevin. 2012. *Disposable People: New Slavery in the Global Economy*. Berkeley: University of California Press.
- Ehrenreich, Barbara and Arlie Hochschild. 2003. *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. New York: Metropolitan Books.
- Falson, Elyssa. 2007. *Managing Women: Disciplining Labor in Modern Japan*. Berkeley: University of California Press.
- Freeman, Carla. 2000. *High Tech and High Heels in the Global Economy: Women, Work, and Pink-Collar Identities in the Caribbean*. Durham: Duke University Press.
- Otis, Eileen M. 2011. *Markets and Bodies: Women, Service Work and the Making of Inequality in China*. Palo Alto: Stanford University Press.

November 16: **Immigration and Work**

- Espiritu, Yen Le. 1999. Gender and Labor in Asian Immigrant Families. *American Behavioral Scientist*. 42(4): 628-647.
- Estrada, Emir and Pierrette Hondagneu-Sotelo. Forthcoming 2012. "Latina Adolescent Street Vendors in Los Angeles: Gendered Streetwise?" *Low-Wage Work, Migration and Gender* edited by Anna Guevara and Nilda Flores-Gonzalez. University of Illinois Press.
- Hondagneu-Sotelo, Pierrette and Ernestine Avila. 1997. "I'm Here, but I'm There": The Meaning of Latina Transnational Motherhood. *Gender & Society* 11(5): 548-571.
- Ramirez, Hernan. 2010. Masculinity in the Workplace: The Case of Mexican Immigrant Gardeners. *Men and Masculinities* 14(1): 97-16.

Recommended Readings:

- Hondagneu-Sotelo, Pierrette. 2001. *Domestic: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*. Berkeley: University of California Press.
- Man, Guida. 2004. Gender, Work and Migration: Deskilling Chinese Immigrant Women in Canada. *Women's Studies International Forum* 27(2): 135-148.
- Alolniski, Christian. 1006. *Janitors, Street Vendors, and Activists: The Lives of Mexican Americans in Silicon Valley*. Berkeley: University of California Press.

November 23: **THANKSGIVING VACATION**

December 30: **Unemployment, Poverty, and Welfare/Street Commerce**

- Pearce, Diane. 1978. The Feminization of Poverty: Women, Work, and Welfare. *Urban and Social Change Review* 11(1/2): 28-36.
- Moller, Stephanie. 2002. Supporting Poor Single Mothers: Gender and Race in the U.S. Welfare State. *Gender & Society* 16(4): 465-484.
- Venkatesh, Sughir Alladi. 1998. Gender and Outlaw Capitalism: An Historical Account of the Black Sisters United Girl Gang. *Signs: A Journal of Women in Culture and Society*. 1998. Volume 23(3): 683-709.
- Venkatesh, Sughir Alladi and Steven D. Levitt. "Are We a Family or a Business?" History and Disjuncture in the Urban American Street Gang. *Theory and Society* 29(4): 427-462.

Recommended Readings:

- Christopher, Karen, Paula England, Timothy M. Smeeding and Katherine Ross Phillips. 2002. The Gender Gap in Poverty in Modern Nations: Single Motherhood, The Market, and the State. *Sociological Perspectives* 45(3): 219-242.
- Edin, Kathryn and Laura Lein. 1997. Work, Welfare, and Single Mothers: Economic Survival Strategies. *American Sociological Review* 62(2): 253-266.
- Hays, Sharon. 2004. *Flat Broke with Children: Women in the Age of Welfare Reform*. Oxford: Oxford University Press.
- Reese, Ellen. 2005. *Backlash Against Welfare Mothers: Past and Present*. Berkeley: University of California Press.

December 6: **PAPER PRESENTATIONS and FINAL PAPER DUE in class!**

HAVE A GREAT WINTER BREAK!