The purpose of this course is to provide students with a comprehensive examination of the research and theorizing on gender issues in the work organization. As women’s participation in the paid labor force has increased over the past forty years, social scientists have amplified their scholarly interest in the study of women and men in the workplace. The emergence of a vast body of literature examining gender issues at work has made it possible for us to better understand the causes and consequences of such issues as gender segregation in the workplace and the gender-based wage and promotion gaps.

At the end of the semester students should have learned:

1. The historical origins of gendered work.
2. The causes and consequences of gendered occupational and organizational segregation.
3. How gender can be “built in” to a work organization.
4. Contemporary research on males’ and females’ orientation toward work and family commitments.
5. How management is “gendered”.
6. How gender discrimination can occur without prejudicial intent.

**Assigned Readings**

Weekly reading assignments are provided in the following course schedule. Reading assignments are found on the course sakai site (under resources) or in one of the following books:

- Gerson, Kathleen. 2010 *The Unfinished Revolution: Coming of Age in a New Era of Gender, Work and Family.*
Grading

An in-class midterm and a take-home final exam, each worth 100 points, will be given over the course of the semester. Students will be required to complete two short research exercises, worth 50 points each, and a group project worth 100 points. Class participation is crucial for this course and will count for 50 points toward your final grade. Final grades for the semester will be assigned according to the following scale:

- A+ 441-450
- A 416-440
- A- 403-415
- B+ 394-402
- B 371-393
- B- 358-370
- C+ 349-357
- C 326-348
- C- 313-325
- D+ 304-312
- D 281-311
- D- 268-280
- F 267 and below.

Doing Sociology

My philosophy on teaching sociology is that student learning is enhanced by “doing” sociology in addition to the more traditional academic work of reading sociological texts. Throughout the semester you will be asked to apply the concepts and theories from your course readings to real world issues related to gender, work, and organizations. Through the research exercises and the group case study project, you are asked to learn by performing sociological analyses. These experiences should better prepare you for the world of work you will face when you complete your formal education.

Group Projects

After the drop/add period ends, I will assign you to teams for your group case study project. Each team will select one of the case studies from the Sakai site for its final project. Your task will be to examine the case as a group and develop individual-level, organizational-level, and societal-level “solutions” to the particular problems found in the case. For the project paper each team will present the basic overview of the case and its issues in addition to the team’s suggestions for resolving the gender and work issues involved. Each team will turn in a single paper. Additional details on the paper requirements are forthcoming.
**Research Exercises**

Students are required to complete two research exercises for this course. Students may choose to do either Exercise #1 OR Exercise #2 and either Exercise #3 OR Exercise #4. Each exercise requires a 4-5 page paper.

**Research Exercise #1** is a study of gender segregation in the workplace. Students will examine 15-20 want ads from a major U.S. newspaper (See sample list below) and assign each ad to a “male”, “female”, or “neutral” category. Your 4-5 page paper should address the following questions:

1. How did you make the decisions to categorize each of the want ads. What criteria did you use? Be sure to employ course concepts and/or theories in this discussion.
2. Do the requirements for the job (e.g. experience, education) vary for each of your categories?
3. What is the occupational prestige of the job described in the ad? Industry sector?
4. Is there a gender pattern in the prestige of occupations?
5. Among the ads that mention a specific salary, is there a gender pattern?
6. Are there more jobs for women in one sector of the economy than another? What about for men? Gender-neutral jobs?


The New York Times (nytimes.com)
The Washington Post (washingtonpost.com)
The Houston Chronicle (houstonchronicle.com)
The Los Angeles Times (latimes.com)
The Chicago Tribune (Chicago.tribune.com)

**Research Exercise #2** is a content analysis project of some component of the media. You may select television programs, music videos, films, or magazines as data for your analysis. Observe the occupations of the males and females in the magazines, television programs, or films that you select. Write a 4-5 page paper addressing questions 2, 3, 4, and 6 from Exercise #1 above. You are also expected to utilize 2 or 3 course concepts to describe/analyze the media images. If you select this option for your paper, please touch base with me about your plan, so I can assist you in the selection of your data.

**Research Exercises #3 and #4** involve interviewing two people regarding work and family issues and solutions. The goal of these projects is
to gain an understanding of how career decisions are affected by family responsibilities and vice versa. The questions for these interviews will be distributed in class at a later date.

For **Exercise #3** you will need to interview your mother and father (step-parents or grandparents are fine if they raised you) about their educational backgrounds, career aspirations when they were young adults, particularly those they held prior to marriage, their work histories, and their family responsibilities (i.e. housework, shopping, childcare arrangements, etc.). You will write a 4-5 page paper summarizing your findings.

** Exercise adapted from Everett, Diane. 1999. “Gender and The Division of Work Exercise”, in Idee Winfield, Gender and Work: Syllabi and Other Instructional Materials (pp. 80-81). Washington, DC: ASA.

If you choose to do **Exercise #4**, you will need to identify a man and a woman who currently hold the same occupation, preferably one to which you aspire. You will interview them regarding how they manage work and family responsibilities. A 4-5 page paper is required for this exercise also.

In all assignments, I expect that students will abide by Duke University’s policy regarding academic honesty, the Community Standard (see website below for more information).

http://www.duke.edu/web/HonorCouncil/communitystandard.html

“**In the Media**”

The issues we cover in this course often appear in newspapers, websites, blogs, etc., reminding us of their relevance in contemporary society. On the course SAKAI site, under resources, you will find a folder called “In the Media”. I have already entered a few links to articles or videos concerning gender and work issues that have appeared recently in the media. If you come across something interesting that relates to our course topics, send me an email with the link and I will add it to the site along with an email update to the class. As added motivation, you will earn extra credit toward your class participation grade for bringing the piece to my attention!
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>August 25</td>
<td>No Class.  Bach at Conference.</td>
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<tr>
<td>August 27</td>
<td>Course Overview and Student Introductions</td>
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| September 1| Introduction to the Study of Gender and Work.  How do Sociologists study work?  What is the sociology of gender?  
Reading:  Powell: Chapter 1  
Hesse-Biber: “Models of Women and Work” |
| September 3| Becoming Men and Women  
Reading:  Powell: Chapter 3  
Lorber, Judith. “Social Constructions of Gender.” |
| September 8| A Brief History of Gender and Work: Pre-industrial societies and the division of labor.  
Reading:  Friedl, Ernestine. “Society and Sex Roles.”  
Bonvillain, Nancy. “Tribal Societies.” |
| September 10| A Brief History (cont.): The Impact of the Industrial Revolution.  
Reading:  Powell: Chapter 2, pg 14-24  
Kessler-Harris, Alice. “The Wage Conceived: Value and Need as Measure of a Woman’s Worth.”  
Jones, Beverly. “Race, Sex, and Class: Black, Female Tobacco Workers in Durham, North Carolina, 1920-1940.” |
| September 15| Contemporary Occupational Segregation.  
Reading:  Powell: Chapter 2 (pg 25-34)  
| September 17| Differences in Earnings.  
Reading:  Steinberg, R. “How Sex Gets into Your Paycheck.”  
September 22  The Mommy Track and the Glass Ceiling.
Lommerud and Vagstad. “Mommy Tracks and Policy.”
Ragins, Belle, et.al. “Gender Gap in the Executive Suite.”

September 24  Working Class Issues: Blue Collar/Pink Collar
Romero, Mary. “Chicanas Modernize Domestic Service.”

September 29  Men and Women Working Together
Readings: Powell: Chapter 5
**Exercise #1 OR #2 Due Today by 5pm.**

October 1  In-Class Exercise and Midterm Review

October 6  **Midterm Exam**

October 8  Video: *North Country*

October 13  Fall Break!

October 15  Gender and Leadership
Readings: Powell: Chapter 6

October 20  Sexuality at Work
Readings: Powell: Chapter 7
Rogers and Henson. “Hey Why Don’t You Wear a Shorter Skirt?”

October 22  Women in Non-Traditional Occupations.
Readings: Gray. “Sharing the Shop Floor.”
Rosenberg, Perlstadt, and Phillips. “Now That We Are Here.”

October 27  Men in Non-Traditional Occupations
Murray, Susan. “We All Love Charles.”
October 29  
Intersections of Race and Gender at Work  
Readings:  
Amott and Matthaei. “Race, Class, Gender, and Women’s Works.”  
Martin, Susan. “Outsider Within the Station House: The Impact of Race and Gender on Black Women Police.”  

November 3  
Intersections of Race and Gender at Work (cont.)  
Readings:  
Vasquez, Jessica. “Blurred Borders for Some but not “Others”: Flexible Ethnicity, Racialization, and Gender, and Third-Generation Mexican-American Identity.”  
Western and Pettit. “Incarceration and Racial Inequality in Men’s Employment.”

November 5  
Gender, Work and Family  
In Class Survey and Exercise

November 10  
The Changing Nature of Gender, Work and Family  
Readings:  
Gerson: Chapters 1, 2, and 3

November 12  
Gender, Work and Family Conflicts  
Readings:  
Gerson: Chapters 4 and 5

November 17  
Gender, Work and Family Conflicts (con.)  
Readings:  
Gerson: Chapters 6 and 7  
Powell: Chapter 8  
**Exercise #3 OR #4 Due Today by 5pm.**

November 19  
Future Trends in Gender and Work?  
Readings:  
Powell: Chapter 9  
Gerson: Chapters 8 and 9  

November 24  
Video: TBA and Team Project Updates

November 26  
Thanksgiving Break  
Assignment: Eat Turkey or Tofurkey;(-)
December 1  Global Gender and Work Issues
Readings:     TBA

December 3  Wrapping up.
Review for Final Exam
**Group Project due by 5PM.**

December 8  **Take-home final exam due by 7PM.**