



Soc/Gdrs 497/597: Gender and Work

COURSE SYLLABUS: Spring 2023

INSTRUCTOR INFORMATION

Instructor: Dr. Nicole Farris, Associate Professor

Office Location: BA 102

Office Hours: Tuesday, Thursday 8:00 to 9:30 am on campus; Wednesday 11am to 1pm online; and by appointment

Office Phone: 903-886-5169

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University Email Address: Nicole.Farris@tamuc.edu

Preferred Form of Communication: **Email**

Communication Response Time: 24-48 hours, M-F 8am to 5pm

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

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

Anne Fausto-Sterling, *Sex/gender: Biology in a social world* (New York: Routledge, 2012) ISBN-13: 978-0415881463

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

Other readings will be posted on D2L.

Software Required: Computer and Internet access

Optional Texts and/or Materials: As a supplemental (not required) text for those who would like some background in gender studies, Raewyn Connell's *Gender in World Perspective*

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(Polity, second edition, 2009) is a good, short introduction (ISBN-13: 9780745645674). For those who would like more background about the social movements and political struggles that helped to shift policy and law pertaining to gender, especially in paid employment, over the last century in the United States, have a look at Dorothy Sue Cobble, Linda Gordon and Astrid Henry, *Feminism Unfinished: A Short, Surprising History of American Women's Movements* (Liveright, 2014; ISBN-13: 978-1631490545).

Films: We may watch parts of some of the required films in class if there's time, but the expectation is that you will watch them on your own; they are all available streaming from the library.

Podcasts: You'll listen to a few podcasts from Hidden Brain, the NPR show which examines social science research about many issues, including gender.

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 postindustrial societies, women have increasingly taken up paid employment and moved into formerly-masculine fields, driven by demand for women workers as the economy shifts toward the service sector, and more recently by feminist movements. 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. Moreover, the sex segregation of occupations and substantial 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? Where 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

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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.

Student Learning Outcomes (Should be measurable; observable; use action verbs)

After taking this course you should be able to:

- 1) Demonstrate an awareness of the implication of gender as it relates to the institution of work in a given society;
- 2) Understand the approaches used by multiple academic disciplines to make arguments about the experiences of workers, as these experiences relate to gender.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the Learning Management System, Powerpoint, Microsoft Word, and Internet.

Instructional Methods

This course is entirely web based. We will not meet in person. The course is fully asynchronous, which means that not everyone is participating at the same time. You can access the course any time, day or night, from anywhere that you have an internet connection. You should log in to the course on BrightSpace on a regular basis to keep up with class assignments.

Student Responsibilities or Tips for Success in the Course

Taking an online class is different than taking a face-to-face class. You will largely be teaching yourself using materials I provide. That's what life-long learning is all about. You will do much of your communicating by writing. So, as a result, there will likely be more writing than in fully face-to-face classes.

For online classes, the roles of the teacher and the student are reversed. I am a facilitator, guide, coach, or resource, and am responsible for creating an effective learning environment. Your job is to use that environment to learn – interact with the materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection, and application. You are in control and responsible

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for your own learning. I am here to support and help you, but it is up to you to ask for help when you need it. Unlike fully face-to-face classes, I cannot see the confused look on your face when something doesn't make sense. Please communicate with me.

GRADING

Final grades in this course will be based on the following scale:

A = 270-300 points

B = 240-269 points

C = 210-239 points

D = 180-209 points

F = 179 or less points

Total points corresponding to the final letter grades

Assessments

Written Reflections: 5@30 points = 150 points

Discussions: 5@ 10 points = 50 points

Final Paper: 1 @ 100 points = 100 points

Total = 300 points

More information about assessments can be found on D2L.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

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Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

I prefer email interaction. Please give me 24-48 hours to reply. If I do not reply within that time, please email me a reminder.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf)

[Undergraduate Student Academic Dishonesty Form](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

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Graduate Student Academic Dishonesty Form

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#)

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document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Department or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

All assignments will be due on Sunday by 11:59pm unless otherwise noted. Your reading list and detailed course calendar will be available on D2L in a separate document.

Week
1 Introduction: Gender and the Organization of Work
2: What is Gender? Identities, Social Relations and Institutions
3 and 4 The Historical Development of Gendered Work in the US
5 and 6 Gendered Wage Gaps, Discrimination and Occupational Segregation
7 and 8 Contemporary Issues: #MeToo and Sexual Harassment at Work

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9 and 10
Families, Gender and Work I
11
Families, Gender and Work II
12 and 13
Care Work, Paid and Unpaid
14, 15, 16
Contemporary Issues: State and Corporate Policies, Gender Equality and Work-Family Balance

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