Now for the first time in our nation’s history, women comprise half of all U.S. workers and mothers are the primary breadwinners in 40% of American families. This is a dramatic shift from just a generation ago (in 1967 women made up only one-third of all workers). Men are pitching in more at home, and with the recent economic downturn, more and more men are becoming primary caregivers for their children. We have a female national security advisor and U.S. ambassador to the U.N., and about half of the Ivy League presidents have been women in the last decade. Gender differences in work SEEM to be disappearing. And yet…

Women are still doing disproportional amounts of domestic and parenting labor at home, and this ripples into men and women’s lives at large, exacting a great penalty from women in the paid workforce. The earnings of women without children are closer to the earnings of men than they are to the earnings of mothers. And while women are now in the paid workforce in equal numbers to men, this is partly due to pervasive gender segregation by job type. That is, recent job losses have been disproportionately in the financial and other sectors where men predominate. Many lower paid, lower status jobs, particularly in the care sector where women predominate, are less affected by the recession.

Thus, we cannot examine the gendering of paid labor without closely scrutinizing the gendering of unpaid labor. This course begins with gender divisions at home to develop a framework with which to examine men and women’s very different experiences in their work lives and their lives at large.

A Note on Academic Integrity
Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person – be it a world-class sociologist or another student in class – without proper acknowledgement of that source. This means that you must use footnotes and quotation marks to indicate the source of any phrases, sentences, paragraphs or ideas found in published volumes, on the internet, or created by another student. Please familiarize yourself with University policies on academic integrity, described in Section 3 of Rights and Responsibilities, and if you are in doubt about the instructions for any assignment in this course, please ask for clarification.
University Policy on Academic Accommodations
If you are a student who has academic accommodations because of a documented disability, please contact me and give me a copy of your letter of accommodation in the first two weeks of the semester. If you have questions about documenting a disability, please contact Beth Rodgers-Kay in the Undergraduate Academic Affairs Office (x63470, brodgers@brandeis.edu). Accommodations cannot be granted retroactively.

Course Readings
Readings can be found on Latte (so they’re FREE!). Please print them, mark them up as you read them, and bring them to class each week when we discuss them.

COURSE CALENDAR

WEEK 1 (Jan 13, 16)
Intro: Aren’t We All Already Equal?
• Williams, Joan. “Is Domesticity Dead?” Unbending Gender, p. 13-39

THE GENDERING OF UNPAID WORK

WEEK 2 (Jan 20, 23)
Masculinity, Breadwinning & the Unequal Division of Domestic Labor
• *Scott Coltraine. “Separate Spheres,” Family Man: Fatherhood, Housework, and Gender Equity, 25-50

WEEK 3 (Jan 27, 30)
Questioning Biological Essentialism, and Why Gender Specializing Hurts Women
• Keverne, Barry. Neurochemistry and Maternal Behavior
• Firestone, Shulamith. 1970. The Dialectic of Sex, The Women’s Press (excerpts)

THE GENDERING OF PAID WORK

WEEK 4 (Feb 3, 6)
Glorious Work as the Path to Women’s True Selfhood?
• Stephanie Coontz. The Way We Never Were, BasicBooks, p. 149-169
• *Sandberg, Sheryl. Lean In.
WEEK 5 (Feb 10, 13)
Non-Glorious Work at the Intersection of Race, Class & Gender


WEEK 6 (Feb 17, 20) – NO CLASSES

WEEK 7 (Feb 24, 27)
Doing Gender: Constructing Gender Identities at Work


WEEK 8 (Mar 3, 6)—Midterm on Tuesday, March 3
Women’s Artistry in Male-Dominated Societies: The Case of Azerbaijani Women Musicians


***NOTE: Friday, March 6, our class will be joined by Azerbaijani vocalist Fargana Qasimova and ensemble!!! Also read ahead for next week!

WEEK 9 (Mar 10, 13)
Emotional Labor & Sex Work – READ AHEAD! More pages to read this week!!!


***Thursday, March 12, 2-3:30pm***
Note: Dr. Kimberly Hoang (whose article we will be reading this week) will be speaking at the Brandeis Sociology colloquium series, either in Pearlman Lounge or location TBA. PLEASE ATTEND!!!
WEEK 10 (Mar 17, 20)
Female Gender Schemas and the Glass Ceiling
• Roth, Louise Marie. “Selling Women Short on Wall Street”

WEEK 11 (Mar 24, 27)
Male Gender Schemas and the Glass Escalator

WEEK 12 (March 31, CLASS MEETS; Apr 3, NO CLASS)
Overwork and Time Starvation
• *Juliet Schor. Overworked American (excerpts),* 1-22, 43-50, 68-72

WEEK 13 (Apr 7, 10) – NO CLASSES

WEEK 14 (Apr 14, 17) – student facilitated lesson on on April 17 this week!
Work-Family, part 1
• Scott Coltraine. “Elite Careers and Family Commitment: It’s (Still) about Gender,” *Annals, AAPSS*, 596: 214-220
• “In Sweden, Men Can Have it All,” *NY Times*

WEEK 15 (Apr 21, 24)
Work-Family, part 2
• Joan C. Williams & Heather Boushey. 2010. “The Three Faces of Work-Family Conflict: The Poor, the Professionals, and the Missing Middle” (READ ONLY “Intro” and “The Poor,” pages 1-31)

WEEK 16 (April 28) – LAST DAY OF CLASS
Final Essays Due
**EVALUATION OF PROGRESS**

Your grade will be based on the following:

**Examinations 50%**

The midterm (25%) will be a closed-book in-class essay exam over the course readings *as well as over what came to light in class* (guest speakers, films, etc.). The take-home final essays (25%) will be cumulative and will ask you to integrate and apply what you have learned in a deeper way.

**Assignments 25%**

This category includes weekly reflections on the readings posted to Latte by Sunday night (you may choose one busy week in the semester when you do not want to send these, and you will not be penalized)(and you do NOT have to post a reading reflection in the weeks when you are facilitating class), and occasional other assignments. You can post your reading reflections late, however they will be docked 20% for every day late.

**Participation and Facilitation 25%**

Participation includes your co-facilitation of two class sessions as well as your day-to-day engagement during class time. To get the most out of our diverse class, we will need to be respectful of the sometimes challenging views others have to offer, and also respectful of the fact that each of us (including YOU) has something to teach the rest of the class. Everyone’s full participation is needed to get the most out of the course, though I am well aware that different people have different ways in which they best participate, all of which are valid. Some of these methods of participation include active listening, thoughtful preparation for class, sharing a well-formulated idea after a long pause for thought, off-the-top-of-your-head reactions to new ideas, helping a classmate understand a difficult concept, asking interesting questions, engaging with another student who has made a comment, coming to office hours, bringing relevant news or magazine articles to class to share, and engagement with the various assignments. While participation can take many different forms, it cannot take any form if you are not present! Thus, except for religious holidays or exceptional circumstances, I expect you to make every effort to attend *all classes* and to arrive on time for all class meetings. If you miss three classes, your participation grade will go down 5% and an additional 5% for each absence (by contrast, if you miss less than two classes, your participation grade will get a 5% boost!). Three tardies counts as one absence as well in this formula—so please be on time!

Note: I invite you to drop by my office hours in Pearlman 208 any time, even if just to stop by for five minutes to say hello and see where the office is. And during the semester, don’t be shy about coming in regularly to hash out what you’re learning in class or from the readings. That’s what I’m here for!

**University Policy on Academic Integrity**

You are expected to be familiar with and to follow the University’s policies on academic integrity (see http://www.brandeis.edu/studentlife/sdc/ai). Faculty will refer any
suspected instances of alleged dishonesty to the Office of Student Development and Conduct and sanctions could include failure of the course and university suspension.

**TIPS FOR FACILITATING DISCUSSION**

There is no uniform way to facilitate discussion. Nonetheless, here are some tips that might guide your ingenuity as you prepare for this task.

➢ Facilitators should read all of the reading responses submitted by the class to the Latte forum. Try to pull out the common themes and issues that sparked students’ interest (or share one particular intriguing response) and consider exploring these in your facilitation.

➢ Use the texts!! Point out or read aloud any moving, intriguing, or confusing excerpts from the readings. Close reading is a very effective strategy for engaging the class.

➢ Try to pull the readings together in an innovative way, like involving your classmates in creating a chart, diagram, table or map of the author’s concepts, perspectives, methods and/or arguments, and how they relate to each other. If you want to make handouts in advance, I can make the photocopies for free, provided you notify me in advance.

➢ Use your creativity! Consider devising a short in-class activity that explores an idea, issue or argument raised in the readings. The possibilities are endless (games, small group activities, role-playing activities, skits, debates, etc)! Jeopardy-style games are only acceptable as an occasional quick warm-up since they are more about factual recall and less about working with the material, taking it deeper or making it come alive.

➢ If you do not understand a particular text, your classmates may not fully understand it either. I highly encourage you to point out what you find confusing or contradictory, discuss why you find it confusing or contradictory and open up the issue for discussion.

➢ To stimulate discussion, you want to try to ask focused questions – “how” or “why” questions will elicit much more discussion than “yes”/”no” or recall questions. Examples: “Why do you think men are often excluded from traditionally female-dominated jobs?” “How does so-and-so’s theory apply or not apply to work today?” Come prepared with ideas for jumpstarting discussion in case the class falls silent.

➢ Make it personal. We learn best when we can APPLY what we learn, and drawing on examples from our personal lives and experiences can bring abstract materials to life.

➢ Have fun! The point of the discussion is to learn from each other and get our ideas and reactions to the texts out in the open. The most important thing discussion facilitators can do is to create a space that entices classmates to share their thoughts and questions about the material. I encourage you to focus less on impressing, more on encouraging!

**YOUR GOAL:** GET EVERY SINGLE STUDENT IN CLASS ENGAGED/TALKING!