LEARNING OBJECTIVES

The seminar is designed to be a critical overview of the literature in the ‘gender, work, family’ area. It will examine the forces that create, reproduce, and erode inequalities centering on gender, work and family and their confluence. The objective is to introduce students to core problems in the study of gender, work and family; acquaint them with key concepts; situate these concepts in the larger social order, offer exemplars of qualitative and quantitative research, and to practice writing critical answers to questions. Students should come to each class prepared to address such questions as the following:

What are the dilemmas, conundrums, and issues raised by this set of readings?
What do you make of the author’s conclusions? Are they supported by the findings of the study? What evidence or arguments would you find more convincing?
What future directions for research in this area have the most potential to make a significant empirical, theoretical, or practical contribution to our understanding?
What are some of the methodological issues one would encounter if further pursuing this line of research?

COURSE REQUIREMENTS

1. Come to class prepared to actively participate in discussions, which means having read the assigned readings and ready to reflect on them. The readings will be distributed among students every week. The point of class discussion is to better understand the material. Comments should reflect your thoughtful and critical engagement with the material.

2. Students will be responsible for leading discussions on several readings through the semester. For these sessions they will prepare summaries or powerpoint presentations. [Consult with students about which format they find most useful.]

3. The midterm and final written assignments will be customized to meet the goals of the students. Students will be consulted and allowed to choose between one of the following formats: “prelim”-style essays (answering one question in 2.5 hours); literature review on a theme covered in the syllabus going deeper into the topic or on a new topic not covered in the syllabus; and original research papers.
GRADING
The tests will be graded on 100. And discussion leading grading will be announced.

UNIVERSITY GRADING SCHEME

| Grade | Description | Percentage Range | GPA
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<td>A</td>
<td>Excellent</td>
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<td>A-</td>
<td>Excellent</td>
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<td>B+</td>
<td>Good</td>
<td>&lt; 90.0 % to 87.0%</td>
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<td>B</td>
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<td>B-</td>
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<td>C+</td>
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<td>C-</td>
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<td>D+</td>
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READINGS

THEORETICAL APPROACHES TO STUDYING GENDER

WEEK 1. (Jan. 7) Historical Backdrop (18 pages)
  - Ch. 5, “Distinctions of Gender in the Social System: The Sociological Approach” (p.99-117) 18 pages
  - Ch. 6, “Social Control: Law, Public Policy, Force, and the Threat of Force” (p.118-135) (optional)
  - Ch. 7, “The Structure of Work and the Economic Pyramid” (p.136-164) (optional)

WEEK 2. (Jan. 14) Ethnomethodological Approach to Gender (77 pages)
  - Ch. 2, “Gender Inequality: New Conceptual Terrain” (p.25-39) 14 pages
  - Ch. 3. “Power, Inequality, and the Accomplishment of Gender: An Ethnomethodological View” (p.41-54) 13 pages
- Risman, Barbara J. 2009. "From doing to undoing: Gender as we know it." *Gender & Society* 23(1): 81-84. (4 pages)

WEEK 3. (Jan. 21) Institutional and Structural Approaches to Gender (68 pages)
WEEK 4. (Jan. 28) Intersectional Approaches to Gender (55 pages)
  - Ch 11, “Black Feminist Epistemology” (p.251-271) 20 pages
- Interview with Collins on Critical Thinking, Intersectionality, and Education. (5 pages)

THE PROBLEM: PATTERNS & PROCESSES OF GENDER INEQUALITY

THE PROFESSIONAL & EMPLOYMENT SPHERE

WEEK 5. (Feb. 04) Professional Women & Men on the Fast Track: Managerial, Academia, Law, & Medicine (127 pages)

WEEK 6. (Feb. 11) Working-Class Women & Men (98 pages)
WEEK 7. (Feb 18) Hiring Disparities & Discrimination and Gender Wage Gap (153 pages)

WEEK 8. (Feb. 25) Motherhood Wage Penalty & Fatherhood Premium (124 pages)

THE DOMESTIC & RELATIONAL SPHERES

WEEK 9. (Mar. 04) Housework & Time Use (101 pages)

WEEK 10. (Mar. 11) Emotion work, Intimacy, & Relationships (69 pages)
- Umberson, Debra, Mieke Beth Thomeer, and Amy C. Lodge. 2015. "Intimacy and emotion work in lesbian, gay, and heterosexual relationships." Journal of Marriage and Family 77(2): 542-556. (14 pages)


**WEEK 11. (Mar. 18) Sleep & Leisure** (119 pages)


**A COMPARATIVE PERSPECTIVE**

**WEEK 12. (Mar. 25) Gender (In) Equality in other High-Income Welfare States** (185 pages)


SOLVING THE PROBLEM

WEEK 13. (Apr. 1) Social Movements, Politics, & Organizational Change Efforts (73 pages)

WEEK 14. (Apr. 08) Organizational & Bureaucratic Change Efforts (109 pages)
- Video: “Minimizing Gender Bias in the Workplace: From Survival Strategies to Organizational Solutions,” starring Shelley Correll.

WEEK 15. (Apr. 15) Backlash & Critical Introspection (72 pages)

WEEK 16. (Apr. 23) WORK SUBMISSION

WEEK 17. (Apr. 27) GRADES DUE BY 4 PM