

**Sociology 332**  
**Gender and Sexuality Studies 331**  
**WORK AND OCCUPATIONS: FOCUS ON GENDER**  
Tuesdays and Thursdays, 5:00 – 6:20 pm, 555 Clark B01  
Spring 2018

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**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 post-industrial 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 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.

## Course Readings:

We will read four books, a few articles which will be available online on Canvas, which are marked with an asterisk (\*) in the syllabus, and some other articles at websites that you can access online. The recommended readings offer students a chance to pursue that week's themes in greater depth.

The following required books will be available for purchase at Norris (or online), and will also be placed on reserve:

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

As a supplemental (not required) text for those who would like some background in gender studies, Raewyn Connell's *Gender in World Perspective* (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. (Northwestern alumna Rhaina Cohen is production assistant on this show.)

## Course Organization and Requirements:

1. **Take-home exams** (each **40%** of grade); the first will be given out at the end of week 4 and will be due at the end of week 5, Thursday, **May 3**; the second will be given out at the end of week 9, and will be due Tuesday, **June 12**. Both exams will be submitted via Canvas.
2. **Class participation and participation in class discussion forums** (**20%** of grade)

**Class attendance:** The lectures, discussions, and readings are the heart of the course and are intended to complement one another. During class, I may not cover all of the material in the assigned readings, and I will certainly address additional material *not* found in the readings. On exams, students will be responsible for all material covered in class and in the assigned readings. If you miss a class, you will need to obtain notes from another student in the class.

Students should be ready to ask and answer questions, ranging from factual questions about the assigned readings to broader and more speculative questions about the themes of the course. You should come to class having read and thought about the assigned readings, and you should feel free to test out ideas and enter into conversations with your fellow students. I will assess your participation based on your thoughtfulness and your engagement with the materials, not whether you agree with me, with other students or with the assigned materials. We will be discussing a number of sensitive topics in this course, about which we are almost sure to have divergent opinions. We'll be fine as long as we treat one another with respect. (If you are uncomfortable with speaking in class, please come talk to me as soon as possible and we will come up with a solution.) If you need to miss class due to illness or another reason, please email me.

*It is a good idea to take notes during class.* Research has shown that taking notes – not simply transcribing the lectures – has great benefits:

<http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>

When you get to class, please turn off and put away phones, pagers, iPods.

**Participation in class discussion forum/blog, and contributing two lead blog entries** (with appropriate scholarly citations and references) addressed to the readings (and other media) of the relevant week: The lead blog entries will identify and focus on a theme, topic, or problem in a *critical and evaluative* (i.e., not solely descriptive) mode, taking a stand and proposing an agenda for discussion. Each week, two or three students will serve as lead bloggers. After meeting with me the week before the readings for which they are responsible, they will write a blog entry for that week's readings, to be posted by **12 noon on Mondays**. All the other students should post replies by **12 midnight Mondays**. Everyone should read all posts before class.

**Communication:** This course will use the Canvas course management system (<http://www.it.northwestern.edu/education/learning-management/login.html>). You are responsible for logging in, checking regularly for posted announcements, and obtaining readings and assignments from the site. You will receive course announcements that will be sent to the students' registered campus email address. You are responsible for checking your registered email accounts regularly.

The syllabus is subject to change by decision of class members or in the event of unforeseen circumstances. I will post announcements of changes on Canvas and include them in email messages to students.

The easiest way to reach me – besides in class and during office hours – is via email at [a-orloff@northwestern.edu](mailto:a-orloff@northwestern.edu). I generally respond to emails within 48 hours (excepting weekends and university holidays/vacations). It's helpful if you can put the name or number of the course in the subject line of your email.

**Canvas course website:** Readings not available in the required texts or online through Northwestern libraries will be posted to the course site under the "Modules" tab, and are marked with an asterisk in the syllabus.

Course notes and assignments are also posted under "Modules" for the relevant week.

**Academic integrity:** Academic integrity is fundamental for this course. Please familiarize yourself with the university's policy on academic integrity (see <http://www.northwestern.edu/uacc/>). All work must be your own. If you refer to the *ideas* of another author, you must make that clear and provide a citation. If you use the *language* of another author, you must put the language in quotation marks and provide a citation. Anything else will be considered plagiarism. If you have any questions about proper citation practices, or what constitutes plagiarism or academic dishonesty, I encourage you to speak to me about it. Confirmed violations of academic integrity will result in both an administrative penalty and an academic penalty. The administrative penalty, assigned by university officials, typically is suspension for one quarter.

**Accessibility:** Any student with a documented disability needing accommodations is requested to contact the Accessible NU Center: <http://www.northwestern.edu/accessiblenu/about-us/our-office/evanstoncampus/index.html>.

Please also speak with me as early as possible in the quarter (preferably within the first two weeks of class). All discussions will remain confidential. My office is, unfortunately, not wheelchair-accessible (it's on the second floor of one of Northwestern's old houses); however, I am happy to arrange a meeting in an accessible office.

## CLASS SCHEDULE

### Week 1:

#### **Introduction: Gender and the Organization of Work (April 5, 2018)**

##### Required Reading:

Michelle Budig, "The Fatherhood Bonus and the Motherhood Penalty: Parenthood and the Gender Gap in Pay," Third Way Report (2014):

<http://www.thirdway.org/report/the-fatherhood-bonus-and-the-motherhood-penalty-parenthood-and-the-gender-gap-in-pay>

David Cotter, Joan Hermsen, and Reeve Vanneman. 2014. "Brief: Back on Track? The Stall and Rebound in Support for Women's New Roles in Work and Politics, 1977-2010," and Sharon Sassler, "Is the Glass Half-Empty or Three-Quarters Full?" Both are available at Council for Contemporary Families, "After Puzzling Pause, Gender Revolution Continues."

<https://contemporaryfamilies.org/gender-revolution-rebound-press-release/>

### Week 2:

#### **What is Gender? Identities, Social Relations and Institutions (April 10 and 12, 2018)**

Podcasts: *Hidden Brain* (NPR), "Can a Child Be Raised Free of Gender Stereotypes? This Family Tried" and "Nature, Nurture, And Our Evolving Debates About Gender"

<https://www.npr.org/2017/10/02/555180786/can-a-child-be-raised-free-of-gender-stereotypes-this-family-tried>

<https://www.npr.org/2017/10/09/556116385/nature-nurture-and-our-evolving-debates-about-gender>

##### Required Reading:

Anne Fausto-Sterling, *Sex/gender: Biology in a social world* (Routledge, 2012).

\*Cecilia Ridgeway, "Why Status Matters for Inequality," *American Sociological Review* 79(2014):1-16.

\*R.W. Connell, *Masculinities* (second edition) (Berkeley: University of California Press, 2005), chapter 3.

Recommended:

*National Geographic*, special issue, "The Shifting Landscape of Gender," January 2017 (available through Northwestern libraries online).

\*Rogers Brubaker, "The Dolezal affair: race, gender, and the micropolitics of identity." *Ethnic and Racial Studies* 39, no. 3 (2016): 414-448.

Raewyn Connell, *Gender and power: Society, the person and sexual politics* (John Wiley & Sons, 2014).

**Week 3: The Historical Development of Gendered Work in the US  
(April 17 and 19, 2018)**

Required Reading:

Rosabeth Moss Kanter, *Men and Women of the Corporation*, parts I, II, III [focus on part III, "Structures and Processes"].

\*Claudia Goldin, "The Quiet Revolution That Transformed Women's Employment, Education, and Family," *The American Economic Review*, 96/2(2006):1-21.

Recommended:

Claudia Goldin, *Understanding the Gender Gap: An Economic History of American Women* (New York: Oxford University Press, 1990).

Ruth Milkman, *On Gender, Labor, and Inequality* (University of Illinois Press, 2016).

Films (for this week and next):

**"Makers: Women Who Make America, parts 1, 2, and 3" (season 1)**

**Week 4: Gendered Wage Gaps, Discrimination, Occupational Segregation  
(April 24 and 26, 2018)**

Required Reading:

Rosabeth Moss Kanter, *Men and Women of the Corporation*, part IV and Afterward. (\*Afterword to 1993 edition available on Canvas)

\*Shelley Correll, Stephen Benard and In Paik. 2007. "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology* 112(5):1297-1339.

Stephen Rose and Heidi Hartmann, *Still a Man's Labor Market: The Long-Term Earnings Gap*, 2004 report from Institute for Women's Policy Research – (5-page) executive summary, available at <http://www.iwpr.org/publications/pubs/still-a-mans-labor-market-the-long-term-earnings-gap>

\*Kristen Schilt. 2006. Just one of the guys? How transmen make gender visible at work." *Gender & Society* 20(4): 465-490.

\*Kimberle Crenshaw, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," *University of Chicago Legal Forum* (1989): 139-68.

**Films: "Makers: Women Who Make America" (season 2) – watch one or two of the episodes, which focus on women's progress in different fields (politics, war, business, etc.)**

Recommended:

Mary Blair-Loy, *Competing Devotions: Career and Family among Women Executives* (Cambridge: Harvard University Press, 2003).

Michelle Budig and Paula England, "The Wage Penalty for Motherhood," *American Sociological Review* 66(2001):204-25.

Leslie McCall, *Complex Inequality: Gender, Class, and Race in the New Economy* (New York: Routledge, 2001).

Kristen Schilt, *Just One of the Guys? Transgender Men and the Persistence of Gender Inequality* (Chicago: University of Chicago Press, 2010).

Kevin Stainback and Donald Tomaskovic-Devey. *Documenting desegregation: Racial and gender segregation in private sector employment since the Civil Rights Act* (New York: Russell Sage Foundation, 2012).

Youngjoo Cha. 2014. "Brief: Overwork May Explain 10 Percent of Men's Wage Advantage Over Women" in Council for Contemporary Families, "After Puzzling Pause, Gender Revolution Continues," available at <https://contemporaryfamilies.org/gender-revolution-rebound-press-release/>

**A take-home midterm exam** will be given out in class on Thursday **April 26**, and will be due Thursday **May 3**.

## **Week 5: Contemporary Issues: #MeToo and Sexual Harassment at Work (May 1 and 3, 2018)**

Guest speaker, May 1: Professor Laura Beth Nielsen, Sociology, Legal Studies and the American Bar Foundation, will share her perspectives on sexual harassment and free speech

Guest speaker, May 3: Morgan Rayon Clark, Sociology PhD student, will share her research on workplace and online sexual harassment

Podcast: Hidden Brain, "The Psychological Forces Behind A Cultural Reckoning: Understanding #MeToo"

<https://www.npr.org/2018/02/05/582698111/the-psychological-forces-behind-a-cultural-reckoning-understanding-metoo>

### Required Reading:

\*Catherine MacKinnon, *Sexual Harassment of Working Women* (Yale University Press, 1979), introduction.

\*Reva Siegel, "Introduction: A Short History of Sexual Harassment Law," pp.1-39 in Reva Siegel and Catharine MacKinnon, *Directions in Sexual Harassment Law* (Yale University Press, 2004).

Philip Galanes, "Catharine MacKinnon and Gretchen Carlson Have a Few Things to Say," *New York Times*, March 17, 2018

<https://www.nytimes.com/2018/03/17/business/catharine-mackinnon-gretchen-carlson.html>

Ginia Bellafante, "Before #MeToo, There Was Catharine A. MacKinnon and Her Book 'Sexual Harassment of Working Women'," *New York Times*, March 19, 2018

<https://www.nytimes.com/2018/03/19/books/review/metoo-workplace-sexual-harassment-catharine-mackinnon.html>

Catharine MacKinnon, "#MeToo Has Done What the Law Could Not," *New York Times*, February 4, 2018

<https://www.nytimes.com/2018/02/04/opinion/metoo-law-legal-system.html>

Mary Anne Franks, "Sexual Harassment 2.0," *Maryland Law Review* 71(2012): 655-704

### Recommended Reading:

Jill Weinberg and Laura Beth Nielsen, "Examining Empathy: Discrimination, Experience, and Judicial Decisionmaking," *Southern California Law Review* 85(2011-2012): 313-352.



Janet Halley, *Split decisions: How and why to take a break from feminism* (Princeton University Press, 2008).

Abigail C. Saguy, *What is Sexual Harassment?: From Capitol Hill to the Sorbonne* (University of California Press, 2003).

Kathrin S. Zippel, *The Politics of Sexual Harassment: A Comparative Study of the United States, the European Union, and Germany* (Cambridge University Press, 2006).

### **Week 6: Families, Gender and Work I (May 8 and 10, 2018)**

#### Required Reading:

Andrea Doucet, *Do Men Mother?* Introduction, parts 1 and 2

\*Patricia Hill Collins, *Black Feminist Thought* (New York: Routledge, 2000, second edition), chapter 3, "Work, Family and Black Women's Oppression."

\*Christopher Carrington, "The Division of Domestic Labor in Lesbigay Families," *No Place Like Home: Relationships and Family Life among Lesbians and Gay Men* (Chicago: University of Chicago Press, 2002).

### **Week 7: Families, Gender and Work II (May 15 and 17, 2018)**

Guest speaker, May 17 (tentative): Professor Christine Percheski, a family demographer in the Department of Sociology, will share her research on the "opting out" phenomenon and other current issues involving family change and inequalities.

#### Required Reading:

Andrea Doucet, *Do Men Mother?*, part 3 and Appendices

\*Nancy Folbre and Julie A. Nelson. 2000. "For Love or Money -- Or Both?," *The Journal of Economic Perspectives* 14(4):123-140.

\*Christine Percheski, "Opting out? Cohort differences in professional women's employment rates from 1960 to 2005," *American sociological review* 73(2008): 497-517.

**Week 8: Care Work, Paid and Unpaid  
(May 22 and 24, 2018)**

Required Reading:

Pierrette Hondagneu-Sotelo, *Domestica*

\*Rhacel Parrenas, "Migrant Filipina domestic workers and the international division of reproductive labor," *Gender & Society* 14(2000):560–80.

Film: **"Chain of Love"**

Recommended:

\*Evelyn Nakano Glenn, "From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor," *Signs: Journal of Women in Culture and Society* 18 (Autumn 1992):1-43.

Fiona Williams and Deborah Brennan, "Care, markets and migration in a globalising world," Special Issue of *Journal of European Social Policy* 22/4(2012):355-362.

Eileen Boris and Rhacel Salazar Parreñas, editors, *Intimate Labors: Cultures, Technologies, and the Politics of Care* (Stanford, CA: Stanford University Press, 2010).

**Week 9: Contemporary Issues:  
State and Corporate Policies, Gender Equality and Work-family Balance  
(May 29 and 31, 2018)**

Podcast: Hidden Brain, "The Double Bind for Women in Leadership"  
<https://www.npr.org/2018/03/05/590881966/-shes-shrill-but-hes-just-being-a-boss-the-double-bind-for-women-in-leadership>

Required Reading:

\*Claudia Goldin, "A Grand Gender Convergence: Its Last Chapter." *American Economic Review* 104(4) (2014): 1091-1119.

\*Francine D. Blau and Lawrence M. Kahn, "Female Labor Supply: Why Is the United States Falling Behind?" *The American Economic Review* 103.3 (2013): 251-256.

\*Walter Korpi, "Faces of Inequality: Gender, Class, and Patterns of Inequalities in Different Types of Welfare States," *Social Politics* 7(2000):127-191.

\*Janet Gornick and Marcia Meyers, "Institutions that Support Gender Equality in Parenthood and Employment," pp.3-63 in Janet Gornick and Marcia Meyers, editors, *Gender Equality: Transforming Family Divisions of Labor* (Brooklyn, NY: Verso, 2009).

\*Ann Shola Orloff, "Should Feminists Aim for Gender Symmetry? Why a Dual Earner/Dual Caregiver Society is not Every Feminist's Utopia," pp.129-157 in Janet Gornick and Marcia Meyers, editors, *Gender Equality: Transforming Family Divisions of Labor* (Brooklyn, NY: Verso, 2009)

**Film: "Miss Representation"**

**Recommended Reading:**

\*Sheryl Sandberg, *Lean In: Women, Work and the Will to Lead* (New York: Alfred Knopf, 2013), excerpt.

Anne-Marie Slaughter, "Why Women Still Can't Have it All," *The Atlantic*, July/August 2012 (or read the book based on the article, *Unfinished Business* [New York: Random House, 2015]):

<http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/>

Andrew Moravcsik, "Why I Put my Wife's Career First," *The Atlantic*, October 2015:

<http://www.theatlantic.com/magazine/archive/2015/10/why-i-put-my-wifes-career-first/403240/>

**Symposium on "choice feminism" in *Perspectives on Politics* (March 2010):**

\*Jennet Kirkpatrick, "Introduction: Selling Out? Solidarity and Choice in the American Feminist Movement," *Perspectives on Politics*, 8(1) (2010), pp. 241–245. doi: 10.1017/S1537592709992829

\*Michele Ferguson, "Choice Feminism and the Fear of Politics," *Perspectives on Politics*, 8(1) (2010), pp. 247–253. doi: 10.1017/S1537592709992830

\*R.C. Snyder-Hall, "Third-Wave Feminism and the Defense of "Choice",," *Perspectives on Politics*, 8(1) (2010), pp. 255–261. doi: 10.1017/S1537592709992842

\*Lori Marso, "Feminism's Quest for Common Desires," *Perspectives on Politics*, 8(1) (2010), pp. 263–269. doi: 10.1017/S1537592709992854

\*Nancy Hirschmann, "Choosing Betrayal," *Perspectives on Politics*, 8(1) (2010), pp. 271–278. doi: 10.1017/S1537592709992866

**Week 10: Wrapping Up  
(June 5, 2018)**