COURSE DESCRIPTION...

Think for a moment about what most adults say when they introduce themselves. In the United States, almost invariably, people will tell you what they do for a living right after they tell you their name. It goes something like this, does it not? “Hi, I’m Judson. I’m a college professor.” Or, someone might say that they are a doctor, a teacher, a lawyer, a plumber, a chef, an accountant, a florist, etc. The point is that, to a large degree, our work defines who we are, both in terms of how other people view us and how we view ourselves. Our work also occupies most of our time. For many of us, we spend half of our daily waking hours, at least five of seven days of the week, 50 out of 52 weeks in a year, and roughly 45 years of our lives working. Our work is also the means by which we satisfy almost all of our material needs. Our income from work is the source for our food, shelter, clothing, transportation, entertainment, and in some cases luxury. Most people obtain their health insurance from their work as well as their means of saving for retirement. We meet many of our friends through our work, and in some cases, people even meet their spouse at work. It is no wonder, then, that our work is such a defining feature of who we are as people.

But what, exactly, is work? What if instead of introducing myself with, “Hi, I’m Judson, and I’m a college professor,” I introduced myself with, “Hi, I’m Judson, and I’m a stay-at-home dad”? Would people still consider what I do everyday to be work? Or more precisely, would people likely describe me as someone who has a job? Any parent will tell you that raising children and running a household requires an enormous amount of work, but it often does not count as “a job” in the minds of many people. Moreover, many people have different expectations about who does different types of work. Do you think people would be more or less surprised to hear that I am a stay-at-home dad, or that my wife is a stay-at-home mom?

The answers to questions like these – and any questions regarding the relationship between gender and work – are complex, controversial, and changing with time. More importantly, when we ask questions like these, we see that most of our assumptions about work are a reflection of our assumptions about gender. As we will see over the course of this semester, when we are doing work, we are also ‘doing gender.’ We will study a wide variety of sociological research that analyzes the relationship between gender and work. We will see that gender shapes nearly all facets of work, including who does different types of work, who gets paid more for their work, who gets promoted for their work, and how people carry out their work. We will see how the world of work reinforces various forms of gender
inequality, but also how people are combating gender inequality through their work. Finally, through a series of discussions, exams, and a term paper, each of you will be evaluating for yourselves various contemporary issues regarding gender and work. By the end of the semester, I think you will see that our work – because of its link to gender – is even more central in defining who we are as people than you may have previously assumed.

READINGS . . .
Your required book for this course is:

*Women and Men at Work*, by Irene Padavic and Barbara Reskin, Pine Forge Press.

It is available at the Loyola Bookstore and Beck’s. You will have selected readings each week from your text and frequent readings posted on Sakai. The specific readings for each day are listed on the class schedule.

YOUR GRADE…
For many reasons, grades have become supremely important to students of all levels. I have structured my class in appreciation of the fact that each of you has a diverse set of skills, experiences, and knowledge. Therefore, you will have many different opportunities to perform in my class which will contribute to your overall course grade in a variety of ways. I insist that each of you keep in mind that I am trying to help each of you learn and improve. Everyone makes mistakes, and everyone has more to learn. Mistakes are opportunities to learn, not fatal personality flaws. Grades which you perceive as high are not justification to stop learning, and grades which you perceive as low are not assaults on your character. Grades constitute only one of many ways in which I communicate to you what you are doing well, what you have to improve upon, and how you can improve and learn for the future. That said, the following is a summary of the course requirements and the grading scales I will apply to them:

I will grade each of you assignments based on the Loyola grading scale…

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<tr>
<th>Grade</th>
<th>Average</th>
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<tr>
<td>A</td>
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<tr>
<td>A-</td>
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<td>B+</td>
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The following are the course requirements and the percentage each will contribute to your overall course grade:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Group Discussion Assignments</td>
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</table>
Weekly Reading Quizzes 20%
Exam 1 20%
Exam 2 25%
Final Exam 30%

In addition to the above assignments, you will have several obligations which will impact your course grade. The following are detailed descriptions of all required components of the course.

**Sakai**
I have created an Sakai website for this class. You can access the site at: https://Sakai.luc.edu/webapps/login. On the Sakai website you will find class announcements, necessary course materials, some course readings, the course syllabus and semester schedule, and any changes to the schedule or readings that may occur during the semester. You must check the Sakai website regularly as you will be held accountable for all information posted there.

**Attendance**
You have to show up! Lectures and class activities will be crucially important to your understanding of the sociological concepts I will be teaching in this course. You will not do well in this class if you miss several of them. However, I understand that things come up during the course of a semester. So, you may miss 3 class periods without penalty no matter what the reason for the absence. For every class you miss after 3, you will lose 1 percentage point from your final grade no matter what the reason for the absence. I will not negotiate on this policy. The only exceptions to my attendance policy are for student athletes who miss class to travel to sporting events and for those missing class to observe a religious holiday.

**Initial Office Hours Meeting**
Each of you is required to make an initial visit to my office hours. On the first day of class, I will pass around a sign-up sheet for you to make an appointment to come to my office. You will not be graded for this meeting. Rather, it is a chance for me to get to know you individually a bit better, discuss your work at Loyola, and develop some ideas as to how I can best help you perform well in my class and beyond. While you will not receive an official grade for this meeting, if you do not make this initial visit to my office by Wednesday, February 12th, you will lose 5 points from your final semester average.

**Weekly Reading Quizzes**
Each week you will have at least one short quiz. Each quiz will have 1 question, and will be worth 2 possible points: 1 point for attendance and 1 point if you give the correct answer. The quiz questions will ask about some key aspect of the readings assigned for that week. From week to week, the quiz could happen on any given day, so you should be prepared for a potential quiz on each day of class.

**Group Discussion Assignments**
In April, I will match you with roughly 9 of your classmates for the group discussion assignment, which we will have during class time. More details on these assignment will be
forthcoming as we get closer to the date, but for now, you can expect the discussion to be on one of the readings from class and everyone gets an individual grade.

**In-Class Exams**

You will have a total of 3 exams over the course of the semester. The first exam, which will be on **Thursday, February 13**th, is worth 20% of your course grade. The second exam is worth 25%, and is scheduled for **Tuesday, March 18**th. The final exam is worth 30%, and is scheduled for **Saturday, May 3**rd, 9-11am. I have done this since the first exam is your first opportunity to experience my exam format, therefore it is worth slightly less. Once you have all experienced one of my exams, then the stakes get higher since there will be no more surprises. Again, the idea is that I expect you to improve as the semester progresses. Each of the exams has 3 parts: a multiple-choice section with 5 questions each worth 5 points a piece; a short-answer section with 5 questions each worth 5 points a piece; an essay section where you choose 1 out of 3 essay options which is worth 50 points. Each exam consists of 100 points total.

**Post-Exam Office Meetings**

I grade each of my student’s exams very carefully, and I provide comments on them to help you improve. However, to ensure that each of you continues to improve and learns from each exam experience, some of you must meet with me after the midterm exam to go over it with me. If you earn below an A- on the first exam, you must meet with me to go over it and receive individual feedback. You may have this meeting with me at any time between when I return the graded first exam and the day of the second exam. Anyone who does not have a post-exam meeting with me in the necessary time-frame will lose 5 points from their midterm exam grade. For example, if you score a 84 for a B+ on the midterm exam and you do not meet with me to go over it prior to the final exam, your midterm exam score will drop to an 79 for a C+.

**DURING CLASS . . .**

If there is some pressing reason why you need to have access to your cell phone during class, let me know immediately and we will work out a way to accommodate you with the least class disturbance possible.

**Missing Deadlines**

Turn-in your assignments, and turn them in on time. If you must miss an exam or the appointment for your group discussion, then you must tell me at least 24 HOURS BEFORE THE DEADLINE! If you do not inform me of missing one of these deadlines 24 hours in advance, you will lose 10 points from your grade for that assignment. For example, if you miss an exam day without telling me first and you score 98(A) on your make-up exam, then your final grade for that exam will be an 88 (B+). There will be no incompletes for this class. Finally, the last day to withdraw from any class and receive a grade of “W” is **Monday, March 24**th.

**Academic Dishonesty**

I will not tolerate academic dishonesty such as cheating or plagiarism. I will deal with instances of academic dishonesty, should they occur, according to university policy. Please see the Academic Standards and Regulations for university policies on academic misconduct and academic dishonesty [here](http://www.luc.edu/academics/catalog/undergrad/reg.shtml).
**Requests for Letters of Recommendation**

One of my professional obligations is to act as a reference for students and provide letters of recommendation for some students at their request. Due to the growing number of requests I receive every semester, I need to set some guidelines for these requests so that I can get them all done in a way that benefits you. If you need a letter of recommendation for something and intend to request it from me, please make sure you do the following:

1) Please make your request at least 1 month before the deadline (I cannot guarantee I can get it done if the request comes closer to the deadline than that);
2) Make sure I have the deadline when the letter is due, any additional forms that need be completed, and directions for how to submit the letter when you make the request;
3) Do not give me stamped envelops, as I use Loyola Dept. of Sociology letterhead and envelops and LUC pays the postage;
4) If the letter is for admission to graduate school, it is likely best if you have taken more than one class with me, as I can write a more detailed letter for you;
5) If the letter is for admission to graduate school, I have to cap the number of schools that I submit letters to at 10 (if you’re applying to more than that, we will have to handle it on a case-by-case basis);
6) I reserve the right to decline to write letters of recommendation on a case-by-case basis. I do not intend these guidelines to discourage you from asking me for letters. Rather, they are just so I have the best chance to provide you the best letters possible.

**OUR SCHEDULE . . .**

**Tuesday, January 14:** Gender and Work
Readings: None – we will go over the course syllabus in class.

**Thursday, January 16:** Work in People’s Lives
Readings: Hall (Sakai)

**Tuesday, January 21:** What Work Means… and What it Meant
Readings: Marx (Sakai)

**Thursday, January 23:** Doing Gender, and Gender as an Institution
Readings: West and Zimmerman (Sakai)
Martin (Sakai)

**Tuesday, January 28:** The Tangled Web of Work and Gender
Readings: Kimmel (Sakai)

**Thursday, January 30:** How We Work Depends on Where We Work
Readings: Acker (Sakai)
Kanter (Sakai)

**Tuesday, February 4:** Processes and Outcomes of Gendered Work
Readings: Padavic & Reskin chapter 3
Ridgeway (Sakai)

**Thursday, February 6:** Gendered Work Here, Gendered Work There
Readings: Padavic & Reskin chapter 2
Tuesday, February 11: Globalization and Work Today
Readings: Kimmel (Sakai)

Wednesday, February 12: DEADLINE – Last day to have your initial office hours meeting!!

Thursday, February 13: EXAM 1

Tuesday, February 18: When Does it All Start?
Readings: TBA

Thursday, February 20: Girls, Boys, their Friends, and their Toys
Readings: Adler, Kless, and Adler (Sakai)
Thorne and Luria (Sakai)

Tuesday, February 25: Gender and Sexuality in High School and College
Readings: Pascoe (Sakai)
Ray and Rosow (Sakai)

Thursday, February 7: Gender and Work in Adolescence and Young Adulthood
Readings: Williams and Connell (Sakai)

Tuesday, March 4 & Thursday March 6: SPRING BREAK – NO CLASS

Tuesday, March 11: Professional Socialization and Inhabited Institutions
Readings: Everitt (Sakai)

Thursday, March 13: Professional Socialization, Gender, and Sexuality
Readings: Everitt (Sakai)

Tuesday, March 18: EXAM 2

Thursday, March 20: Causes and Effects of Gender Segregation
Readings: Padavic & Reskin chapter 4

Tuesday, March 25: Earnings and the Gender Gap
Readings: Padavic & Reskin chapter 6
National Committee on Pay Equity (Sakai)

Thursday, March 27: The Gender Gap in a Recession
Readings: Kerbo (Sakai)

Tuesday, April 1: Beyond Earnings: Power and Authority
Readings: Padavic & Reskin chapter 5

Thursday, April 3: Women, Men, and the Financial Crisis
Readings: None
Film – ‘The Warning’
Tuesday, April 8: Work and Family
   Readings: Padavic & Reskin chapter 7
   Hochschild (Sakai)

Thursday, April 10: Challenging Existing Norms at Home and at Work
   Readings: Gerson (Sakai)
   Hoffman & Youngblade (Sakai)
   Smith (Sakai)

Tuesday, April 15: Group Discussion Assignment

Thursday, April 17: Group Discussion Assignment

Tuesday, April 22: Group Discussion Assignment

Thursday, April 24: Review Session

Saturday, May 3: FINAL EXAM, 9-11AM