

**Un-stalling the Stalled Revolution:
Gender (In)equality at Work and Home**
SOCY 61—Fall 2020
Course meets via Zoom

Professor: Kristin Smith
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K block, T/TH 2:50-4:40PM
X-hour: F 5:10-6:00PM
Office hours: Wed 1-3pm ET
or by appointment

Course description:

Work, family life, and gender have dramatically changed over the past half century in the United States. Five decades ago most mothers with young children did not work in the paid labor force. Today, the majority of mothers with young children, even mothers with infants, work for pay. Most men express interest in becoming involved fathers, not just breadwinners, and most young adults—both women and men—expect to derive a sense of identity, personal fulfillment, support, and economic well-being from both their paid work and their family life. Many, however, experience difficulties in meeting these various obligations and find it challenging to balance their work and family responsibilities. This course provides a sociological perspective on these challenges and on women's and men's work and family experiences in the contemporary United States.

In particular, we will explore the nature, extent, and consequences of gender inequality in society. Changing gender roles will be examined in relation to class and race, changing demographics, the socialization process, and the experience of women and men as paid workers and unpaid caregivers in the family. Finally, we shall analyze work and family conflict, looking at gender inequality, consequences for families and employers, policy, and implications for social structural change.

Course goals and objectives:

By the end of the course, students will be able to:

1. Students can identify, define and illustrate basic concepts, theories, and research techniques related to the sociological study of gender, work and family.
2. Students can apply these concepts, theories and techniques and analyze connections between them for various race, ethnic, and class groups in society.
3. Students can assess the potential effectiveness of various work and family related policy solutions, including the implications for gender, race and class inequities.
4. Students can write a well-organized paper around a well-supported argument.
5. Students can write and think critically via class discussions, research projects, written assignments, and exams about the concepts, theories, and techniques in the field.

Course Readings

Textbooks:

We will be reading the following two books which can be purchased via Amazon or the publisher. The remaining readings are available on Canvas.

Brown, Tamara Mose. 2011. Raising Brooklyn: Nannies, Childcare, and Caribbeans Creating Community. New York, NYU Press.

Kaufman, Gayle. 2013. Superdads: How Fathers Balance Work and Family in the 21st Century. New York, NYU Press.

Course Requirements

Active Participation. This course is reading and writing intensive and is organized as a seminar. The active participation of all members of the class is essential to the course's success. It is vital that students read all the assigned readings and come to class prepared to take the lead in class discussions and debate the issues raised in the readings. Students are expected to not only read, but also reflect upon the assigned readings before coming to class. All students will be expected to understand key concepts from all reading materials. As part of student engagement in the class, it is mandatory that all outside distractions are turned off prior to coming to class (i.e., cell phones and other electronic devices).

Discussion Questions. (10%) To stimulate class discussion, every student will post a very brief discussion question regarding two readings per class. The posts should be one to three sentences per reading, and should be posted by NOON the day prior to class. This will give the instructor and the discussion leader time to read the posts before class. Discussion leaders must read the posts prior to class (Please see me on the first day of class if you anticipate a problem with this course requirement). Ten percent of your final grade is based on the quality of your posts.

Discussion Leaders. (5%) Students will lead a class discussion once or twice during the term. Discussion leaders should organize their thoughts ahead of time and come prepared to guide the entire discussion with a list of thoughtful questions and comments. What are the key issues that we should focus on? How do this week's readings relate to our previous class discussions? Discussion leaders should prepare at least two questions to engage all of the students in the class.

Reflection/Issue Papers. (40%) Students will prepare short reflection papers during the course based on course material and class discussions. The reflection paper topic and details on the assignment will be handed out one week prior to the due date. Papers should be 3-4 pages double spaced, 12 point font. Students may use the course materials, but may also need to research the issue further and at a minimum, papers should have at least five academic journal article references.

Final Research Paper: (35%) Students will complete a substantive research paper. The proposal, topic and reference list of a minimum of 15 references will be approved by the instructor. Details for the research paper will be handed out during the course.

Students will be graded on **class participation** overall. Class attendance, quality of discussion questions, contributions to in-class discussions, and participation in group activities all contribute to your class participation grade. Class discussion should incorporate the material in the readings,

rather than be based on personal or anecdotal experience. Students are encouraged to bring in media coverage of issues relevant to the course throughout the term. Because it is necessary to be in class to participate, **missing more than three class periods without a valid excuse, approved by me, means you cannot receive any better than a C for your class participation part of the grade.** If you intend to participate in class asynchronously, please contact the instructor to arrange for alternative means for meaningful participation.

The final grade will be determined based on the following weighting scheme:

- Class participation: 10%
- Discussion questions: 10%
- Discussion leader: 10%
- Reflection papers: 40%
- Final research paper: 30%

I will use the following scale in assigning grades:

94%-100%: A	91%-93.9%: A-	88%-90.9%: B+
83%-87.9%: B	80%-82.9%: B-	77%-79.9%: C+
73%-76.9%: C	70%-72.9%: C-	60%-69.9%: D
Below 60%: E		

Please note the following about grades: 1) I do not round grades; 2) I **do not negotiate final grades** unless an error was made.

For all papers and exams:

An “A” response paper or exam will:

- Present an insightful, exciting, smart reflection and a new way to think about the material at hand.
- Display critical thinking and avoid overly simplistic description or summary.
- Present an argument that flows logically and is reasonable and identifiable.
- Make novel connections to other ideas that we have developed in class.
- Have excellent sentence structure, grammar, correct use of punctuation, no spelling errors, no comma splices, and no run-on sentences.

Course Guidelines and Policies

Consent to Record: Please see the following language regarding your consent to recordings (<https://dcal.dartmouth.edu/resources/course-design-preparation/syllabus-guide>).

1. Consent to recording of course and group office hours:
 - a) I affirm my understanding that this course and any associated group meetings involving students and the instructor, including but not limited to scheduled and ad hoc office hours and other consultations, may be recorded within any digital platform used to offer remote instruction for this course;
 - b) I further affirm that the instructor owns the copyright to their instructional materials, of which these recordings constitute a part, and distribution of any of these recordings in whole or in part

without prior written consent of the instructor may be subject to discipline by Dartmouth up to and including expulsion;

- c) I authorize Dartmouth and anyone acting on behalf of Dartmouth to record my participation and appearance in any medium, and to use my name, likeness, and voice in connection with such recording;
- d) I authorize Dartmouth and anyone acting on behalf of Dartmouth to use, reproduce, or distribute such recording without restrictions or limitation for any educational purpose deemed appropriate by Dartmouth and anyone acting on behalf of Dartmouth.

2. Requirement of consent to one-on-one recordings:

- a) By enrolling in this course, I hereby affirm that I will not under any circumstance make a recording in any medium of any one-on-one meeting with the instructor without obtaining the prior written consent of all those participating, and I understand that if I violate this prohibition, I will be subject to discipline by Dartmouth up to and including expulsion, as well as any other civil or criminal penalties under applicable law.

Academic Integrity: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner and all members of the Dartmouth community are expected to act in accordance with this principle. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty violate the fundamental ethical principles of the Dartmouth community and compromise the worth of work completed by others. As such, dishonesty of any kind will not be tolerated and students found in violation of the Dartmouth Academic Honor Principle will be notified and reported to the appropriate authorities (<http://student-affairs.dartmouth.edu/policy/academic-honor-principle>). For additional resources on the Academic Honor Code, plagiarizing, and proper citation of sources, please see the following link: <http://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth>

Religious holidays: Some students may wish to take part in religious observances that occur during the academic year. If you have a religious observance that conflicts with your participation in the course, please meet with me as soon as possible to discuss appropriate accommodations.

Students with disabilities: Students requesting disability-related accommodations and services for this course are encouraged to schedule a phone/video meeting with me as early in the term as possible. This conversation will help to establish what supports are built into my online course. In order for accommodations to be authorized, students are required to consult with Student Accessibility Services (SAS; student.accessibility.services@dartmouth.edu; SAS website; 603-646-9900) and to email me their SAS accommodation form. We will then work together with SAS if accommodations need to be modified based on the online learning environment. If students have questions about whether they are eligible for accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

Remote-learning in the fall term may be challenging due to the impact of the COVID-19 pandemic on all of us. The academic environment at Dartmouth is challenging, our terms are intensive, and classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including your undergraduate dean (<http://www.dartmouth.edu/~upperde/>), Counseling and Human Development (<http://www.dartmouth.edu/~chd/>), and the Student Wellness Center (<http://www.dartmouth.edu/~healthed/>).

For individual peer tutorial assistance with papers, research, and new media projects, students may use RWIT, the Student Center for Research, Writing, and Information Technology. Make appointments online at www.dartmouth.edu/~rwit.

Classroom etiquette: Interacting in a remote, on-line classroom is new for all of us. We will need to determine a set of guiding principles so we can interact respectfully in Zoom. Disruptions to class negatively affect everyone's ability to learn. Everyone should arrive to zoom on time. If you must arrive late or leave early, please notify the instructor in advance. Although there is no way for me to monitor your activity, **It is inappropriate to use cell phones or use laptops for activities outside of taking notes (such as email, facebook, shopping, etc.) during class.** Students will be offered a short break (5-10 minutes) during the course. Students should respect the time frame and return to class within the time allotted.

Missed classes:

Students should notify the instructor of any anticipated absences. In the event that you miss a class for any reason, you are responsible for getting class notes from another student. As a general policy, I do not make my notes available. After you review your classmate's notes, I would be happy to meet with you to talk about the material or answer questions about anything that is unclear. If you miss more than three days of class, you will lose an entire letter grade, and your grade will decrease by one step (e.g., B to B-) for each additional absence, regardless of your performance on other activities and assignments. Class attendance counts toward your participation grade.

Classroom discussion: Focused class discussion is possible only if people are willing to abide by the conventions of civilized discourse. All points of view must be expressed politely and with due respect for the differing opinions of others.

Late Papers:

Reflection papers handed in any time after the beginning of the class in which they are due will receive a full letter grade reduction, meaning that the highest possible grade you can get on a late paper is a B. I will deduct an additional half a letter grade for each additional class period your paper is late. **Any paper more than one week late will not be accepted.**

Extensions may be given for extreme individual circumstances. If you are having problems completing an assignment, for whatever reason, it is best to talk with me as soon as possible. Talk to me after class, come to see me in my office during office hours, or email me and we can set up a time to meet. I may be able to help you get the paper done on time, and I will be more sympathetic than if I hear of your problem the day before or the day the assignment is due. **Please note that talking with me will not necessarily lead to an extension.**

Also note that computer failure is never considered a justifiable excuse for a paper extension. Computers sometimes freeze or breakdown; power outages happen. The best way to deal with these possibilities is to **save your work, and save often.**

Course Schedule

This syllabus is a working document; it may change over the course of the term.

Week	Class	Topic & Readings	Assignments
WEEK #1	Tu 9/15	Course Introduction: The Stalled Revolution: Gender (In)equality at Work & Home	News article depicting gender
	Th 9/17	<p>SECTION I: SOCIAL CONSTRUCTION OF GENDER</p> <p>A. WHAT IS GENDER?</p> <ul style="list-style-type: none"> West, Candace and Don Zimmerman. 1987. "Doing Gender." <i>Gender and Society</i>, 1(2): 125-51. Lorber, Judith. 1991. "Social Construction of Gender." in David Grusky and Szonja Szetenyi, eds. <i>The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender</i>. Westview Press. Pascoe, C.J. 2005. "Dude, You're A Fag: Adolescent Masculinity and the Fag Discourse." <i>Sociology</i>, 8(3): 329-46. 	
WEEK #2	Tu 9/22	<p>B. THEORETICAL EXPLANATIONS</p> <ul style="list-style-type: none"> Lorber, Judith. 1996. "Beyond the Binaries: Depolarizing the Categories of Sex, Sexuality, and Gender." <i>Sociological Inquiry</i> 66(2): 143-59. Brewster, Rose. 1999. "Theorizing Race, Class, and Gender: The New Scholarship of Black Feminist Intellectuals and Black Women's Labor." <i>Race, Gender & Class</i> 6(2): 29-47. Choose ONE of the following: Lucal, "What it Means to be Gendered Me." Nanda, "Multiple Genders Among North American Indians" Preves, "Beyond Pink and Blue" Hirose & Pih, "Men who Strike and Men who Submit" Jones, "I was Aggressive for the Streets, Pretty for the Pictures" Pyke & Johnson, "Asian American Women and Racialized Femininities" 	
	Th 9/24	<p>SECTION II: GENDER INEQUALITY & THE STALLED REVOLUTION</p> <ul style="list-style-type: none"> Gerson. 2009. "Changing Lives, Resistant Institutions: A 	

		<p>New Generation Negotiates Gender, Work and Family Change.” <i>Sociological Forum</i> 735-753.</p> <ul style="list-style-type: none"> • Pepin and Cotter. 2017. “Trending Towards Traditionalism? Changes in Youth’s Gender Ideology.” CCF Brief (1-4). • England. 2020. “Progress Toward Gender Equality has either Stalled or Slowed.” <i>PNAS</i>. 149-66. 	
WEEK #3	Tu 9/29	<p>SECTION III: GENDER INEQUALITY AT WORK</p> <p>A. GENDER PAY GAP</p> <ul style="list-style-type: none"> • The Simple Truth About the Gender Pay Gap: 2018 Edition, AAUW Report (and 2019 Update) • Schilt, Kristen. 2006. Just One of the Guys? <p>Choose ONE of the following:</p> <ul style="list-style-type: none"> • Budig, Michelle and Paula England. 2001. “The Wage Penalty for Motherhood.” <i>American Sociological Review</i>. • Glauber, Rebecca. 2008. “Race and Gender in Families and at Work: The Fatherhood Wage Premium.” <i>Gender & Society</i> 22(1): 8-30. 	
	Th 10/1	<p>B. EMPLOYMENT & EARNINGS</p> <ul style="list-style-type: none"> • Browne, Irene. <u>Latinas and African American Women at Work</u>. Either Chapter 2 OR 3 <ul style="list-style-type: none"> ○ Chapter 2: Bound and Dresser, <i>Losing Ground: The Erosion of the Relative Earnings of African American Women During the 1980s</i> ○ Chapter 3: Corcoran et al., <i>Economic Progress of Mexican and Puerto Rican Women</i> • Mintz and Krymkowski, 2011. “Intersection of Race/Ethnicity and Gender in Occupational Segregation.” • Smith and Glauber, 2013. “Exploring the Spatial Wage Penalty: Does it Matter where you Live?” 	
WEEK #4	Tu 10/6	<p>C. OCCUPATIONAL VARIATION</p> <ul style="list-style-type: none"> • Acker, Joan. 2006. “Inequality Regimes: Gender, Class and Race in Organizations.” <i>Gender & Society</i> 20(4): 441-64. • Bell and Nkomo, 2001. <i>Our Separate Ways</i>, Chap 7&8 	
	Th 10/8	<p>SECTION IV: CARING LABOR</p> <p>A. CARE WORK I</p>	<p>REFLECTION PAPER #1 due 10pm ET</p>

		<ul style="list-style-type: none"> • Brown, Tamara Mose, Raising Brooklyn. Chapters 1-2 • Glenn, Evelyn Nakano. 2000. "Creating a Caring Society." <i>Contemporary Sociology</i> 29(1): 84-94. • Tronto, Joan. 2002. The "Nanny" Question in Feminism, <i>Hypatia</i> 17(2): 34-51. 	
	F 10/9	X-HOUR: VIEWING OF THE FILM, THE HELP ** EXTENDED X-HOURS **	
WEEK #5	Tu 10/13	B. CARE WORK AND WAGES <ul style="list-style-type: none"> • Brown, Tamara Mose, Raising Brooklyn. Chapters 3-5 • England, Paula et al. 2002. "Wages of Virtue: The Relative Pay of Care Work." <i>Social Problems</i> 49(4): 455-73. 	
	Th 10/15	C. CARE WORK II <ul style="list-style-type: none"> • Brown, Tamara Mose, Raising Brooklyn. Chapters 6-7 • Evans, J.A. 2002. "Cautious Caregivers: Gender Stereotypes and the Sexualization of Men Nurses' Touch." <i>Journal of Advanced Nursing</i> 40(4): 441-448. <p>Supplemental reading:</p> <ul style="list-style-type: none"> • Glenn, Evelyn Nakano. 1996. "From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor, In <i>Working in the Service Society</i>, 115-53. 	
WEEK #6	Tu 10/19	SECTION V: GENDER INEQUALITY AT HOME A. PUSHED OUT OR PULLED OUT? <ul style="list-style-type: none"> • Sanchez and Thompson (or some other) 1997. "Becoming Mothers and Fathers: Parenthood, Gender, and the Division of Labor." G&S • Landivar, Liana. 2018. Mothers at Work: Who Opt's Out? Chapters 4&5 	REFLECTION PAPER #2 due 10pm ET
	Th 10/20	B. WORK AND FAMILY IN THE ERA OF COVID <ul style="list-style-type: none"> • Collins et al. 2020. COVID-19 and the gender gap in work hours." <i>Feminist Frontiers</i>. • Other articles TBD 	
	F 10/21		
WEEK #7	Tu 10/27	C. GENDER & POWER IN RELATIONSHIPS <ul style="list-style-type: none"> • Solomon et. al, 2005. "Money, Housework, Sex and 	

		<p>Conflict.”</p> <ul style="list-style-type: none"> • Moore, Mignon. 2008. “Gendered Power Relations among Women: A Study of Household Decision-Making in Black, Lesbian Stepfamilies.” <i>American Sociological Review</i> 73(2): 335-356. • Alkinson, Maxine et al. 2005. “For Women, Breadwinning Can Be Dangerous: Gendered Resource Theory and Wife Abuse.” <i>Journal of Marriage and Family</i> 67:1137-1148. • Tichenor, Veronica. 2005. “Maintaining Men’s Dominance: Negotiating Identity and Power When She Earns More.” <i>Sex Roles</i> 53(3-4):191-205. 	
	Th 10/29	<p>D. LOVE & DATING</p> <ul style="list-style-type: none"> • England, Paula, Emily F. Shafer, and Alison C. Fogarty. 2008. “Hooking Up and Forming Romantic Relationships on Today’s College Campuses.” Pp. 531-93 in <i>The Gendered Society Reader</i>, 3rd ed., edited by M. Kimmel and A. Aronson. New York: Oxford University Press. • Rupp et. al. 2014. <i>Queer Women in the Hook Up Scene</i> • Lamont, 2015. “The Limited Construction of an Egalitarian Masculinity: College Educated Men’s Dating and Relationship Narratives.” <i>Men and Masculinities</i> 271-292. 	
	F 10/30		
WEEK #8	Tu 11/3	<p>SECTION VI: MEN, FAMILY, & WORK</p> <ul style="list-style-type: none"> • Kaufman, 2013. “Superdads: How Fathers Balance Work and Family in the 21st Century. Chapters 4-5 • Shows and Gerstel. 2009. “Fathering, Class, and Gender.” 	REFLECTION PAPER #3
	Th 11/5	<p>MEN, FAMILY, & WORK</p> <ul style="list-style-type: none"> • Kaufman, 2013. “Superdads.” Chapters 6-7 • Chesley, 2011. “Stay-at-home Fathers and Breadwinning Mothers” 	
	F 11/6	X: HOUR-WORKSHOPPING DRAFT PAPERS WITH PEERS	ROUGH DRAFT FINAL PAPER
WEEK #9		<p>WORK AND FAMILY POLICY</p> <ul style="list-style-type: none"> • Perry-Jenkins. 2005. Chapter 29. <i>Work in the Working Class</i>. In Bianchi et al. • Henly & Lambert. 2005. Chapter 30. <i>Nonstandard Work and Child Care Needs</i>. In Bianchi et al. 	
	Tu 11/10	<ul style="list-style-type: none"> • Budig et al. 2016. “Work-family Policy Tradeoffs?” 	

		Unpacking cross-national variation in motherhood earnings penalties." Work and Occupations	
	Th 11/12	Research Paper Presentations	
	F 11/13	Research Paper Presentations	
WEEK #10	Tu 11/17	Research Paper Presentations	FINAL RESEARCH PAPER