

FALL 2018 - SOCY 61/WGSS 33.05

Un-Stalling the Stalled Revolution: Gender (In)equality at Work and Home

Meeting times:

2A – Tues/Thurs – 2:25pm -4:15 pm

XHour – Weds – 4:35 – 5:25 pm

Haldeman 028

Professor: Katherine Lin**Office:** Blunt 301B**Email:** Katherine.Y.P.Lin@Dartmouth.edu**Office Hours:** Weds 1:30 pm -3:30 pm

COURSE DESCRIPTION

Persistent gender inequality is a social problem that defines the twentieth century. Although women have entered the workforce in droves since the 1950s, and men have increased their share of housework, we have seen a stall in markers of gender equality since the 1990s. Progress in closing the gender wage gap has stagnated; gender attitudes have reverted to traditionalism; occupational sex segregation remains strong.

This course will focus on the what, why, and how of gender (in)equality. We will examine the mechanisms underpinning gender (in)equality within paid labor, the home, in relationships, and a number of other domains. We approach the problem of gender inequality through several lenses: 1) We apply knowledge from gender theories that sees gender as a power structure rather than individual identity, 2) We examine variation in gender inequality across other dimensions of inequality, such as race, class, and immigration status, and 3) We continually question to what extent mechanisms that previously encouraged progress towards equity are effective in this modern day and age. We pay attention to the institutional and social contexts that render these mechanisms more or less effective.

This course will be driven by participation in a class-wide group research project, applying the theoretical and empirical findings from prior literature to the social lived realities on Dartmouth's campus. This project will involve primary data collection, with semi-structured interviews and ethnographic fieldwork, culminating in an original research paper.

COURSE OBJECTIVES

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

1. Identify, define, and illustrate concepts, theories, and research techniques related to the sociological study of gender, work and family.
2. Understand the differences and similarities in patterns across race, ethnicity, and class, as well as comment on global patterns.
3. Design a research study to address a specific research question, and collect and analyze primary data.
4. Write a well-organized paper structured around a well-supported argument
5. Think and write critically, via class discussions, written assignments, and completion of original research, about the concepts, theories and techniques covered in the material

COURSE REQUIREMENTS AND EVALUATION

Reading

Textbooks: The following books are required and can be purchased from the Dartmouth Bookstore or Wheelock Books. They are also on reserve in the Baker-Berry Library.

- Hochschild, Arlie. (with Anne Machung). 1989. The Second Shift. Penguin Books: New York.
- Blair-Loy, M. 2003. Competing devotions: Career and family among women executives. Harvard University Press: Cambridge, MA.
- Kaufman, G. 2013. Superdads: How fathers balance work and family in the 21st century. New York University Press: New York.

Additional material: Other required readings will be available on Blackboard/Canvas.

Attendance and participation

This is a reading and writing intensive, seminar-style course. I expect you to read all the required readings prior to class, and come to class prepared to discuss the topics covered in the material. Active participation of all members of the class is crucial to the course's success. Active participation in class has a two-fold goal: 1) It will help you understand the material better if you actively engage with it through discussing it with me and with your peers and 2) it will increase the collective learning ability of all of us in the classroom. That is to say, you will learn more, and others will learn more, when you offer your insights and critiques, and listen when others offer theirs. Active participation has many dimensions, including enthusiastic and intellectually-rigorous discussion (talking and listening), coming to class having completed the readings, and regular class attendance (including on-time arrival and staying for the duration of each session). Please note that regularly attending class is necessary but not sufficient for an A in class participation. **Attendance and participation will be worth 10% of your final grade.**

Assignments

Leading discussion: Each student will co-lead seminar discussion with one other student once during the term. Discussion leaders are responsible for one hour of class time. I will lecture for the first half of class, covering key concepts from the reading. I will then let you step in to handle class discussion. You may structure your one hour as you wish – you may want to make a handout, or a Power Point presentation, or simply arrive ready to facilitate discussion among your peers. Importantly, it is your job to direct conversation around the key issues that we are talking about for that week and to make ties back to prior topics that we have covered, and to the broader themes of the class as a whole. I will be evaluating how prepared you are for leading the discussion. You will have a chance to peer evaluate your partner and let me know whether you contributed equally to preparing discussion. **Co-leading discussion will be worth 10% of your final grade.**

Final research project: The bulk of class will be structured around a large research project, involving everything from coming up with a research question, designing an interview guide, conducting and transcribing interviews, collecting field work and taking field notes, data analyses, and an original write up of your results. This will be a fast-paced, intensive project, that will rely on each student to keep up with the timeline. While this may sound intimidating, I have

designed a few deadlines throughout the course to help you pull all the pieces together. Doing a little bit each week will result in a *much* less stressful finals week. **The final paper, as well as completion of components leading up to the final result, will be worth 80% of your final grade.**

- Research proposal (Week 2): You will write 2-3 paragraphs describing a research question you might want to examine, and why you think such a question is important. You will then outline a basic study design, proposing 2-3 interview questions that you think would be important to ask in an interview, specific target populations that you might want to interview, as well as a suggested field site to conduct participant observation. The resulting document should be about 2-4 pages, double-spaced. This is worth 5% of your total grade.
- Practice field note (Week 3): We will do practice field work in class, and you will type up your field notes and submit them. I will provide comments on your field notes in order for you to learn how to conduct field work and write up your observations. As a result, these notes will be graded for completion only, and will be worth 5% of your total grade.
- Interview (Week 4-5): You will conduct one (1) interview, using an interview guide that we develop as a class. You will then listen to and transcribe your interview. On-time completion of the interview will earn 5% of the total grade. Once you have the transcript done, you will email it to me, and I will read and anonymize the data. Once I have all the interview data, I will upload the files to Canvas, and this will become the data repository on which you will base your research project. Given the crucial nature of completing these interview on time, **failure to turn in the interview transcript by the assigned deadline will result in a docking of a full letter grade of your final grade (i.e. from A to B).**
- Field note (Week 4-5): You will conduct fieldwork on a campus setting of your choosing, for at least a half hour (30 minutes) and type up your field notes. This field note is worth 10% of your total grade.
- Analytic memo (Week 6-7): Once all the interviews and field notes are in the data repository on Canvas, you will need to analyze the data in order to answer your research questions. In the process, you will write an analytic memo (2-4 pages double-spaced) that incorporates pieces of data from 1-2 interviews, and at least 1 field note about a specific aspect or concept of the research project that catches your interest. This analytic memo is worth 10% of your total grade.
- Rough Draft (Week 9): We will spend one X-hour session to workshop a draft of your final paper. You will exchange your paper with one of your peers and provide constructive feedback. Having a rough draft ready for peer editing and review will count for 5% of your total grade. Providing conscientious feedback on one of your fellow classmate's papers will also count as part of your final paper grade.

- Final presentation (Week 9/10): The last few class sessions will be devoted to individual 7-10 minute presentations of your research project to the class. The order in which you present will be determined by random drawing on the first day of presentations. Each presentation will also include 2-3 minutes of Q&A. Your final presentation will be 10% of your final grade.
- Final paper (Due during our final exam period): The culmination of your efforts throughout the term will be a final paper that motivates an interesting research question, review relevant literature about the question, summarizes the data and methods used, presents the results of the analyses, and provides some conclusions and implications of the research conducted. More details about the final paper will be provided throughout the term. The final paper will be 30% of your final grade.

Grading scheme

<u>Percentage of final grade:</u>	
Participation and attendance	10%
Co-leading discussion	10%
Final project	80%
<i>Proposal</i>	5%
<i>Class field note</i>	5%
<i>Interview</i>	5%
<i>Field note</i>	10%
<i>Analytic memo</i>	10%
<i>Rough draft</i>	5%
<i>Final presentation</i>	10%
<i>Final paper</i>	30%
Total	100 %

Final course grade:

A	=	95.0-100	C+	=	77.0-79.99
A-	=	90.0-94.99	C	=	74.0-76.99
B+	=	87.0-89.99	C-	=	70.0-73.99
B	=	84.0-86.99	D	=	60.0-69.99
B-	=	80.0-83.99	E	<	59.99

For your reference, I follow the grading conventions as defined by the Organization, Regulations and Courses (ORC) at Dartmouth.

http://www.dartmouth.edu/~reg/transcript/grade_descriptions.html

Please note: 1) I do not round grades; 2) I do not negotiate grades unless an error was made. If you believe an error was made, please write a 1-page memo with an explanation for why you believe so. Please note that if you do contest a grade, I can also grade you down.

IMPORTANT CLASS POLICY

Plagiarism: From the Dartmouth Academic Honor Principle: “Any form of plagiarism violates the Academic Honor Principle. Plagiarism is defined as the submission or presentation of work, in any form, that is not a student's own, without acknowledgment of the source. With specific regard to papers, a simple rule dictates when it is necessary to acknowledge sources. If a student obtains information or ideas from an outside source, that source must be acknowledged. Another rule to follow is that any direct quotation must be placed in quotation marks, and the source immediately cited. Students are responsible for the information concerning plagiarism found in Sources and Citation at Dartmouth College, available in the Deans' Offices or at Sources and Citations.” For more information, please refer to Dartmouth’s statement on Sources and Citations: <http://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth>

Academic honesty: While I do encourage you to discuss ideas from class with your classmates, all written assignments should be independent work. If your topic for the final paper is one that you are exploring in another class, independent study, or other academic work, you must let me and the other professor(s) know. Academic dishonesty will result in a failing grade and a report to your academic dean.

X-hours: I have indicated on the syllabus which weeks I will be using the X-hour time slot to build on material that we discuss in class, or to provide supporting material in qualitative research methods. You are expected to be at all X-hours indicated on the syllabus, and others that we plan for as the term progresses and the project and data collection proceeds. Towards the end of the term I will keep the X-hours slot free in my schedule to meet with students about your research projects.

Missing class: If you anticipate missing class you should notify me as soon as you are aware of any potential absences. We can discuss whether and how you can turn in your work for that day. You are responsible for getting class notes from another student. As a general policy, I do not make my notes available. After you have reviewed the material, I am happy to meet with you and answer any questions you may have. If you will miss more than three days of class, you will lose an entire letter grade. Your grade will then decrease by one step (e.g. B to B-) for each additional absence, regardless of your performance on other activities and assignments.

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

Late assignments: All assignments are due at the time indicated on the syllabus. Requests for extensions should be made well in advance of the deadline. Given the time sensitive nature of the assignments, and that the progression of class relies on each student completing their work, extensions will only be granted in extenuating circumstances. **Any work turned in more than 10 minutes after deadline will be considered late, and the grade will automatically be reduced one step (from B to B-). Each additional day it is late will reduce your grade by another additional step.**

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.

Students with disabilities: Students with disabilities enrolled in this course, who may need disability-related classroom accommodations, are encouraged to make an appointment to see me as soon as possible, and no later than the end of the second week of the term. All discussions will remain confidential, although the Student Accessibility Services office may be consulted to discuss appropriate implementation of any accommodation requested. Information about Student Accessibility Services is available at: <http://www.dartmouth.edu/~accessibility/>

Contacting me: You are welcome to come by during my office hours to discuss any questions you may have about the course, or to simply chat about your interests in gender, work, family, sociology, or anything else. If you can't make my office hours, email me and we can work out a separate time to meet. Email is the best way to get a hold of me, as I check my inbox several times a day. As a general rule, I do not check email after 6 pm. **When you send me an email, please put the course title in the subject heading.** I get a lot of email during the day so please allow 24 hours to pass before sending another email. If my response is short, it is because I have a number of emails to get through. Please do not be offended.

Classroom behavior: In this class, we will speak frankly about a variety of issues relating to gender, work, and family. Sometimes these can be emotional or controversial topics, about which some may hold strong beliefs and values. One of the goals of this course is to challenge you to think deeply and critically about these issues, not to change your mind. All points of view are welcome in this class, but comments made must be respectful of others in the class.

Personal electronics: When class is in session, cellphones should be turned off, or silenced. I will always plan for a break in the middle of class, during which you can check your personal electronics. Laptops are **not** permitted during lecture or discussion. I will always post my lecture slides after the course period. However, laptops or personal computers will be allowed (and in fact, often necessary) when we complete certain assignments, project-related work, or group work in class. I will indicate on the syllabus which course sessions you should bring your computers.

Course schedule, readings and assignments

(Subject to change as course progresses. Please check Blackboard for most up-to-date reading schedules.)

Week	Date	Topic/Readings	Assignments due
1	Thurs 9/13	Introductions – course motivation and quick summary of relevant research, syllabus walkthrough, course overview	
2	Tues 9/18	<p>Topic I: Introduction to gender inequality</p> <p>Part I: The Stalled Revolution</p> <p>Class activity: Generate potential research questions</p> <p><u>Required readings</u></p> <ul style="list-style-type: none"> • Gerson 2009. “Changing Lives, Resistant Institutions: A New Generation Negotiates Gender, Work, and Family Change” <i>Sociological Forum</i>. (p. 735-753) • Pepin and Cotter 2017. “Trending towards Traditionalism? Changes in Youth’s Gender Ideology” CCF Brief (pg. 1-4) • England 2010. “The gender revolution: Uneven and stalled.” <i>G&S</i>. (p. 149-166) 	
	Wed 9/19 X-hours	<p>Basics of qualitative research – interview guide construction, interview methods</p> <p><u>Required readings:</u></p> <ul style="list-style-type: none"> • Weiss, R. 1994. <u>Learning from Strangers: The Art and Method of Qualitative Interview Studies</u>. Chapter 4 “Interviewing” 	
	Thurs 9/20	<p>Part II: How can we un-stall the revolution?</p> <p>Class activity: Generate potential research questions</p> <p><u>Required readings</u></p> <ul style="list-style-type: none"> • Cech 2015. “Mechanism or myth? Family plans and the reproduction of occupational gender segregation.” <i>G&S</i> • Bass 2015. “Preparing for parenthood? Gender, aspirations, and the reproduction of labor market inequality.” <i>G&S</i>. • Vespa 2009. “Gender ideology construction: A life course and intersectional approach” <i>G&S</i>. 	*Research proposal due Friday, 9/21 @ 5 pm
3	Tues 9/25	<p>Topic II: What is gender?</p> <p>Class activity: Work on interview guide</p> <p><u>Required reading:</u></p> <ul style="list-style-type: none"> • West and Zimmerman. 1987. “Doing Gender” <i>Gender & Society</i> (p. 125-151) • Risman 2004. “Gender as a social structure: Theory wrestling with activism.” <i>Gender & Society</i> (p. 429-450) 	

		<ul style="list-style-type: none"> Messner 2000. "Barbie girls vs. sea monsters: children constructing gender." <i>Gender & Society</i> (p. 765-784) 	
	Wed 9/26	<p>Basics of qualitative research – ethnographic/field methods Mini-fieldwork assignment</p> <p><u>Required reading:</u></p> <ul style="list-style-type: none"> <u>TBD.</u> 	
	Thurs 9/27	<p>Topic III: Gender inequality in families</p> <p>Class activity: Practice interview guide. Finish revising interview guide.</p> <p><i>Part I: Household decision-making</i></p> <p><u>Required readings:</u></p> <ul style="list-style-type: none"> Coltrane 1998, 2000. <u>Gender and Families</u>, Chapter 3 "Paid Work and Family Lives" (p. 53-74) Baca Zinn. 2001. "Chapter 2: Feminist Rethinking From Racial-Ethnic Families." From <u>Shifting the Center: Understanding Contemporary Families</u>, 2nd ed. (pg. 18-25) Hochschild, 1989, 2012. <u>The Second Shift</u>. Chapters 1-3 (pg. 1-33) <p><u>Supplemental readings:</u></p> <ul style="list-style-type: none"> Sayer 2005. "Gender, Time and Inequality: Trends in Women's and Men's Paid work, Unpaid work, and Free time." <i>Social Forces</i>. (p. 285-303). 	<p>Completed practice fieldwork note due Friday 9/28 @ 5 pm</p>
4	Tues 10/2	<p><i>Part II: Household decision-making continued</i></p> <p>Class activity: Student-led discussion</p> <p><u>Required readings:</u></p> <ul style="list-style-type: none"> Hochschild 1989, 2012. <u>The Second Shift</u>. Chapters 4-6 (35-95), Chapter 13 (p. 188-200). Moore, Mignon R. (2008). "Gendered Power Relations among Women: A Study of Household Decision Making in Black, Lesbian Stepfamilies." <i>American Sociological Review</i> 73: 335-356. Szabo, M. (2014). Men nurturing through food: Challenging gender dichotomies around domestic cooking. <i>Journal of Gender Studies</i>, 23(1), 18-31. 	
	Wed 10/3 X-hours	HOLD FOR POTENTIAL MAKEUP CLASS	
	Thurs 10/4	CLASS CANCELLED	
5	Tues 10/9	<i>Part II: Life course transitions – marriage, parenthood, and caregiving</i>	

		<p>Class activity: Student-led discussion</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> • Gupta, S. 1999. "The effect of transitions in marital status on men's performance of housework." <i>JMF</i>. (p. 700-711) • Sanchez and Thompson 1997. "Becoming mothers and fathers: parenthood, gender, and the division of labor." <i>G&S</i> (p. 747-772) • Leopold, Thomas and Jan Skopek. (2015). "Convergence or Continuity? The Gender Gap in Household Labor After Retirement." <i>JMF</i>. (p. 1-14.) 	
	Weds 10/10 X-hours	<p>Basics of qualitative research – qualitative coding of interviews and field notes</p> <p><u>Readings:</u> TBD</p>	
	Thurs 10/11	<p><i>Part III: Love and dating</i></p> <p>Class activity: Student-led discussion</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Stevenson and Wolfers 2008. "Marriage and the market" Cato Unbound. • Lamont. 2014. "Negotiating Courtship: Reconciling egalitarian ideals with traditional gender norms." <i>G&S</i>. (p. 189-211) • Lamont. 2015. "The limited construction of an egalitarian masculinity: College educated men's dating and relationship narratives" <i>Men and Masculinities</i>. (p. 271-292) • 	<p>Completed transcribed interview AND finished field note due Friday 10/12 @ 5 pm.</p>
6	Tues 10/16	<p>Topic IV: Gender inequality at work</p> <p><i>Part I: Explanations of the gap – role of discrimination</i></p> <p>Class activity: Student-led discussion</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> • T. Petersen. 2008. "Discrimination Unconscious or Conscious?" in Grusky (ed) <i>Social Stratification</i>, pp 780 – 785 • Correll, Benard, and Paik. 2007. "Getting a job: is there a motherhood penalty?" <i>AJS</i>. • Schilt, Kristen. 2006. "Just one of the guys?" <i>Gender and Society</i>. 	
	Thurs 10/18	<p><i>Part II: Role of culture</i></p> <p>Class activity: Student-led discussion</p>	

		<u>Required readings</u> <ul style="list-style-type: none"> Blair-Loy 2003. Intro, Ch. 1-2. (pg. 1-90) 	
7	Tues 10/23	<i>Part III: Role of culture (with a focus on cohort change and organizations)</i> Class activity: Student-led discussion <u>Required readings:</u> <ul style="list-style-type: none"> Blair-Loy 2003. Ch. 4 (p. 115-141), Ch. 6 (p. 172-200) Other readings TBD. 	
	Thurs 10/25	<i>Part IV: What about men's behaviors?</i> Class activity: Student-led discussion <u>Required readings</u> <ul style="list-style-type: none"> Kaufman, 2013. <u>Superdads: How fathers balance work and family in the 21st century</u>. Ch. 4-5 (pg. 76-140) Shows and Gerstel 2009. "Fathering, class, and gender." <i>G&S</i>. <u>Supplemental readings:</u> <ul style="list-style-type: none"> Killewald 2013. "A reconsideration of the fatherhood premium: marriage, coresidence, biology, and father's wages." <i>ASR</i>. Cha 2010. "Reinforcing separate spheres" <i>ASR</i>. 	Completed analytic memo due Friday, Oct. 26 @ 5 pm.
8	Tues 10/30	<i>Part IV: Men's behaviors (continued)</i> Class activity: Student-led discussion <u>Required readings</u> <ul style="list-style-type: none"> Kaufman, 2013. <u>Superdads: How fathers balance work and family in the 21st century</u>. Ch. 6-7 (pg. 141-194) Chesley, 2011. Stay-at-home Fathers and Breadwinning Mothers. <i>G&S</i>. 	
	Thurs 11/1	Topic IV: Consequences of gender inequality (and changes over time thereof) Class activity: Student-led discussion <u>Readings (Choose 2):</u> <ul style="list-style-type: none"> Schwartz and Gonalons-Pons. 2016. "Trends in Relative Earnings and Marital Dissolution: Are Wives Who Outearn 	

		<p>Their Husbands Still More Likely to Divorce?” <i>RSF Journal of the Social Sciences</i>.</p> <ul style="list-style-type: none"> • Munsch, C. 2015. “Her Support, his support: Money, masculinity, and marital infidelity.” <i>ASR</i>. • Carlson et. al 2016. “Gendered division of housework and couples’ sexual relationships: A reexamination” <i>JMF</i>. • McGinn et al. 2015. “Mum’s the word! Cross-national effects of maternal employment on gender inequalities at work and at home” 	
9	Tues 11/6	<p>Topic V: Work-family policies, domestically and globally Organizational policy – scheduling flexibility and organizational culture</p> <p>Class activity: Student-led discussion</p> <p><u>Required readings:</u></p> <ul style="list-style-type: none"> • Budig, et al. 2016. “Work-family policy tradeoffs? Unpacking cross-national variation in motherhood earnings penalties” <i>WOX</i>. • Bennett 2014. “Opinion: Company paid egg freezing will be the great equalizer.” <i>Time magazine</i>. • Other reading TBD <p><u>Supplemental reading:</u></p> <ul style="list-style-type: none"> • Kelly, Moen, and Tranby. 2011. “Changing workplaces to reduce work-family conflict.” <i>ASR</i>. 	
	Weds 11/7	X-hour – Workshopping final papers	Rough draft of final paper due in X-hours
	Thursday 11/8	Student presentations of final project	
10	Tues 11/13	Student presentations of final project	
	Sunday 11/18	Hard copies of final papers due in office or mailbox by 11:30 am EST.	