

**Sociology 3290: Gender and Work  
Paris 2007**

This document is available at <http://jeremyr.myweb.uga.edu/paris/soci3290.pdf>  
(The syllabus is a general plan for the course. Deviations may be necessary.)

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**Instructors:** Dr. Linda Renzulli (renzulli@uga.edu) and Dr. Jeremy Reynolds (jeremyr@uga.edu)

**Course Objectives**

The title of the course is Gender and Work, however, the overall framework emphasizes the integration and juxtaposition of work with the rest of people’s lives. Through readings, discussion, and lecture you will be introduced to theories and concepts dealing with interactions and relations between workers and their employers. Since we are in Paris, we will make an effort to examine gender and work here and make comparisons to the US.

We have four main objectives for this course. We wish to:

1. introduce you to current sociological perspectives on gender and work.
2. help you understand interactions between male and female workers and employers.
3. see you develop a personal perspective on gender and work and apply it to current and prospective work settings.
4. read your insights into gender and work in a foreign context.

**Requirements**

1. Complete the assigned readings and discuss them in class.
2. Write a weekly journal of observations about gender and work in Paris.
3. Write a term paper, due on July 25<sup>th</sup> (i.e., after we arrive back in the US).

**Courtesy**

We will read about and discuss a number of topics you may find controversial. Despite any disagreement you may have with a classmate’s ideas, we will expect you to treat them with respect. In this way, we will work to foster an environment in which each student feels comfortable presenting his or her thoughts, as well as critiquing or questioning the arguments presented by others. You are free to disagree with and question our views; trust that your grade does not depend upon a sheepish admiration of our opinions. We encourage you to use evidence and logic to present your own arguments and to critique the arguments of others. We expect our discussions to be lively, interesting, and intellectually challenging.

**Academic Honesty**

Everything you do in this class must be done within the letter and spirit of the UGA academic honesty policy. All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work.

**Grading**

We will use UGA’s +/- system. Grades will be assigned as outlined below.

100 to 93=A	89 to 88=B+	79 to 78=C+	69 to 68=D+
92 to 90=A-	87 to 83=B	77 to 73=C	67 to 63=D
	82 to 80=B-	72 to 70=C-	62 to 60=D-
			59 and below=F

## **Grievances and the Human Rights Statement**

All students should know that the department of Sociology has a Human Rights Committee for the resolution of student grievances. Any student registered for a sociology course at the University of Georgia who feels that he or she has not been treated in a fair or professional manner by an instructor is advised to follow these procedures:

- 1) The student should discuss his or her problems with the instructor of the course, unless extenuating circumstances prohibit this.
- 2) If that discussion does not resolve the grievance, the student should then discuss the problem with the Head of the Department of Sociology.
- 3) If that discussion does not resolve the grievance to the satisfaction of the student, the student may request the activation of the Human Rights Committee by submitting a letter to the Chair of the Human Rights Committee, Department of Sociology, University of Georgia.

The Human Rights Committee will have the responsibility of investigating all charges in accordance with the procedures on file in the Sociology office, copies of which are available to students. The Committee will also have the responsibility of making recommendations in writing to the Head, copies of which will be made available to the student complainant and the instructor involved. The Department Head will review the recommendations and make a decision in writing, with copies to the student complainant and the instructor of staff member involved. Any appeal of that decision must be to the Dean of the college of Arts and Sciences.

## **Tentative Course Schedule**

### **Section I: Gender and Work as Sociology**

#### **June 11 Monday: Hand-out Syllabus**

Why use sociology to understand gender and work? (No required reading today)

#### **June 12 Tuesday: What Is Work? How Do We Study It?**

Mill, C. Wright. Chapter 10 in *White Collar*. Pages 215-238.

Hodson and Sullivan. Pages 34-40 in *The Social Organization of Work*.

#### **June 13 Wednesday: What Is Gender? How Does Gender Affect Our Career Choices?**

Messner, Michael. 2000. "Barbie Girls Versus Sea Monsters: Children Constructing Gender." *Gender & Society* 14(6):765-784.

Mickelson, Roslyn Arlin. Excerpt from "Why does Jane Read and Write so Well?" from *Sociology of Education* 62 (January 1989).

#### **June 14 Thursday: Female Labor Force Participation Rates and Gendered Organizations**

Encyclopedia Entry: Labor Force Participation Rate (4 Pages)

Britton, Dana M. 1997. "Gendered Organizational Logic: Policy and Practice in Men's and Women's Prisons." *Gender & Society* 11(6):796-818.

#### **June 15 Friday: No Class**

#### **June 18 Monday: Feminization/ Masculinization of Work**

Reskin and Roos "Occupational Sex Segregation: Persistence and Change" in *Job Queues and Gender Queues*. Pages 3-21.

**June 19 Tuesday: Gender and Earnings: Why Is There a Pay Gap? US and France**

Reskin, B. and I. Padavic (2003). *Sex Differences in Earnings. Women and Men at Work*. Thousand Oaks, CA, Pine Forge Press: 121-147.

Jurczak, Kasia. (2006). The Gender Pay Gap: Background Paper. European Foundation for the Improvement of Living and Working Conditions. (Pages 1-11).  
<http://www.eurofound.europa.eu/pubdocs/2006/101/en/1/ef06101en.pdf>

**June 20 Wednesday: Race, Gender, and Work**

Hingginbotham, Elizabeth "Black Professional Women" in *Gender and Social Life*. ed. Satow, Robert. Pages 89-93.

Rollins, Judith. "Between Women: Domestic and their Employers"  
"French Muslims face job discrimination" BBC News. Published 2005/11/02.  
<http://news.bbc.co.uk/go/pr/fr/-/2/hi/europe/4399748.stm>

**Section II: Work and Family**

**June 21 Thursday: Working Parents and Their Trials**

Hochschild, Arlie and Anne Machung. "The Second Shift: Working Parents and the Revolution at Home" from *Working in America* by Amy Wharton. Pages 376-390.

**June 22 Friday: No Class**

**June 25 Monday: The Origin of the Problem**

Introduction and Chapter 1 (pages 1-39) from Williams, Joan. 2000. *Unbending Gender: Why Family and Work Conflict and What to Do about It*. New York: Oxford University Press.

**June 26 Tuesday: Changing Perspectives on Work and Family**

Barnett, Rosalind Chait. 1999. "A new work-life model for the twenty-first century." *Annals of the American Academy of Political and Social Science* 562:143-158.

**June 27 Wednesday: Potential Solutions**

Hartmann, Heidi. 2004. "Policy Alternatives for Solving Work-Family Conflict." *The ANNALS of the American Academy of Political and Social Science* 596:226-231.

Fagnani, J. and M. T. Letablier. 2004. "Work and family life balance: the impact of the 35-hour laws in France." *Work Employment and Society* 18:551-572.