This seminar examines the forces that create, reproduce, and erode inequalities centering on gender, work and family and their confluence. Comprehensive coverage of the topic is not a goal; rather the objective is to introduce students to core problems in the study of gender, work and family; acquaint them with key concepts; situate these concepts in the larger social order, offer exemplars of qualitative and quantitative research, and to practice writing critical answers to questions. Students should come to each class prepared to address such questions as the following:

What are the dilemmas, conundrums, and issues raised by this set of readings?
Do readings from other sessions illuminate any of the issues raised in this reading?
What future directions for research in this area have the most potential to make a significant empirical, theoretical, or practical contribution to our understanding?
What are some of the methodological issues one would encounter if further pursuing this line of research?
What do you make of the author’s conclusions? Are they supported by the findings of the study? What evidence or arguments would you find more convincing?

Course Requirements

Active participation by everyone. You must come to class and you must talk. Come to class prepared to actively participate in discussions, which means having read all the readings. Regarding attendance and behavior, students should regularly attend class, arrive on time, and be respectful to others. Failure to do any of these things will influence your final grade in the course. Regarding participation, monitor your participation vis-à-vis others’, so that you neither dominate the discussion nor are voiceless.

Students will write 2 reflection papers (about 3 double-spaced pages emailed to me), due Tuesday or Thursday by 12:00 for any set of readings except those assigned for the session you are presenting a reading. I suggest you complete at least one of them before the midterm exam so that you can take the exam having received some written feedback. These reflection papers can address the questions above or others of your choosing. While you may choose to focus on only one or two readings, be sure to address all of them. Don’t omit introductory and conclusionary paragraphs. Use topic sentences. (In practice, that means that after you have written the document, go back
and make sure that the first sentence of every paragraph summarizes the paragraph’s point.) Paraphrasing is preferable to using direct quotations. Be sure to proofread.

Three times during the semester, students will be responsible for helping lead discussion by reporting on and leading discussion about a reading. So, for example, in a session with four readings, up to four students will have discussion-leading responsibilities. To do this task, briefly summarize the reading (no more than a couple of minutes), bearing in mind that everyone has already read it. Then distribute 1-3 discussion questions. There is no grade attached to this task, but failing to show up on a day you signed up will hurt your attendance and participation grade. On the first day of class, students will indicate their preference for the three times they’ll help lead discussion, and I’ll make every effort to accommodate them.

Students will write two “prelim”-style essays; one mid-term and one at the end of the class. Conditions will be closely matched to those of the Sociology Department exam administration, which means students will go to the testing center and will have 2.5 hours to answer one question.

**Grading**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection papers</td>
<td>10% each</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Tests</td>
<td>60%</td>
</tr>
</tbody>
</table>

**Readings**

Readings are either posted on Bb or provided as links.

**Course Schedule**

1. **May 16 (Tues.) Introductions and course overview**

   Video: “Minimizing Gender Bias in the Workplace: From Survival Strategies to Organizational Solutions,” starring Shelley Correll.  
   https://www.youtube.com/watch?v=ebikM3Xvyco&feature=youtu.be

2. **May 18. (Thurs.) Enforcing Gender at Work: Processes, Practices and Outcomes**


3. **May 23 (Tues.) Family-Related Problems**


4. **May 25 (Thurs.) Workplace Processes Unique to Minority Women and Men**


5. **May 30 (Tues.) Workplace Problems for the Working-Class**


6. **June 1 (Thurs.) EXAM**

7. **June 6 (Tues.) Fathering and Mothering**


8. **June 8 (Thurs.) Neoliberalism and Changed Work Hours**

Dr. Larry Polivka to class to lecture on neoliberalism

9. **June 13 (Tues.) International**

Sanyal, Paromita. 2014. Ch. 3 (“Converting Loans into Leverage”) of *Credit to Capabilities: A Sociological Study of Microcredit Groups in India.* Cambridge UK: Cambridge University Press.


Interview with philosopher Nancy Fraser, “A Feminism where ‘Lean In’ Means Leaning on Others.”
http://opinionator.blogs.nytimes.com/2015/10/15/a-feminism-where-leanin-means-leaning-on-others/?smid=nytcore-ipad-share&smprod=nytcore-ipad&r=0

Dr. William Earnest to class to lecture on ideology

Blog post on methodology at https://ideologystop.info/silvashort/ Read the material up to “Raymond Williams and the Logic of Incorporation.” Skip that section and the next one, but read the section called “Containment through Humility” and stop.


11. June 20 (Tues.) Macro Change


12. June 22 (Thurs.)  Exam

OTHER INFORMATION

**Seminar Procedures**
A graduate seminar is very different from an undergraduate course. It is a joint enterprise in which class members and the professor work individually and collectively to understand course material. Learning in this setting is active, not passive, and although I will lecture a bit, my primary role is as a coach to guide you through the materials and assess whether you have invested in and gained from your efforts. Students’ classroom role is to discuss and debate, relying on readings, other research, data, current news, and direct experience.

**University Attendance Policy**
Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness. In this class, attendance is required. Every unexcused missed class will lower the course grade substantially. If possible, notify me ahead of class if you are going to miss class.

**Academic Honor Policy:**
The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “...be honest and truthful and ... [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at http://fda.fsu.edu/Academics/Academic-Honor-Policy.)

**Academic Dishonesty**
Students must abide by the highest standards of academic integrity. Any form of academic dishonesty will result in a "zero" for that particular assignment or an "F" for the course, at the instructor’s discretion. Any student who plagiarizes, cheats on exams, or otherwise behaves in a dishonest way may be reported to the university administration for further disciplinary action as specified in the Academic Honor Policy. http://fda.fsu.edu/Academic-Resources/Academic-Honor-Policy
FSU legal staff warns us that any use of copyrighted materials without proper acknowledgement is unlawful and may lead to criminal prosecution. So be sure to give full and appropriate credit to the sources and materials that you use.

**Free Tutoring from FSU**
For tutoring and writing help in any course at Florida State University, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of tutoring options - see http://ace.fsu.edu/tutoring

**Americans with Disabilities Act**
Students with disabilities needing academic accommodation should:
(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities:
Student Disability Resource Center
874 Traditions Way, 108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice), (850) 644-8504 (TDD), sdrc@admin.fsu.edu
http://www.disabilitycenter.fsu.edu/

**Syllabus Change Policy**
Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.