Gender, Work and Family  
SYA 6933, Sec. 1 (Tues and Thurs 2-5)  
Florida State University  
Summer B 2015  

Professor Irene Padavic  
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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; 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 in this set of readings?  
Do readings from other weeks illuminate any of the issues/questions 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 results 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 (2-3 double-spaced pages emailed to me), due Tuesday or Thursday by 1:00 for any set of readings except those assigned for the week they are presenting a reading. Students can address the questions above or others of their own choosing. While you may choose to focus on 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.
Two times during the semester, students will be responsible for helping lead discussion by reporting on and leading discussion about a reading. So, for example, on a week 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 2-3 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. Students will indicate their preference for articles on the first day of class, and I will 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 the those of the Sociology Department exam administration, which means students will have 2.5 hours to answer one question.

Grading
Reflection papers: 20%
Attendance/Participation: 20%
Tests: 60%

Readings
Readings are either easily findable online at Strozier, posted on Bb, or provided as links.

Course Schedule

1. **May 12 (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=ebikM3Xxvco&feature=youtu.be

2. **May 14. (Thurs.) Workplace Problems for Professionals: Processes and Practices**


3. May 19 (Tues.) Family-Related Problems and Solutions

Video: Equal Parenting

Stone, Pamela. 2007. Ch. 4 (“Gilded Cages”) In Opting Out? Why Women Really Quit Careers and Head Home. Berkeley: Univ. of California Press. (Bb)


4. May 21 (Thurs.) Workplace Processes Unique to Minority Women and Men

Video: Women’s Double Burden and Nothing but a Man

If time, Ethnic Notions


http://www.hbs.edu/faculty/conferences/2013-w50-research-symposium/Documents/cuddy.pdf
5. **May 26 (Tues.) Workplace Problems for the Working-Class**

Pierce, Jennifer. 1996. Ch. 4. (“Mothering Paralegals”) *Gender Trials: Emotional Lives in Contemporary Law Firms*. Berkeley: Univ. of Calif. Press. (Bb)


http://www.nytimes.com/2014/01/12/opinion/sunday/how-can-we-help-men-by-helping-women.html?_r=0

6. **May 28 (Thurs.) EXAM**

7. **June 2 (Tues.) International**

Video: *Hidden Faces*


8. **June 4 (Thurs.) Masculinity and Fathering**

Video: *Tough Guise*


9. June 9 (Tues.) Mothering Expectations at Home and Work


10. June 11 (Thurs.) Neoliberalism and Changed Work Hours

Dr. Larry Polivka to class, lecturing on neoliberalism


11. June 16 (Tues.) Macro Change


12. June 18 (Thurs.) Exam
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.

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/

Students must abide by the highest standards of academic integrity. 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.

Students may turn in joint work only for the final course paper if they choose the research-paper option. Students may turn in similar final papers for this class and another class with permission of both instructors.

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.

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact: Student Disability Resource Center at http://disabilitycenter.fsu.edu/
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

Class attendance
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. The only absences eligible to be excused are religious holidays, absences due to representing FSU at official functions, verified emergencies, and medical illness. Medical illnesses are serious in nature and require continued treatment by medical professionals. Documentation for absences is required. If you have a chronic illness that could affect your attendance, alert me at the beginning of the term.

Each student shall, upon notifying his/her instructor, be excused from class to observe a religious holy day of his/her faith. While the student will be held responsible for the material covered in his or her absence, each student shall be permitted a reasonable amount of time to make up the work missed. Professors and University administrators shall in no way arbitrarily penalize students who are absent from academic or social activities because of religious holy day observance.

You also must adhere to College of Social Science Polices as outlined here: http://e-soc.net/

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.