



FLORIDA  
ATLANTIC  
UNIVERSITY

## COURSE CHANGE REQUEST Undergraduate Programs

Department Sociology  
College Arts and Letters

UUPC Approval 12/4/23  
UFS Approval \_\_\_\_\_  
SCNS Submittal \_\_\_\_\_  
Confirmed \_\_\_\_\_  
Banner Posted \_\_\_\_\_  
Catalog \_\_\_\_\_

**Current Course Prefix and Number** SYO 3370

**Current Course Title**  
Gender and Work

*Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.*

**Change title to:**

**Change prefix**

From: \_\_\_\_\_ To: \_\_\_\_\_

**Change course number**

From: \_\_\_\_\_ To: \_\_\_\_\_

**Change credits\***

From: \_\_\_\_\_ To: \_\_\_\_\_

**Change grading**

From: \_\_\_\_\_ To: \_\_\_\_\_

**Change WAC/Gordon Rule status\*\***

Add  Remove

**Change General Education Requirements\*\*\***

Add  Remove

\*See Definition of a Credit Hour.

\*\*WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.

\*\*\*GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

**Change description to:**

This course examines how gender structures the division of labor, including labor markets and domestic labor. Students will explore how gender shapes paid and unpaid work as well as how that work produces gender and related inequalities at the individual and social levels.

**Change prerequisites/minimum grades to:**

**Change corequisites to:**

**Change registration controls to:**

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

**Effective Term/Year for Changes:** Fall 2024

**Terminate course? Effective Term/Year for Termination:**

**Faculty Contact/Email/Phone** Lotus Seeley/seeleyj@fau.edu/561-297-3270

**Approved by**

Department Chair Ann Branaman

College Curriculum Chair E. D. Hogue

College Dean \_\_\_\_\_

UUPC Chair Korey Sorge

Undergraduate Studies Dean Dan Meeroff

UFS President \_\_\_\_\_

Provost \_\_\_\_\_

**Date**

11/6/23

11/15/23

11/14/23

12/4/23

12/4/23

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

# SYO 3370-001: Gender and Work

Department of Sociology  
Florida Atlantic University  
Spring 2024

**Instructor:** Dr. J. Lotus Seeley

**Days/Times:** Tuesday/Thursday 11am-12.20pm

**Classroom:** 207 Social Science Building

**Details:** CRN 20642, 3 Credits

**GTA:** Liv Mora, omora2016@fau.edu

**Email:** seeleyj@fau.edu

**Phone:** 404.402.8740 (calls only)

**Office:** 261 Culture and Society Building  
<https://fau.webex.com/meet/seeleyj>

**Office Hours:** Mondays, 1-3pm

Tuesdays and Thursdays 12.30-2.30pm,  
email for alternate days/times

## Course Description:

This course examines how gender structures the division of labor, including labor markets and domestic labor. Students will explore how gender shapes paid and unpaid work as well as how that work produces gender and related inequalities at the individual and social levels.

## About this Course:

Work, whether done for money, love, or duty, is a deeply gendered institution. Tasks and occupations are categorized as either masculine or feminine, meaning *either* men *or* women are seen as the natural, proper, and appropriate types of people to do that particular kind of work. For example, in American culture, doctoring is gendered masculine; nursing, feminine. Caring for infants is constructed as feminine, mowing the lawn as masculine. Sociologists use the term *gender division of labor* to refer to how work (both inside the home and out) is structured by assumptions of essential gender difference and how this results in a sex segregated labor market, the male breadwinner/female homemaker norm, and gendered economic inequality.

This class will explore the gender division of labor, or the structural (rather than individual) reasons why men and women do different kinds of labor both inside and outside the home. Whether a type of work is gendered masculine or feminine is not natural or inevitable, but instead the result of social and historical processes that (re)produce gender inequality. Because work done by men is given greater value than work done by women, the gender division of labor is a major contributor to women's economic and social subordination. We will explore the historical and political origins of the contemporary gender division of labor and examine how sex segregated labor contributes to economic and social inequality. We will employ an intersectional approach to the study of the gender division of labor that takes seriously the influence of race, nationality, sexuality, and other social identities for the experience of work and resulting inequalities. This course will survey a wide range of topics including history, the domestic sphere, women's experiences in masculine scientific and technical fields, the wage gap,

emotional labor, tokenism, sexual harassment, the pursuit of work-life balance, and possible solutions.

While we will engage with a variety of texts this term, we will also be creating knowledge through empirical research. Students will conduct interviews with a man and a woman in an occupation of interest to them and then write a paper that analyzes their experiences using the concepts learned during the term.

### **Course Description from Catalog:**

How work in our society is organized, what work means to people, how it affects their lives. How people get into various occupations, and their varying roles, careers, and interactions. Special emphasis on differences in occupational experiences for women and men.

### **Course Objectives:**

- Students will understand the gender division of labor as a sociological, historical, and political phenomenon.
- Students will be able to identify the structural, organizational, and individual-level processes through which the gender division of labor produces inequality.
- Students will develop an intersectional understanding of how race, class, sexuality, nation, and other social identities influence the gender division of labor.
- Students will become familiar with strategies and practices meant to combat inequalities resulting from the gender division of labor.
- Students will gain experience with sociological methods and analysis through hands-on research.

### **Course Context:**

Prerequisites: Three Sociology courses at the 1000, 2000 or 3000-level or permission of the instructor.

This course can be counted towards the sociology major or minor.

### **Required Texts:**

*Gender and Work in Today's World: A Reader* (2004), edited by Nancy E. Sacks and Catherine Marrone, Westview Press, ISBN: 0813341922

\*\* Textbook readings are marked **in GW**.

All other readings will be posted to Canvas. Readings posted online are marked **(C)**.

Class announcements will be made via Canvas. You are responsible for keeping up with these announcements and will be held accountable any expectations or directions conveyed through them.

### **Office Hours:**

Dr. Seeley will be holding office hours on Mondays from 1-3pm, and on Tuesdays and Thursdays from 12-2pm. Office hours will be held in person and via Webex (<https://fau.webex.com/meet/seeleyj>), and students can sign up for office hours online (<https://tinyurl.com/SeeleyOfficeHours>). I'll be available during those times just as if I was in my office. Importantly, I am happy to take drop ins as long as there is no one already signed up. I am also available to meet outside those times, so please let me know if you need to meet at a different time that is more convenient for you.

Office hours are a great resource if you have questions or concerns about the material. I am always happy to talk students through assignments or ideas, explain concepts or instructions, and listen to and help formulate ideas and plans. I'm here to help make things clear that are unclear; you just have to ask. No one's grade has ever suffered from visiting during office hours. You will never be bothering me, and I'll enjoy the company, so don't be hesitant to come to office hours.

### **Assignments and Grading:**

#### **Attendance and Participation: 10%**

Student participation is essential for the success of the class. Students must commit to reading carefully, paying attention during class, listening attentively to each other, and providing meaningful contributions to class discussions. Each student is expected to be fully engaged and actively participate in class discussions and activities. Failure to be engaged will result in the lowering of your grade; being brave enough to contribute your ideas – even if you're unsure of them – will be rewarded.

Attending class is crucial to your success. Missing class without an excuse (or being late) means not only getting 0s for quizzes but missing activities and discussions that cannot be captured on powerpoint but may appear on an exam. If you are absent, please check our Canvas site for posted materials, talk to a classmate about what you missed, and then come see me for questions and clarifications.

Attendance will be taken for this class on a daily basis. Sleeping, arriving late without permission, leaving early without permission, paying more attention to your phone than class, and using technology for non-class matters may be considered absences.

Students are permitted **2** unexcused absences. Each unexcused absences in excess of 2 absences will result in a reduction of your participation grade by **half a point**. Documentation, including doctor's notes or other empirical evidence (subject to approval of Dr. Seeley) of the reason for

missing class, should be provided immediately upon return. All accommodations will be made at the discretion of Dr. Seeley

### **Quizzes: 15%**

Quizzes are meant to insure that you are completing your reading assignments. Six pop quizzes will be given over the course of the term; the lowest grade will be dropped, making each quiz worth **3%** of your final grade. They will generally be short answer questions or vocabulary questions based on the reading assigned for that day. You **CANNOT** make-up a missed quiz without a formal written excuse.

### **Midterm Exam: 20%**

Opens: Thursday, March 3 at 8am, Closes: Friday, March 4 at 11.59pm

The midterm will cover all material from the first half of class, including assigned readings, class activities, films, and lectures. It will be administered via the quiz function in Canvas. A formal excuse is required to make up a missed exam.

### **Interview Project: 35%**

February 17: Interview Topic Memo Due: **5%**

March 24: Interview Notes and Preliminary Analysis Due: **10%**

April 14: Final Paper Due: **20%**

Students will conduct **two** 1-hour interviews with a man and a woman working in the same occupation (e.g., a man and a woman both employed as doctors). Then, information provided by the respondents will be summarized into interview notes that will be submitted to the instructor. Finally, using the information gathered from the interviews as well as supplementary information on the occupation gathered through secondary research, each student will write a 12-14 page paper comparing and contrasting the experiences of the two individuals in their chosen occupations. Students will apply the concepts learned during the course to analyze the interviews.

### **Final Exam: 20%**

Opens: Thursday, April 28 at 8am, Closes: Friday, April 29 at 11.59pm

The final will cover all material from the second half of class, including assigned readings, class activities, films, and lectures. It will be administered via the quiz function of Canvas. A formal excuse is required to make up a missed exam.

## Grading Scale:

A	92.60-100%	B+	86.60-89.59%	C+	76.60-79.59%	D	60-69.59%
A-	89.60-92.59%	B	82.60-86.59%	C	72.60-76.59%	F	0-58.99%
		B-	79.60-82.59%	C-	69.60-72.59%		

\*\*\*Deviations from this scheme will occur only if no curves were given on any exams.

## Class Policies and Etiquette:

*Following Instructions:* Success in this class requires that students carefully read and then follow assignment instructions as well as policies laid out in the syllabus. Thorough instructions for all assignments will be distributed in hard copy and posted to Canvas. You are expected to do what is on the instructions – nothing more, nothing less. Submissions that do not meet the expectations laid out in the relevant instruction sheet are unlikely to receive more than a B.

*Non-SAS Accommodations:* I want you to be successful in this class. Proactivity will always be looked upon positively, so please let Dr. Seeley know as soon as possible if you think you will have any problems related to this class for which we will need to devise solutions. If you are having issues in your life that may impact your ability to be successful in this class, I expect you to come see me in a timely manner. I am willing to provide accommodations that are reasonable as well as fair to your classmates, but this requires timely communication with me. Waiting until the last minute or after the fact will produce less favorable outcomes.

**Attendance: [University Policy]** Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence

*Grade Contestation:* You must wait 48 hours from the time it is handed back to you to contact me with your dispute. I will not take complaints after class except regarding bad math or clarification of my handwriting. To put forth your grade dispute you must send me a formal email detailing what you think was graded unfairly, what your original answer was, what my comments were, and a logical argument about why you think you should have your original grade changed. If you fail to follow these instructions, your dispute will not be considered. Contesting a grade may result in the raising or lowering of your grade.

*Late Work:* All work should be submitted on time and in the form (hard copy or online) indicated on the relevant instruction sheet. Students submitting a late assignment will be penalized as follows: Assignments submitted the day after the original due date will lose 10 points. Assignments submitted two days after the original due date will lose 20 points. Assignments submitted three days after the due date will lose 30 points. Assignments submitted four or more days after the original due date may be given half credit at the discretion of the instructor.

*Incompletes:* Grades of Incomplete (“I”) are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.

### **Code of Academic Integrity:**

Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. Be advised that all cases of academic dishonesty will be reported to the appropriate administrators and may result in additional punishment beyond failing the course.

All work (written or otherwise) for this course must be your own. Academic dishonesty of any sort – including (but not limited to) unintentional or intentional plagiarism, cheating, fabricating classmate’s attendance, falsifying absence documentation, and/or unapproved collaboration – will not be tolerated and will result in an automatic grade of F for the course as well as being reported to the appropriate administrators. By registering for this class you acknowledge and agree to this policy and accept responsibility for educating yourself regarding FAU’s Code of Academic Integrity: [https://www.fau.edu/ctl/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](https://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf). Students at Florida Atlantic University are expected to maintain the highest ethical standards.

### **Religious Accommodation Policy:**

In accordance with regulations of the Florida Board of Governors and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations, and work assignments. The details of this policy, as it pertains to FAU, may be found in the University Catalog and University Regulation 2.007, Religious Observances.

### **Student Accessibility Services Accommodation Policy:**

In compliance with the Americans with Disabilities Act (ADA), students who due to a disability require reasonable accommodations to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie, and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

## **Counseling and Psychological Services (CAPS) Center:**

Life as a university student can be challenging physically, mentally, and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

## **Policy on Recording Lecture:**

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

## **COVID-19 Statement:**

Due to the surge in COVID-19 cases and the omicron variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath) or students who have come in contact with confirmed positive cases of COVID-19 should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit [www.fau.edu/coronavirus](http://www.fau.edu/coronavirus). In classes with face-to-face components, quarantined students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work.

## **Class Schedule:**

*Week 1*

**1/11 Welcome**

**1/13 What is Gender?**

“Conventional Wisdom Tells Us ... You’ve Come a Long Way Baby” by Ruane and Cerulo, pages 111-120 (C)

*Week 2*

**1/18 The Gender Division of Labor I: Making Gender through Labor**

“Office Ladies: Power, Gender, and Work in Japanese Companies” by Ogasawara in **G&W**, pages 12-25

**1/20 The Gender Division of Labor II: Intersectional Analysis**

“Racism in Toyland” by Christine Williams, pages 28-32 (C)

“Pride and Prejudice and Professionalism” by Connell, pages 32-37 (C)

*Week 3*

**1/25 The Gender Division of Labor III: Different Experiences, Unequal Rewards**

“If You’re So Smart, Why Aren’t You the Boss?: Explaining the Persistent Vertical Gender Gap in Management” by Haverman and Beresford, pages 239-252 (C)

**1/27 Gender and Household Labor I: The History of Housework**

“Housewifery: Household Work and Household Tools under Pre-Industrial Conditions” by Cowan, page 84-91 (C)

“Black Women, Work, and the Family under Slavery” by Jones, pages 92-105 (C)

*Week 4*

**2/1 Gender and Household Labor II: Housework Today**

“The Joy of Cooking?” by Bowen, Elliott, and Brenton, pages 20-25 (C)

“Becoming a Father” by Kaufman, pages 24-48 (C)

**2/3 Inequality at Work I: Getting Jobs**

- “Race and Sex Discrimination in the Employment Process” by Skaggs and Bridges, pages 404-415 (C)
- “‘That Single-Mother Element’: How White Employers Typify Black Women” by Kennelly, pages 404-416 (C)

*Week 5*

**2/8 Inequality at Work II: Ideal Workers and Equal Pay**

“Gender and the Artist Archetype: Understanding Gender Inequality in Artistic Careers” by Miller, pages 119-131 (C)

**2/10 Inequality at Work III: Pink Collar Ghettos and Comparable Worth**

“Domestica: Maid in LA” by Hondagneu-Sotelo in **G&W**, pages 26-36

“Nickel-and-Dimed: On (Not) Getting by in America” by Ehrenreich, pages 318-331 (C)

*Week 6*

**2/15 Inequality at Work IV: Tokenism**

“Outsiders within the Station House: The Impact of Race and Gender on Black Women Police” by Martin in **G&W**, pages 136-157

**2/17 Women Doing “Men’s” Work I: White Collar Professionals**

**Interview Topic Memo Due**

“Gender and Feminization in Health Care Professions” by Adams, pages 454-465 (C)

*Week 7*

**2/22 Women Doing “Men’s” Work II: Blue Collar Laborers**

“Marking Gender Boundaries: Porn, Piss, Power Tools” by Eisenberg in **G&W**, pages 286-300

**2/24 Men Doing “Women’s” Work: The Glass Escalator**

“The Glass Escalator: Men Who Do Women’s Work” by Williams in **G&W**, pages 105-123

*Week 8*

**3/1 Review for Midterm**

No Assigned Reading

**3/3 Midterm**

No Class

**Midterm:** Opens: Thursday, March 3 at 8am, Closes: Friday, March 4 at 11.59pm

**SPRING BREAK – MARCH 8 and 10 – No Class**

*Week 9*

**3/15 Women in STEM I: Leaky Pipelines**

“Living among the Programming Gods” by Margolis and Fisher, pages 77-92 (C)

“Geek Mythology” by Margolis and Fisher, pages 61-75 (C)

**3/17 Women in STEM II: History of Gender and Computing**

“What Gender Is Science?” by Charles, pages 22-28

Movie: *Top Secret Rosies*

*Week 10*

**3/22 Emotional Labor I: Women Being Nice**

“The Managed Heart” by Hochschild, pages 29-36 (C)

“Peaks and Valleys: The Gendered Emotional Culture of Rescue Workers” by Lois in **G&W**, pages 222-243

**3/24 Emotional Labor II: Men Being Angry**

**Interview Notes and Preliminary Analysis Due**

“Rambo Litigators: Emotional Labor in a Male-Dominated Occupation” by Pierce in  
**G&W**, pages 65-87

*Week 11*

**3/29 Sexual Harassment I: Defining the Problem**

“Boundary Lines: Labeling Sexual Harassment in Restaurants” by Giuffre and Williams,  
pages 252-267 (C)

**3/31 Sexual Harassment II: Finding Solutions**

“#MeToo in the Kitchen” by Harris and Giuffre, pages 22-27 (C)

*Week 12*

**4/5 Work-Life Balance: Opting Out?**

“Fast-Track Women and the ‘Choice’ to Stay Home” by Stone and Lovejoy, pages 62-  
83 (C)

**4/7 Solutions I: Equal Rights Amendment**

No Assigned Reading

Movie: *Equal Is Equal*

*Week 13*

**4/12 Solutions II: Government and Organizational Policy**

“Diversity Management in Corporate America” by Dobbin, Kalev, and Kelly, pages 21-  
27 (C)

“Support for Working Families” by Gornick and Meyers, pages 531-538 (C)

**4/14 Solutions III: Leaning In?**

## **Interview Project Paper Due**

“The Leadership Ambition Gap” by Sandberg, pages 12-26 (C)

“Sit at the Table” by Sandberg, pages 27-38 (C)

### *Week 14*

#### **4/19 Solutions IV: Devising Alternatives**

“The Perfect Workplace” by Slaughter, pages 207-230 (C)

#### **4/21 Review for Final**

No Assigned Reading

### *Finals Week*

**Final Exam:** Opens: Thursday, April 28 at 8am, Closes: Friday, April 29 at 11.59pm