

Carleton University
Fall 2017
Pauline Jewett Institute of Women's and Gender Studies

WGST 5901 C: *Gender, Work and Social Change*

Thursday 8:35-11:25 am
Location: Southam Hall 515

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Office Hours: Thursday 11:30-12:30pm

Course Description: This course examines the ways in which work, both paid and unpaid, is gendered. Students will examine theoretical approaches to understand the relationship between the transformation of work in contemporary society and its gendered implications. This course investigates the changing role of women and men in the context of a post-industrial economy and the new possibilities and challenges this reality poses. Topics include gender inequality in the labour force, motherhood and work, construction of masculinity in workplace settings, overrepresentation of women in precarious work, and worker resistance. This course also provides a comparative dimension by examining international best practices.

* *Prerequisite: Graduate-level Standing AND 1.0 credit in WGST courses or permission of the Institute*

Learning Objectives:

Through this course, students will:

- Gain a critical understanding of the role of gender in paid and unpaid work
- Looking at research gathered using various methodologies students will be exposed to different methods of knowledge construction. Students will also learn how different methods allow for differing insights.
- The final research paper allows students to apply concepts learned in class to their own research topic.
- There is no single or all pervasive effect of gender on work. As such, this course requires that students consider and critically evaluate different axes of inequalities.

Required Texts:

Gatrell, Caroline. 2008. *Embodying Women's Work*. New York: Open University Press.

Bettie, Julie. 2014. *Women without Class: Girls, Race, and Identity*. Berkley: University of California Press.

Bourgois, Philippe. 2003. *In search of Respect: Selling Crack in El Barrio*. New York: Cambridge University Press.

Coursepack *WGST 4812 C Gender, Work and Social Change* available at the bookstore.

Library Reserve

Learning Assessments:

Seminar participation: 10%

Leading class: 10 %

Critical Commentaries: 8 commentaries @2.5% each=20%

Research Proposal: 10% Due October 5

(Auto)ethnography: 20% Due November 9

Final Paper: 30% Due December 7

Course Requirements:

This is a seminar course that requires attendance of every class. You are expected to come to class having completed the readings and being prepared to discuss them. I will give a lecture, however a large component of the class will be class discussion where there will be opportunity to ask questions, challenge assertions and an intellectual exchange of ideas. In addition to class participation the course requirements include: one student-led presentation/discussion group, a research proposal, a 20-page final research paper, autoethnography assignment and 4 critical commentaries. All written work should be in a 12-point font, with page numbers and appropriate citations for all sources. Late assignments (anything that is handed in after class time) will be deducted 5% per day, this includes weekends. Students must hand in a hard-copy of the assignment. Students should keep a hard-copy for their records.

Critical commentaries (8 critical commentaries worth 2.5% each (total of 20%): You are expected to submit 8 critical commentaries of the week's readings. If students wish to hand in more I will take the mark of the 8 highest for the final mark. For the critical commentary you are required to briefly summarize the main arguments presented in the required readings. You are also expected to make critical insights, connections, and/or criticisms of the articles. Make sure to connect the articles to the broader topic of the week. The commentaries should not be simply summaries, rather you need to critically engage with the readings. The commentary should be 1-2 pages, single-spaced, and written in paragraph form. Commentaries must be submitted at the beginning of class or will be considered late.

Student-led Presentations (10%): Students will be expected to lead class discussion each week. Your presentation should include a summary of the main arguments of the readings. The student leading the discussion needs to critically engage the class with the readings going beyond simple summary. The aim of the presentation is to learn major concepts and to critically evaluate and extend this knowledge. Your presentation should include power point slides. Final grade will be based on my evaluation and on that of your peers.

Research Proposal (10%): Your research proposal will outline your chosen topic for your final research paper. The proposal will be a 5-page writing plan that lays out the aim and organization of your final paper. You must provide a list of sources that you plan on using for your research paper. The research process begins with finding out what is already known about a topic, in order to do this the researcher needs to conduct a literature review that requires examining scholarly books and journal articles to learn about previous research. For your proposal you are expected to include a brief literature review (which you will build upon in your final paper) to showcase that you are on the right track for your final research paper. For your proposal you must review a minimum of three academic sources.

(Auto)ethnography: You will be required to write a personal or observational reflection on 'emotional labour'. You can write about your own experiences or based on the observations of someone else engaged in emotional labour. You are expected to draw on course material to substantiate your argument. You can also draw on outside academic sources. Issues you can discuss include: the nature of emotional labour; the gendered dimensions of emotional labour; how the emotional labour is enforced. The assignment should be 10-12 pages in length. Your reflection should have an overarching thesis that deals with issues related to the course.

Research Paper (30%): You will be required to conduct a 20-page research project on a topic of your choice, related to some aspect of gender, work and social change. This paper will require that you demonstrate a comprehensive understanding of the theoretical perspectives, concepts, and/or major arguments and debates presented in the course that relates to your topic. The final paper requires an argument. Your research project can be a content analysis, a comparative analysis, or even an autoethnography. You must draw on a minimum of 8-10 academic sources.

REQUEST FOR ACADEMIC ACCOMMODATION:

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your *Letter of Accommodation* at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence, which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work

has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

Course Schedule and Reading Assignments

September 7: Introduction to the course

September 14: Women and work: Historical context

Setting the stage-historical context of gender and work in Canada. How have women contributed to the family economy in the past? This lays the groundwork for the study of contemporary issues.

Bradbury, Bettina. 2008. “Gender at Work at Home: Family Decisions, the Labour Market, and Girls’ Contributions to the Family Economy.” Pp. 71-86 in *Labouring Canada: Class, Gender, and Race in Canadian Working-Class History*. Don Mills: Oxford University Press. [Coursepack]

Embodying Women’s Work. Pp. 100-114. “‘To honour and obey’: A history of women’s productive work”

Reconceptualizing Work

September 21: Reproductive labour as ‘work’

What is reproductive labour? Conceptualizing reproductive labour as work? What is the relationship between productive and reproductive work?

Embodying Women’s Work. Pp. 1-19. “Introduction.”

Embodying Women’s Work. Pp. 137-156. “‘Angels in the house(hold): Cleaning and Caring.”

September 28: Emotional labour as work

What is emotional labour? How is emotional labour work? Why has emotional labour been ignored in discussions of work?

Gray, Ben. 2010. “Emotional labour, gender and professional stereotypes of emotional and physical contact, and personal perspectives on the emotional labour of nursing.” *Journal of Gender Studies*, 19 (4), pg. 349-360.

Fraad, Harriet. 2009. “Toiling in the field of emotion.” Pp. 137-151 in *Class Struggle on the Home Front: Work, Conflict, and Exploitation in the Household*, edited by Graham Cassano. New York: Palgrave Macmillan [Coursepack]

October 5: Women’s work and the body

Reconceptualizing pregnancy as work. Pregnancy work and employment. The intersection of social and economic realities and women's reproductive labour.

Embodying Women's Work. Pp. 35-50. "'Think again old girl': Reproduction and the 'right' body."

Embodying Women's Work. Pp. 76-99. "Pregnancy: A non-work process?"

Research Proposal Due

October 12: Sex work as work

What is the role of sex in both the formal and informal labour market? What are the gendered implications of selling and consuming sex services?

Embodying Women's Work. Pp. 157-172. "'I'm Mandy, fly me': Sex for sale in formal and informal labour markets."

Uretsky, E. 2015. "'Sex' - it's not only women's work: A case for refocusing on the functional role that sex plays in work for both women and men." *Critical Public Health*, 25(1), pp. 78-88.

Contemporary Developments in Work and Gender

October 19: Women, work and globalization

How is women's work reconfigured in a global context? What are the gendered implications of labour migration?

Odih, Pamela. 2007. "Women, work and inequality in the global assembly-line." Pp. 151-178 in *Gender and Work in Capitalist Economies*. New York: Open University Press. [Library Reserve]

Levine, Elaine. 2007. "Northward-bound Mexican labour migration with a gender perspective." Pp. 59-84 in *Remapping Gender in the New Global Order*, edited by Griffin-Cohen, M. and Brodie, Janine. Hoboken: Routledge [e-book available on Carleton University Library website]

October 26: Mid-Term Recess

November 2: Transnationalism, gender and work

How has globalization reconfigured care work? What is the transnational care chain and what are its gendered implications?

Isaksen, Lise Widding. 2007. "Gender, care work and globalization: Local problems and transnational solutions in the Norwegian welfare state." Pp. 44-58 in *Remapping Gender*

in the New Global Order, edited by Griffin-Cohen, M. and Brodie, Janine. Hoboken: Routledge [e-book available on Carleton University Library website]

Arat-Koc, Sedef. 2008. "Chapter 25-From 'Mothers of the Nation' to Migrant Workers: Immigration Policies and Domestic Workers in Canada." Pp. 409-423 in *Labouring Canada: Class, Gender, and Race in Canadian Working-Class History*. Don Mills: Oxford University Press. [Coursepack]

November 9: Gender and the new economy

What are the gendered implications of the changing nature of work in the 'new economy'?

Kelan, Elisabeth. 2009. "Chapter 2-Changes at Work and in Gender Relations." Pp. 11-39 in *Performing Gender at Work*. New York: Palgrave Macmillan. [Library Reserve]

Kelan, Elisabeth. 2009. "Chapter 6-Gender as an Ideological Dilemma." Pp. 145-181 in *Performing Gender at Work*. New York: Palgrave Macmillan. [Library Reserve]

(Auto)ethnography assignment due

Reproduction and Resistance: Gender, Discourse, and Class Identity

November 16: Young girls and working-class identities

How is working class identities reproduced? What are the intersections of class and race in the lives of young girls?

Bettie, Julie. 2003. *Women without Class: Girls, Race, and Identity*. Berkley: University of California Press.

November 23: Masculinity, discursive constructions and the workplace

How do gendered discourses of hegemonic masculinity inform the workplace? What are the implications of these discursive constructions on the material reality of women?

Gregory, Michele Rene. 2010. "Slam dunk: Strategic sport metaphors and the construction of masculine embodiment at work." Pp. 297-318 in *Interactions and Intersections of Gendered Bodies at Work, at Home, and at Play: Advances in Gender Research, Volume 14*, edited by Marcia Texler Segal. Bingley: Emerald Group Publishing Ltd. [Coursepack]

Sang, Katherine JC, Dainty, Andrew RJ, and Ison, Stephen G. 2014. "Gender in the UK architectural profession: (re)producing and challenging hegemonic masculinity." *Work, Employment and Society*, 28 (2), pp. 247-262.

November 30: Gender and the informal economy

How are gender roles and relations reproduced in the informal economy (with a focus on street level drug trade)? What are the relations between the informal economy and post-industrialization?

Bourgois, Philippe. 2003. *In search of Respect: Selling Crack in El Barrio*. New York: Cambridge University Press.

December 7: Gender, work and ways forward

What are some way forward in the pursuit of gender equality in the workplace? What role do labour unions play in the pursuit of gender equality?

Britwum, Akua, Douglas, Karen, and Ledwith, Sue. 2012. "Chapter 3: Labour in the Global South: Challenges and alternatives for workers." Pp. 42-64 in *Labour in the Global South: Challenges and Alternatives for Workers*, edited by Sarah Mosoetsa and Michelle Williams. Geneva: International Labour Organization. [e-book available on Carleton University Library website]

Embodying Women's Work. Pp. 173-187. "Working women-a force to be reckoned with? Conclusions and futures."

Final Research Paper Due