Sociology
UNIVERSITY OF TORONTO

SOC 6219H – Work and Gender – Winter 2024
Sharla Alegria (sharla.alegria@utoronto.ca, 700 University, 12121 rm725)
700 University Ave, 17146, Mondays: 2pm-4pm
Course Website: https://q.utoronto.ca/courses/341075

Office Hours: Tuesday 3-4pm on Zoom (https://utoronto.zoom.us/j/87673225826) or in person (please reserve an appointment on Quercus)

Course Description (W/ Goals and Outcomes)

Welcome to Work and Gender! This course will examine the social construction, performance, and inequalities related to gender in the context of work/labor, workplace organizations, and related markets. We'll read foundational scholarly literature on gender and work/workplace organizations and follow these ideas through contemporary conversations in the fields. We'll also explore how workplace restructuring, expanded civil rights, and societal shifts in gender ideology have, or have not, reshaped workplace gender relations and the processes that reproduce and reshape inequalities.

Goals

The overarching goal of this course is to provide students with an understanding of the current state, development, debates, shortfalls, and future directions of the sociological literature in the area of Gender and Work, as a foundation for future independent scholarship and/or comprehensive exam preparation.

Outcomes: Students will be able to:

- Apply an intersectional understanding to explain how gender and race operate together in the context of work-related inequalities.
- Summarize and explain the development of key arguments and ideas in the sociological literature on gender and work.
- Compare, apply, and assess the empirical value of key theoretical arguments for understanding gender and work, especially as related to inequality—both in writing and discussion with peers.

Course Requirements

CLASS ATTENDANCE AND PARTICIPATION

Students are expected to attend every class meeting either online or in-person, participate actively in class discussion, and complete all reading before class. Classes will offer opportunities for seminar style discussion where students can apply concepts and debate ideas with other students and the professor to deepen learning and build intellectual community.

READINGS

We will typically read about 100-200 pages of material per week. Class discussion builds on the readings, and I expect that you have read the assigned texts ahead of class. Please bring a copy of the assigned readings with you to class. It is critical that you keep up with these readings.

READING REFLECTIONS (FIVE REFLECTIONS, 5% EACH FOR 25% TOTAL)

Over the course of the semester students should submit FIVE reading reflections. Each week (unless otherwise noted) students will have the opportunity to submit a 2-page reflection paper in which they 1) summarize the key arguments of the readings 2) describe their reflections/thoughts on the readings and 3) provide at least 3 discussion questions they would like the class to address. Students will also submit their discussion questions to the Quercus discussion board so that discussion facilitators can reference them. Summaries must be submitted before class. Questions must be submitted to the discussion board by 10am on class meeting days and reflection papers must be submitted by 12pm on class meeting days (Mondays)

Late work will be subject to a 5% late penalty if submitted after the time they are due but before class meeting time. This is to allow the discussion leader and instructor to review the work and tailor remarks to areas of student interest and confusion. In fairness to student who complete the work on-time without the benefit of discussing it together first, no late work will be accepted after the start of class.

Students must submit at least 2 reflection papers by Feb 5.

CRITICAL LITERATURE REVIEW OR RESEARCH PROPOSAL (60% for all components)

Essay/Proposal (DUE April 12, 57.5%)

Students will write a 14-16 page (excluding references) critical literature review on a topic of their choice related to gender and work or a research proposal that reviews the research in a related area of their choice and proposes a possible research project. Literature reviews must make an original argument and should be supported by Sociological and/or related research.

This assignment will be scaffolded by smaller assignments over the course of the semester. These assignments will not receive a formal grade, instead they will be graded on a pass/fail basis with comments provided to guide students' final papers.

TOPIC PROPOSAL (Due Feb 12, 1.25%)

Students will propose a topic for study in a 1-page document. This proposal need not include specific research questions as it will serve as the basis to direct reading and research in the literature.

ARGUMENT OR QUESTION STATEMENT (Due March 18, 1.25%)

Students will submit a 1-2- page statement describing the argument they intend to make in their literature review and the reasoning for their argument based on the literature they have read so far.

FACILITATE DISCUSSION (Dates vary, 5% total)

Students will take turns acting as discussion facilitators for the class. Two or three students will act as facilitators each week, preparing a summary of points from the week's readings they wish to discuss further (students may wish to divide these and coordinate them with their reading reflections) and preparing discussion questions for the class (which may be drawn from the questions posted to the discussion board). Students should expect to facilitate discussion at least twice during the semester, though this may vary slightly depending on the number of students enrolled in the class. All students are expected to arrive to class having completed the readings and prepared to actively engage in discussion. Every student is expected to contribute to discussion every week.

ASSIGNMENT SCHEDULE AND GRADING

Assignment	Due Date	Contribution to Grade
Reading Reflection Papers	Varies Must submit at least 2 by Feb 5	25% (5% each for 5 papers)
Discussion Facilitation	Varies	5% (total)
Participation and Active Engagement	On-going	10%
Critical Literature Review	Multiple (see below)	60% (total for all three components)
Final Essay	April 12	(57.5%)
Research Paper Topic	Feb 12	(1.25%)
Argument/Question Statement	March 18	(1.25%)

Percentage grades will translate to letter grades as follows (standard university grade scale):

Percentage	Letter Grade	Grade Point Value	Percentage	Letter Grade	Grade Point Value
90-100	A+	4.0	67-69	C+	2.3
85-89	A	4.0	63-66	C	2.0
80-84	A-	3.7	60-62	C-	1.7
77-79	B+	3.3	57-59	D+	1.3
73-76	B	3.0	53-56	D	1.0
70-72	B-	2.7	50-52	D-	0.7
			0-49	F	0.0

EVALUATION (INCLUDING PENALTY FOR LATENESS CLAUSE)

LATE PENALTY AND DOCUMENTATION

Since there are multiple options for when to submit reading reflections, they will not be accepted after the start of class on the week they are due. Reflection papers and discussion questions submitted after they are due but before the class meets will be subject to a 5% penalty.

There is no option for late discussion facilitation. Students who do not attend class and lead discussion on their assigned day will receive a zero. Please arrive on time to class when it is your turn to facilitate discussion. Should unforeseen circumstances prevent you from facilitating discussion on your assigned day, you may arrange to swap facilitation dates with another student. Both students involved in the swap must independently notify the instructor (this means each student sends an email to the instructor) to obtain permission for the swap at least 7 days in advance of the earliest class in question.

All other work submitted will be subject to a late penalty of 5% for each 24-hour period the assignment is late starting with the day the assignment is due, except where documented reasons beyond the student's control prevents on time submission. All penalties will be calculated based on the total weight of the work. For example, a 5% penalty on an assignment worth 25 pts will reduce the score by (25*.05=1.25pts), regardless of the actual grade on the assignment. This is to ensure that late penalties are assessed equally, regardless of the quality of the work. Please be aware that due dates are automated within Quercus. This means that times are exact and there is no wiggle room for submissions submitted even a few seconds after the deadline. The system will mark an assignment due at 10am will late at 10:00.01

If you must miss the deadline for an assignment, please notify me in advance or as soon as possible to arrange for the submission of the assignment together with the necessary documentation.

EXTENSIONS

If you require an extension for a documented reason, please let me know ahead of the due date and provide the necessary documentation. Please note that under university regulations, extensions are only required to be provided in circumstances where students inform the instructor of their circumstances within 7 days of the missed assignment due date.

GRADE APPEALS

I do my very best to grade work fairly, consistently, and accurately. Nevertheless, I occasionally do make mistakes. If you believe that your work has been mismarked, please adhere to the following rules:

For simple mathematical errors, simply alert me of the mistake.

- Please wait for 24 hours after the assignment has been returned to the class and submit your request within two weeks of that date. Requests submitted at a later date will not be considered.
- Provide a short memo that clearly states specific reasons to justify the request along with a copy of the assignment.
- If your appeal is deemed appropriate, the entirety of your assignment will be re-graded. Please note that upon re-grade your mark may go down, stay the same, or go up.

ADDITIONAL COURSE POLICIES AND INFORMATION

Students are expected to attend class, arrive on time, leave as scheduled, keep up with the course readings, and communicate regularly and respectfully with the instructors and each other. You are encouraged to consult me early and often if you will be absent, need special accommodations, or encounter any kind of obstacle. I understand that you are adults with lives that will conflict with your schoolwork. Part of the work of being a graduate student is learning how to balance your personal life and your academic/professional responsibilities. It is my job to help you navigate this balancing act. This means holding you accountable for showing face in class, performing the part of earnest student, meeting deadlines, working effectively with others, completing your work to high standards, and communicating professionally when you struggle with any aspect of these responsibilities.

CLASSROOM DISCUSSIONS

Everybody in this class brings different life experiences and prior knowledge to the table. This is also an opportunity for us to learn from each other. If you never disagreed with me or with each other I would worry that you were not reading or paying attention in class. Respecting each other's points of view is crucial for the participation in this course. I hope we can have a class filled with the lively debate that comes with sharing and developing ideas. If at any point debate becomes disrespectful you will be asked to leave the class. I insist on civility, respect, and an atmosphere of collegiality.

COMMUNICATION

Please use your **University of Toronto email** to communicate with me with regard to personal matters. Please feel free and encouraged to contact me using the contact information provided on the syllabus. I will typically answer emails within 24 hours, during the workweek (i.e. Monday through Friday, between 9 a.m. – 5 p.m.). Keep in mind that for simple questions, email is the preferred method of communication. However, for more complex questions, a conversation during office hours may be more appropriate.

OFFICE HOURS

I will hold office hours Tuesdays 3-4pm or by appointment. To maximize flexibility, I will hold office hours over Zoom, but welcome student in person if that is their preference. To ensure student privacy during office hours, please reserve an appointment using the calendar tool in Quercus. Click on the "Calendar" in the menu on the left-hand side, then go to "Find Appointments" on the right-hand side. Each slot is 20 minutes. If you need more time, you can book more than one adjacent slot. You can also leave a note about what you would like to talk about in the "comments" box.

I'm happy to meet in person with students who prefer, but please reserve a meeting time on Quercus and either send me an e-mail or make a note in the meeting comments to let me know to expect you in-person.

Should all the slots for a given week be taken or another problem arise with the online scheduling system, please email me (sharla.alegria@utoronto.ca). Please include details about the nature of your meeting request and a list of dates/times when you are available in your message.

TECHNOLOGY IN THE CLASSROOM

I understand that you are in possession of internet enabled, digital devices and that you are likely to bring them to class with you. These devices are often useful for notetaking, accessing readings, and working with data in class. Please turn your mobile phone on silent before class and ensure that any other devices you have will not become a distraction during class time.

Research shows that students learn better when they take notes by hand, so I encourage you to rely on a pen/pencil/stylus for notetaking. If your digital device becomes a distraction (because you are using it to surf the internet, check e-mail, message with friends, play video games, or because it is ringing or making noise) I will ask you to put it away. If the problem persists or becomes widespread, I will ask that students do not have digital devices visible during in-class meetings except when necessary for in-class activities.

Academic Integrity Clause

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. Students are expected to cite sources in all written work and presentations. See this link for tips for how to use sources well: (http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize).

According to Section B.I.1.(e) of the <u>Code of Behaviour on Academic Matters</u> it is an offence *"to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere."*

By enrolling in this course, you agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the *Code of Behaviour on Academic Matters* (http://www.artsci.utoronto.ca/osai/The-rules/code/the-code-of-behaviour-on-academic-matters) and *Code of Student Conduct* (<http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/codeofstudentconduct.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Use of Generative AI

Generative Artificial Intelligence (AI), and specifically foundational models that can create content, including writing are becoming ubiquitous. This includes not only GPT-4 (and its siblings ChatGPT and Bing), but many writing assistants that are built on this or similar AI technologies. Microsoft and Google have already integrated some of these technologies into widely used software that students will inevitably need for this class. These technologies reside in a boundary area between making users more productive, modelling valuable skills about writing and critical thinking, and replacing human intelligence in completing some class-relevant tasks. I hope to have an ongoing critical dialogue about how these tools work, why they work the way they do, and where they may be helpful or harmful in the context of academic work.

Some of these tools are more useful than others in the context of sociology classes. Tools like Research Rabbit can enhance and speed up a literature search, Grammarly might help copy edit writing, and ChatGPT might help outline a paper or better understand the current state of the field around a particular idea. None of these tools are replacements for the depth of skills that graduate training provides. Indeed, at best these tools contain a reflection of human intelligence and fully rely on human intelligence and creative to work at all effectively. They are primarily predictive—creating sentences by replicating which words follow each other most often in past writing. Because of the way they work they are often wrong and prone to hallucination. Sometimes this is obvious and even entertaining but often it's not clear without extensive domain area expertise. Using them to draft text is certain to result in vague language derivative of the prompt, likely to reproduce biases from the underlying training data, and may be simply incorrect. Please also consider that part of the reason these tools are getting so much attention is because powerful corporate interests are deeply invested in their widespread adoption, not because they are so effective but because they are so profitable.

To complete your degree in sociology you will need to be more persuasive and creative at building arguments, thinking critically, and making connections between ideas than any of these tools. Importantly, you will need to learn to do all of this in a voice that is uniquely and genuinely your own. These tools may help you in that process, but over-reliance on them will prevent you from learning the skills necessary to complete work at the level expected for this class. Put bluntly, ChatGPT can provide text that is a vague derivative of the average of the internet, and my expectations for you are considerably higher than that.

I encourage you to limit your use to collecting ideas, searching for literature, grammar/copy editing, and maybe outlining. In my experience with ChatGPT, I find it is often wrong, overly generic, and lacking in critical nuance. It might be helpful in gathering ideas when you are getting started, but you will likely find that your own writing is far more dynamic and sophisticated and that consulting it slows you down and dampens your creativity.

Given these considerations, Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit. Expect that creativity, nuance, and sophistication will be considered in how your work is marked.

Accessibility Services

It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. Please see the University of Toronto Governing Council "Statement of Commitment Regarding Persons with Disabilities" at http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppnov012004.pdf.

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. We also understand that disabilities can change over time and will do our best to accommodate you.

Students seeking support must have an intake interview with a disability advisor to discuss their individual needs. In many instances it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. To schedule a registration appointment with a disability advisor, please visit Accessibility Services at http://www.studentlife.utoronto.ca/as, call at 416-978-8060, or email at: accessibility.services@utoronto.ca. The office is located at 455 Spadina Avenue, 4th Floor, Suite 400.

Additional student resources for distressed or emergency situations can be located at distressedstudent.utoronto.ca; Health & Wellness Centre, 416-978-8030,

, or Student Crisis Response, 416-946-7111.

Equity and Diversity Statement

Equity and Diversity

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated.

Additional information and reports on Equity and Diversity at the University of Toronto is available at http://equity.hrandequity.utoronto.ca.

Course Schedule and Reading List

	Date	Lecture Topic and Assigned Readings	Assignments and Events
1	Jan 8	**Welcome and Introduction** • Gross, Elana Lyn. 2017 "Flexible Work Is The Future Of Feminism." Forbes. Retrieved May 29, 2020 (https://www.forbes.com/sites/elanagross/2017/03/08/flexible-work-is-the-future-of-feminism/). • Peters, Tom. 1997. "The Brand Called You." Fast Company. Retrieved January 10, 2020 (https://www.fastcompany.com/28905/brand-called-you).	
2	Jan 15	**The Gender Pay Gap and the Context of Gender Inequality at Work** • ᵍEngland, Paula. 2010. "The Gender Revolution: Uneven and Stalled." Gender & Society 24(2):149–66. • ᵍFortin, Nicole M., and Michael Huberman. 2002. Occupational Gender Segregation and Women's Wages in Canada: An Historical Perspective." Canadian Public Policy / Analyse de Politiques 28:S11–39. • ᵍReskin, Barbara F. 1988 "BRINGING THE MEN BACK IN:: Sex Differentiation and the Devaluation of Women's Work." Gender & Society 2(1):58–81.	

	Date	Lecture Topic and Assigned Readings	Assignments and Events
		Reproductive Labour • [g]Fraser, Nancy. 2017. "Crisis of Care? On the Social Reproductive Contradictions of Contemporary Capitalism." Pp. 21-36 in Social Reproduction Theory, edited by Tithi Battacharya. London: Pluto Press. • [g]Glenn, Evelyn Nakano. 1992. "From Servitude to Service Work: Historical Continuities in the 4 Racial Divisions of Paid Reproductive Labor." Signs 18(1): 1-43. • [g]England, Paula, Michelle Budig, and Nancy Folbre. 2002. "Wages of Virtue: The Relative Pay of Care Work." Social Problems 49:455-473. • [g]Audre Lord, The Master's Tools Will Never Dismantle The Master's House.	
3	Jan 22	**Doing Gender Through Work** • [g]Martin, Patricia Yancey. 2003. "'Said and Done' Versus 'Saying and Doing': Gendering Practices, Practicing Gender at Work." Gender & Society 17(3):342–66. • [w]Wooten, Melissa E., and Enobong H. Branch. 2012. "Defining Appropriate Labor: Race, Gender, and Idealization of Black Women in Domestic Service." Race, Gender & Class 19(3/4):292–308. • Gerstel, Naomi, and Dan Clawson. 2015. "'Inequality in Work Time: Gender and Class Stratify Hours and Schedules, Flexibility, and Unpredictability in Jobs and Families.'" Sociology Compass 9(12):1094–1105. doi: 10.1111/soc4.12332.	
4	Jan 29	**Gender and Segregation** • Cech, Erin A. 2021. The Trouble with Passion: How Searching for Fulfillment at Work Fosters Inequality. Oakland, California: University of California Press. Selections • [w]Irvine, Leslie, and Jenny R. Vermilya. 2010. "Gender Work in a Feminized Profession: The Case of Veterinary Medicine." Gender & Society 24(1):56–82.	

	Date	Lecture Topic and Assigned Readings	Assignments and Events
		• ᵂLevanon, Asaf, Paula England, and Paul Allison. 2009. "Occupational feminization and pay: Assessing causal dynamics using 1950–2000 US census data." Social Forces 88.2: 865-891.	
5	Feb 5	**Gendered Organizations** • ᵍʷACKER, JOAN. 1990. "HIERARCHIES, JOBS, BODIES:: A Theory of Gendered Organizations." Gender & Society 4(2):139–58. • ᵂKanter, Rosabeth Moss. 2008. Men and Women of the Corporation: New Edition. Basic Books. (chapter 8, on Tokens) • ᵂ Tomaskovic-Devey, Donald, and Dustin Avent-Holt. 2019. Relational Inequalities: An Organizational Approach, Chapter 3. Oxford University Press. • Wallace, Jean E., and Fiona M. Kay. 2012. "Tokenism, Organizational Segregation, and Coworker Relations in Law Firms." Social Problems 59(3):389–410. doi: 10.1525/sp.2012.59.3.389.	**At least two reflection papers must be submitted by this date**
6	Feb 12	**Performance and Promotion** • ᵍWilliams, Christine L. 2013. "The Glass Escalator, Revisited: Gender Inequality in Neoliberal Times, SWS Feminist Lecturer." Gender & Society 27(5):609–29. • ᵍʷWingfield, Adia Harvey. 2009 "Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work." Gender & Society 23(1):5–26. • ᵍAlegria, Sharla. 2019. "Escalator or Step Stool? Gendered Labor and Token Processes in Tech Work." Gender & Society 33(5):722–45Demaiter, Erin I., and • ᵂCastilla, Emilio J. 2008. "Gender, Race and Meritocracy in Organizational Careers." American Journal of Sociology 113(6): 1479-1526.	Research Paper Topic Proposals due (11:59pm Feb 12)
	Feb 19	**Reading Week: No Class Meeting**	
7	Feb 26	**Flexibility and Work/Family Conflict** • ᵂJacobs, Jerry A. and Gerson, Kathleen. 2004. The Time Divide: Work, Family, and Gender Inequality. Harvard University Press. Introduction and pick one of chapters 3-5.	

	Date	Lecture Topic and Assigned Readings	Assignments and Events
		• ᵂPadavic, Irene, Robin J. Ely, and Erin M. Reid. 2020. "Explaining the Persistence of Gender Inequality: The Work-Family Narrative as a Social Defense Against The 24/7 Work Culture." Administrative Science Quarterly 65(1): 61-111. • Blair-Loy, Mary. 2003. Competing Devotions: Career and Family Among Women Executives. Harvard University Press. Selections • Wynn, Alison T., and Aliya Hamid Rao. 2020. "Failures of Flexibility: How Perceived Control Motivates the Individualization of Work–Life Conflict." ILR Review 73(1):61–90. doi: 10.1177/0019793919848426.	
8	March 4	**Gender and Work Beyond the Binary** • Alfrey, Lauren, and France Winddance Twine. 2017. "Gender-Fluid Geek Girls: Negotiating Inequality Regimes in the Tech Industry." Gender & Society 31(1):28–50. • ᵍDavid, Emmanuel. 2015. "Purple-Collar Labor: Transgender Workers and Queer Value at Global Call Centers in the Philippines." Gender & Society 29(2):169–94. • Tilcsik, András, Michel Anteby, and Carly R. Knight. 2015. "Concealable Stigma and Occupational Segregation: Toward a Theory of Gay and Lesbian Occupations." Administrative Science Quarterly 60(3):446–81. Recommended: • Connell, Catherine. 2010. "Doing, Undoing, or Redoing Gender?: Learning from the Workplace Experiences of Transpeople." Gender & Society 24(1):31–55. • ᵍʷSchilt, Kristen. 2006. "Just One of the Guys?: How Transmen Make Gender Visible at Work." Gender & Society 20(4):465–90.	
9	March 11	**Embodied Labor** • Wingfield, Adia Harvey. 2019. Flatlining: Race, Work, and Health Care in the New Economy. Univ of California Press. (selections) • ᵂMelaku, Tsedale M. 2019. You Don't Look Like a Lawyer: Black Women and Systemic Gendered	

	Date	Lecture Topic and Assigned Readings	Assignments and Events
		Racism. Rowman & Littlefield. (selections) • ᵂKang, Miliann. 2003. "The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant–Owned Nail Salons." Gender & Society 17(6):820–39.	
10	March 18	**Gender and Work in the "New Economy"** • Cappelli, Peter. 1999. "Career Jobs Are Dead." California Management Review 42(1):146–67. doi: 10.2307/41166023. • Pugh, Allison J. 2015. The Tumbleweed Society: Working and Caring in an Age of Insecurity. Oxford University Press. (Chapter 3) • Neely, Megan Tobias. 2020. "The Portfolio Ideal Worker: Insecurity and Inequality in the New Economy." Qualitative Sociology 43(2):271–96.Cottom, • Tressie McMillan. 2017. Lower Ed The Troubling Rise of For-Profit Colleges in the New *Economy*. New York: NY: The New Press. (ch1, ch6, epilogue)	Argument or Question statement due March 18 by 11:59pm
11	March 25	**Precarity and Gig Work** • ᵂVallas, Steven and Juliet B. Schor. 2020. ""What do Platforms do?: Understanding the Gig Economy." Annual Review of Sociology Vol. 46:273-294. • Srnicek, Nick. 2017. Platform Capitalism. John Wiley & Sons. • Fuller, Sylvia. 2011. "Up and on or down and out? Gender, Immigration and the Consequences of Temporary Employment in Canada." Research in Social Stratification and Mobility 29(2):155–80. doi: 10.1016/j.rssm.2010.09.001. • Additional Reading TBD	
12	April 1	**Gender and Migration** • Cranford, Cynthia J. 2020. Home Care Fault Lines: Understanding Tensions and Creating Alliances. Cornell University Press. (Selections) • Goldring, Luin and Patricia Landolt. 2011. "Caught in the work-citizenship matrix: The lasting effects of precarious legal status on work for Toronto	Critical Review or Proposal due Dec 14ᵗʰ by 10am

Date	Lecture Topic and Assigned Readings	Assignments and Events
	immigrants." Globalizations 8(3): 325-341. • Banerjee, Pallavi. 2022. The Opportunity Trap: High-Skilled Workers, Indian Families, and the Failures of the Dependent Visa Program. NYU Press. *Selections*	

g Reading is on the Gender Comprehensive Exam
w Reading is on the Work, Stratification, and Markets Comprehensive Exam