

Women and Work in American Society

Fall 2020

(Preliminary and Subject to Change)

Labor Studies 575:309

Women's and Gender Studies 988:309

Instructor: Elaine Zundl ezundl@rutgers.edu

Wednesday 9:50-12:50pm Via Zoom

Office Hours: Monday 5:00-7:00pm Via Zoom

Other hours by appointment

Course Information

This course is designed to provide an overview of the dynamics of gender at work. Under the umbrella of work this course includes organizational theory, embodied labor and issues around work and family, occupational stratification, the gender pay gap, women in low wage work, theories of gender and work.

Course content

This course will: (1) give students an overview of women's labor force participation, the wage gap, and theories of gender at work, (2) make students aware of the influence of gender and (to some degree) race, class, and sexuality in structuring opportunities to work and the rewards of work, (3) help students to become critical consumers of popular and academic sources about work, and to apply these abilities in written assignments, and (4) develop students' abilities to carry out and present research on issues relevant to work.

Course Requirements

Class Participation: 20%

Class participation means you have done the assigned reading thoroughly, post on the class discussion board, or come to each discussion session prepared with for the discussion. Our classroom sessions rely heavily on what you and your peers contribute to the discussion, not only from our readings but from personal experiences and distinct backgrounds. I expect all students to engage in class discussion in a thoughtful and respectful manner. If you are struggling with participating in discussions, you should e-mail me or see me during office hours.

Work Autobiography and Critical Reflection Papers: 35%

There are 12 weeks with required readings to be done before class. You must prepare a critical reflection paper, approximately 2 pages each, at the beginning of class for 4 out of our 12 sessions. Your reflection papers should not merely summarize the readings; rather,

they should offer a critical assessment of, and engagement with, ideas or issues in the readings. Guidelines for preparing reflection papers will be posted on the class Canvas site and will be distributed during the first week of class.

Gender and Occupation Assignment: 45%

Your gender and occupation project is central to the goal of this course. This project requires you to collect data about an occupation, observe a workplace, and conduct an interview with a worker to critically analyze gender in that occupation. This project, worth 40% of your total grade, will be broken into three parts.

Occupational Data Paper and Presentation: 10%

Work Observation Paper: 10%

Interview Paper and Presentation: 25%

Your writing for all assignments will be assessed on the content of your arguments, your use of assigned materials, and how effectively you express your ideas in writing. For each day late, the grade on the paper will be lowered by one letter grade.

Grading Scale

A	90-100
B+	86-89
B	80-85
C+	76-79
C	70-75
D	66-69
F	65 and below

Student Resources

Academic Integrity

You will be held to the Rutgers Policy on Academic Integrity, which can be found online at <http://academicintegrity.rutgers.edu/>. If you have any questions regarding plagiarism or related topics please ask. Cheating, fabrication, facilitating academic dishonesty, or plagiarism will be reported. Depending on the individual case, you might fail the assignment or the class, be required to take an ethics seminar, be placed on disciplinary probation, or be suspended from Rutgers for a semester or more.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Attendance Policy

You should attend all class meetings; if you have an emergency and must miss a class meeting, please use the University self-reporting absence website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email with this information will be sent to your instructor. Please note: reporting an absence is not the same as an excused absence. Recordings of class meetings will be posted via Canvas on Thursdays following each Wednesday meeting.

A rubric will be posted on Canvas by the first day of class explaining how class participation is evaluated.

Guidelines for Class Technology

The course delivery mode is **remote synchronous**; meaning that the learning activities take place online (virtually) but there will be **live/synchronous** sessions each class.

We will be utilizing this Canvas learning management system to access learning materials, post announcements, submit Assignments, post to Discussion Forums, communicate via the Inbox feature, and attend live sessions through Zoom. Be sure to check this site frequently as there will be announcements and instructions.

Note: whenever anything is posted to Canvas, you will automatically receive a notification to your **rutgers.edu** email account. Checking that email account frequently is highly recommended.

Schedule of Readings and Assignment Due Dates

Week 1 - September 2 – Course overview and work autobiography assignment distributed

Laboton, Vivien. 2014. Five Myths about the Gender Pay Gap. Washington Post (July 25). http://www.washingtonpost.com/opinions/five-myths-about-the-gender-pay-gap/2014/07/25/9e5cff34-fcd5-11e3-8176-f2c941cf35f1_story.html

Boushey, Heather. 2010. Are Young Women Earning More than Their Boyfriends? Slate.com - http://www.slate.com/articles/double_x/doublex/2010/09/are_young_women_earning_more_than_their_boyfriends.html

Week 2 - September 9 – The wage gap, work autobiographies due

Corbett, Christianne and Catherine Hill. 2012. Graduating to a Pay Gap: The Earnings of Women and Men One Year after College Graduation. Washington, D.C.: AAUW. <http://www.aauw.org/files/2013/02/graduating-to-a-pay-gap-the-earnings-of-women-and-men-one-year-after-college-graduation.pdf> *

Gatta, M. L., & Roos, P. A. (2005, September). Rethinking occupational integration. In *Sociological Forum* (Vol. 20, No. 3, pp. 369-402). Kluwer Academic Publishers-Plenum Publishers. *

Week 3 - September 16 – Theorizing gender at work – doing and undoing gender

Cottingham, Marci D. 2014. “Recruiting Men, Constructing Manhood: How Health Care Organizations Mobilize Masculinities as Nursing Recruitment Strategy.” *Gender & Society* 28 (1): 133–56. *

Irvine, L., and J. R. Vermilya. “Gender Work in a Feminized Profession: The Case of Veterinary Medicine.” *Gender & Society* 24, no. 1 (January 28, 2010): 56–82. doi:10.1177/0891243209355978. *

Week 4 - September 23 – Gendered organizations

Williams, C. L., C. Muller, and K. Kilanski. 2012. “Gendered Organizations in the New Economy.” *Gender & Society* 26 (4): 549–73. doi:10.1177/0891243212445466. *

Skuratowicz, Eva, and Larry W. Hunter. 2004. “Where Do Women’s Jobs Come from?: Job Resegregation in an American Bank.” *Work and Occupations* 31 (1): 73–110. *

Week 5 - September 30 – Gender Bias/Job Posting Exercise

Williams, Christine L. 1992. The Glass Escalator: Hidden Advantages for Men in the “Female” Professions. *Social Problems* 39(3): 253-267. *

Occupational data homework assignment due

Group work session for occupational data group paper

Job post in-class assignment

Week 6 - October 7 – The Intersection of Gender and Race at Work

Harvey Wingfield, Adia. 2009. Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work. *Gender & Society* 23(5): 5-26. *

Wingfield, A. H. (2010). Are Some Emotions Marked "Whites Only"? Racialized Feeling Rules in Professional Workplaces. *Social Problems*, 57(2), 251–268. JSTOR. <https://doi.org/10.1525/sp.2010.57.2.251>

Week 7 - October 14 – Service work and emotional labor/observing work

Williams, Christine L. 2006. *Inside Toyland: Working, Shopping and Social Inequality*. Berkeley: University of California Press (excerpts). *

Avery, Dianne. 2016. "The Female Breast as Brand: The Aesthetic Labor of Breastaurant Servers." In M. Crain, W. Poster, and M. Cherry (Ed.), *Invisible Labor: Hidden Work in the Contemporary World*. Oakland, California: University of California Press. *

Week 8 - October 21 – Gender in the gig economy/digital workforce

Light, J. S. (1999). When Computers Were Women. *Technology and Culture*, 40(3), 455–483. *

Beyond Disruption: How Tech Shapes Labor Across Domestic Work & Ridehailing by Julia Ticona, Alexandra Mateescu, Alex Rosenblat (PUBLISHED 06.26.18)
https://datasociety.net/wp-content/uploads/2018/06/Data_Society_Beyond_Disruption_FINAL.pdf *

Individual workplace observations papers due

Week 9 - October 28 – Sexuality at work

Dellinger, Kirsten, and Christine L. Williams. 2002. "The Locker Room and the Dorm Room: Workplace Norms and the Boundaries of Sexual Harassment in Magazine Editing." *Social Problems* 49(2):242–257. *

Denissen, A. M., and A. C. Saguy. 2014. "Gendered Homophobia and the Contradictions of Workplace Discrimination for Women in the Building Trades." *Gender & Society* 28 (3): 381–403. doi:10.1177/0891243213510781. *

Group observation presentations

Week 10 - November 4 – Balancing work and family

Correll, Shelley J., Benard, Stephen, and Paik, In. 2007. "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology* 112 (5) (March 1): 1297–1339. *

Bass, Brooke Conroy. 2014. "Preparing for Parenthood?: Gender, Aspirations, and the Reproduction of Labor Market Inequality." *Gender & Society*, 28(4): *

Week 11 - November 11 – Women in management/the professions

Garcia-Lopez, Gloria. 2008. "'Nunca Te Toman En Cuenta [They Never Take You Into Account]': The Challenges of Inclusion and Strategies for Success of Chicana Attorneys." *Gender & Society* 22 (5) (February 11): 590–612. *

Rhoton, L. A. 2011. "Distancing as a Gendered Barrier: Understanding Women Scientists' Gender Practices." *Gender & Society* 25 (6): 696–716. *

Week 12 - November 18 – Women and entrepreneurship/business

Excerpts from: Hetfield, L., & Britton, D. M. (2016). *Junctures in Women's Leadership: Business*. Rutgers University Press.

Wingfield, A. H., & Taylor, T. (2016). Race, gender, and class in entrepreneurship: Intersectional counterframes and black business owners. *Ethnic and Racial Studies*, 39(9), 1676–1696. *

Week 13 - November 25 – No Class – Friday Classes Meet

Week 14 - December 2 – Women and labor/working class occupations

Cranford, C. J. 2007. "'It's Time to Leave Machismo Behind!': Challenging Gender Inequality in an Immigrant Union." *Gender & Society* 21 (3) (June 1): 409–438. *

Crocker, Jillian, and Dan Clawson. "Buying Time: Gendered Patterns in Union Contracts." *Social Problems* 59, no. 4 (November 2012): 459–480. *

Individual Final Interview Papers Due

Week 15 - December 9 – Final Interview Project Presentations

Interview Project Presentations due