COURSE DESCRIPTION
This is an advanced undergraduate course that focuses on women (and gender) at work. We will examine three broad topics: theories of gender and work, embodied labor and issues around work and family, and women’s work as stratified across levels of the economy.

COURSE OBJECTIVES
This course is designed to:

1) Give students an overview of women’s labor force participation, the wage gap, and theories of gender at work.

2) Make students more 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) Develop your abilities to be critical consumers of popular and academic information about work, and allow you to apply these abilities in written assignments.

4) Develop students’ abilities to carry out and present research on issues relevant to work.

REQUIRED READINGS
Articles and chapters listed below and available on Sakai.

COURSE REQUIREMENTS
Readings:
Reading assignments are listed below. I may change or substitute readings on this list, but I will always give you notice at least two weeks in advance, update the syllabus accordingly, and make the readings available on Sakai. None of these readings are optional – I expect you to complete them on time and be prepared to discuss them in class.

I teach all of my classes in the form of an ongoing dialogue with my students, rather than in a traditional lecture format. For this reason, discussion of the readings and lecture materials in class is both encouraged and expected. In my view, strenuous debate and discussion facilitate the learning process - some of the most important insights are often gleaned in the heat of an argument (though all such discussions will be civil). If you do not agree with a point that is being made (either in a reading or in a class discussion) speak up (respectfully) and we'll address your issue. The class will be more interesting for all of us if you talk to each other, rather than allow yourselves to become passive recipients of the material. Your spontaneous participation is welcome; your participation through presentations is required. See below.
Graded components:
There are several of these.

Class presentation of assigned topic: Every week from 9/10 – 11/19, a group of three students will be responsible for setting the stage for our discussion. I will allow the first thirty minutes or so of every class for this. The group is responsible for three things: 1) A video clip of no more than ten minutes that either introduces the topic or raises questions for the week, 2) a set of discussion questions (3 – 5) that raises questions from the readings, and 3) a list of additional resources for reading and thinking about the topic. These can be books, articles, or websites. The group will submit these materials to me in a single document by 6:00 PM on the Monday before the class day we will discuss the topic. Because there are (at the moment) thirty of you and ten substantive topic weeks, you will pick only one week to do this. I will post a data sheet on Sakai to show you what these should look like. I will post all of these resources for the class after each class session.

Responses to reading questions: After four classes of your choice (except the one in which you introduce the discussion), you are responsible for writing a response to one of the questions posed by your classmates in their presentation (though I may add questions at my discretion). These responses should be 1.5 - 2 pages long. The focus should be on integrating the material and demonstrating your understanding of it. I will grade these on a three point scale – 1=paper turned in, but poor or no integration of the material, 2=good integration of the material, but some gaps in understanding or application, 3=an excellent paper that demonstrates understanding and integrates the material. You will receive a 3 during the week you present. These papers are due on Sakai by 8:00 AM of the next Tuesday after the class on which you are writing the paper (i.e., you have one week to write the paper). I will likely make very few comments on these. See me if you want to talk about them. Remember well – these may only be done during the substantive class sessions (not during presentation weeks). So you should have all four in by Thanksgiving week.

Homework assignments: There will be three. The first is a work autobiography. This is now available on Sakai and is due in class to be discussed on Tuesday, September 10th. The second and third assignments require that you collect data about work from sources available on the Internet. The occupational data analysis project will require you to collect numerical data on an occupation of your choice (with my approval). The survey data analysis project will require you to analyze survey data on attitudes about work or on social attitudes as affected by work status. You will have one week to complete each of these. You will bring them to class with you for group discussion the week they are due.

Midterm examination – a set of questions that will test your ability to apply the material we have been studying in class. The examination will be take-home, you may use all of your readings and notes, and you will have one week to complete it.

Final project – You may choose one from two of these, though I will want to split the class in half. So keep in mind, first come, first served. The options are:
   1) A content analysis of portrayals of gender and work in popular culture
2) Interview with two workers that explore work histories and experiences around gender at work.

Both of these are posted on Sakai. These will be presented in class during the last two sessions. There will be pieces of these projects due along the way, and there will be two in class work sessions to create interview schedules and content coding schemes.

Participation in the course: Classroom sessions rely heavily on what students contribute to one another from their understanding of the assigned reading as well as from their distinctive experiences and learning. Although I will spend a substantial part of each class providing a framework, this is an interactive course. The lectures and class assignments stem from the assumption that you have basic familiarity with the readings. Therefore, I expect each student to attend and be prepared to actively participate in every classroom session. I will formally grade attendance three times – during the week the midterm is due, and at both final project presentations. I will note presentation or lack thereof informally throughout the course. See below on the use of technology – I will deduct participation points for failure to observe this policy.

Final grade:
Your final grade for this course will be calculated as follows:
- Class presentation of assigned topic – 10%
- Responses to reading questions – 10%
- Homework assignments – 15%
- Midterm – 25%
- Final project – 30% (100 points possible for paper, 20 points possible for presentation)
- Class participation – 10%

In Sakai this will translate into points awarded out of a maximum of 400.

POLICIES
Accommodation of disabilities
I will do what is in my power to accommodate the needs of students with disabilities, but you must let me know what you need (preferably after class or during office hours). Contact the Office of Disability Services for Students at Lucy Stone Hall, Livingston Campus, Mon – Thurs, 8:30 a.m. - 5 p.m. and Fri 8:30 a.m. to 4:30 p.m. for examples of services and accommodations available on campus. (848) 445-6800 or http://disabilityservices.rutgers.edu/

Technology
Laptops and tablets can be a great resource for bringing course readings and other pertinent information into the classroom, but they also present a huge temptation to text, email, use social media, or otherwise focus on non-course matters. Know yourself and turn off the electronic devices if they are too tempting. **Use of electronic devices for non-course matters is not permitted.** It is distracting to other students as well as to you, and I find it extremely disrespectful. Such use of electronic devices will have a **strong negative effect** on your participation grade (which is 40 points out of a possible 400). Turn off your cellphone when you enter the classroom. If you have an emergency and need to receive a call or text, let me know at the beginning of class.
Posting of lecture slides
I do not do this routinely. I will post charts, graphs, and statistics from each lecture (where relevant), but I will not post my other slides. It’s up to you to take notes. If you must miss a class, get the notes from a classmate.

Scholastic Dishonesty
For the purposes of this course, scholastic dishonesty includes, but is not limited to, the submission of assignments that are plagiarized or written in collusion with another or the falsification of any records connected with this course or any examination. Plagiarism includes quoting or closely paraphrasing a printed source without giving appropriate credit (i.e. Gould, 1981:123). It is acceptable to talk with classmates about homework assignments, projects and papers, WITH THE EXCEPTION OF THE MIDTERM. Handing in substantially the same assignment constitutes plagiarism, however. I will give a grade of 0 to any written assignment that appears to be substantially similar to that of another class member or that uses others’ material without proper citation; further consequences may follow at my discretion. If you have any doubts at all about what constitutes plagiarism check with me before you turn in any assignment.

For more information, see resources at the Rutgers Office of Academic Integrity: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers. Rutgers also subscribes to turnitin.com; I reserve the right to use this system to check assignments.

Grade appeals
If you believe you have received a lower grade than you should, you may contest it within two weeks by following these steps. 1) Allow a 24-hour “cooling off” period so that you will be calm when you ask for reconsideration of your work. 2) Write out the reason you think the grade should be changed. Describe how your work fulfills the assignment. We’re all human and make mistakes but, “I just think I deserve better” doesn’t tell me what I might have missed, and it will not make for a successful appeal. I will not give extra credit in this course.

Assignment Policies:
I will grade late assignments down one letter grade for each class day that they are late. Presentations must be made on the assigned dates, and it is not possible to make up a presentation. You can trade an in-class presentation day with a classmate under two conditions: 1) you must still give one presentation yourself, 2) you let me know in advance. There is no trading for final presentation days.

I do not generally return final projects. If you want yours back let me know during the last week of the course.

Office hours:
My office hours are Tuesday, 1:00 – 2:30 PM (though this may change from time to time; I will let you know). This is a time when you can drop in to talk about whatever you want - questions you have about the material, how you’re doing in the course, things that you find particularly striking (or irritating) about the course or the readings. Please do not hesitate to use this time. If you are having trouble, it is better for both of us if I know this early in the semester. I (like most instructors) have little patience for last minute pleas for mercy. I am also available at other times by appointment. Because of my responsibilities with the Center for Women and Work, I am rarely available on a drop-in basis. Please also understand that I try to maintain at
least a little work/life balance myself. I am very unlikely to return your emails or calls outside of regular university work hours.

**COURSE SCHEDULE**

**Unit 1: Background and theorizing gender and work**

3 September – Introduction to the course – sex versus gender, why focus on women and work?
- Work autobiography distributed
- Class weeks assigned/chosen for presentation

10 September – Labor force participation and the wage gap/studying work


Institute for Women’s Policy Research. 2012. The Gender Wage Gap by Occupation by Ariane Hegewisch, Claudia Williams, and Vanessa Harbin (April 2012)


Work autobiographies due and discussed in class

17 September – cancelled for NSF site visit

24 September – Theorizing gender at work – doing and undoing gender


Occupational data homework assignment discussed and distributed
1 October – Gendered organizations


Occupational data homework discussed in class
Video – Still Killing Us Softly (content analysis example)

8 October – The Demography of Gender at Work


Survey homework assignment distributed in class

Unit 2. Embodied labor and work/family

15 October – Service work and emotional labor

Hochschild, Emotional Labor


Video: Wage Slaves
Survey homework assignment due and discussed in class

22 October – Sexuality at work/sex work


Guest speaker – Danielle Lindemann
Midterm distributed

29 October – Balancing work and family

Readings TBA
Midterm due

**Unit 3. The economic ladder: Labor, Management, and Business**

5 November - Women in management/the professions


Project work session one

12 November – Women and entrepreneurship/business

Case studies from volume on women in business

Project work session two

19 November – Women and labor/working class occupations


Video: Taking the Heat

26 November – Thanksgiving week. No class - Thursday classes meet today.
3 December – Presentations

10 December – Presentations/Final projects due