COURSE OVERVIEW

In this course we will explore the relationship between market work (i.e. paid work) and family work (i.e. managing a home, people care) and how these relationships have evolved over time in ways that have stimulated and stalled gender equality. We will draw on a range of theories and empirical evidence to examine the relationship between women’s employment and the household division of labor, historical changes in attitudes about gender and gender roles in American society, the causes and types of labor market sex segregation and consequences for women’s status attainment outcomes, how gender shapes control over the labor process and the experience of work, and the implications of globalization for working women within and beyond America’s borders. We will also discuss the role of equal opportunity legislation and organizational practices in these processes.

This class relates to the overall objectives of a liberal arts education in the 21st Century Challenge (21C) area. Specifically we will use rubrics applied to written work to assess your ability to:

- Analyze the degree to which forms of human difference shape a person’s experiences of and perspectives on the world
- Analyze issues of social justice across local and global contexts

COURSE REQUIREMENTS AND EVALUATION

Defining Work Reflection (20%)
Due in class February 13. Assignment details will be discussed in class.

Test 1 (20%)
In class March 13. Test will consist of a mixture of multiple choice and short answer questions.

Critical Review Assignment (30%)
Due in class April 10. Details will be discussed in class.

Test 2 (20%)
In class May 1. Test will consist of a mixture of multiple choice and short answer questions.

Participation (10%)
Ongoing assessment of in class engagement and attendance
**Assigned Readings**

See ‘Course Schedule’ for weekly topics and required readings. Assigned Readings not in the textbook will be posted on sakai under ‘resources’.


**Course Policies**

**Professional Engagement:** Attendance and class participation are absolutely essential. I will allow one excused absence without penalty (you need to contact me about your absence), however, one point will be deducted from your participation grade for every absence after that. Please be on time to class. Sometimes lateness is unavoidable, but persistent lateness will result in loss of participation marks. If you miss a class, find someone in the class from whom you can get the notes and learn about other important information.

You must read the material and be prepared to discuss it in class, and lead some discussions (more details below). Read and think about all of the assigned readings *before* each class. Please participate actively, thoughtfully, and respectfully—listen and engage appropriately. Also, it is so important that we treat each other with respect. This includes but is not limited to: listening (NOT talking) when someone else is speaking; using courteous and respectful language when speaking, and never making personal judgments. Students who violate these codes of good citizenship will lose points accordingly.

**Technology:** I allow computers in the classroom for *course related activities only*—if you are using technology for non-course purposes you will be docked participation marks. 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.

**Accommodation of disabilities:** If you require special accommodations please let me know before class/during office hours and I will do my best to accommodate you. You should also contact the Office of Disability Services for Students at Lucy Stone Hall, Livingston Campus
http://disabilityservices.rutgers.edu/

**Course Information & Communication:** SAKAI is the primary medium that will be used to communicate important course information with the class. The course website system will contain the course syllabus, assignment information, and grades. I also email students important course
announcements via SAKAI, however, **students are responsible for the content of all course materials and for checking SAKAI regularly.**

**Email:** email to the instructor should be carefully considered before being sent. If you have an administrative question it is likely outlined in the syllabus. Nothing will be conveyed in a separate email to you that has been covered during the class period. Make sure your email does not function as a written record of your irregular attendance. Correspondence through email must be sent from an official Rutgers address through the SAKAI system. You can expect me to respond to your email within **2 business days**, not counting the weekends or reading breaks.

**Assignments:** Assignments are due in **paper form** (not uploaded to sakai) at the beginning of class on the scheduled due date. Late assignments will be docked 10% each day beyond the due date. I do not accept papers over email. You must complete all assignments to receive credit for the course. There are no make-up assignments/extra credit assignments.

**Tests:** Make up tests may be permitted if the instructor is advised of a valid excuse no more than 24 hours from the scheduled test date. Should you be granted a make-up opportunity it will be your only alternative opportunity to write the test and the test will come in a format of my choosing.

**Plagiarism and Academic Integrity:** Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices accepted by teachers in high school may prove unacceptable in university. Know where you stand by reading the Plagiarism Policy outlined by Rutgers University School of Arts and Sciences. [http://wp.rutgers.edu/courses/plagiarism](http://wp.rutgers.edu/courses/plagiarism)

**Contesting Grades:** I have a 24 hour ‘cooling off’ period after assignments are handed back. **After that period,** students who are dissatisfied with their test or assignment grade have **one week** to address their concerns, in writing, to me. Should you wish to contest a grade you need to either scan and email me the graded document and rubric (if applicable) or hand it in to me during office hours/class. You must also outline in a written document why the grade you received was inappropriate. It is not enough to say “I feel I deserve better/I followed guidelines/etc.” —you must **specifically** address the comments and respond in turn as to why you disagree, using examples from your work and how your work fulfills the assignment components. Upon reconsideration the grade may be raised or lowered.
Course Schedule

**January 23: Introduction to Course**
- Course expectations and requirements
- Form groups
- Discuss major concepts/terms
- Defining Work Assignment distributed

**January 30: Conceptualizing Gender and Work**
- Padavic and Reskin chapter 1 and 2

**February 6: Gender and the Distribution of Housework**

**February 13: *Defining Work Assignment Due***
*Conceptualizing Gender and Work*

  ➢ Film: Misrepresentation

**February 20: class cancelled due to ESS conference meetings**
- Patterns of gender bias homework assignment (to be presented in class the following week)
- Catch up on reading

**February 27: Gender Discrimination at Work: Forms, Explanations, and Consequences**
- Padavic and Reskin, Chapter 3 & Chapter 4
March 6  Glass Ceilings: Barriers to Moving Up
  ▪ Padavic and Reskin, Chapter 5


March 13  TEST 1

March 20  Spring Break

March 27  Gender and Earnings
  ▪ Padavic and Reskin, Chapter 6


April 3  Gender and Emotion Work in the Service Industry


  ➢ Film: Wage Slaves

April 10  *Critical Review Due

Career Pathways: The Role of Gender, Race, and Class

April 17  Gender and the Work-Family Interface
- Padavic and Reskin, Chapter 7

April 24  Race, Class, Gender: Globalization and Employment

➢ Film: Chain of Love

May 1  TEST 2