

Working Women in American Society

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Spring, 2014

Hours: Monday, 10:55AM-1:55PM

Location: Ruth Adams Building – Room 208, Cook/Douglass Campus

Instructor: Teresa M. (Terri) Boyer

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Office hours are available by appointment.

Course Overview

This course considers the experience and conditions of women in the workforce from a range of perspectives, including historical, political, and economic, as they differ from those of men and across categories of class, race and ethnicity, hierarchy, and family status. We will look at some of the forces that shape the workplace, and condition women's experience in particular, including public policy, unions, corporations and other employing organizations, and global competition and economic cycles. These all help to determine what jobs look like for women especially – and create pressures that can lead to lesser-quality work particularly in the post-recession economy. We will examine the status and causes of inequity and oppression in the workplace, from women who earn low wages to those who aspire to leadership in their professional positions. In addition, as we study the different contexts in which women work, we will look at how women take action in these contexts to shape their workplaces and to seek change in these historical patterns.

Class Grade

Your grade will be based on the following distribution:

Classwork and attendance (5pts of this is final in-class exercise)	20 pts
Quizzes on readings and classwork (3)	30 pts
Response Papers (2)	20 pts
Generational Comparison paper	15 pts
Final Exam/Quiz	15 pts

Attendance/Participation:

The nature of this topic is one which is best explored through group discussion. As a result, you are expected to attend class and actively participate and contribute to discussions in some form. If you are not one to be the most verbal in class discussions, you are encouraged to bring in items to share with the class, including video clips, current news articles, or other artifacts related to current or preceding class readings. Other options for participation include facilitating in small group work, posing questions or topics on discussion boards. **NOTE:** the use of electronic devices (including phones, tablets and laptops) is strongly prohibited in this class—it is a distraction you, me and your classmates, and will adversely affect your classwork grade.

Assignments:

Three **quizzes** will be administered on dates noted below, to include a mix of short answer and short essay responses covering the main points of the readings and preceding class discussions. Makeup quizzes will NOT be provided, except in extreme circumstances, such as illness accompanied by a doctor's note.

A **final quiz** will be administered on the last day of class, and will be similar in format to the earlier quizzes, but will also include a cumulative section on over-arching themes from course readings and discussions.

The **response papers** are intended to help you think critically about the readings and the work we discuss in class. Each paper will need to include references to AT LEAST FOUR of the readings, preferably spanning the topics covered in the preceding weeks.

You will summarize and discuss the course readings each week of class. The paper should identify the main argument(s) and/or point(s) of each reading you cover, and at least one paragraph connecting these ideas to what you have observed about your own working life or that of others. The paper must then compare and contrast the (minimum) four readings you've selected. In addition, *I do take into account incorrect grammar and punctuation*, so please take care with this and carefully proofread your paper.

You may explore questions such as:

- How does this work complement or challenge previous work we have read?
- How does this work refine your understandings of women and work?
- What are the implications of this reading for public workforce policy or for internal workplace policies?
- What are the strengths and weaknesses of the author's arguments?
- I may also supply questions for specific readings as the course progresses.

Papers must be submitted on the date due **by the start of class (10:55AM)** via the Sakai drop box, but I ask that you also bring a stapled hard copy to class (two-sided if possible). Each paper should be **4 to 6 pages** in length, typed and double spaced, with a font of Times New Roman #12, and should draw specifically on course material with proper in-text citations.

For the **Generational Comparison** paper, you must conduct two interviews; the first should be a woman from your mother or grandmother's generation (NOT your mother or grandmother), the second should be a female peer. You will be provided with a question guide in class to provide suggestions for interview content, however the resulting paper should not be an interview transcript, but rather a critical response to the questions to be provided in the forthcoming assignment guide. The Generational Comparison paper should be 5 to 7 pages in length, typed and double spaced, with a font of Times New Roman #12. It should be submitted via the Sakai drop box by the start of class on March 3.

Course Schedule

Week and date	Readings	Assignments
1. Introduction January 27	Syllabus and introductions	
2. Women's history in the labor market February 3	<ul style="list-style-type: none"> Hesse-Biber, S. N., & Carter, G. L. 2005. "A Brief History of Working Women." <i>Working Women In America</i> (Second ed.). NY & Oxford: Oxford University Press. (pp. 20-45) Introduction, In J. Meyerowitz (Ed.), <i>Not June Cleaver: Women and Gender in Postwar America, 1945-1960</i>. Philadelphia: Temple University Press. Glenn, E. N. (1992). From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor. <i>Signs</i>, 18(1), part one: pp. 1-19. 	Generational Comparison paper guide distributed
Issues in the Workplace		
3. Women in the labor market: Jobs, earnings, employment, & economic cycles February 10	<ul style="list-style-type: none"> Institute for Women's Policy Research/Ariane Hegewisch, Claudia Williams, and Vanessa Harbin (April 2012). <i>The Gender Wage Gap by Occupation</i>. IWPR #C350a. AAUW (2007). <i>Behind the Pay Gap</i>. America Association of University Women Educational Foundation. http://www.aauw.org/learn/research/upload/behindPayGap.pdf Kochhar, R. (July 6, 2011). Two Years of Economic Recovery: Women Lose Jobs, Men Find Them. Pew Research Center. http://www.pewsocialtrends.org/files/2011/07/Employment-by-Gender_FINAL_7-6-11.pdf 	
4. Gender Inequality: approaches to studying gender and work February 17	<ul style="list-style-type: none"> Hartmann, H. (1976). The Historical Roots of Occupational Segregation: Capitalism, Patriarchy, and Job Segregation by Sex, <i>Signs: Journal of Women in Culture and Society</i> 1(3, pt 2), 137-69. Padavic, I. and B. Reskin. (1993). "Sex Segregation in the Workplace" in <i>Women and Men at Work</i>, 2nd ed. Thousand Oaks, California: Pine Forge Press. (pp. 57-96) Britton, D. & Logan, L. (2008). Gendered Organizations: Progress and Prospects. <i>Sociology Compass</i>. Vol 2(1), 107-121. 	
5. Work-life conflict I February 24	<ul style="list-style-type: none"> Williams, J. C. and Boushey, H. (January 2010). The Three Faces of Work-Family Conflict. Introduction and Summary, 1-10. Center for American Progress and Center for WorkLife Law. http://www.worklifelaw.org/pubs/ThreeFacesofWork-FamilyConflict.pdf Center for Work Life Law (June 2011). Poor, Pregnant and Fired: Caregiver Discrimination against Low-Wage Workers. Issue Brief. UC Hastings College of the Law. www.worklifelaw.org/pubs/IssueBrief_PoorPregnantAndFired.pdf 	QUIZ 1
6. Work-life conflict II and the leadership debate March 3	<ul style="list-style-type: none"> Slaughter, Anne Marie. (2012). Why Women Still Can't Have it All. <i>The Atlantic</i> (July/August): http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/ Slaughter response to critics: http://www.theatlantic.com/business/archive/2012/06/having-it-all-anne-marie-slaughter-responds-to-readers/259207/ 	GENERATIONAL COMPARISON PAPER DUE by start of class

	<ul style="list-style-type: none"> • Sandbergh, Sheryl. (2013). <i>Lean In: Women, Work and the Will to Lead</i>. (Excerpt) 	
7. Advancement and Workplace policies March 10	<ul style="list-style-type: none"> • Oakley, J. G (2000). "Gender-based Barriers to Senior Management Positions: Understanding the Scarcity of Female CEOs." <i>Journal of Business Ethics</i> 27(4):321. • Kelly, E. L., Ammons, S. K., Chermack, K., & Moen, P. (2010). Gendered Challenge, Gendered Response: Confronting the Ideal Worker Norm in a White-Collar Organization. <i>Gender & Society</i>, 24(3), 281-303. • Rothschild, J., & Tomchin, A. (2006). Can Collectivist-Democracy Bring Gender Equality? The Efforts at Twin Oaks. In V. Smith (Ed.), <i>Worker Participation: Current Research and Future Trends</i> 16, pp. 239-262. • Roos, P. & Gatta, M. (2009). Gender (in)equity in the academy: Subtle mechanisms and the production of inequality. <i>Research in Social Stratification and Mobility</i>. Vol 27, 177-200. (Optional) 	
March 17	SPRING BREAK—NO CLASS	
8. Globalization and women March 24	<ul style="list-style-type: none"> • Hu-Dehart, E. (2007). Surviving Globalization: Immigrant Women Workers in the Late Capitalist America. In S. Harley (Ed.). <i>Women's Labor in the Global Economy</i>, 85-102. • International Human Rights Law Clinic & Centro de los Derechos del Migrante (2010). Picked Apart: The Hidden Struggles of Migrant Worker Women in the Maryland Crab Industry. Washington, DC: American University Washington College of Law and Centro de los Derechos del Migrante, 2010, 4-36. http://digitalcommons.wcl.american.edu/cgi/viewcontent.cgi?article=1001&context=fasch_rpt 	QUIZ 2
9. Work in the home March 31	<ul style="list-style-type: none"> • IN CLASS SHOWING OF "THE HELP" 	1st RESPONSE PAPER DUE by start of class
10. Work in the Home-Part II Public employment and women April 7	<ul style="list-style-type: none"> • "The Help" discussion • Dresser, L. (2008). Cleaning and Caring in the Home: Shared Problems? Shared Possibilities? In A. D. Bernhardt, H. Boushey, L. Dresser & C. Tilly (Eds.), <i>The Gloves-Off Economy: Workplace Standards at the Bottom of America's Labor Market</i>. Labor and Employment Relations Association Series. Champaign, IL: Labor and Employment Relations Association, University of Illinois at Urbana-Champaign, pp. 111-135. • Burnham & Theodore. (2012). Home Economics: The invisible and unregulated world of domestic work. National Domestic Workers Alliance. • Crittenden, A. (2001). <i>The Price of Motherhood: Why the Most Important Job in the World Is Still the Least Valued</i>. New York: Henry Holt and Company, LLC. (pp. 65-86) 	
11. Worker organizing—unions and public policy April 14	<ul style="list-style-type: none"> • Bronfenbrenner, K. (2005). "Organizing Women: The Nature and Process of Union-Organizing Efforts among US Women Workers since the mid-1990s." <i>Work and Occupations</i> 32:441. • Schmitt, J. (2008). "Unions and Upward Mobility for Women Workers." Center for Economic Policy Research. • Lovell, V. (2002). "The Benefits of Unionization for Workers in the Retail 	QUIZ 3

	<p>Food Industry." IWPR. #C351. Research-in-brief. http://www.iwpr.org/publications/pubs/the-benefits-of-unionization-for-workers-in-the-retail-food-industry</p> <ul style="list-style-type: none"> • Kurtz, Sharon, <i>Workplace Justice: Organizing Multi-Identity Movements</i> (University of Minnesota Press, 2002). Excerpt. • Nussbaum, K. (2007). Working Women's Insurgent Consciousness. In D. S. Cobble (Ed.), <i>The Sex of Class: Women Transforming American Labor</i> (pp. 35-57). Ithaca: ILR Press. 	
12. Public policy April 21	<ul style="list-style-type: none"> • Ontiveros, M. L. (2007). Female immigrant workers and the law: Limits and opportunities. In D. S. Cobble (Ed.) <i>The Sex of Class: Women transforming American labor</i> (pp. 35-57). Ithaca: ILR Press. • Collins, J. L., & Mayer, V. (2010). Chapter 5. Tying the Second Hand: Challenges to Economic Citizenship (pp 114-146, esp. from 131). In <i>Both Hands Tied: Welfare reform and the race to the bottom in the low-wage labor market</i>. Chicago: The University of Chicago Press. • Gornick, J.C., and Meyers, M.K. (2004). "More Alike Than Different: Re-Assessing the Long-Term Prospects for Developing 'European-Style' Work-Family Policy in the United States." <i>Journal of Comparative Policy Analysis: Research and Practice</i> 6(3):251-273. • The Women's Committee of 100: "An Immodest Proposal: Rewarding Women's Work to End Poverty." http://www.wc100.org/displays.html 	
13. Policy Solutions April 28	IN CLASS exercise: Policy solutions from Government, Employers, and Unions	2nd RESPONSE PAPER DUE by start of class
14. May 5	<ul style="list-style-type: none"> • No additional readings 	FINAL Quiz & In class GROUP PRESENTATIONS of policy solutions