Working Women in American Society
37:575:309:02
Spring, 2013

Hours: Tuesdays 2:15 p.m. – 5:15 p.m. (4,5)
Location: Ruth Adams Building – Room 104, 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	20 pts
Quizzes on readings and classwork (3)	15 pts
Response Papers (3)	30 pts
Generational Comparison paper	20 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 exam** will be administered on the last day of class, and will be similar in format to the 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. In general, a response paper is due every 3 or 4 class dates. Each paper will need to include references to AT LEAST THREE 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 should then must compare and contrast the (minimum) three readings you've selected. In addition, *I do take into account incorrect grammar and punctuation*, so please take care with this.

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 (2:15PM)** 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 no more than 4 to 5 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 Generations of Women 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 DUE DATE.

Course Schedule

Week and date	Readings	Assignments
1. Introduction January 22	Syllabus and introductions	
2. Women's history in the labor market January 29	• Hesse-Biber, S. N., & Carter, G. L. 2005. "A Brief History of Working Women." *Working Women In America* (Second ed.). NY & Oxford: Oxford University Press. (pp. 20-45) • **Introduction,** In J. Meyerowitz (Ed.), *Not June Cleaver: Women and Gender in Postwar America, 1945-1960.* Philadelphia: Temple University Press. • Glenn, E. N. (1992). From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor. *Signs*, *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 5	• Institute for Women's Policy Research/Ariane Hegewisch, Claudia Williams, and Vanessa Harbin (April 2012). *The Gender Wage Gap by Occupation*. IWPR #C350a. • AAUW (2007). *Behind the Pay Gap.* 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 12	• Hartmann, H. (1976). The Historical Roots of Occupational Segregation: Capitalism, Patriarchy, and Job Segregation by Sex, *Signs: Journal of Women in Culture and Society* 1(3, pt 2), 137-69. • Padavic, I. and B. Reskin. (1993). "Sex Segregation in the Workplace" in *Women and Men at Work*, 2nd ed. Thousand Oaks, California: Pine Forge Press. (pp. 57-96) • Britton, D. & Logan, L. (2008). Gendered Organizations: Progress and Prospects. Sociology Compass. Vol 2(1), 107-121.	1st RESPONSE PAPER DUE by start of class
5. Work-life conflict – February 19	• 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 • Slaughter, Anne Marie. (2012). Why Women Still Can't Have it All. The Atlantic (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/	QUIZ 1

6. Globalization and women February 26	• Hu-Dehart, E. (2007). Surviving Globalization: Immigrant Women Workers in the Late Capitalist America. In S. Harley (Ed.). *Women's Labor in the Global Economy*, 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	
7. Private and non-profit management and gender I March 5	• Oakley, J. G (2000). "Gender-based Barriers to Senior Management Positions: Understanding the Scarcity of Female CEOs." *Journal of Business Ethics* 27(4):321. • Roos, P. & Gatta, M. (2009). Gender (in)equity in the academy: Subtle mechanisms and the production of inequality. *Research in Social Stratification and Mobility*. Vol 27, 177-200.	
8. Private and non-profit management and gender II March 12	• 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. *Gender & Society, 24*(3), **281-303**. • Rothschild, J., & Tomchin, A. (2006). Can Collectivist-Democracy Bring Gender Equality? The Efforts at Twin Oaks. In V. Smith (Ed.), *Worker Participation: Current Research and Future Trends* 16, **pp. 239-262**.	2nd RESPONSE PAPER DUE by start of class QUIZ 2
What shapes women's experience in the workplace, and how do women respond?		
9. Work in the home March 26	• Dresser, L. (2008). Cleaning and Caring in the Home: Shared Problems? Shared Possibilities? In A. D. Bernhardt, H. Boushey, L. Dresser & C. Tilly (Eds.), *The Gloves-Off Economy: Workplace Standards at the Bottom of America's Labor Market.* 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. • The Women's Committee of 100: "An Immodest Proposal: Rewarding Women's Work to End Poverty." http://www.wc100.org/displays.html • Crittenden, A. (2001). *The Price of Motherhood: Why the Most Important Job in the World Is Still the Least Valued.* New York: Henry Holt and Company, LLC. (**pp. 65-86**)	

10. Public employment and women April 2	• Cooper, D., Gable, M. & Austin, A. (May 2, 2012). The public sector jobs crisis: Women and African Americans hit hardest by job losses in state and local governments. Economic Policy Institute. http://www.epi.org/publication/bp339-public-sector-jobs-crisis/ • Tait, V. (2007). Expanding Labor's Vision: The Challenges of Workfare and Welfare Organizing. In D. S. Cobble (Ed.), *The Sex of Class: Women Transforming American Labor* (pp. 35-57). Ithaca: ILR Press. • Martin, S.E. (1994). "Outsider Within" the Station House: The Impact of Race and Gender on Black Women Police. *Social Problems, 41*(3), 383-398.	GENERATIONAL COMPARISON PAPER DUE
11. Public policy Part I: April 9	• Ontiveros, M. L. (2007). Female immigrant workers and the law: Limits and opportunities. In D. S. Cobble (Ed.) *The Sex of Class: Women transforming American labor* (pp. 35-57). Ithaca: ILR Press. • Blumenberg, E. (2004). "En-gendering Effective Planning: Spatial Mismatch, Low-Income Women, and Transportation Policy." *Journal of the American Planning Association*, 70(3): 269-281. • Collins, J. L., & Mayer, V. (2010). Chapter 5. Tying the Second Hand: Challenges to Economic Citizenship **(pp 114-146, esp. from 131**). In *Both Hands Tied: Welfare reform and the race to the bottom in the low-wage labor market*. Chicago: The University of Chicago Press.	QUIZ 3
12. Public Policy Part II April 16	• 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." *Journal of Comparative Policy Analysis: Research and Practice* 6(3):251-273. • Folbre, N. (2011). Economix (blog on public job creation). http://economix/blog.nytimes.com/2011/09/05/public-job-creation/ • Excerpt: Glass Ceiling Commission Report, 1991. • GUEST SPEAKER-KAREN WHITE (FMLA, NJFLI, Etc.)	3rd RESPONSE PAPER DUE by start of class
13. Worker organizing through unions April 23	• Bronfenbrenner, K. (2005). "Organizing Women: The Nature and Process of Union-Organizing Efforts among US Women Workers since the mid-1990s." *Work and Occupations* 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 Food Industry." IWPR. #C351. Research-in-brief. http://www.iwpr.org/publications/pubs/the-benefits-of-unionization-for-workers-in-the-retail-food-industry • Cobble, D.S. (2004). When Feminism Had Class, in *What's Class Got To Do With It? American Society in the Twenty-first Century,* ed. Michael Zweig. Ithaca: Cornell University Press, 23-34.	
14. Organizing to change workplaces and public policy April 30	• Kurtz, Sharon, Workplace Justice: Organizing Multi-Identity Movements (University of Minnesota Press, 2002). **Excerpt**. • Domestic Workers United report. TBD. • Nussbaum, K. (2007). Working Women's Insurgent Consciousness. In D. S. Cobble (Ed.), *The Sex of Class: Women Transforming American Labor* (pp. 35-57). Ithaca: ILR Press.	FINAL Exam/Quiz