Women and Work – 38:578:541.01
Fall 2012

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COURSE DESCRIPTION
This is a graduate level 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.

Please note: This is a graduate course and will be reading and writing intensive. Read the syllabus carefully to get a sense of the demands of this course and see me if you have any questions. I understand that life happens, but if now is not the right time for you to take on a course with this level of requirements, it is good to recognize that early on.

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

Gerson, Kathleen. 2011. *The Unfinished Revolution: Coming of Age in a New Era of Gender, Work, and Family*. New York: Oxford University Press.
Wingfield, Adia Harvey. 2008. *Doing Business with Beauty: Black Women, Hair Salons, and the Racial Enclave Economy*. Lanham, MD: Rowman and Littlefield.
Hondagneu-Sotelo, Pierette. 2001. *Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*. University of California Press.
Additional articles listed below and available on Sakai.

COURSE REQUIREMENTS
Readings:
Reading assignments are listed below. I may change or substitute readings on this list (with the exception of the three books), but I will always give you notice at least two weeks in advance 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. If you don't 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.

Assignments:

There will be no formal examinations in this course. Instead, your grade will be made up of four components – projects, presentations, critical analyses of the readings, and participation in discussions.

Projects: There will be five of these. The first is a work autobiography. This is now available on Sakai and is due in class to be discussed on Thursday, September 13th. The second and third projects require that you collect data about work from sources available on the Internet. Data analysis project one will require you to collect numerical data on an occupation of your choice (with my approval). Data analysis project two will require you to analyze survey data on attitudes about work or on social attitudes as affected by work status. The fourth project will involve an analysis of portrayals of work in popular culture. The final project involves conducting interviews with one individual about work. Projects two through five will be formally presented in class. Each student will be responsible for presenting two of these last four projects – distribution to be determined at the second class meeting.

Critical analyses of the readings: There are ten reading "sets" below. For each of the three monographs (Gerson, Harvey Wingfield, Hondangneu-Sotelo) plus any three other sets you are to write a short (two to four pages, maximum length, typed and double spaced) response paper. *These papers must be submitted in electronic form prior to the class session in question AND you should bring a copy of your paper to class with you.* Since papers are based on that week's readings, I will not allow for any late papers, nor will I accept a paper if you are not in class on the evening we discuss the reading. If you are unsatisfied with your grade for any one of the optional papers, you may submit a replacement paper for a different week.

The response papers are intended to help you think critically about the work we will be discussing in class. Each paper is to be an analysis of the readings, rather than either a summary or an unsupported critique. Your grade will be determined in large part by the extent to which you use a critical perspective, rather than strictly a personal opinion, to analyze the readings.

In general, the response papers should explore one main idea/concept/theoretical perspective from the readings. Please begin with an opening paragraph that introduces the paper, in your own words, and then develop the idea/concept, using data and evidence from the readings. In addition, you may also refer to outside readings or materials if you wish.

You may explore questions such as:

- What are the implications of this argument for women in the particular work sector the author is writing about, and within the workforce?
- How does this work complement/challenge previous work we have read? How does this work challenge notions of women and work?
- What are the implications of this reading for public workforce policy or for internal workplace policies?

You should end your paper by providing two or three questions for class discussion. These should extend or critique the readings in some way – they should not be questions that the author her/himself answers.

These papers are designed to give you space to write your way to an understanding of some of the major concepts that we will study in each unit, and to give me a way to discern that understanding. It will be extremely valuable for you to develop connections between concepts studied in the course. However, be sure to emphasize depth and complex analysis in these papers, rather than trying to cover too much. You are welcome to quote the authors, but, as with any strong writing, you should be very conservative in the number of quotes used and explain them in your own words. The purpose of this assignment is to get you to work on drawing out the essential points in a group of readings and to integrate them in a coherent way to address an issue.

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 the 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.

Final grade:

Your final grade for this course will be calculated as follows:

Project one – work autobiography:	25 points possible
Project two – data analysis I:	50 points possible
Project three – data analysis II:	50 points possible
Project four – media analysis	75 points possible
Project five – worker interview	100 points possible
Papers on readings	60 points possible
Presentations	100 points possible
Total points possible	460

I will use a standard scale, i.e., 90 – 100% equals an A, etc.

POLICIES

Technology

I do not allow the use of laptops, cell phones, iPads, etc. during class. This is not because I am a technophobe or a Luddite; in fact I own all of these gadgets and more. I enforce this policy for

two reasons: 1) it is impossible to use these devices without multi-tasking, and I find that both disrespectful and annoying in a classroom, and 2) your comprehension and retention of course material will increase dramatically if you take notes in class by hand and then transfer them to electronic form. If you are going to find it physically impossible to be unplugged for three hours, this is perhaps not the course for you. If at some point during the semester you have an emergency which requires that you receive a call or a message, let me know before or at the beginning of class.

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. 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.

Assignment Policies:

I will grade late project 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 a presentation day with a classmate under two conditions: 1) you must still give two presentations, 2) you let me know in advance.

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 Thursday, 6:00 – 7:00 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

6 September – Introduction to the course – sex versus gender, why focus on women and work?

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

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

Hesse-Biber, S.N. and G.L. Carter. 2005. "A Brief History of Working Women." Chapter 2 of *Working Women In America: Split Dreams* (Second ed.). New York and Oxford: Oxford University Press. (pp. 20-45).

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

Institute for Women's Policy Research. The Gender Wage Gap: 2011 by Ariane Hegewisch, Claudia Williams, and Anlan Zhang (March 2012)

England, Paula. 2010. The Gender Revolution: Uneven and Stalled. *Gender & Society* 24 (2): 149-166.

Work autobiographies due
Reading set 1 (optional paper) due

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

West, Candace, and Don H. Zimmerman. 1987. Doing gender. *Gender & Society* 1: 125-151.

Ollilainen, Marjukka and Toni Calasanti. 2007. Metaphors at Work: Maintaining the Salience of Gender in Self-Managing Teams. *Gender & Society* 21(1): 5–27.

Irvine, Janice and Jenny R. Vermilya. 2010. Gender Work in a Feminized Profession: The Case of Veterinary Medicine. *Gender & Society* 24(1): 56-82.

Messerschmidt, James. 1995. "Managing to Kill: Masculinities and the Space Shuttle Challenger Explosion." *Masculinities* 3(4): 1-22.

Presentation assignments made
Reading set 2 (optional paper) due

27 September – Gendered organizations

Acker, J. 1990. HIERARCHIES, JOBS, BODIES: A Theory of Gendered Organizations. *Gender & Society* 4(2): 139–158.

Britton, Dana M. 2003. *At Work in the Iron Cage: The Prison as Gendered Organization.* (New York, NYU Press) chapters 1 and 2.

Britton, Dana M., and Laura Logan. 2008. Gendered Organizations: Progress and Prospects*. Sociology Compass* 2(1): 107–121.

Dellinger, Kirsten. 2004. Masculinities in "Safe" and "Embattled" Organizations: Accounting for Pornographic and Feminist Magazines. *Gender & Society* 18(5): 545–566.

Reading set 3 (optional paper) due

4 October – Class cancelled for Women's Leadership Conference

11 October – The Demography of Work
Kanter
Williams
Harvey Wingfield
Prokos, A. and I. Padavic (2002) '"There Ought to be a Law against Bitches": Masculinity Lessons in Police Academy Training', Gender, Work and Organization 9(4): 439–459.

Reading set 4 (optional paper) due
Project number two (data analysis one) presented in class

<u>Unit 2. Embodied labor and work/family</u>

18 October – Service work, emotional labor and bodies at work
Hochschild, Emotional Labor
Kang, Managed Hand
Dellinger and Williams, The Locker Room and the Dorm Room
Giuffre, Sexual Harrassment

Reading set 5 (optional paper) due

25 October – Balancing work and family
Gerson

Reading set 6 (mandatory paper) due

<u>Unit 3. The economic ladder: Labor, Management, and Small Business</u>

1 November – Women in management/professions
Williams, Muller, Kilanski – women in geosciences
Garcia – They never take you into account

Oakley
Adler
Oxley

Reading set 7 (optional paper) due
Project number three (data analysis two) presented in class

8 November – Having it All Discussion
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/

15 November – Women, small business and the enclave economy
Harvey Wingfield, *Doing Business with Beauty*

Reading set 8 (mandatory paper) due

20 November (NOTE: this is a Tuesday) – Women and labor unions, women in working class jobs
Cranford
Bronfenbrenner
Harley

Reading set 9 (optional paper) due
Project number four due and presented in class

29 November – Women and paid domestic work
Hondagneu-Sotelo, *Domestica*

Reading set 10 (mandatory paper) due

6 December – Project number 5 - worker interview presentations
Final projects due in class