

Women and Work: 38:578:541:01

Fall 2011

Time: Monday 4:30-7:10 p.m.
Room: Labor Education Center 115
Office hours: Weds 9:30-11:30 a.m.

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Dates to remember

- Week 3 (9/19):** identification of interview subject due in class
- Week 5 (10/3):** interview subject survey due in class
- Week 6 (10/10):** BLS occupational data report due in class
- Week 7 (10/17):** interview schedule (list of questions) due in class
- Week 10 (11/7):** home/work balancing worksheet due in class
- Week 14 (12/5):** final project workshop
- Week 15 (12/12):** final projects due in class

Course description

We will examine the relationship between the institutions of work and gender using women's labor experiences and histories as our focus. We will examine both paid and unpaid women's work, analyze inequality mechanisms in the paid labor market (including occupational segregation, sexual harassment, and gendered jobs and organizations), and explore how previously unpaid activities such as childcare, housecleaning, and sexual relations have become "commodified," or transformed into labor for sale. To help connect the abstraction of theory and history to the real world, students will embark on a study of a single working woman using survey, interview, and occupational research, and present their findings in a final project.

Learning goals

The primary goal of this course is to connect gender and organizational theory to the contemporary labor market. Students will be able to better understand their own position in the labor market as well as differences between themselves and others using analytical tools developed in this course. This aim is supported with smaller-scale goals:

- Connecting "private troubles" and "public issues" that shape work organizations and the institution of work
- Recognizing and describing interconnected patterns of gender, race/ethnicity, class, and sexuality inequality

Major assumptions of the course

- We are social beings who both shape and are shaped by the social worlds in which we live. We do not have *complete* autonomy and self-determination, but neither are we merely the products of institutions and structures.
- There is nothing natural or inevitable about the institution of work or the arrangements of power in workplace organizations. They were made by people and they can be changed by people. Therefore, it is worth our while to consider how such work and workplaces are constructed and maintained in order to imagine how they might be different.

Description of requirements

Participation. Everyone is expected to participate in class, which obviously requires being present in class. I believe that students can learn best by actively engaging with material from course rather than simply memorizing names and concepts. This includes asking as many questions as are needed to understand the material, and working through the implications of new ideas. However, there are a variety of ways to do this.

Participation includes asking questions or making comments in class, facilitating small group work, writing thoughtful questions and comments to me (email or paper notes), posing or responding to questions on the Sakai course discussion board, and participating in group activities. If you're wondering about something, it's likely there are other students who don't fully understand either. There are no stupid questions! Discussion is a way to experiment with ideas. Participation can also sometimes mean *not* talking to allow quieter classmates to speak. It means engaging with ideas that are different from your own in a respectful manner, even if you have serious disagreements. Criticism is encouraged, but personal attack will not be tolerated.

Weekly reaction papers. You will summarize and discuss the course readings each week of class in typed reaction papers that will be graded weekly. The papers should be 2-5 pages long, with 1-3 paragraphs summarizing the main argument(s) and/or point(s) of each reading, 1-3 paragraphs evaluating the argument and/or data, and 2-3 discussion questions. Papers will be graded on a 3-point scale where 3 = comprehensive, insightful, and clear and 0 = missing work. Each week you will find feedback in response to the papers as a whole: please incorporate advice into future reaction papers! The lowest reaction paper grade will be dropped.

Group discussion guides. Groups of 3-4 will create a one-page handout due via Sakai three times during the semester. These handouts will highlight the significance of the readings as well as the main take-aways, and pose 3-6 discussion questions for the class. Half the grade for this assignment will be based on the final product as determined by me, and the other half will be awarded by the group members based on quality of communication and work.

Final project: paper or presentation. On the last day of class, each student will either turn in a final 7-10 page paper *or* give a 10-15 minute presentation. Throughout the semester, students will develop an analysis of a particular part of the gendered labor market by focusing on one particular individual who will be the subject of their final paper or final presentation. Each student will first identify a subject whose occupation is of interest to them, and who is available to be interviewed towards the end of the semester. The subject will then be surveyed about her or his basic job information as well as educational, gender, class, and ethnoracial background (at a minimum). Based on this information, each student will research their subject's occupation and industry, and create a series of interview questions (also called an "interview schedule"). After completing the interview between November 8-26, each student will analyze the data they've collected and describe how relevant gender is to the subject's workforce participation.

Writing mechanics and presentation skills will be part of assessment and grading of the final project. You may come to my office hours to discuss this, but be aware of other resources, particularly the Rutgers Learning Centers. (<http://lrc.rutgers.edu/>) These were established to assist students with writing projects. This is a great resource for students who wish to improve their writing—an excellent goal for all of us. Contact them early for help with your assignment.

Final grade breakdown

Participation	20 percent
Weekly reaction papers	20 percent
Group discussion guides	15 percent
Final paper or presentation	20 percent
Choosing appropriate subject (9/19)	5 percent
Survey of demographics (10/3)	5 percent
Report based on BLS occupational data (10/10)	10 percent
Interview schedule (10/17)	5 percent

Make sure to complete *all* assignments; missing assignments count as 0 percent, not F.

Instructor meetings

All students are strongly encouraged to meet with me to discuss questions or concerns, or simply to continue discussions that piqued your interest in class. If you have a conflict with office hours, we may be able to find another meeting time.

Course format and policies

This is a graduate level class and therefore has more reading than undergraduate courses. Students are expected to complete all required readings before class, and come to class prepared to discuss what they do and do not understand about them.

I will do what is in my power to accommodate the needs of students with disabilities, but you must let me know what is needed (preferably after class or during office hours). Contact the Office of Disability Services for Students at 151 College Ave, Suite 123, 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. (732) 932-2848 or <http://disabilityservices.rutgers.edu/>

Don't plagiarize. Be sure you know the difference between *citing* a text, *quoting* a text, and *stealing* from a text (whether published, on the internet, or from another student). For more information, see the official policy at <http://academicintegrity.rutgers.edu/integrity.shtml> or use the online tutorial at http://academicintegrity.rutgers.edu/cir_tutorial.shtml. You can also get help at the Rutgers Learning Centers.

Diverse ideas and beliefs will come up during the course, and you may find yourself disagreeing with fellow students or me. That's normal and expected, and the discussion of our difference analyses makes for a lively classroom and more sharply honed opinions for everyone. However while passionate intellectual debate is welcome, personal attacks or insults are not. Please refrain from making faces while someone speaks, using an angry or sarcastic tone in addressing their ideas, or snickering.

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. The only excuses for missing a deadline or an exam are a *legitimate* illness or family emergency. There are no exceptions to this policy in the interest of fairness to the whole class. Be sure to contact me *well in advance* of a due date or exam if you foresee difficulties meeting a deadline.

Weekly reaction papers are due in class. They will not be accepted late except for reasons above.

All handouts and assignments will be on Sakai in labeled folders in Resources.

I will discuss your questions about assignments, including papers, during office hours. Bring a paper copy for me to read and review. *Do not send papers as attachments by email.* You are strongly urged to discuss your final paper at least one week in advance of the due date.

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 and collected 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.

Laptops and cellphones can be a great resource for bringing course readings and other pertinent information into the classroom, but can also be 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 distracting to other students as well as you, and is therefore not permitted. Such use of electronic devices will have a *strong negative effect on your participation grade.*

Course Texts

All course readings are available for download on the class Sakai page on the Resources tab.

Course reading list

Part I History and Contexts

Week 1 (9/8): Introductions

- Syllabus

Week 2 (9/12): Histories of Women's Work in the United States

- "A Brief History of Working Women." 2005. Hesse-Biber, S. N., & Carter, G. L. *Working Women In America: Split Dreams* (Second ed.). New York and Oxford: Oxford University Press. (pp. 20-45)
- "Protective Labor Legislation." 1982. Kessler-Harris, A. *Out to Work: A History of Wage-Earning Women in the United States*. New York: Oxford University Press. (pp. 180-214)
- Milkman, R. "Women's History and the Sears Case." 1982. *Feminist Studies* 12(2) 375-400
- Scott, J. W. 1990. Deconstructing Equality-Verus-Difference: Or, the Uses of Poststructuralist Theory for Feminism. In M. Hirsch & E. F. Keller (Eds.), *Conflicts in Feminism*. New York and London: Routledge Press (pp. 134-148).

Week 3 (9/19): Theorizing Gender

- Lorber, J. 1994. "Night to His Day": The Social Construction of Gender. *Paradoxes of Gender*, New Haven: Yale University Press (pp 1-11).
- Collins, P. H. 2004. Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection. *Race, Class, and Gender: An Anthropology*, 5th edition. (pp 45-56).

Subject identification due in class

Week 4 (9/26): Theorizing Work

- Weber, M. 2006. Bureaucracy. In A. S. Wharton (Ed.), *Working in America: Continuity, Conflict, and Change*. New York: McGraw Hill. (pp. 51-56).
- Marx, K. (2006). Alienated Labour. In A. S. Wharton (Ed.), *Working in America: Continuity, Conflict, and Change*. New York: McGraw Hill. (pp. 44-51).

Part II Gender Inequality and Work: How, What, Why

Week 5 (10/3): Occupational Segregation & Other Forms of Workplace Gender Inequality

- 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)

Subject demographics due in class

Week 6 (10/10): Minority Status and Sexual Harassment

- Kanter, R. M. (1977). *Men and Women of the Corporation*. New York: Basic Books. (pp. 206-242)
- Texeira, M. T. (2002). "Who Protects and Serves Me?": A Case Study of Sexual Harassment of African American Women in One U.S. Law Enforcement Agency. *Gender and Society*, 16(4), 524-545.

BLS occupational demographics research due in class

Week 7 (10/17): Gendered Jobs, Gendered Organizations, and Gendered Occupations

- Williams, C. L. (1995) *Still a Man's World: Men Who Do "Women's Work."* Berkeley: University of California Press (excerpt) (pp. 69-72)
- Pierce, J. L. (1995). *Gender Trials: Emotional Lives in Contemporary Law Firms.* Berkeley and Los Angeles, CA: University of California Press. (Chaps 3 & 5; pp. 50-82, 103-142)

Interview schedule (questions) due in class

Part III Balancing and Boundaries: Personal and Professional**Week 8 (10/24): The Value of Motherhood**

- 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)

Week 9 (10/31): NO CLASS! Happy Halloween. Students will finalize interview questions and schedule interviews with subjects.

Week 10 (11/7): Home/Work Balance

- Gerson, K., & Jacobs, J. A. (2004). The Work-Home Crunch. *Contexts*, 3(4) 29-37
- Hochschild, A. R. (1997) *The Time Bind: When Work Becomes Home and Home Becomes Work.* New York: Henry Holt and Company, LLC. (pp. 35-52)

Home/work balance worksheet due in class = participation credit

Week 11 (11/14): Domestic Labor: Women as Managers and Employees

- Macdonald, C. L. (2010). *Shadow Mothers: Nannies, Au Pairs, and the Micropolitics of Mothering.* Berkeley, Los Angeles, and London: University of California Press. (Chap 5, 6, 8; pp. 85-127; 143-163).

Week 12 (11/21): THANKSGIVING WEEK! NO CLASS MEETINGS**Week 13 (11/28): Sex Work**

- Dewey, S. (2011). *Neon Wasteland: On Love, Motherhood, and Sex Work in a Rust Belt Town.* Berkeley, Los Angeles, and London: University of California Press. (Chap 2-4; pp. 29-109)
- Delacoste, F. and Alexander, P. (Eds.) (1987). *Sex Work: Writings by Women in the Sex Industry.* Pittsburgh, PA and San Francisco, CA: Cleis Press. (Excerpts: pp. 50-55; pp. 158-174)

Week 14 (12/5): Paper/presentation workshop

- Short online readings and viewings on ethnographic presentations (TBA/Sakai)

Week 15 (12/12): Presentations and final discussion (no readings)

Paper/presentation due in class