

## **WOMEN AND WORK (38:578:541)**

Spring 2018 – Wednesdays, 7:20-10:00pm  
Labor Education Center, Room 115  
Professor Dorothy Sue Cobble  
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Office Hours: by appointment.

### **COURSE DESCRIPTION**

The entrance of women into paid employment is one of the most significant revolutions of our time. This course focuses on the implications of that revolution for women and the larger society. A central theme is how to make the workplace more inclusive and equitable for all people and how to address inequities of sex and gender in tandem with other forms of discrimination. We begin the course with a brief historical overview of US women's movements. We then explore contemporary workplace issues such as pay and income inequality; workplace segregation and equal opportunity; glass ceilings and corporate leadership; the devaluation of family and care work; women and labor movements; pregnancy discrimination and bodies at work; workplace sexuality and sexual harassment; and redesigning jobs and careers to meet the needs of individuals and society.

### **COURSE OBJECTIVES**

- \*Assess the effects of the entrance of women into market work
- \*Appreciate the diversity of the workplace experiences and needs of women and men
- \*Understand how gender and sex interact with other identities and social structures
- \*Describe how larger structures and forces affect individual action and belief
- \*Understand the interconnectedness of market and family work
- \*Evaluate economic, cultural, and psychological theories of inequality
- \*Apply insights from scholarly research to improve workplace practices and social policy
- \*Enhance written and public presentation skills
- \*Develop group process and leadership skills

### **COURSE GRADING**

- 1. Class Attendance, Participation, and First Responder (15%)**
- 2. Response Papers (50%)**
- 3. In-Class Quizzes (20%)**
- 4. In-Class Presentation (15%)**

**PLEASE NOTE: Cell phones and other electronic devices, including laptop computers, must be turned off and closed during class. Please do not sign up for this class if you are unable to comply with this policy.**

**COURSE TEXTS.** All required texts are available electronically through the Rutgers University Sakai website, with the exception of the movie, “North Country,” which you will need to purchase or rent. You will not have access to electronic copies of the reading in class. In order to prepare fully for class discussion, please bring a printed copy of the reading or substantial notes on the reading with you to class.

## **COURSE SCHEDULE**

### **Week 1 (Jan 17) Introductions and Overview**

### **Week 2 (Jan 24) The Long Road to Equality**

Reading and Viewing:

\*Dorothy Sue Cobble, “More Than Sex Equality: Feminism After Suffrage,” in *Feminism Unfinished: A Short, Surprising History of American Women’s Movements* (2014), 1-67.

\*Watch the PBS video on-line, “Makers: Women Who Make America, **Part 1: The Awakening**” (57 minutes).

Response Paper #1: What goals did US feminists pursue from the 1920s to the 1960s according to the reading and video? What did they achieve? What remains unfinished?

### **Week 3 (Jan 31) Contemporary Inequalities**

Reading and Viewing:

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

\*Bryce Covert, “The Best Era for Working Women Was 20 Years Ago?” *New York Times*, 2 Sept 2017.

\*Watch Oprah Winfrey’s Golden Globe Acceptance Speech, January 7, 2018 on YouTube.

Response Paper #2: Evaluate the evidence England and Covert use to convince you that the gender revolution is uneven and stalled. Do you agree? Why or why not?

### **Week 4 (Feb 7) Women’s Wages: Unequal and Low**

Reading:

\*AAUW, “The Simple Truth about the Gender Pay Gap,” Fall 2017, 1-33.

\*Vicky Lovell, Heidi Hartmann, and Misha Werschkul, “More than Raising the Floor: The Persistence of Gender Inequalities in the Low-Wage Labor Market,” in *Sex of Class*, ed. Dorothy Sue Cobble (2007), 35-57.

\*Leslie McCall, “Increasing Class Disparities among Women and the Politics of Gender Equity,” in *Sex of Class*, ed. Dorothy Sue Cobble (2007), 15-34.

Response Paper #3: Discuss how the title of each article captures key ideas in the text.

### **Quiz #1**

## **Week 5 (Feb 14) Theories of Inequality**

Reading:

- \*Heidi Hartmann, "Capitalism, Patriarchy, and Job Segregation by Sex," *Signs* (1976), 137-69.
- \*Evelyn Nakano Glenn, "From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor," in *Unequal Sisters* (Routledge, 2000), 436-465.
- \*Joan Williams, "Reconstructive Feminism: Changing the Way We Talk About Gender and Work," *Yale Journal of Law and Feminism* (2009), 79-117.

Response Paper #4 What do you see as the most important claims in each of the articles? Are you convinced? Why or why not?

Guest Speaker: Julie Peters, SMLR Librarian, on Locating and Identifying Scholarly Sources

## **Week 6 (February 21) Women and Men in Non-Traditional Jobs**

Reading/Viewing:

- \*Rosabeth Moss Kanter, *Men and Women of the Corporation* (1977), chapter 8.
- \*Christine L. Williams, *Still a Man's World: Men Who Do Women's Work* (1995), chapters 5, 7.
- \*Adia Harvey Wingfield, "Racializing the Glass Elevator," *Gender and Society* (2009), 5-26.

Response Paper #5: Draw on Kanter, Williams, and Wingfield to compare and contrast the experiences of men in female-majority jobs with the experiences of women in male-majority jobs.

Groups Meet to Discuss Class Presentations

## **Week 7 (February 28) Corporate Feminism and Moving Women to the Top**

Reading/Viewing:

- \*Sheryl Sandberg's Ted Talk on "Why We Have Too Few Women Leaders," December 2010. [https://www.ted.com/speakers/sheryl\\_sandberg](https://www.ted.com/speakers/sheryl_sandberg)
- \*Anne-Marie Slaughter, "Why Women Still Can't Have It All," *The Atlantic* (July-August 2012). <http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/6>.
- \*Jessica Nordell, "Why Aren't Women Advancing at Work? Ask a Transgender Person," *New Republic*, 28 August 2014.

Response Paper #6: Why are there so few women at the top? What difference would it make if there were more?

## **Week 8 (March 7) Family Work and the Motherhood Penalty?**

Reading:

- \*Marjorie L. DeVault, "Doing Housework: Feeding and Family Life," in *Working in America* (1998), 21-31.

\*Shelley J. Correll, Stephen Benard and In Paik, "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology* 112 (2007): 1297-1338.

\*Ann Crittenden, *The Price of Motherhood: Why the Most Important Job in the World is Still the Least Valued*, chapter 5.

Response Paper #7 Is housework like managerial work? What are the "motherhood penalty" and the "mommy tax"? For whom are they a problem?

## Quiz 2

### Week 9 Spring Break (March 11-March 19)

### Week 10 (March 21) Care and Service Work

Reading:

\*Arlie Hochschild, "Love and Gold" in *Global Woman* (2002), 15-30.

\*Paula England and Nancy Folbre, "The Cost of Caring," *Annals* 39 (1999), 39-51.

\*Sara Jaffe, "Trickle-Down Feminism," *Dissent* (Winter 2013).

Response Paper #8 How do the authors explain the low pay and devaluation of care and service work? Which explanations do you find most convincing and why?

Group 1 Presentations

### Week 11 (March 28) Women and the Labor Movement

**Reading:**

\*Anderson, Hegewisch, and Hayes, "The Union Advantage for Women," 2015, 1-16.

\*Bryce Covert, "How the Rise of Women in Labor Could Save the Movement," *Nation*, 10 January 10, 2014

\*Dorothy Sue Cobble and Michael Merrill, "The Promise of Service Worker Unionism," in *Service Work: Critical Perspectives* (London, 2008), 151-174.

Response Paper #9 What are the advantages of belonging to a union according to the reading? What do you see as the most promising new ideas for expanding unionism emerging from the female-led labor organizations discussed by Covert and Cobble/Merrill?

Group 2 Presentations

**Week 12 (April 4)** No Class Meeting: Watch the film "North Country" (2005) with Charlize Theron and Frances McDormand. We will discuss "North Country" on April 18.

### **Week 13 (April 11) Bodies at Work**

#### Reading:

- \*Joanna Grossman and Thomas Gillian, "Making Pregnancy Work: Overcoming the Pregnancy Discrimination Act's Capacity-Based Model," *Yale Journal of Law and Feminism* (2009), 15-50.
- \*Stephanie Bornstein, "Poor, Pregnant, and Fired: Caregiving Discrimination Against Low-Wage Workers," *WorkLifeLaw Issue Brief*, June 2011, 1-5.
- \*Christine Williams and Catherine Connell, "'Looking Good and Sounding Right': Aesthetic Labor and Social Inequality in the Restaurant Industry," *Work and Occupations* (2010), 349-377.

Response Paper #10 How do current employment policies toward pregnancy need to change according to Grossman/Gillian and Bornstein? Williams/Connell argue that the employment practices in high-end retail exploit workers and reproduce social inequality. Do you agree? Why or why not?

Group 3 Presentations

### **Week 14 (April 18) Sexuality and Sexual Harassment at Work**

- \*Deborah Tannen, "What's Sex Got to Do With it?" *Talking From 9to5*, 242-275.
- \*Patti Giuffre and Christine Williams, "Boundary Lines: Labeling Sexual Harassment in Restaurants," *Gender and Society* (1994), 378-401.
- \*Miriam Frank, "From Construction to Couture: *Coming Out in Unionized Workplaces*," in *Out in the Union: A Labor History of Queer America* (2014), 17-47.
- \*Film: "North Country."

Response Paper #11 Take one key idea or statement in each assigned text and discuss why you agree or disagree.

Group 4 Presentations

### **Week 15 (April 25) The Work-Life Dilemma?**

#### Reading:

- \*Joan Williams, Mary Blair-Loy, and Jennifer Berdahl, "The Flexibility Stigma: Work Devotion vs. Family Devotion," *Rotman Magazine* (Winter 2013), 1-6.
- \*Janet Gornick and Maria Meyers, *Families That Work*, chapter 6.
- \*Netsy Firestein and Nicola Dones, "Unions Fight for Work and Family Policies: Note for Women Only," in Cobble, ed. *The Sex of Class* (2007) 140-154.

Response Paper #12 What employer and societal policies would help solve the job-family dilemma according to the readings? Which make most sense to you and why?

Group 5 Presentations

### **Quiz #3**

## COURSE REQUIREMENTS

### 1. CLASS ATTENDANCE, PARTICIPATION and FIRST RESPONDER (15%):

**ATTENDANCE.** Grades will be lowered for students who miss more than two classes or who habitually come to class late or leave early. If you are not able to come to class, you do not need to inform me. However, the answer to the question “Did I miss something?” is “Yes.” If you are absent, you should ask another student to take notes for you and get an extra copy of any handouts. I am also available to meet in person to discuss material you missed. If you anticipate a problem with class attendance please discuss the matter with me **BEFORE** you sign up for this course.

**PARTICIPATION.** Students are expected to participate actively in class discussion and group activities. You should read carefully the assigned texts *prior* to each class meeting. Students will be asked to offer their own understandings of the claims in the readings as well as their opinion of these claims. You will not be judged on whether or not you agree with the authors or with my opinion but on whether your ideas are informed by the readings and/or substantiated by other evidence and examples. Your personal experience is an important place to begin but should be evaluated in light of the experiences of others and the generalizations and research of the authors we will be reading. Students are also expected to raise the level of class discussion by helping clarify and extend the comments of others. Active, respectful listening is as important to class participation as talking.

Over the course of the semester, students will be asked to participate in small group activities and serve as group leaders. Your goal as a leader is to encourage participation from each group member, keep the group focused on the assignment, and help the group reach common or shared understandings of the material, if possible. Group leaders should be prepared to summarize and present the group’s conclusion to the class. Group leaders are not expected to be experts or have all the answers.

**FIRST RESPONDER.** Once over the course of the first half of the semester, on a pre-assigned day, each student will act as a “first responder.” First responders help open up discussion on a particular reading by sharing with the class, when requested to do so by the instructor, the things they have learned from the reading and the questions they have about it. First responders may also recommend to the instructor a short video (5 minutes MAX) that is relevant to the reading for the class to watch. Video recommendations with a link must be sent to the instructor for review on Tuesday, the **DAY BEFORE** the class meets. The video will be shown at the discretion of the instructor.

### 2. RESPONSE PAPERS (50%)

Students are asked to submit **FIVE** response papers to questions posed by the instructor on the assigned readings. Students may also choose to submit additional response papers. Responses must be submitted on Sakai **by SIX PM BEFORE** class on Wednesday and must be on the

readings that will be discussed that day. **No papers will be accepted after the deadline.** Papers should be 2-3 pages, typed, double-spaced, and 12-point font.

Papers will receive a grade of 1 point, ½ point, or 0 points. Responses that show evidence of engagement with the readings, respond to the questions posed, and do not have major writing problems will receive full credit or one point. Responses that are incomplete or poorly written (do not show engagement with the readings or do not respond to the questions) will receive partial credit or ½ point. Points translate to grades as follows:

More than 5=A+  
 5=A  
 4.5= B+  
 4=B  
 3.5=B-  
 3= C+  
 2.5=C  
 2=C-  
 1.5=D+  
 1=D  
 .5=D-  
 Below .5=not a passing grade

### 3. THREE SHORT IN-CLASS QUIZZES (20%).

Each quiz will last approximately 30 minutes. You will be asked to discuss and evaluate significant terms and concepts we have encountered in class materials and discussion. The quizzes are designed to help you retain, integrate, and evaluate the information and ideas we cover over the semester. There will be review sessions before each quiz.

### 4. IN-CLASS PRESENTATION (15%)

Each student is expected to make a short in-class presentation of 3-5 minutes related to one of the class topics in weeks 10-15. Students should pick an issue important to them that is related to the topic for the week they are assigned. Students should read at least TWO additional scholarly or research-based articles on their topic. Drawing on one's own work experience or the experience of others is also welcome. This is your opportunity to pursue an area in more depth.

In your presentation, you should explain to the class why the issue you chose is important to you, why it matters to others, and how it connects to the topic for the day. Handouts are welcome but power point slides are NOT necessary and if used, should be kept to a minimum (no more than 2 or 3). Slides with lots of text are discouraged. Please do NOT read your talk word for word from a printed page or from a power point slide. REMEMBER, you have **FIVE** minutes maximum.

The grade for the presentations will be based on: 1)whether your topic is related to the readings for that week; 2)whether you go **beyond** the material in the readings to provide the class with new information or a new perspective; 3)whether you use effectively at least TWO scholarly or

research-based sources; 4) whether the presentation itself is clear and well-organized. A paragraph describing your presentation and a list of sources on which you relied is due on Sakai by SIX pm **BEFORE** the class in which you give your presentation. Late submissions will lower the grade for the presentation.

**Please note:** There will be a number of students assigned to the same week (your group) and students will need to coordinate with others in the group to avoid repetition. One easy way to avoid repetition is to divide up the readings for that day among the group members. Then each group member could choose a topic related to issues raised in **one** of the assigned articles. Groups might also decide to pursue a comparative perspective on the topic and each group member choose to investigate how the issue is handled in a country outside the United States. There will be class time set aside for group meetings. Additional information on locating and evaluating sources and on making effective presentations will also be offered over the course of the semester.

**Plagiarism and Academic Integrity:** Papers you have written or presentations you have given for other classes are not acceptable submissions for this course. In addition, using phrases from someone else's writing without quotation marks or paraphrasing another person's ideas without crediting the source of the idea is plagiarism. Plagiarism or any form of cheating can result in failure in the course and disciplinary action through University channels.

**Special Needs:** Any student with a disability requiring accommodations should contact me as soon as possible.

16 January 2018