

Rutgers University
School of Management and Labor Relations

Women Working in American Society
Labor Studies 37:575:309
WGSS 01:988:309
Tuesdays 9:00am-12:00pm via Zoom

Professor Yana Rodgers
Office Hours: Zoom by appt.
yana.rodgers@rutgers.edu
Fall 2021

Course Information

This course is designed to provide an overview of the dynamics of gender at work. Under the umbrella of work this course includes organizational theory, embodied labor and issues around work and family, occupational stratification, the gender pay gap, women in low wage work, and theories of gender and work.

Course content

This course will: (1) give students an overview of women's labor force participation, the wage gap, and theories of gender at work, (2) make students 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) help students to become critical consumers of popular and academic sources about work and to apply these abilities in written assignments, and (4) develop students' abilities to carry out and present research on issues relevant to work.

Course Requirements

1. Class Participation: 20%

Class participation means you have done the assigned reading thoroughly and engaged in each class meeting prepared for the discussion. Our classroom sessions rely heavily on what you and your peers contribute to the discussion, not only from our readings but from personal experiences and distinct backgrounds. I expect all students to engage in class discussion in a thoughtful and respectful manner. If you are struggling with participating in discussions, you should e-mail me or meet with me in office hours on Zoom.

2. Critical Reflection Papers and Work Autobiography: 35%

There are 12 weeks with required readings to be done before class. You must prepare a critical reflection paper, at least 2 double-spaced pages each, at the beginning of class for 4 out of our 12 sessions. Your reflection papers should not merely summarize the readings; rather, they should offer a critical assessment of, and engagement with, ideas or issues in the readings. Guidelines for preparing reflection papers are posted on the class Canvas site and will be distributed during the first week of class. In addition, you will write a short work autobiography, due week #2.

3. Gender and Occupation Assignment: 45%

Your gender and occupation project is central to the goal of this course. This project requires you to collect data about an occupation, observe a workplace, and conduct an interview with a worker to critically analyze gender in that occupation. This project, worth 40% of your total grade, will be broken into three parts.

Occupational Data Paper and Presentation: 10%

Work Observation Paper and Presentation: 10%

Interview Paper and Presentation: 25%

Your writing for all assignments will be assessed on the content of your arguments, your use of assigned materials, and how effectively you express your ideas in writing. For each class day late, the grade on the paper will be lowered by one letter grade. Presentations must be made on the assigned dates, and it is not possible to make up a presentation. I will not give extra credit in this course.

Grading Scale

A 90-100

B+ 86-89

B 80-85

C+ 76-79

C 70-75

D 66-69

F 65 and below

Student Resources

Teaching Assistant

Our course has a Teaching Assistant named Jiyeon Park. Jiyeon is a PhD student in Industrial Relations and Human Resource Management at the School of Management and Labor Relations at Rutgers. She will be available for additional guidance on any of the course material or assignments, she will be co-leading the class exercises and group sessions, and she will be tracking attendance and participation. You can email Jiyeon to make an appointment for Zoom office hours or to ask questions at jiyeon.park@rutgers.edu.

Academic Integrity

You will be held to the Rutgers Policy on Academic Integrity, which can be found online at <http://academicintegrity.rutgers.edu/>. If you have any questions regarding plagiarism or related topics, just ask. Cheating, fabrication, facilitating academic dishonesty, or plagiarism will be reported. Depending on the individual case, you might fail the assignment or the class, be required to take an ethics seminar, be placed on disciplinary probation, or be suspended from Rutgers for a semester or more.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Attendance Policy

You should attend all class meetings; if you have an emergency and must miss a class meeting, then use the University self-reporting absence website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email with this information will be sent to your instructor. Reporting an absence is not the same as an excused absence. A rubric is posted on Canvas explaining how class participation is evaluated.

Guidelines for Class Technology

The course delivery mode is remote synchronous; meaning that the learning activities take place online (virtually) and we will meet live, at the same time, each class. Each three-hour class meeting will have two 5-7 minute breaks for personal needs.

We are utilizing the Canvas learning management system to access learning materials, post announcements, submit assignments, communicate via the Inbox feature, and attend live sessions through Zoom. Be sure to check this site frequently as there will be announcements and instructions. Whenever anything is posted to Canvas, you will automatically receive a notification to your rutgers.edu email account. Checking that email account frequently is highly recommended.

Schedule of Readings and Assignment Due Dates

Week 1 – September 7 – Course Overview

* Readings:

Jones, Janelle. 2021. 5 Facts About the State of the Gender Pay Gap. [U.S. Department of Labor Blog](#).

Schneider, Jessica and Elise Gould. 2016. “‘Women’s work’ and the gender pay gap: How discrimination, societal norms, and other forces affect women’s occupational choices—and their pay.” [Report. Economic Policy Institute](#).

* Distribute guidelines for critical reflection papers and work autobiography assignment.

Week 2 – September 14 – The Gender Wage Gap

* Readings:

Miller, Kevin and Deborah J. Vagins. 2018. The Simple Truth About the Gender Pay Gap: Fall 2018 Edition. [Report. Washington, DC: AAUW](#).

Laboton, Vivien. 2014. Five Myths about the Gender Pay Gap. Washington Post (July 25). http://www.washingtonpost.com/opinions/five-myths-about-the-gender-pay-gap/2014/07/25/9e5cff34-fcd5-11e3-8176-f2c941cf35f1_story.html

* Work autobiographies due.

Week 3 – September 21 – Theorizing Gender at Work

* Readings:

Harmann, Heidi, and Jessica Mill. “Gender Discrimination in the U.S. Labor Market.” In Günseli Berik and Ebru Kongar (eds.), *Routledge Handbook of Feminist Economics*. New York and London: Routledge Press, 2021, chapter 18.

Goldin, Claudia, and Joshua Mitchell. 2017. “The New Life Cycle of Women's Employment: Disappearing Humps, Sagging Middles, Expanding Tops.” *Journal of Economic Perspectives*, 31 (1): 161-82.

Week 4 – September 28 – COVID-19 and Women’s Work

* Readings:

Alon, Titan, Matthias Doepke, Jane Olmstead-Rumsey, and Michèle Tertilt. 2020. “The Impact of the Coronavirus Pandemic on Gender Equality,” *Covid Economics Vetted and RealTime Papers* 4: 62–85.

Kabeer, Naila, Shahra Razavi, and Yana Rodgers. 2021. “Feminist Economic Perspectives on the COVID-19 Pandemic,” *Feminist Economics*, 27 (1/2), January/April 2021, 1-29.

* Information Literacy Session with Julie Peters, Library Director, James B. Carey Library, SMLR

Week 5 – October 5 – Gender Bias

* Readings:

Ben Barres. 2006. “Does Gender Matter?” *Nature* 442, no. 7099: 133-136.

Tinsley, Catherine H., Sandra I. Cheldelin, Andrea Kupfer Schneider, and Emily T. Amanatullah. 2009. “Women at the bargaining table: Pitfalls and prospects.” *Negotiation Journal* 25, no. 2: 233-248.

* Occupational data homework assignment due

* Job Posting In-Class Exercise

* Group work session for occupational data group presentation

Week 6 – October 12 – The Intersection of Gender and Race at Work

* Readings:

Alonso-Villar, O., & Del R o, C. 2017. "The occupational segregation of African American women: Its evolution from 1940 to 2010." *Feminist Economics*, 23(1), 108-134.

Wingfield, A. H. (2010). Are Some Emotions Marked "Whites Only"? Racialized Feeling Rules in Professional Workplaces. *Social Problems*, 57(2), 251–268.

* Group presentations: occupational data

Week 7 – October 19 – Anti-Discrimination and Sexual Harassment Policies

* Readings:

McDonald, Paula, and Sandra Backstrom. 2008. "Fighting Back: Workplace Sexual Harassment and the Case of North Country," *Australian Bulletin of Labour* 34 (1): 47-63.

The Restaurant Opportunities Centers United Forward Together. 2014. The Glass Floor: Sexual Harassment in the Restaurant Industry. Report. https://chapters.rocnited.org/wp-content/uploads/2014/10/REPORT_The-Glass-Floor-Sexual-Harassment-in-the-Restaurant-Industry2.pdf

* Watch film North Country. Log in to: <http://www.libraries.rutgers.edu/indexes/swank>. Then do search on "North Country".

Week 8 – October 26 – Gender in the Gig Economy

* Readings:

Figart, Deb. 2021. "Contingent Work and the Gig Economy." In G nseli Berik and Ebru Kongar (eds.), *Routledge Handbook of Feminist Economics*. New York and London: Routledge Press, 2021, chapter 19.

Zundl, Elaine, and Yana Rodgers. 2021. "The Future of Work for Domestic Workers in the United States: Innovations in Technology, Organizing, and Laws," in Tobias Schulze-Cleven and Todd Vachon (eds.), *Revaluing Work(ers): Toward a Democratic and Sustainable Future*, LERA Research Volume. Ithaca, NY: Cornell University Press.

* Workplace observations papers due

* Group work session for workplace observations group presentation

Week 9 – November 2 – Gender Identity and Sexual Orientation at Work

* Readings:

Badgett, M.V. Lee. 1995. "The Wage Effects of Sexual Orientation Discrimination," *Industrial and Labor Relations Review* 48 (4): 726-739.

James Ward and Diana Winstanley. 2005. "Coming Out At Work: Performativity and the Recognition and Renegotiation of Identity," *Sociological Review* 53.3: 447-475.

* Discuss resource: <https://www.hrc.org/resources/coming-out-at-work>

* Group presentations: workplace observations

Week 10 – November 9 – Balancing Work and Family

* Readings:

Ann-Marie Slaughter. 2012. "Why Women Still Can't Have It All," *The Atlantic* 2012 (7): 6 pages. Available at <http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/6/>.

John Bowman and Alyson Cole. 2009. "Do Working Mothers Oppress Other Women? The Swedish 'Maid Debate' and the Welfare State Politics of Gender Equality," *Signs* 25(1) 157-184.

* Group work on list of interview questions for final assignment

Week 11 – November 16 – Women in High-Level Positions

* Readings:

Sheryl Sandberg, chapter 1 from *Lean In*; and commentary by bell hooks, in *Feminist Wire*, <http://www.thefeministwire.com/2013/10/17973/>

Miller, Amalia. 2018. "Women and Leadership," in *The Oxford Handbook of Women and the Economy*, edited by Susan L. Averett, Laura M. Argys, and Saul D. Hoffman.

* Watch and comment on video: Sheryl Sandberg, "Why We Have Too Few Women Leaders," TED, http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders.html.

Week 12 – November 23 – Women in STEM

* Readings:

Kahn, Shulamit, and Donna Ginther. 2018. "Women and Science, Technology, Engineering, and Mathematics (STEM): Are Differences in Education and Careers Due

to Stereotypes, Interests, or Family?” in *The Oxford Handbook of Women and the Economy*, edited by Susan L. Averett, Laura M. Argys, and Saul D. Hoffman.

May, Ann Mari, and Yana Rodgers. 2014. “Gender and Graduate Education in the United States: Women’s Advancement in STEM Fields,” in Debotri Dhar (ed.), *Education and Gender*. London and New York: Bloomsbury, pp. 67-94.

Week 13 – November 30 – Women’s Reproductive Health and Economic Empowerment

* Readings:

Jones, Kelly, and Anna Bernstein. 2021. “Reproductive Health and Economic Empowerment.” In Günseli Berik and Ebru Kongar (eds.), *Routledge Handbook of Feminist Economics*. New York and London: Routledge Press, 2021, chapter 34.

Gammage, Sarah, Shareen Joshi, and Yana Rodgers. 2020. “The Intersections of Women’s Economic and Reproductive Empowerment,” *Feminist Economics*, 26 (1), January 2020, 1-22.

* Final Interview Papers Due

* Group work session for interview project group presentation

Week 14 – December 7 – Final Interview Project Presentations

* Group presentations: Interview Project