



DEPARTMENT OF LABOR STUDIES AND EMPLOYMENT RELATIONS (LSER)

2026 FALL - 37-575-309 - WORKING WOMEN IN AMERICAN SOCIETY

Professor: Mehmet Balkanlioglu, Ph.D.

Email: mehmet.balkanlioglu@rutgers.edu & You can also email me in the internal Canvas email system.

The Virtual Office Hour: It will be held through Zoom upon request.

COURSE DELIVERY FORMAT

This course is taught 100% online via Canvas (<https://canvas.rutgers.edu/>). It is conducted in an asynchronous format, meaning that all learning activities and communications occur online, without the need for real-time interactions. Thus, you are not required to log in at any specific times; instead, you can access course materials and complete assignments at your convenience, as long as you adhere to the deadlines.

You need to have access to a reliable computer and internet connection. In case of computer failure, ensure you have an alternative way to access Canvas and back up your important documents on an external device. This syllabus is subject to change at the instructor's discretion. Any additional readings, multimedia content, or materials will be announced through Canvas. Students are responsible for staying informed about any changes to the syllabus.

COURSE CATALOG DESCRIPTION

Focus on the contemporary experiences of working women, including an exploration of current legal strategies and social policies created to address their concerns.

COURSE OVERVIEW

This course explores the roles and challenges faced by working women in American society, examining both historical and contemporary experiences across various professions. Topics covered include gender equality, work and family dynamics, workplace discrimination, career advancement, occupational stratification, gender pay gap, theories and policies related to gender and work, and gender diversity at work. Students will analyze how cultural, economic, and legislative factors have shaped women's work experiences, with a focus on the intersections of gender, race, ethnicity, and class.

LEARNING OBJECTIVES

Upon successful completion of this course, you should be able to (Core Curriculum):

- Analyze contemporary social justice issues and unbalanced social power systems (CCD-2).
- Understand different theories about human culture, social identity, economic entities, political

systems, and other forms of social organization (SCL-1).

MAJOR COURSE ASSIGNMENTS AND EXAMINATIONS

ONLINE INTRODUCTION: YOUR “SELF” AND WORK EXPERIENCE

Introduce yourself to your classmates by writing a brief online introduction that includes your background and work experience, with a focus on how gendered perspectives have influenced your professional journey.

In your introduction, consider addressing the following points:

Personal Background: Share a bit about yourself, including your name, major or field of study, and any relevant personal interests.

Professional Experience: Describe your work experience, highlighting any roles, industries, or positions you've held.

Gendered Perspectives: Discuss how gendered views or experiences have impacted your work environment or career development. This might include challenges you've faced, achievements related to gender equality, or observations about gender dynamics in your field.

Your introduction should be engaging and concise, providing your classmates with insights into your experiences and perspectives.

READING SUMMARY

You are required to submit three summaries over the course of the semester. Each summary should cover all assigned readings and the video for the designated week, encapsulating the main ideas, arguments, and key points, including:

- *Main Themes:* Identify and summarize the central themes or topics covered in the readings and video.
- *Key Arguments:* Highlight the primary arguments or findings presented by the authors.
- *Significant Examples:* Include important examples or evidence used to support the arguments.
- *Relevance:* Reflect on how the readings relate to the course content and overall objectives.

You do not need to use the headings listed above in your summary. It should not include direct quotations, except for definitions or statistical data, and must demonstrate a clear understanding of the material. Follow APA style for in-text citations and the reference list:

<https://libguides.rutgers.edu/Citation-Helper/APA-In-Text> and <https://libguides.rutgers.edu/Citation-Helper/APA-Reference-List>

DISCUSSION FORUM

Since this is an online class, the discussion forums are crucial for sharing your knowledge, thoughts, experiences, and expertise with one another. Participation is a key component of the course and is required. There will be three discussion forums during the semester, and you are required to make a *minimum of two posts per discussion*:

One original (first) post in response to the discussion forum topic: This post should summarize the assigned articles and video, providing analysis along with your own knowledge, thoughts, experiences, and expertise. The original post is due by Thursday at 11:59 p.m. of the designated week.

One response to an original post written by a classmate: Your response should actively engage with the classmate's ideas by offering thoughtful perspectives and contributing to a meaningful exchange, rather than merely providing a compliment or agreement. Responses to classmates must be submitted before each forum closes on Sunday at 11:59 p.m. for the designated week. Students are encouraged to avoid waiting until the last minute to post their responses and replies.

Before posting, ensure that you have:

- Read the assigned articles.
- Watched or listened to the relevant video.
- Reflected on the content, organized your thoughts, and prepared appropriate references and citations.
- Drafted, revised, and saved your response (as a backup) before copying and pasting it into the discussion forum.

Your posts should remain on topic and demonstrate critical thinking through thoughtful analysis, synthesis of course materials, and engagement with key ideas and concepts.

CHAPTER QUIZ

There will be five non-cumulative chapter quizzes during the semester. Each quiz will cover material from the assigned readings and video for the designated week and will typically consist of 20 multiple-choice and true/false questions. For example, the quiz for Week Three will cover only the readings and video from Week Three; you will not be responsible for material from Weeks One and Two.

MIDTERM AND FINAL EXAMS

This course includes both a midterm and a final exam. These exams will be objective, covering topics from the readings, videos, other learning materials, and class discussions. They may consist of multiple-choice, true/false, and/or essay questions. If there are any changes to the exam date, time, format, or content, I will notify you as early as possible.

RESEARCH PAPER: INTERVIEW WITH A WORKING WOMAN

As part of our exploration of the experiences of working women in American society, you are required to conduct an interview with an adult working woman. This assignment aims to provide you with real-world insights into the challenges, achievements, and perspectives of women in the workforce. The research paper must integrate insights from five articles studied throughout the semester and should be five pages in length, excluding the cover and reference pages. A slightly longer paper is acceptable. Ensure that your submission reflects a thorough portrayal of your interviewee's experiences. The term paper guidelines, sample interview questions, and rubric are shared on Canvas.

The James B. Carey Library is a great resource when researching your assignments, learning how to cite your sources, and generally using information to achieve your goals. Feel free to reach out to Library Director Julie Peters (jpeters@smlr.rutgers.edu) with any questions you may have!

EXTRA-CREDIT ASSIGNMENT

For extra credit, you may submit a reflection paper based on a relevant conference, talk, workshop, or museum visit related to women in the workforce. You may complete up to two extra-credit assignments, each affecting your total grade by 2%. This assignment offers an opportunity to deepen your understanding of gender issues in the workplace and engage with course concepts in a practical context.

Conference/Talk/Workshop Option: Attend a conference, talk, or workshop focused on themes related to working women and the workplace, and write a two-page reflection paper (minimum 500 words-maximum 750 words). In your paper, analyze how the gender dynamics were discussed and share any insights or critiques related to the course material. Also, attach a few pictures from the scene, including the conference information and date, as well as one of yourself.

Museum Visit Option: Visit a museum exhibit focused on working women and work, such as one highlighting women's contribution in various industries, and write a two-page (minimum 500 words-maximum 750 words) reflection paper. Your paper should reflect on the exhibit's themes, the representation of gender in the workforce, and any connections to the course content. Also, attach a few pictures from the scene, including the museum information and date, as well as one of yourself.
Please submit your reflection paper by December 10th via email.

GRADING

Assignment	Percentage
Self-Introduction	2%
Discussion Forum	4% Each & 4x3 = 12% Total
Reading Summary	4% Each & 4x3 = 12% Total
Chapter Quiz	4% Each & 4x5 = 20% Total
Midterm/ Final Exam	18% Each & 2x18 = 36% Total
Research Paper	18%
Extra-credit Assignment	2% Each & 2x2 = +4% Total
Letter Grade	Percentage Range
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

COURSE POLICIES

• CLASS ACCESSIBILITY

I strive to make my course as accessible as possible for everyone. If you encounter any difficulties with the standard approach to college coursework, please let me know. This includes, but is not limited to:

- Students with learning or physical disabilities,
- Students facing emotional or psychological challenges,
- Students with past experiences that cause anxiety,
- Students whose parents did not attend college and may not understand the system,
- Students who are shy or have more responsibilities than the typical college student (such as caring for dependents or managing a heavy workload outside of school).

Please reach out to me within the first two weeks of the semester if possible. If you need to discuss accommodation later, don't hesitate to contact me at any time. We can explore possible strategies and support options, which may involve the counseling, learning center and other resources.

• CLASS DEMEANOR: DIVERSITY, TOLERANCE, AND CONSIDERATION

Even though this is an asynchronous online class, sensitive topics may arise in online discussions that challenge your feelings, attitudes, beliefs, or values. As a Rutgers University student and a member of this class, it is crucial to maintain high standards of civil engagement and discourse in all interactions. You are expected to treat everyone with dignity and respect. Disagreements should be addressed with respect and an openness to understanding different perspectives, with a willingness to reconsider your own views. Personal insults and disrespectful behavior have no place in our online discussions. For guidance on appropriate behavior, please consult the student handbook to review the code of conduct. If you have any concerns about the online discussion environment, please do not hesitate to discuss them with me.

• COMMUNICATION

If you encounter any course-related issues, have difficulties understanding the readings and requirements, or have any other concerns, please contact me promptly via email or Canvas. When emailing, please include your full name and ID number in the subject line or at the bottom of your message. Due to the high volume of emails, please allow one business day for a response. I strongly recommend regularly checking your email and Canvas for announcements. To ensure timely assistance, please do not wait until the due date of an assignment to reach out or schedule an appointment.

• STUDENT FEEDBACK

I welcome and value your feedback on the course. Your input is important to me, and while I cannot guarantee changes, I am often open to making adjustments based on students' preferences. Please feel free to share any constructive comments, suggestions, or ideas you may have. Your feedback helps me improve the course experience for everyone.

• ACADEMIC INTEGRITY STATEMENT

Rutgers code of conduct mandates “that all work submitted in a course, academic research, or other activity is the student's own and created without the aid of impermissible technologies, materials, or collaborations.” The University's policy on the use of copyrighted materials and cheating is strictly enforced in this class. Students are expected to uphold the highest standards of academic integrity. For detailed information on these policies, please refer to the Academic Integrity Policy for more detail regarding these policies: <http://nbacademicintegrity.rutgers.edu/home/for-students/>

You are expected to:

- Use only permitted resources on assignments and exams.
- Submit work that is entirely your own for evaluation or grading.
- Seek permission before video, photo, or voice recording any part of the course, including faculty or fellow students.

AI Policy: AI tools have legitimate uses, but they are not a substitute for the analytical and communicative skills this course is designed to develop. I am not opposed to AI as a technology -I am opposed to using it in ways that prevent students from doing the intellectual work that produces genuine learning. Used carefully and within defined boundaries, AI can support the learning process. Used without limits, it replaces it.

Conditions For Use: AI assistance is permitted only where an assignment explicitly authorizes it. Permitted uses are limited to the specific functions named in the assignment instructions, which may include one or more of the following:

- Brainstorming or generating an initial list of ideas to react to
- Editing a completed draft for grammar, clarity, or flow
- Generating an outline structure to critique or revise
- Checking citations or formatting

Any permitted use must be disclosed in the manner described below.

Conditions For Non-Use: AI may not be used to generate substantive content, arguments, or analysis on your behalf. You must be able to explain and defend all submitted work in your own words. If asked to discuss your work in class or in a follow-up conversation, your explanation must reflect genuine understanding.

Rationale: Think of AI the way you might think of a dictionary or grammar checker: A useful tool for refining work you have already done, not a substitute for doing the work. Your ideas, analysis, and voice are what this course is designed to develop. They are also what will matter to employers, colleagues, and communities long after you have graduated.

Consequences: AI use outside the conditions specified above -including use that is not disclosed- will be treated as an academic integrity violation under the Rutgers Academic Integrity Policy and may result in a zero on the assignment and referral for further disciplinary action.

• LATE ASSIGNMENT POLICY

Assignments are due on the dates specified in the syllabus and on Canvas. Late submissions for quizzes, discussions, and exams will be accepted only with an official excuse. Late submission of the term paper will be accepted with a penalty of 20 points per day for up to three days; submissions more than three days late will not be accepted. Students are strongly encouraged to submit all work on time.

• ACADEMIC ACCOMMODATIONS STATEMENT

Rutgers, The State University of New Jersey, adheres to the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments (ADAA) of 2008, and Sections 504 and 508, which mandate reasonable accommodations for qualified students with disabilities and ensure the accessibility of online information. If you require any instructional or examination accommodations, please contact me as early as possible in the semester, as accommodations are generally not implemented retroactively. I

will be happy to assist in arranging the necessary accommodations. If you have not already done so, please register with the Office of Disability Services, which is responsible for providing services and administering exams with accommodations. Below is the full contact information for the Office of Disability Services: Address: Lucy Stone Hall, Livingston Campus, 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045. E-mail: dsoffice@echo.rutgers.edu Web: <https://ods.rutgers.edu> Phone: (848) 202-3111 • Fax: (732) 445-3388

- COUNSELING

Rutgers Student Health provides comprehensive mental health programs for the campus community. It offers a variety of high-quality counseling services to Rutgers students in order to enhance both academic and personal achievement and progress. Please click on the following link to learn more about the services: <http://health.rutgers.edu/medical-counseling-services/counseling/>

COURSE SCHEDULE (SEPTEMBER 1-DECEMBER 22, 2026)

WEEK 1: INTRODUCTION TO THE COURSE (SEPTEMBER 1-6)

Readings:

- Explore the syllabus, understand the course content, and note the requirements and deadlines.
- Review “Rutgers Academic Integrity Policy.”

Introduction Assignment: Your “Self” and Work Experience

Introduce yourself to your classmates by writing a brief online introduction that includes your background and work experience, with a focus on how gendered perspectives have influenced your professional journey. For detailed instructions, please refer to Canvas.

WEEK 2: INTERSECTIONALITY: RACE, CLASS, AND GENDER IN THE WORKPLACE (SEPTEMBER 8-13)

Readings:

- Hartmann, H. and Milli, J. (2021). “Gender Discrimination in the U.S. Labor Market.” In Routledge Handbook of Feminist Economics. Berik, G. and Kongar, E. (Eds.). Routledge Press. New York and London. 179-186.
- Britton, D. M. and Logan, L. S. (2008). “Gendered Organizations: Progress and Prospects.” Sociological Compass 2(1), 107-121.
- U.S. Bureau of Labor Statistics. (2022). “Women in the Labor Force: A Databook.” <https://www.bls.gov/opub/reports/womens-databook/2022/home.htm>

Watch:

- McGrath, M. and Abedin, H. (2023). “Half of Women in Marginalized Racial, Ethnic Groups Face Racism at Work.” <https://www.youtube.com/watch?v=PTQjLrDbXLk>

Discussion Forum Assignment: You are required to make a minimum of two posts: One original post in response to the discussion forum topic by Thursday evening, and one response to a classmate's original post by Sunday evening. For detailed instructions, please refer to Canvas.

WEEK 3: GLASS CEILING (SEPTEMBER 14-20)

Readings:

- Purcell, D., MacArthur, K. R., & Samblanet, S. (2010). "Gender and the Glass Ceiling at Work." *Sociology Compass*, 4(9), 705-717.
- Goldin C. (2015). "How to Achieve Gender Equality." *Milken Institute Review*. Q3, 24-33. https://scholar.harvard.edu/sites/scholar.harvard.edu/files/goldin/files/gender_equality.pdf
- Meyerson, D. and Fletcher, J., K. (2000). "A Modest Manifesto for Shattering the Glass Ceiling." *Harvard Business Review*. 1-25. <https://hbr.org/2000/01/a-modest-manifesto-for-shattering-the-glass-ceiling>

Watch:

- Askew, S. (2019). "Breaking Glass Ceilings and the Cost We Don't See." *Ted Talks*. <https://www.youtube.com/watch?v=4E84vrdjrPw>

Quiz: The quiz will cover topics from the readings and video of this week ONLY and will consist of 20 multiple-choice and true/false questions. For detailed instructions, please refer to Canvas.

WEEK 4: GENDER BIAS IN THE WORKPLACE (SEPTEMBER 21-27)

Readings:

- Diehl, A., Stephenson, A. L., and Dzubinski, L. M. (2022). "How Bias Against Women Persists in Female-Dominated Workplaces." *Harvard Business Review*. <https://hbr.org/2022/03/research-how-bias-against-women-persists-in-female-dominated-workplaces>
- Tinsley, C. H., Cheldelin, S. I., Schneider, A. K., & Amanatullah, E. T. (2009). "Women at the Bargaining Table: Pitfalls and Prospects." *Negotiation Journal*, 25(2), 233-248.
- Parker, K. and Funk, C. (2017). "Gender Discrimination Comes in Many Forms for Today's Working Women." *Pew Research Center*. 14. <https://www.pewresearch.org/short-reads/2017/12/14/gender-discrimination-comes-in-many-forms-for-todays-working-women/>

Watch:

- Sanford, S. (2018). "How to Design Gender Bias Out of Your Workplace." *TED Talks*. <https://www.youtube.com/watch?v=IfOqyuxb5S0>

Writing Assignment: You are required to submit a summary of the assigned readings. This summary should encapsulate the main ideas, arguments, and key points from the readings and multimedia content. For detailed instructions, please refer to Canvas.

WEEK 5: GENDER PAY GAP (SEPTEMBER 28-OCTOBER 4)

Readings:

- Miller, K. and Vagins, D. J. (2018). "The Simple Truth About the Gender Pay Gap: Fall 2018 Edition." Washington, DC: AAUW.
- Goldin, C. (2015). "Hours Flexibility and the Gender Gap in Pay." 1-24. https://scholar.harvard.edu/files/goldin/files/goldin_equalpay-gap.pdf
- Laboton, V. (2014). "Five Myths about the Gender Pay Gap." *Washington Post*. https://www.washingtonpost.com/opinions/five-myths-about-the-gender-pay-gap/2014/07/25/9e5cff34-fcd5-11e3-8176-f2c941cf35f1_story.html

Watch:

- Bowles, H. (2021). "3 Things You Should Know About The Gender Pay Gap." *Harvard Kennedy*

School. <https://www.youtube.com/watch?v=NzRa0xUI7xs>

- The Economist. (2018). "Why Are Women Paid Less Than Men?" <https://www.youtube.com/watch?v=mpE8ttCEd-w>

Quiz: The quiz will cover topics from the readings and video of this week ONLY and will consist of 20 multiple-choice and true/false questions. For detailed instructions, please refer to Canvas.

WEEK 6: GENDER DIVERSITY AND INCLUSION IN THE WORKPLACE (OCTOBER 5-11)

Readings:

- Britton, D. M. (2017). "Beyond the Chilly Climate: The Salience of Gender in Women's Academic Careers." *Gender & Society*, 31(1), 5-27.
- Wingfield, A. H. (2010). "Are Some Emotions Marked 'Whites Only'? Racialized Feeling Rules in Professional Workplaces." *Social Problems*, 57(2), 251-268.

Watch:

- Kimmel, M. (2015). "Why Gender Equality is Good For Everyone?" TED Talks. <https://www.youtube.com/watch?v=7n9IOH0NvyY>

Discussion Forum Assignment: You are required to make a minimum of two posts: One original post in response to the discussion forum topic by Thursday evening, and one response to a classmate's original post by Sunday evening. For detailed instructions, please refer to Canvas.

WEEK 7: LIFE-WORK BALANCE AND FAMILY RESPONSIBILITIES (OCTOBER 12-18)

Readings:

- Bass, B. C. (2015). "Preparing for Parenthood? Gender, Aspirations, and the Reproduction of Labor Market Inequality." *Gender & Society*, 29(3), 362-385.
- Huang, J., Krivkovich, A., Rambachan, I., & Yee, L. (2021). "For Mothers in the Workplace, a Year (and Counting) Like No Other." McKinsey & Company, 1-10. <https://www.mckinsey.com/featured-insights/diversity-and-inclusion/for-mothers-in-the-workplace-a-year-and-counting-like-no-other>

Watch:

- Collins, C. (2019). "Why U.S. Working Moms Are So Stressed." Harvard Business Review. <https://www.youtube.com/watch?v=vtY0cBWjEio>

Writing Assignment: You are required to submit a summary of the assigned readings. This summary should encapsulate the main ideas, arguments, and key points from the readings and multimedia content. For detailed instructions, please refer to Canvas.

WEEK 8: MIDTERM EXAM (OCTOBER 19-25)

The midterm exam will be distributed on Monday, October 19th, at 12.00 am and it is due by Sunday, October 25th, at 11:59 p.m.

WEEK 9: WOMEN'S REPRODUCTIVE HEALTH AND ECONOMIC EMPOWERMENT(OCTOBER 26-NOVEMBER 1)

Readings:

- Jones, K. and Bernstein, A. (2021). "Reproductive Health and Economic Empowerment." In Routledge Handbook of Feminist Economics. Berik, G. and Kongar, E. (Eds.). Routledge Press. New York and London. 330-336.
- Gammage, S., Joshi, S., and Rodgers, Y. (2020). "The Intersections of Women's Economic and Reproductive Empowerment," Feminist Economics, 26 (1), 1-16.

Watch:

- Howell, E. (2018). "How We Can Improve Maternal Healthcare: Before, During and After Pregnancy." Ted Talks. https://www.youtube.com/watch?v=XOySX6sE_8s

Discussion Forum Assignment: You are required to make a minimum of two posts: One original post in response to the discussion forum topic by Thursday evening, and one response to a classmate's original post by Sunday evening. For detailed instructions, please refer to Canvas.

WEEK 10: WOMEN IN HIGH LEVEL POSITIONS (NOVEMBER 2-8)

Readings:

- Kurtulus, F. A. and Tomaskovic-Devey, D. (2012). "Do Female Top Managers Help Women to Advance? A Panel Study Using EEO-1 Records." The Annals of the American Academy of Political and Social Science, 639 (1), 173-197.
- Miller, A. (2018). "Women and Leadership." In The Oxford Handbook of Women and the Economy. Averett, S. L., Argys, L. M., and Hoffman, S. D. (Eds). Oxford University Press. 1-17.

Watch:

- Sandberg, S. (2010). "Why We Have Too Few Women Leaders?" Ted Talks. <https://www.youtube.com/watch?v=18uDutylDa4>

Quiz: The quiz will cover topics from the readings and video of this week ONLY and will consist of 20 multiple-choice and true/false questions. For detailed instructions, please refer to Canvas.

WEEK 11: WOMEN IN STEM FIELDS (NOVEMBER 9-15)

Readings:

- Shulamit, K. and Ginther, D. (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. Averett, S. L., Argys, L. M. and Hoffman, S. D. (Eds.). 767-791.
- May, A. M. and Rodgers, Y. V. (2014). "Gender and Graduate Education in the United States: Women's Advancement in STEM fields." In Education and Gender. Dhar, D. (Ed.). London and New York: Bloomsbury. 67-94.

Watch:

- Pham M. (2020). "Females in STEM: We Need More!" TED Talks. <https://www.youtube.com/watch?v=18pnmrR4zPI>

Writing Assignment: You are required to submit a summary of the assigned readings. This summary should encapsulate the main ideas, arguments, and key points from the readings and video. For detailed instructions, please refer to Canvas.

WEEK 12: ANTI-DISCRIMINATION AND SEXUAL HARASSMENT POLICIES (NOVEMBER 16-22)

Readings:

- Abraham, S. E., & Voos, P. B. (2021). "Procedural and Distributive Justice in Sexual Harassment Arbitrations: Evolution of Decisions in the Union Context." In *Advances in Industrial and Labor Relations*. 99-123. Emerald Publishing Limited.
- The Restaurant Opportunities Centers United Forward Together. (2014). "The Glass Floor: Sexual Harassment in the Restaurant Industry." <https://nature.berkeley.edu/agroecologylab/wp-content/uploads/2020/06/The-Glass-Floor-Sexual-Harassment-in-the-Restaurant-Industry.pdf>
- Rutgers University. (2024). "Policy Prohibiting Discrimination and Harassment." <https://policies.rutgers.edu/B.aspx?BookId=12087&PageId=459442>

Quiz: The quiz will cover topics from the readings and video of this week ONLY and will consist of 20 multiple-choice and true/false questions. For detailed instructions, please refer to Canvas.

WEEK 13: RESEARCH PAPER - INTERVIEW (NOVEMBER 23-25)

THANKSGIVING RECESS -NO CLASS (NOVEMBER 26-29)

WEEK 14: FUTURE OF WORK: GENDER IN THE NEW ECONOMY AND GIG WORK (NOVEMBER 30-DECEMBER 6)

Readings:

- Figart, D. (2021). "Contingent Work and the Gig Economy." In, *Routledge Handbook of Feminist Economics*. Berik, G. and Kongar, E. (Eds.) Routledge Press. New York and London. 189-195.
- Zundl, E., & Rodgers, Y. V. D. M. (2021). "The Future of Work for Domestic Workers in the United States: Innovations in Technology, Organizing, and Laws." Rutgers University: The Center for Women and Work - Working Paper Series. <https://smlr.rutgers.edu/sites/default/files/Documents/Centers/CWW/Publications/Zundl%20and%20Rodgers%20The%20Future%20Work%20for%20Domestic%20Workers%20in%20the%20U.S.pdf>

Watch:

- PBS NewsHour. (2024). "Why U.S. Domestic Workers Have Fewer Labor Protections Than Other Employees." <https://www.youtube.com/watch?v=RKbaf-tyFpo>

Quiz: The quiz will cover topics from the readings and video of this week ONLY and will consist of 20 multiple-choice and true/false questions. For detailed instructions, please refer to Canvas.

WEEK 15: RESEARCH PAPER SUBMISSION (DECEMBER 7-10)

WEEK 16: FINAL EXAM (DECEMBER 15-22)

The final exam will be distributed on Tuesday, December 15th, at 12.00 am and it is due by Tuesday, December 22th, at 11:59 p.m.

ADDITIONAL ARTICLES AND MULTI-MEDIA (RECOMMENDED BUT NOT REQUIRED)

If you're interested, you may explore extra resources to deepen your understanding:

- Alonso-Villar, O., & Del Río, C. (2017). "The Occupational Segregation of African American Women: Its Evolution From 1940 to 2010." *Feminist Economics*, 23(1), 108-134.
- Cranford, C. J. (2007). "'It's Time to Leave Machismo Behind!': Challenging Gender Inequality in an Immigrant Union." *Gender & Society*, 21(3), 409-438.
- Crocker, J. and Clawson, D. (2012). "Buying Time: Gendered Patterns in Union Contracts." *Social Problems* 59(4), 459-480.
- Goldin, C. and Joshua M. (2017). "The New Life Cycle of Women's Employment: Disappearing Humps, Sagging Middles, Expanding Tops." *Journal of Economic Perspectives*, 31 (1): 161-82.
- UNECE, Sustainable Development Goals. 2017. "Gender Pay Gap."
<https://unece.org/statistics/video/gender-pay-gap>
- Goldin, C., & Katz, L. F. (2002). The power of the pill: Oral contraceptives and women's career and marriage decisions. *Journal of Political Economy*. 110(4), 730-770.
<https://www.journals.uchicago.edu/doi/abs/10.1086/340778>
- Irvine, L., and Vermilya, J. R. (2010). "Gender Work in a Feminized Profession: The Case of Veterinary Medicine." *Gender & Society* 24(1), 56-82.
- McDonald, M. L. and Westphal, J. D. (2013). "Access Denied: Low Mentoring of Women and Minority First-Time Directors and Its Negative Effects on Appointments to Additional Boards." *Academy of Management Journal*, 56(4), 1169-1198.
- Michelle Ryan. 2015. "Work-Life Balance: Balancing Time or Balancing Identity?" TED Talks.
<https://www.youtube.com/watch?v=79tRTivyMSM>
- Rhodon, L. A. (2011). "Distancing as a Gendered Barrier: Understanding Women Scientists' Gender Practices." *Gender & Society*, 25 (6): 696-716.
- Trask, B. S. (2018). "Blending Work and Family: You are Not Alone." TED Talks.
<https://www.youtube.com/watch?v=X1v2W7ZoLeQ>
- U.S. Equal Employment Opportunity Commission. (2024). "Prohibited Employment Policies/Practices."
<https://www.eeoc.gov/prohibited-employment-policiespractices>
- U.S. Equal Employment Opportunity Commission. (2024). "Pre-Employment Inquiries and Gender."
<https://www.eeoc.gov/pre-employment-inquiries-and-gender>
- U.S. Equal Employment Opportunity Commission. (2024). "Pre-Employment Inquiries and Marital Status or Number of Children." <https://www.eeoc.gov/pre-employment-inquiries-and-marital-status-or-number-children>
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