



**Working Women in American Society**  
**37:575:309**

**Sections 95 and 96 (Fall 2026)**

**Instructor: Dr. Laura Sosa**

**To Interact:**

Send a message via Canvas Inbox messaging tool

**Virtual Office Hours (Via Zoom):**

Wednesday 4:30-5:30 PM

Friday 8:00-9:00 AM

Or By Appointment

[https://rutgers.zoom.us/my/las71?pwd=WVBnTm1DY0xEb1NFYVVQS1pHNEFFQT09Links to an external site.](https://rutgers.zoom.us/my/las71?pwd=WVBnTm1DY0xEb1NFYVVQS1pHNEFFQT09Links%20to%20an%20external%20site)

**Course Description**

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

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, gender diversity at work, women in low-wage work, and theories of gender and work

**Get Help**

**Need Assistance with a technical question?**

It is the student's responsibility to be able to perform technically in the course. Contact helpdesk staff if you need assistance using the **Canvas**. Your instructor cannot assist you with technical issues – but the helpdesk staff can!

**Helpdesk:** Rutgers Office of Information and Technology

**Email:** <https://it.rutgers.edu/help-support>

**Call:** 833-OIT-HELP

**Student resources**

If you are in need of help in the areas of (a) mental health, (b) academic coaching, and (c) financial assistance:

<https://smlr.rutgers.edu/about-smlr/fall-2022-information-smlr-students>

**SMLR Scholarships**

<https://smlr.rutgers.edu/academic-programs/scholarships>

## **Learning Objectives**

### **Rutgers CORE:**

#### **Diversity and Social Inequalities (CCD)**

CCD-1 Analyze the degree to which forms of human differences and stratifications among social groups shape individual and group experiences of, and perspectives on, contemporary issues. Such differences and stratifications may include race, language, religion, ethnicity, country of origin, gender identity, sexual orientation, economic status, abilities, or other social distinctions and their intersections.

CCD-2 Analyze contemporary social justice issues and unbalanced social power systems.

#### **Social Analysis (SCL)**

SCL-1 Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.

SCL-2 Employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments.

### **School of Management and Labor Relations:**

IV - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation

V - Evaluate the context of workplace issues, public policies, and management decisions

### **Labor Studies and Employment Relations Department:**

1 - Demonstrate an understanding of perspectives, theories, and concepts in our field.

2 - Apply those concepts, along with substantive institutional knowledge, to contemporary developments.

6 - Analyze the degree to which forms of human difference shape a person's experience of work

## **Course Learning Objectives**

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 and class 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

### Learning Assessments

|                                                                     |            |                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Connecting to the Weekly Topic</b>                               | 150 points | 1 @ 5 points (Introduction to Peers)<br>4 @ 25 points (Individual)<br>1 @ 25 points (Small Team)<br>1 @ 20 points LinkedIn Learning                                                                                                                                                          |
| <b>“Discussion” of course material via Hypothesis (annotations)</b> | 100 points | 5 @ 20 points each (annotation plus peer reply)                                                                                                                                                                                                                                              |
| <b>Field Project</b>                                                | 175 points | Interviewee Proposal - 10 points (must be approved to get credit for email below)<br><br>Email to Interviewee/Date Confirmation – 15 points (must be submitted to get credit for written narrative)<br><br>Written narrative paper - 150 points (Recorded Zoom “clip” must accompany paper.) |
| <b>Field Project Data Analysis</b>                                  | 75 points  | Field Project Themes Paper – 50 points<br><br>“Roundtable” Small Team Analysis – 25 points                                                                                                                                                                                                   |
| <b>TOTAL</b>                                                        | 500 points |                                                                                                                                                                                                                                                                                              |

### **Connecting to the Weekly Topic**

- Worth 150 points
- Students will critically analyze the material and demonstrate their understanding via individual or small group assignments.
- Individual assignments include an analysis of readings using AI, personal reflection on readings, and LinkedIn Learning courses.
- Students will be grouped into small teams early in the course. The same team will work on two team assignments together, including a Roundtable discussion at the end of the course. Small team assignments are Zoom recordings **with cameras on** to simulate a professional organizational environment.

### **Discussion of course material via Hypothesis**

- Worth 100 points (5 assignments, each worth 20 points)
- After reading/listening to the week's material, students will annotate (place comments throughout) the material with their reflections.
- We will use Hypothesis as our annotation tool.
- Hypothesis due dates are strict as meeting the deadline is integral to the grade.

### **Field Project**

- Worth 175 points
- Students will individually conduct an interview with a woman who has at least 20 years of experience in the US workforce in a supervisory or technical role. You will need to use your network or reach out to organizations to identify an interviewee.
- Findings will be summarized in written narrative style (approximately five pages), integrate course terms, and shared with the class for a theme analysis and Roundtable Discussion. A sample of narrative style is available on Canvas.
- Throughout the course, students will complete steps leading up to the interview, thereby gaining project management skills. The project interviewee proposal, email to the interviewee, and written narrative are each graded assignments within this "field project" category.
- All narratives should use a pseudonym. The only place where the interviewee's real name is used should be in the email.

### **Data Analysis - Field Project Theme Analysis**

- Worth 75 points - This is where students further connect theory to practice.
- Students will read at least 5 narratives from classmates and identify three themes which emerged. Those themes are then connected to the course readings, applying theories and concepts to the perspectives of the interviewees.
- Virtually via Zoom (with cameras on), students will then discuss their identified themes within the format of a Roundtable Discussion. The purpose of having cameras on is to emulate a professional setting, an important practice for the workplace.
- All narratives should use a pseudonym. The only place where the interviewee's real name is used should be in the email.

## Course Policies

### **Communication**

Unless students receive advance notification, I will check my Canvas Inbox by 6 pm EST on regular workdays. This excludes Weekends and college break (e.g. Spring Break, Thanksgiving). If a student sends a comment or question, I commit to addressing the contents of the message within 24 hours. I will try but messages sent after Friday at 6PM or on the weekends may not be returned until Monday morning.

**Late Submission Policy** –I understand that unplanned events may happen in life which may disrupt your ability to participate in the class. Please get in contact with me as soon as possible to manage such situations. Without communicating with me prior to the due date, no late assignments will be accepted.

\*Note that Hypothesis due dates are strict as meeting the deadline is integral to the grade.

### **Grading Policy**

Each assignment is worth a certain number of points as identified in the assignments section of the syllabus. Points accumulate to determine final grade, which is a percentage of possible 500 points. ***Decimal points will not be rounded.*** For example, your final grade is B+ if you earn 89.99% of the 500 points. It is your responsibility to monitor your grade and take steps to improve it.

|    |               |
|----|---------------|
| A  | = 100 – 90%   |
| B+ | = 89.99 – 85% |
| B  | = 84.99 – 80% |
| C+ | = 79.99 – 75  |
| C  | = 74.99 – 70  |
| D  | = 66.99 – 60  |
| F  | = 59.99 – 0   |

### **Students with Disabilities**

To receive consideration for an accommodation, students with a disability must send their letter of accommodation to their instructors and discuss the needed accommodation(s) as early in the semester as possible. For more information regarding the process of applying for a letter of accommodation:

<https://ods.rutgers.edu/students/documentation-guidelines>

<https://ods.rutgers.edu/students/registration-form>

### **Academic Integrity**

Conduct yourself in accordance with the Rutgers University Academic Integrity policy. <http://academicintegrity.rutgers.edu/academic-integrity-at->

## **Use of Artificial Intelligence (AI) in submissions**

Unless specified in the assignment, representing AI generated work as your own is considered plagiarism and a violation of Rutgers' academic integrity policy. Upon suspicion, the assignment will not be graded, and the possible violation will be reported through the university's Academic Integrity process. \*This is especially important for the last assignment where you will be using your peer's narratives. Uploading their work into a Large Language Model equates to utilizing someone else's work without their permission.

## **Grammar and Citing Work**

Grammar counts in written work. Submitting poorly written assignments will result in a lowered grade. All work must include accurate citations and a reference page or will receive a zero. If AI is allowed in an assignment, you must also include a citation in APA or MLA format (e.g. for Chat GPT). If you are unfamiliar as to how to cite references and produce a reference page, be sure to contact a Rutgers librarian.

## **Course Schedule by Week**

*Note that additional material may be added to folders throughout the semester. Be sure to check the module's folders at the beginning of each week.*

### **Week 1: Getting to Know Peers and the Course**

**Assignment:** Watch the "Setting the Stage" Video, Introduce Yourself With A Short Video on the Discussion Board, and experiment with Hypothesis.

#### **Setting the Stage**

<https://www.youtube.com/watch?v=1iZkK5j2jHM>

#### **Supplemental Video**

**Women Have Always Worked: Why I Study Women's History (The U.S. Experience 1700 - 1920)**

#### **Practice with Hypothesis**

- Writings from the 1940s, Perceptions of Women Working

## **UNIT 1: Working Women in US Society**

### **Week 2: History of Women in the US Labor Market**

#### ***Data Sources***

- Women in the labor force, 2024: occupation employment profiles of women and men by age (March 2026)
- <https://www.bls.gov/charts/employment-situation/civilian-labor-force-participation-rate.htm>
- <https://www.bls.gov/opub/ted/2023/labor-force-participation-rate-for-women-highest-in-the-district-of-columbia-in-2022.htm#:~:text=For%20the%20nation%20as%20a,was%2056.8%20percent%20in%202022.>
- <https://www.bls.gov/emp/tables/civilian-labor-force-participation-rate.htm>
- <https://www.bls.gov/opub/reports/womens-databook/2022/>
- <https://www.dol.gov/agencies/wb/data>

**Assignment: Connecting to the Topic #1 (Individual Assignment to explore US Labor Markets)**

### **Week 3: Men's Work versus Women's Work**

#### *Readings*

- Wingfield (2009) Racializing the glass escalator: Reconsidering men's experiences with women's work
- Britton (1997) Perceptions of the work environment among correctional officers: Do race and sex matter? (Supplemental)

**Assignment: Hypothesis Annotation #1**

### **Week 4: 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.
- Women in Tech Statistics
- Forbes. Why Women Are Lagging in Tech Leadership
- Women in Tech on Leadership

#### *Video (Supplemental)*

- How to avoid gender stereotypes: Eleanor Tabi Haller-Jordan at TEDxZurich

**Assignment: Connecting to the Topic #2 (Recorded Individual Presentation)**

### **Week 5: Landmark Legislation**

## *Readings*

- Gender related U.S. legislation (Title VII and IX)
- Equal Pay Act and Lilly Ledbetter Fair Pay Act
- Alphabet Settles Shareholder Suites Over Sexual Harassment Claim
- The Restaurant Opportunities Centers United Forward Together. 2014. (supplemental)

## *Video*

- How To Recognize, Address, and Prevent Workplace Harassment

*Assignment:* Hypothesis Annotation #2; Submit Field Project Interviewee proposal

## Week 6: Balancing Work and Family/Impact of Pandemic

### *Readings*

- Huang, Krivkovich, Rambachan, & Yee (2021) “For mothers in the workplace, a year (and counting) like no other”, McKinsey & Company Article. Also available at <https://www.mckinsey.com/featured-insights/diversity-and-inclusion/for-mothers-in-the-workplace-a-year-and-counting-like-no-other>
- Slaughter (2012) “Why Women Still Can’t Have It All,” *The Atlantic* 2012 (7): 6 pages. Also available at <http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/6/>.
- Alon, T., Coskun, S., Doepke, M., Koll, D., & Tertilt, M. (2022). From mancession to shecession: Women’s employment in regular and pandemic recessions. *NBER Macroeconomics Annual*, 36(1), 83–151. doi:10.1086/718660From mancession to shecession.pdf
- Lyttelton, T., Zang, E., & Musick, K. (2023a). Parents' work arrangements and gendered time use during the COVID-19 pandemic. *Journal of Marriage and Family*, 85

*Required Video – A. Slaughter TED talk*

### *Supplemental Video*

- 3 Rules for better work-life balance: TED Talk
- By the numbers: Work-life balance: ABC News

*Assignment:* Connecting to the Topic #3 (Individual)

## Week 7: Gender Pay Gap

### *Readings*

- Miller (2019) Women Did Everything Right and then Work Got Greedy. NYTimes
- Blau & Kahn (2007) The gender pay gap: Have women gone so far as they can?
- Cohen & Huffman (2007) Working for the women? Female managers and the gender wage gap
- Goldin (2017) New Life Cycle of Women’s Employment

### *Podcasts*

- The True Story of the Gender Pay Gap
- Interview with Nobel Laureate Claudia Goldin (supplemental)

### *Videos*

- OECD: Why is the gender pay gap such a stubborn problem? What can we do?

*Assignment:* Connecting to the Topic 4 (Individual)

## **UNIT II – Working Women in Organizations**

### Week 8: Intersection of Gender and Race in Workplace

#### *Readings*

- 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.
- Wingfield, A. H. (2010). Are Some Emotions Marked “Whites Only”? Racialized Feeling Rules in Professional Workplaces. *Social Problems*, 57(2), 251–268.
- She Said Equinox Fired Her For Being a Black Woman. The Jury Agreed NY Times
- Pao Effect: Discrimination of Asian Women

#### *Videos*

- CBS Mornings: Google faces lawsuit alleging racial discrimination against Black women (Links to an external site.)
- Why you should not bring your authentic self to work | Jodi-Ann Burey | TEDxSeattle (Links to an external site.)

*Assignment:* Hypothesis Annotation #3; Linked In Learning Individual Assignment

### Week 9: Tokenism

#### *Readings*

- Kanter (1977a) Men and Women of the corporation
- Kanter (1977b) Some Effects of Proportions on Group Life: Skewed Sex Ratios and Responses to Token Women

*Assignment:* Hypothesis Annotation #4

### Week 10: Why Don't We Have More Women Managers?/Glass Ceiling

#### *Readings*

- Women in The Workplace - McKinsey Report
- Ali, Metz, & Kulik (2015) Retaining a diverse workforce: the impact of gender-focused human resource management

- **The glass ceiling: Its definition, History and Effects**
- **Chipping Away at the Glass Ceiling: Gender Spillovers in Corporate Leadership.pdf**

#### *Videos*

**Why We Have Too Few Women Managers?Links to an external site.**

**We Leaned In, Now What?Links to an external site.**

**A glass ceiling - or a broken ladder?- BBC NewsLinks to an external site.**

*Assignment: Hypothesis Annotation #5*

### **Week 11: Women and Mentorships**

#### *Readings*

- **Kurtulus & Tomaskovic-Devey (2012) Do female Top managers help women to advance? A panel study using EEO-1 records**
- **McDonald & Westphal (2013) Access denied: Low mentoring of women and minority first-time directors and its negative effects on appointments to additional boards**
- **Women in Tech on Leadership**

#### *Videos*

- **Accenture CEO's Advice To Women: Stand OutLinks to an external site.**
- **She's The CEO Of A Fortune 500 Company, And She's Rethinking Leadership.**

*Assignment: Connecting to the Topic #5 (small team)*

### **Week 12: Written Narrative**

*Assignments: Work on Written Narrative*

### **Week 13: Finish Up Narratives During Thanksgiving Shortened Week)**

### **Week 14 - Data Analysis – Identifying Themes**

*Assignments: Work on theme analysis of peer narratives*

### **Week 15 - Roundtable Discussions – Due during Final Exam Week**

**In Zoom, conduct recorded “Roundtable Discussion” in small group with cameras on;  
Submit one recording for team grade.**

**\*\*Note that material may be added during the semester so always check weekly folders.**