

**Rutgers University**  
**School of Management and Labor Relations**

Women Working in American Society  
Labor Studies 37:575:309  
WGSS 01:988:309  
Mondays & Thursdays 12:10-1:30 pm  
Class: Beck Hall 253

Lecturer: Jiyoong Park  
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Office Hours: Monday, 1:30-3:00 pm  
Spring 2022

**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 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, 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.

**Required Readings**

Articles and chapters listed below and available on Canvas. I may change or substitute readings on this list, but I will always give you notice at least a week in advance, update the syllabus accordingly, and make the readings available on Canvas. (No Purchase Required)

**Course Requirements**

1. Class Participation: 15%

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. Work Autobiography: 5%

You will write a short work autobiography, due week #2. Guidelines are posted on the class Canvas site and will be distributed during the first week of class.

3. Reading Questions and Talking Points: 30%

There are twelve sets of readings listed below. I will post questions for each of these sets on Canvas. Among thirteen sets of readings, you will pick ten topics for submitting your answer to reading questions and talking points. You will answer online and prepare for talking points for the class discussion. Your answers and talking points are due by 10:00 PM before the day we

discuss the readings. I will grade these assignments largely for completeness, though I will deduct points for assignments that fail to fully engage with the questions asked.

#### 4. Gender and Occupation Assignment: 50%

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 50% of your total grade, will be broken into three parts.

- Occupational Data Paper and Presentation: 15%
- Work Observation Paper and Presentation: 15%
- Interview Paper and Presentation: 20%

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.

\*Specific guidelines for work autobiography, reading questions and talking points, and gender and occupation assignments are uploaded on Canvas.

### **Course Materials**

#### Posting of lecture slides

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.

### **Grading Scale**

- A 90-100
- B+ 86-89
- B 80-85
- C+ 76-79
- C 70-75
- D 66-69
- F 65 and below

### **Policies**

#### *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 and Participation 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 for the first two weeks of class, and will be changed to in-person from February; meaning that the learning activities take place online (virtually) and we will meet live, at the same time, each class.

## **Schedule of Readings and Assignment Due Dates**

### **Week 1. Course Overview**

#### **Part 1: (Thursday, January 20)**

- \* Distribute guidelines for assignments.
- \* Class Survey

#### **Part 2: (Monday, January 24)**

- \* Recommended 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.

## **Week 2 – The Gender Wage Gap**

### **Part 1: (Thursday, January 27)**

\* Required 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](http://www.washingtonpost.com/opinions/five-myths-about-the-gender-pay-gap/2014/07/25/9e5cff34-fcd5-11e3-8176-f2c941cf35f1_story.html)

Recommended:

Corbett, Christianne and Catherine Hill. 2012. Graduating to a Pay Gap: The Earnings of Women and Men One Year after College Graduation. Washington, D.C.: AAUW. <http://www.aauw.org/files/2013/02/graduating-to-a-pay-gap-the-earnings-of-women-and-men-one-year-after-college-graduation.pdf>

Boushey, Heather. 2010. Are Young Women Earning More than Their Boyfriends? Slate.com - [http://www.slate.com/articles/double\\_x/doublex/2010/09/are\\_young\\_women\\_earning\\_more\\_than\\_their\\_boyfriends.html](http://www.slate.com/articles/double_x/doublex/2010/09/are_young_women_earning_more_than_their_boyfriends.html)

- \* Reading Question & Talking Points<sup>1</sup> due 1/26 at 10 PM.
- \* Work autobiographies due 1/28 (Friday) at 10 PM.
- \* Group assignments made for remainder of semester.

### **Part 2: (Monday, January 31)**

- \* Role-play simulation
- \* Discuss insights from autobiography.

## **Week 3 – Theorizing Gender at Work**

### **Part 1: (Thursday, February 3)**

\* Required 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.

Williams, Christine L. 1992. The Glass Escalator: Hidden Advantages for Men in the “Female” Professions. *Social Problems* 39(3): 253-267.

Recommended:

Cottingham, Marci D. 2014. "Recruiting Men, Constructing Manhood: How Health Care Organizations Mobilize Masculinities as Nursing Recruitment Strategy." *Gender & Society* 28 (1): 133–56.

\* Reading Question & Talking Points 2 due 2/2 at 10 PM.

**Part 2: (Monday, February 7)**

\* Occupational data assignment out and discussed.

**Week 4 – The Intersection between Race and Gender at Work**

**Part 1: (Thursday, February 10)**

\* Required 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.

Harvey Wingfield, Adia. 2009. Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work. *Gender & Society* 23(5): 5-26.

Recommended:

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

\* Reading Question & Talking Points 3 due 2/9 at 10 PM.

**Part 2: (Monday, February 14)**

\* Individual occupational data assignment due 2/14 at 9AM

\* Group work session for occupational data group presentation

**Week 5 – Gender Bias**

**Part 1: (Thursday, February 17)**

\* Required 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.

Recommended:

Jessica Nordell "This Is How Everyday Sexism Could Stop You From Getting That Promotion" <https://www.nytimes.com/interactive/2021/10/14/opinion/gender-bias.html>

- \* Job Posting In-Class Exercise
- \* Reading Question & Talking Points 4 due 2/16 at 10 PM.

### **Part 2: (Monday, February 21)**

- \* Group presentations: occupational data
- \* Occupational data project presentation slides due 2/21 9AM

## **Week 6 – Anti-discrimination and Sexual harassment politics**

### **Part 1: (Monday, February 24)**

- \* Required 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.rocunited.org/wp-content/uploads/2014/10/REPORT\\_The-Glass-Floor-Sexual-Harassment-in-the-Restaurant-Industry2.pdf](https://chapters.rocunited.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".

- \* Reading Question & Talking Points 5 due 2/23 at 10 PM.

### **Part 2: (Monday, February 28)**

- \* Role-play
- \* Video discussion

## **Week 7 – Gender Identity and Sexual Orientation at Work**

### **Part 1: (Thursday, March 3)**

- \* Required Readings:

Klawitter, Marieka. "Meta-analysis of the effects of sexual orientation on earnings." *Industrial Relations: A Journal of Economy and Society* 54.1 (2015): 4-32.

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

Recommended:

Denissen, A. M., and A. C. Saguy. 2014. "Gendered Homophobia and the Contradictions of Workplace Discrimination for Women in the Building Trades." *Gender & Society* 28 (3): 381-403.

- \* Reading Question & Talking Points 6 due 3/2 at 10 PM.

### **Part 2: (Monday, March 7)**

\*Training\_Micromessaging

\*Workplace observation project distributed and discussed

## **Week 8 –Balancing Work and Family**

### **Part 1: (Monday, March 10)**

\* Required Readings:

Correll, Shelley J., Benard, Stephen, and Paik, In. 2007. “Getting a Job: Is There a Motherhood Penalty?” *American Journal of Sociology* 112 (5) (March 1): 1297–1339.

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.

Recommended:

Bass, Brooke Conroy. 2014. “Preparing for Parenthood?: Gender, Aspirations, and the Reproduction of Labor Market Inequality.” *Gender & Society*, 28(4)

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/>.

\* Reading Question & Talking Points<sup>7</sup> due 3/9 at 10 PM

**Week 8 – March 14: Spring break, no class**

**Week 9 – March 17: Spring break, no class.**

## **Week 9 – Balancing Work and Family**

### **Part 2: (Monday, March 21)**

\* Individual workplace observations due 3/21 9AM

\* Group work session for Workplace observation presentations

## **Week 10 –Women’s Reproductive Health and Economic Empowerment**

### **Part 1: (Thursday, March 24)**

\* Required 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.

\* Reading Question & Talking Points8 due 3/23 at10 PM

**Part 2: (Monday, March 28)**

- \* Group Presentation: Workplace observations
- \* Workplace observation presentation slides due 3/28 9AM

**Week 11 – Women in High-Level Positions**

**Part 1: (Thursday, March 31)**

\* Required 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](http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders.html).

\* Reading Question & Talking Points9 due 3/30 at10 PM

**Part 2: (Monday, April 4)**

- \* Interview project distributed and discussed
- \* Develop Interview Questions Together

**Week 12 –Women in Profession/STEM**

**Part 1: (Thursday, April 7)**

\* Required 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.

Recommended:

Rhoton, L. A. 2011. “Distancing as a Gendered Barrier: Understanding Women Scientists’ Gender Practices.” *Gender & Society* 25 (6): 696–716.



Irvine, L., and J. R. Vermilya. "Gender Work in a Feminized Profession: The Case of Veterinary Medicine." *Gender & Society* 24, no. 1 (January 28, 2010): 56–82. doi:10.1177/0891243209355978.

\* Reading Question & Talking Points 10 due 4/6 at 10 PM

**Part 2: (Monday, April 11)**

\* Group discussion

**Week 13 – Women and labor/working class occupations**

**Part 1: (Thursday, April 14)**

\* Required Readings:

Cranford, C. J. 2007. "It's Time to Leave Machismo Behind!': Challenging Gender Inequality in an Immigrant Union." *Gender & Society* 21 (3) (June 1): 409–438.

Crocker, Jillian, and Dan Clawson. "Buying Time: Gendered Patterns in Union Contracts." *Social Problems* 59, no. 4 (November 2012): 459–480.

\* Reading Question & Talking Points 11 due 4/13 at 10 PM

**Part 2: (Monday, April 18)**

\* Overview of Covid19 and gendered consequences

\* Group discussion

**Week 14 – Future of Work(ers): Gender in the New Economy and Gig Work**

**Part 1: (Thursday, April 21)**

\* Group work session for worker interview projects

\* Individual interview papers due 4/21 9AM

**Part 2: (Monday, April 25)**

\* Required Readings:

Figart, Deb. 2021. "Contingent Work and the Gig Economy." In Günseli 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.

Recommended:

Williams, C. L., C. Muller, and K. Kilanski. 2012. "Gendered Organizations in the New Economy." *Gender & Society* 26 (4): 549–73. doi:10.1177/0891243212445466.

\* Reading Question & Talking Points<sup>12</sup> due 4/24 at 10 PM

**Week 15 – Interview Presentations**

**Part 1: (Thursday, April 28)**

- \* Group presentations: Interview Project
- \* Worker interview presentation slides due 4/28 9AM

**Part 2: (Monday, May 2)**

- \* Group presentations: Interview Project Continued.