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:


**Week 2 – The Gender Wage Gap**

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

* Required Readings:


  Recommended:


* Reading Question & Talking Points1 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:


Recommended:

* 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:


Recommended:

* 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:


Recommended:
* 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:


* 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:


  Recommended:

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

**Part 2: (Monday, March 7)**
Week 8 – Balancing Work and Family

Part 1: (Monday, March 10)

* Required Readings:


Recommended:


* Reading Question & Talking Points 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:


* Reading Question & Talking Points due 3/23 at 10 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/](http://www.thefeministwire.com/2013/10/17973/)


* 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 Points due 3/30 at 10 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:


* Recommended:

* Reading Question & Talking Points10 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:


* Reading Question & Talking Points11 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:


  Recommended:
* Reading Question & Talking Points12 due 4/24 at10 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.