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.

Learning Objectives – Rutgers CORE
CCD-2. Analyze contemporary social justice issues and unbalanced social power systems.
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.

Learning Objectives – SMLR
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.

Learning Objectives – LSER 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

Learning Objectives of the Instructor.
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. Attendance and Class Participation: 10%
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. Reading Questions and Talking Points: 10%
There are 13 sets of readings listed below including the first week of overview class. Excluding the first week of class overview, I will post questions for each of 12 sets on Canvas. You will answer these questions online and prepare for talking points for the class discussion. Your answers and talking points are due by 10:00 AM on the day we discuss the readings. Talking points can be anything, including critical questions, your opinion on the issues of the topic, reflections of your own experience, or simply what you felt and learned from the readings. Talking points will be used to facilitate class discussion. I will grade these assignments largely for completeness, though I will deduct points for assignments that fail to fully engage with the questions asked.

3. 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.

4. Critical Reflection Papers: 15%
There are 13 weeks with required readings to be done before class. You must prepare a critical reflection paper, at least 4 double-spaced pages each, for 2 out of our 13 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.

5. Quiz: 15%
You will take two quizzes during class that cover the assigned readings and class materials. Guidelines for preparing the quizzes will be explained in detail during class.

6. 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 45% 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: 15%
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, and communicate via the Inbox feature. 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. I will allow one excused absence, but attendance and participation points will be deducted from the second absence. A rubric is posted on Canvas explaining how class participation is evaluated.

**Guidelines for Class Technology**
The course delivery mode will be in-person, meaning that we will meet live, at the same time, each class.

**Student Resources**
For students who need help in the areas of (a) mental health, (b) academic coaching, and (c) financial assistance, refer to the following link: https://smlr.rutgers.edu/about-smlr/fall-2022-information-smlr-students For SMLR scholarship opportunities, refer to the website https://smlr.rutgers.edu/academic-programs/scholarships

**Schedule of Readings and Assignment Due Dates**

**Week 1. Course Overview**
Part 1: (Thursday, January 19)

* Distribute guidelines for assignments.
* Class Survey

Part 2: (Monday, January 23)
* Required Readings:


**Week 2 – The Gender Wage Gap**
Part 1: (Thursday, January 26)
Submit Reading questions and talking points 1 due at 1/26 10AM. related to the following required readings:

* Required Readings:


Recommended (Not required):


Part 2: (Monday, January 30)

* Work autobiographies due 1/30 (Monday) at 10 AM.
* Group assignments made for remainder of semester.
* Discuss insights from autobiography.

Week 3 – Theorizing Gender at Work

Part 1: (Thursday, February 2)

Submit Reading questions and talking points 2 due at 2/2 10AM. related to the following required readings:

* Required Readings:


Recommended (Not required):

Part 2: (Monday, February 6)
* Occupational data assignment out and discussed.

Week 4 – The Intersection between Race and Gender at Work
Part 1: (Thursday, February 9)
Submit Reading questions and talking points 3 due at 2/9 10AM. related to the following required readings:

* Required Readings:


Recommended (Not required):

Part 2: (Monday, February 13)
* Individual occupational data assignment due 2/13 at 10AM
* Group work session for occupational data group presentation

Week 5 – Gender Bias
Part 1: (Thursday, February 16)
Submit Reading questions and talking points 4 due at 2/16 10AM. related to the following required readings:

* Required Readings:


Recommended (Not required):

* Job Posting In-Class Exercise

Part 2: (Monday, February 20)
* Group presentations: occupational data
* Occupational data project presentation slides due 2/19 10PM

**Week 6 – Anti-discrimination and Sexual harassment politics**
**Part 1: (Monday, February 23)**

Submit Reading questions and talking points 5 due at 2/23 10AM. related to the following required readings:

* Required Readings:


**Part 2: (Monday, February 27)**
*Observation data assignment out and discussed.
* In-class survey
*Training_Micromessaging

**Week 7 – Gender Identity and Sexual Orientation at Work**
**Part 1: (Thursday, March 2)**
Submit Reading questions and talking points 6 due at 3/2 10AM. related to the following required readings:

* Required Readings:


  Recommended (Not required):
Part 2: (Monday, March 6)
*In-class quiz 1

Week 8 – Balancing Work and Family
Part 1: (Thursday, March 9)

Submit Reading questions and talking points 7 due at 3/9 10AM. related to the following required readings:

* Required Readings:


Recommended (Not required):


*Critical reflection paper 1 3/9 10 PM

Part 2: (Monday, March 13)
*No class. Spring break.

Week 9 – Balancing Work and Family (cont.)
Part 1: (Thursday, March 16)
*No class. Spring break.

Part 2: (Monday, March 20)
* Individual workplace observation paper due 3/20 10AM
* Group work session for Workplace observation presentations

Week 10 – Women’s Reproductive Health and Economic Empowerment
Part 1: (Thursday, March 23)
Submit Reading questions and talking points 8 due at 3/23 10AM. related to the following required readings:

* Required Readings:


Part 2: (Monday, March 27)
* Group Presentation: Workplace observations
* Workplace observation presentation slides due 3/26 10PM

Week 11 – Women in High-Level Positions
Part 1: (Thursday, March 30)
Submit Reading questions and talking points 9 due at 3/30 10AM. related to the following required readings:

* Required Readings:

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


Part 2: (Monday, April 3)
* Interview project distributed and discussed
* Develop interview questions together

Week 12 – Women in Profession/STEM
Part 1: (Thursday, April 6)
Submit Reading questions and talking points 10 due at 4/6 10AM. related to the following required readings:

* Required Readings:


Recommended (Not required):


Part 2: (Monday, April 10)
*Group discussion

Week 13 – Women and labor/working class occupations
Part 1: (Thursday, April 13)
Submit Reading questions and talking points 11 due at 4/13 10AM. related to the following required readings:

* Required Readings:


Part 2: (Monday, April 17)

Week14- Future of Work(ers): Gender in the New Economy and Gig Work
Part 1: (Thursday, April 20)
Submit Reading questions and talking points 12 due at 4/20 10AM. related to the following required readings:

* Required Readings:


Recommended (Not required):

**Part 2: (Monday, April 24)**
* Group work session for worker interview projects
* Individual interview papers due 4/24 10AM

**Week 15 – Interview Presentations**
**Part 1: (Thursday, April 27)**
* In-class quiz 2 & Rap-up session

**Part 2: (Monday, May 1)**
* Group presentations: Interview Project
* Worker interview presentation slides due 4/30 10PM

**Week 16 – Interview Presentations (cont.)**
**Part 1: (Thursday, May 4)**
* Group presentations: Interview Project
* Critical reflection paper 2 5/4 10 PM
## Core Due Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Class</th>
<th>Class Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<td>Week 1</td>
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<td>Part1</td>
<td>Thursday, January 19</td>
<td>Course Overview: Review syllabus</td>
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<td>Thursday, January 26</td>
<td>The Gender Wage Gap I</td>
<td>RQ&amp;TP 1 10AM</td>
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<td>Monday, January 30</td>
<td>The Gender Wage Gap II</td>
<td>Work autobiographies due 1/30 due 10AM</td>
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<td>Theorizing Gender at Work I</td>
<td>RQ&amp;TP 2 10AM</td>
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<td>Part2</td>
<td>Monday, February 6</td>
<td>Theorizing Gender at Work II</td>
<td>Occupational data assignment out and discussed.</td>
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<td>Thursday, February 9</td>
<td>Intersectionality of Race and Gender I</td>
<td>RQ&amp;TP 3 10AM</td>
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<td>Part2</td>
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<td>Intersectionality of Race and Gender II</td>
<td>Occupational data project individual paper due 2/13 10AM</td>
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<td>RQ&amp;TP 4 10AM</td>
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<td>Part2</td>
<td>Monday, February 20</td>
<td>Gender Bias II</td>
<td>Occupational data project presentation slides due 2/19 10PM</td>
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<td>Thursday, February 23</td>
<td>Anti-discrimination and Sexual harassment politics I</td>
<td>RQ&amp;TP 5 10AM</td>
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<td>Anti-discrimination and Sexual harassment politics II</td>
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<td>Gender Identity and Sexual Orientation at Work I</td>
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<td>Part2</td>
<td>Monday, March 6</td>
<td>Gender Identity and Sexual Orientation at Work II Quiz 1 &amp; Review</td>
<td>In-class quiz 1</td>
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<td>Balancing Work and Family I</td>
<td>RQ&amp;TP 7 10AM</td>
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<td>Part2</td>
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<td>No class (Spring break)</td>
<td>Critical reflection paper 1 due 3/9 10 PM</td>
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<td>Balancing Work and Family II</td>
<td>Individual workplace observations individual paper due 3/20 10AM</td>
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<td>Women’s Reproductive Health and Economic Empowerment I</td>
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<td>Workplace observation project presentation</td>
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<td>Women in High-Level Positions I</td>
<td>RQ&amp;TP 9 10AM</td>
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<td>Week 12</td>
<td>Part 2</td>
<td>Monday, April 3</td>
<td>Women in High-Level Positions II</td>
<td>Interview project distributed and discussed</td>
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<td>Week 14</td>
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<td>Future of Work(ers) I</td>
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<td>Quiz 2 &amp; Review</td>
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