

**Working Women in U.S. Society**  
**Rutgers University 37:575:309:01**  
**Spring 2025**  
**Mon & Th 10:20-11:40**

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**Course Description:**

**Learning Objectives:** This course covers Rutgers SAS, School of Management and Labor Relations (SMLR), and Labor Studies and Employment Relations (LSER) Department learning objectives.

**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

**Required Readings:** available on Canvas in the file folder

**Course Format and Requirements:** This course is a discussion-based seminar but will also include lectures, videos, and group work.

This course uses the Rutgers Canvas course management system, <https://tlt.rutgers.edu/canvas>. To log on, enter your Rutgers NetID and password. Click on the 37:575:309 :01 course and then use the menu on the left-hand side. Course announcements, assignments, files (including all required readings), the syllabus, and other important information will be added to the site throughout the semester.

**Active participation** is a key to success in this course. Do the readings, participate the conversations and group discussions, and work to improve aspects of your critical thinking skills.

**Basic Needs Security:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the [Dean of Students](#) for support. Furthermore, please notify me if you are comfortable in doing so. I will help you find resources. Other family/close relation emergencies may occur. Mental health is a key component to a sustainable life. It is sometimes necessary to miss class for physical or mental health reasons. Let me know in advance or as soon as possible if you are missing assignments for any health or quality of life reasons. If you need assistance, please communicate early and often.

**Understand course and university requirements:** Read the syllabus carefully and be sure you understand all the requirements.

**Discussion** – Success in the course requires active engagement during discussions. This is where we will learn from each other, test the authors’ theories, and formulate and test our own. Students’ success on written assignments will depend on their active engagement, including involvement in discussion.

**Academic Integrity:** Academic integrity requires that all academic work be the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and permitted by the assignment. Ethical conduct is the obligation of every member of the university community, and breaches of academic integrity constitute serious offenses. Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of this course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit. For more information see the Rutgers University [Academic Integrity Policy](#).

Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as [Rutgers University policy](#). As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university’s [Academic Integrity Policy](#).

Similarly, these copyright protections extend to original papers you produce for this course. If I seek to share your work further, I will first obtain your written consent to do so. Finally, as the instructor for this course, I have the responsibility to protect students’ right to privacy. Classroom recordings of students will therefore be treated as educational records under the Family Educational Rights and Privacy Act (FERPA), the U.S. federal law that governs access to educational information and records. Instructors and students must provide notification if any part of online sessions are to be recorded, and such recordings cannot be circulated outside the course.

**Disability Statement:** 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. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. This course is open to all students who meet the academic requirement for participation. Any student who has a need for accommodation based on the impact of disability should refer to the [Rutgers Office of Disability Services](#) and then contact me privately to discuss the specific situation as soon as possible.

**Turnitin** Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact me immediately.

**Statement on Academic Freedom:** Freedom to teach and freedom to learn are inseparable facets of academic freedom. This class will introduce an array of sometimes-conflicting ideas and interpretations of U.S. history, and all who partake in the course should feel encouraged to express their views in an open, civic forum.

**Communication/Email/Electronic Devices:** Feel free to email me with questions, concerns, ideas, and/or issues that may arise during the semester. Remember to check the syllabus or Canvas resources for general questions before contacting me. I will reply to most emails within 24 hours. Students are responsible for looking for announcements or updates on Canvas.

**Utilizing the James B. Carey Library:** 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](mailto:jpeters@smlr.rutgers.edu)) with any questions you may have!

**Course Points:**

Reading Summary/ participation	10
Group project	25
Independent papers	40(20x2)
Choice 24	25
<b>Total</b>	<b>100</b>

## Course assignments

Students will complete one group project and three independent written assignments in this course. All writing assignments are due on Mondays at 11:59 p.m. More detailed instructions for each assignment will be posted in Canvas.

### Late Assignments

Assignments will be considered late at midnight. Assignments will lose two points for every day that they are late.

**One-time 24-hour extension:** Each student can use **ONE 24-hour extension** on any **individual assignment** that is due during the semester, no questions asked. Students may use this extension for any assignment except the group assignment.

### Here are the Rules:

Each assignment is due on a Monday at 11:59. *If you would like to use your extension, you must submit a Word document in Canvas with your name and the statement, “I would like to use my one-time 24-hour extension”.* Each extension starts on Monday at 11:59 and ends at 11:59 the following Tuesday.

**Assignments that are eligible for this extension:**

**Intersectionality Paper**

**Reflection Paper**

**Choice 24**

### Extra Credit

Each student who completes the mid-semester survey will receive three extra credit points.

### Individual assignments:

Positionality Paper (2 pages; double space; 12in font) (20 points) **Due Monday, February 3, 2025**

In this assignment, you will write a reflective paper about your positionality and how it affects your views and experiences, especially regarding gender and work. **Positionality is the social and political context that shapes your identity based on race, class, gender, sexuality, and ability.** Understanding your positionality helps you see the biases and assumptions that influence your worldview. More detailed instructions are available on Canvas.

The Choice 2024 (5-7 pages; double space; 12in font) (25pts) **Due Monday, March 10, 2025**

You will be responsible for watching the Frontline documentary “[The Choice 2024](#)” which discusses the candidates in the 2024 Presidential Election. More detailed instructions will be posted to Canvas on February 24th, ensuring you have two weeks to complete the assignment.

Reflection Paper (2 pages; double space; 12in font) (20 points) **Due Monday, April 21, 2025**

This reflection assignment aims to synthesize your learning from the course, critically analyze the topics discussed, and reflect on how the course content has influenced your understanding of gender dynamics in the U.S. workforce.

### Group Project

**Group Assignment: Policy Report (25points) Due Monday, May 5, 2025**

Student groups will research current workplace policies affecting women and develop a comprehensive policy proposal to improve gender equity in the workplace. In addition to the policy recommendations, a complete assignment will utilize publicly available data on gender and race composition in an occupation they choose and report salary, tenure, and future outlook for that occupation and industry information. Each group’s proposal should be well-researched, clearly articulated, and feasible for implementation. You will present your proposal to the class, highlighting its potential benefits and challenges. More detailed instructions will be available on Canvas on March 25<sup>th</sup>.

**The following schedule is subject to change**

Week	Dates	Topic/ Class Activity	Readings and/or deliverables due
1	Thursday, January 23	Introduction to the course and its objectives Overview of the syllabus and assignments Sharing Positionality Statements	
2	Monday, January 27 and Thursday, January 30	Intersectionality: Race, Class, And Gender In The Workplace	<b>Reading(s) Due:</b> <ul style="list-style-type: none"> <li>• Lavalley, R., &amp; Johnson, K. R. (2022). Occupation, injustice, and anti-Black racism in the United States of America.</li> <li>• Lee and Tapia, “Intersectional Organizing: Building Solidarity through Radical Confrontation”</li> <li>• ‘Intersectionality’ has become a hot-button topic in recent years. Here’s what it means By Leah Asmelash</li> </ul>
3	Monday, February 3, and Thursday, February 6	History and Legal Structures  Information Literacy Workshop: SMLR Librarian Julie Peters (2/3)	<b>Assignment Due:</b> Positionality Paper (2/3) <b>Reading(s) Due:</b> <ul style="list-style-type: none"> <li>• So We All Can Succeed: 125 Years of Women’s Participation in the Economy</li> </ul>
4	Monday, February 10, and	Women's Wages Guest Speaker: Laura Beltran Figueroa (2/10)	<b>Reading(s) Due:</b> <ul style="list-style-type: none"> <li>• Goldin C. (2015). "How to Achieve Gender Equality."</li> </ul>

	Thursday, February 13		<ul style="list-style-type: none"> <li>Equitable Growth Report on Gender wage inequality</li> </ul>
5	Monday, February 17, and Thursday, February 20	Women's Work	<b>Reading(s) Due:</b> <ul style="list-style-type: none"> <li>Data Deep Dive: Women in the Workforce (U.S. Chamber of Commerce)</li> <li>Inequality Regimes Gender, Class, and Race in Organizations Joan Acker</li> </ul>
6	Monday, February 24, and Thursday, February 27	Gender Bias in the Workplace	<b>Reading(s) Due:</b> <ul style="list-style-type: none"> <li>Hancock, A.-M. (2009). An untraditional intersectional analysis of the 2008 election.</li> <li>3 Workplace Biases that Derail Mind-Career Women by Colleen Ammerman and Boris Groysberg</li> </ul>
7	Monday, March 3, and Thursday, March 6	Policy Spotlight: Hair and Uniform Policies	<b>Reading(s) Due:</b> <ul style="list-style-type: none"> <li>Let My Hair Be Me: An Investigation of Employee Authenticity and Organizational Appearance Policies Through the Lens of Black Women's Hair. Tina Opie</li> <li>What should I wear to work? An integrative review of the impact of clothing in the workplace</li> </ul>
8	Monday, March 10 and Thursday, March 13	The Choice 2024 Mid-Semester Survey	<b>Assignment Due:</b> The Choice 2024 Paper (3/10) <b>Reading(s) Due:</b> None
9	SPRING BREAK		
10	Monday, March 24 and Thursday, March 27	Anti-discrimination and Sexual Harassment	<b>Reading(s) Due:</b> <ul style="list-style-type: none"> <li>Hersch, J. Sexual harassment in the workplace. IZA World of Labor</li> <li>Bertrand and Mullainathan Are Emily and Greg More Employable Than Lakisha</li> <li>Bertrand Gender in the 21<sup>st</sup> century</li> </ul>
11	Monday, March 31 and Thursday, April 3	Women in Leadership/ The Glass Ceiling	<b>Reading(s) Due:</b> <ul style="list-style-type: none"> <li>Taparia, M., &amp; Lenka, U. (2022). An Integrated Conceptual Framework Of The Glass Ceiling Effect</li> </ul>

			<ul style="list-style-type: none"> <li>• Women and the Labyrinth of Leadership by Alice Eagly and Linda L. Carli</li> </ul>
12	Monday, April 7 and Thursday, April 10	Work-life Balance and Family	<p><b>Reading(s) Due:</b></p> <ul style="list-style-type: none"> <li>• Kossek, E.E., Lautsch, B.A., Perrigino, M.B., Greenhaus, J.H. and Merriweather, T.J. (2023), "Work-life Flexibility Policies: Moving from Traditional Views Toward Work-life Intersectionality Considerations</li> </ul>
13	Monday, April 14 and Thursday, April 17	Women in STEM	<p><b>Reading(s) Due:</b></p> <ul style="list-style-type: none"> <li>• "Dear future woman of STEM": letters of advice from women in STEM Gili Freedman</li> </ul>
14	Monday, April 21 and Thursday, April 24	Women in Entertainment	<p><b>Assignment Due: Reflection Paper (4/21)</b></p> <p><b>Reading(s) Due:</b></p> <ul style="list-style-type: none"> <li>• Whipple and Coleman (2022)Facing the music: Stereotyping of and by women in US music journalism</li> <li>• Luo, H., &amp; Zhang, L. (2022). Scandal, social movement, and change: Evidence from# MeToo in Hollywood</li> </ul>
15	Monday, April 28 and Thursday, May 1	Future of Work	<p><b>Reading(s) Due:</b></p> <ul style="list-style-type: none"> <li>• Frye (2020). Centering Equity in the Future-of-Work Conversation Is Critical for Women’s Progress. Washington, DC: The Center for American Progress.</li> </ul>
16	Monday, May 5	Project Presentations	<ul style="list-style-type: none"> <li>• <b>Final Group Project due (Policy Project)</b></li> </ul>