

575:309:03
Working Women in American Society
Rutgers University
Monday 9:15 am-12:15 pm
Heldrich Science Bldg 204

Instructor: Andrea Estepa

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Office: Labor Education Center 136

Office Hours: Thursday 5-6 pm @ Au Bon Pain,

Wed 2:30-4:00 LEC 136, or by appointment

COURSE DESCRIPTION

This course considers the experience, conditions, and impact of women in the workforce from a range of perspectives, including historical, political, economic, sociological, and psychological. We will look at the ways women's experiences of work differ from those of men, as well as across categories of class, race and ethnicity, workplace hierarchy, and family status, and explore a variety of explanations for those differences. We will examine the causes of inequity and oppression in the workplace for women who earn low wages and those who aspire to leadership in their professional positions. We will look at the ways in which women's work lives and personal lives, especially family responsibilities, can come into conflict, and at potential resolutions of the "work-life balance" dilemma. In addition, as we study the different contexts in which women work, we will look at how women organize and take action in these contexts to exert control over their workplaces and working conditions and to seek change in these historical patterns.

REQUIRED TEXTS

Caroline Fredrickson, *Under the Bus: How Working Women Are Being Run Over*. Available at the Rutgers Bookstore and Amazon.com. (It will be significantly cheaper at Amazon)

All other required readings and audio-visual materials will be available on **the course Sakai site** and/or **online**. Most of these readings are short, but they can be intellectually demanding—introducing new ideas, theories, and terminology. I expect you to read carefully and thoughtfully—underlining, highlighting, writing questions and comments in the margins. That is the best way to prepare for class discussions, papers, and exams.

LEARNING GOALS

- *Assess the effects of the movement of women into market work
- *Specify how the sexual division and value of work has changed over time
- *Familiarity with a range of explanations for gender inequalities
- *Connecting "personal" and "political/policy" issues that shape work organizations and the institution of work
- *Recognizing and describing interconnected patterns of gender, race/ethnicity, class, and sexuality inequality
- *Apply insights from scholarly and journalistic research to improve workplace practices and policy

*Enhance critical reading/viewing ability, as well as written and public presentation skills

CLASS ETIQUETTE

Attendance Policy:

You are expected to come to every class. Attendance will be taken or an attendance sheet passed out during every class and it is your responsibility to make sure you sign in. If you must miss a class due to illness, an emergency, or for religious observance, please notify me in advance via e-mail. Arriving late and leaving early are disruptive—please plan your schedule so that you can be here for the entire class period. Because of the length of the class we will take a short break or two during each session. Be forewarned that periodic short in-class writing assignments and quizzes will be given at the start of class.

Participation:

Student participation is crucial to the success of this course. Students are expected to: come to class having carefully read and thought about the assigned texts; play an active role in class and small group discussions and projects; listen to others thoughtfully and respectfully; ask questions that advance the discussion; complete short in-class writing assignments.

Electronic Devices:

All phones, tablets, and laptops are to be turned off and put away at the beginning of class. There will be occasions during discussion sessions and group projects when you will have permission to use the internet for research purposes, but otherwise I do not want to see screens or keyboards. If you rely on technological assistance because of a learning issue, an exception will be made if you bring me documentation from the Dean's office.

Civility:

We will sometimes be discussing ideas and issues in this class that are controversial. Although we will be approaching them from a theoretical, intellectual, and analytical perspective, some topics may touch on personal experiences and beliefs that you or others in the class have passionate feelings about. I want everyone to feel comfortable expressing their point of view and to feel free to disagree with any of the readings, the instructor, or other students. We should be able to discuss, debate, and disagree in a civil manner. Please listen with an open mind and remain respectful and civil during class discussions. Be sensitive to the feelings and perspectives of others.

Communication

I have office hours every week and invite you to stop by to discuss questions about the material, the course or specific assignments, or issues in the news relating to women and work. E-mail is best for quick questions, rather than discussions. Please make sure to check your Rutgers e-mail regularly—since our class only meets once a week, I will be e-mailing you between classes with information/suggestions about specific things to focus on in the reading or things you might need to prepare or bring to our next meeting.

Academic Integrity

Plagiarism and cheating will not be tolerated. Students are expected to abide by the Rutgers University Honor Code (<http://techx.rutgers.edu/integrity/policy.html>). We will discuss the definition of “academic dishonesty” as explained in the Honor code, as well as proper forms of citation/footnoting in class before your first paper is due.

Please note: The instructor reserves the right to change assignments on the course schedule after the semester has begun. Students will always get at least a week's notice of any change.

ASSIGNMENTS and GRADING

Attendance and Participation: 20%

Paper 1: 15%

Paper 2: 15%

Paper 3: 25%

Final Exam: 25%

COURSE SCHEDULE

*Assignments are to be completed **by** the class date they are listed under.*

9/8 Introduction to Class

9/14 Factory Girls, 1840-1920

Read: "Lowell Mill Girls,"* "NYC Shirtwaist Strikers,"* "The Shirtwaist Strikers Win"*
Nan Enstad, "French Heels and Ladyhood in the World of Early Twentieth Century Garment Strikers"*

9/21 From Rosie the Riveter to June Cleaver, 1940-1960

Read: *Under the Bus*, Intro and Chapter 1; "Women and World War II magazine articles"; Brett Harvey, "Something to Fall Back On?"; Dorothy Sue Cobble, "Recapturing Working-Class Feminism"

9/28 Feminists Go to Work, 1960-1980

Read: Gail Collins, "You're Gonna Make It After All"; Nancy MacLean, "Hidden History of Affirmative Action: Working Women's Struggles in the 1970s and the Gender of Class"; Premilla Nadasen, "Power, Intimacy, and Contestation: Domestic Worker Organizing in the 1960s"

10/5 Occupational Segregation

Read: "Gender Comparison Top 53 Occupations"; Heidi Hartmann, "Capitalism, Patriarchy, and Job Segregation by Sex"; Mintz and Krimkowski, "The Intersection of Race/Ethnicity and Gender in Occupational Segregation"; Christine L. Williams, "The Glass Escalator: Hidden Advantages for Men in the Female Professions"

10/12 Gender Pay Gap

Read: *Under the Bus*, Chapter 2; The White House, "Five Facts about the Gender Pay Gap"; Blau and Kahn, "The Gender Pay Gap: Have Women Gone as Far as They Can?"; Paula England, "Why Female-dominated Jobs Systematically Pay Less"; Joanne Lipman, "Let's Expose the Gender Pay Gap"

Turn in: Paper 1: Working Woman Case Study Based on Oral History Interview

- 10/19** **Women in the Professions**
Read: excerpt from Sheryl Sandberg, *Lean In*; Jodi Kantor, “Gender Equity and Harvard Business School”; Laura A. Rhoton, “Distancing as a Gendered Barrier: Understanding Women Scientists’ Gender Practices”
- 10/26** **Women in Service Work**
Read: *Under the Bus*, Chapters 3 and 4; excerpt from Barbara Ehrenreich, *Nickel and Dimed*; Evelyn Nakano Glenn, “From Servitude to Service Work”; Sarah Maslin Nir, “The Price of Nice Nails” and “Perfect Nails, Poisoned Workers”
- 11/ 2** **Caring and Intimate Labor**
Read: *Under the Bus*, Chapter 7; Eileen Boris and Rhacel Salazar Parrenas, Introduction to *Intimate Labors*; Ellen Reese, “But Who Will Care for the Children? Organizing Child Care Providers in the Wake of Welfare Reform”; Maria de la Luz Ibarra, “My Reward Is not Money”; Elizabeth Bernstein, “Bounded Authenticity and the Commerce of Sex”
- 11/9** **Women in Non-Traditional Jobs**
Read: Paula England, “The Gender Revolution, Unequal and Stalled”; Barbara Bergmann, “Sex Segregation in Blue-Collar Occupations”; A.M. Denissen and A. C. Saguy, “Gendered Homophobia and the Contradictions of Workplace Discrimination for Women in the Building Trades.”
Turn in Paper 2: Woman in Non-Traditional Occupation Case Study Based on Oral History Interview
- 11/16** **Women’s Bodies at Work**
Read: Patti Giuffre and Christine Williams, “Boundary Lines: Labeling Sexual Harassment in Restaurants”; Jane A. Halpert and Julia Hickman Burg, “Mixed Messages: Co-Worker Responses to the Pregnant Employee”; Judith Galtry, “Extending the ‘Bright Line’: Feminism, Breastfeeding, and the Workplace in the United States”
- 11/23** **The Work of Family Life**
Read: excerpt from Ann Crittenden, *The Price of Motherhood*; Marjorie L. DeVault, “Comfort and Struggle: Emotion Work in Family Life”
- 11/30** **Career-Family Conflict: Can Women Have It All?**
Read: *Under the Bus*, Chapters 5 and 6; Joan Williams, “Deconstructing the Ideal-Worker Norm in Market Work”; Joan Williams and Heather Boushey, “The Three Faces of Work-Family Conflict”; Anne-Marie Slaughter, “Why Women Still Can’t Have It All”
- 12/7** **Last Class: Student Presentations**
Turn in Paper 3: Women in Industries Where Men Still Rule Based on Research

Take-Home Final Due: Monday, 12/14