

**WORKING WOMEN IN AMERICAN SOCIETY
(Labor Studies 575:309/Women's Studies 988:309)**

FALL 2018, Thursdays, 12:35-3:35 pm
Labor Education Center Room 130-131
Professor Dorothy Sue Cobble
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Office Hours: by appointment.

COURSE DESCRIPTION

This course analyzes the problems women face at work and the most effective approaches to solving those problems. A central theme is how to address inequities of sex and gender in tandem with other discriminations such as those based on race and class. We start by considering the strengths and weaknesses of women's rights movements of the past. Then we turn to the contemporary world. Topics include: inequalities of income and wealth; glass ceilings and corporate leadership; men and women in nontraditional jobs; the price of motherhood; raising the pay and status of care and service jobs; bodies and sexualities at work; and reimagining work and economies so that individuals, families, and societies thrive.

COURSE OBJECTIVES

- *Appreciate the diversity of women and men's workplace experiences and needs.
- *Understand how gender and sex interact with other identities and social structures
- *Describe how larger structures and forces affect individual action and belief
- *Understand the interconnectedness of market and family work
- *Evaluate economic, cultural, and psychological theories of inequality
- *Apply insights from scholarly research to improve workplace practices and social policy
- *Enhance written and public presentation skills
- *Develop group process and leadership skills

COURSE GRADING

- 1. Class Attendance, Participation, and First Responder (10%)**
- 2. Response Papers (60%)**
- 3. In-Class Quizzes (20%)**
- 4. In-Class Presentation (10%)**

PLEASE NOTE: Cell phones and other electronic devices, including laptop computers, must be turned off and closed during class. Please do not sign up for this class if you are unable to comply with this policy.

COURSE TEXTS. All required texts are available electronically through the Rutgers University Sakai website, with the exception of the movie, “North Country,” which you will need to purchase or rent. You will not have access to electronic copies of the reading in class. In order to prepare fully for class discussion, please bring a printed copy of the reading or substantial notes on the reading with you to class.

COURSE SCHEDULE

Week 1 (Sept 6) Introductions and Overview

Week 2 (Sept 13) The Long Road to Equality

Reading and Viewing:

*Dorothy Sue Cobble, “More Than Sex Equality: Feminism After Suffrage,” in *Feminism Unfinished: A Short, Surprising History of American Women’s Movements* (2014), 1-67.

*Watch the PBS video on-line, “Makers: Women Who Make America, **Part 1: The Awakening**” (57 minutes).

Response Paper #1: What goals did US feminists pursue from the 1920s to the 1960s according to the reading and video? What did they achieve? What remains unfinished?

Week 3 (Sept 20) Persistent Inequalities

Reading and Viewing:

*Paula England, “The Gender Revolution: Uneven and Stalled,” *Gender and Society* 24: 2 (2010), 149-166.

*Evelyn Nakano Glenn, “From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor,” in *Unequal Sisters* (Routledge, 2000), 436-465.

*Oprah Winfrey’s 2018 Golden Globes Speech.

Response Paper #2: Why does England believe the gender revolution is uneven and stalled? Are you convinced? Why or why not? Why does Glenn believe that gender and race must be understood as relational and interlocking systems rather than additive systems? Do you agree? Why or why not?

Week 4 (Sept 27) Pay and Wealth Gaps

Reading:

*AAUW, “The Simple Truth about the Gender Pay Gap,” Spring 2018, 1-30.

*Heather McCulloch, “Closing the Women’s Wealth Gap,” 2017.

*Leslie McCall, “Increasing Class Disparities among Women and the Politics of Gender Equity,” in *Sex of Class*, ed. Dorothy Sue Cobble (2007), 15-34.

Response Paper #3: How do you explain the existing pay and wealth gaps? What do you see as the most important steps to take to in lessen these gaps?

Week 5 (Oct 4) Women and Men in Non-Traditional Jobs

Reading and Viewing:

*Film: "North Country".

*Christine L. Williams, *Still a Man's World: Men Who Do Women's Work* (1995), chapters 5, 7.

*Adia Harvey Wingfield, "Racializing the Glass Elevator," *Gender and Society* (2009), 5-26.

Response Paper #4: Compare and contrast the experiences of men in female-majority jobs with those of women in male-majority jobs. Draw on Williams, Wingfield, and the film "North Country."

Groups Meet to Coordinate Their Presentations

Week 6 (Oct 11) Corporate Feminism and Glass Ceilings

Reading/Viewing:

*Sheryl Sandberg's Ted Talk on "Why We Have Too Few Women Leaders," December 2010.
https://www.ted.com/speakers/sheryl_sandberg

*Anne-Marie Slaughter, "Why Women Still Can't Have It All," *The Atlantic* (July-August 2012). <http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/6>.

*Kristen Schilt, "Transgender Men and the Persistence of Gender Inequality." A talk at Stanford's Clayman Institute, 2011.

Response Paper #5: Why are there so few women at the top according to Sandberg, Slaughter, and Schilt? Which explanations do you find most convincing? Least? What difference would it make if there were more women CEOs?

Quiz #1

Week 7 (Oct 18) Family Work and the Price of Motherhood?

Reading:

*Marjorie L. DeVault, "Doing Housework: Feeding and Family Life," in *Working in America* (1998), 21-31.

*Shelley J. Correll, Stephen Benard and In Paik, "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology* 112 (2007): 1297-1338.

*Ann Crittenden, *The Price of Motherhood: Why the Most Important Job in the World is Still the Least Valued*, chapter 5.

Response Paper #6 Is housework like managerial work? What is the "motherhood penalty"? What is the "mommy tax"? For whom are they a problem?

Group 1 Presentations

Week 8 (Oct 25) Raising the Pay and Status of Care and Service Jobs

Reading:

*Arlie Hochschild, "Love and Gold" in *Global Woman* (2002), 15-30.

*Paula England and Nancy Folbre, "The Cost of Caring," *Annals* 39 (1999), 39-51.

*Sara Jaffe, "Trickle-Down Feminism," *Dissent* (Winter 2013).

Response Paper #7 How do Hochschild, England/Folbre, and Jaffe explain the low pay and devaluation of paid care and service work? Which explanations do you find most convincing and why?

Group 2 Presentations

Week 9 (Nov 1) Bodies at Work

Reading:

*Cynthia Daniels, "Competing Gender Paradigms: Fetal Rights and the Case of Johnson Controls," *Policy Studies Review* 10:4 Winter 1991/1992, 51-68.

**The Daily Podcast*, "The Rampant Problem of Pregnancy Discrimination, Part 1 and Part 2," *New York Times*, June 2018.

*Christine Williams and Catherine Connell, "'Looking Good and Sounding Right': Aesthetic Labor and Social Inequality in the Restaurant Industry," *Work and Occupations* (2010), 349-377.

Response Paper #8 How do employment policies toward sexual reproduction and pregnancy need to change? Williams/Connell argue that the employment practices in high-end retail exploit workers and reproduce social inequality. Do you convinced? Why or why not?

Group 3 Presentations

Week 10 (Nov 8) Sexualities and Sexual Harassment at Work

*Deborah Tannen, "What's Sex Got to Do With it?" *Talking From 9to5*, 242-275.

*Patti Giuffre and Christine Williams, "Boundary Lines: Labeling Sexual Harassment in Restaurants," *Gender and Society* (1994), 378-401.

*Miriam Frank, "From Construction to Couture: *Coming Out in Unionized Workplaces*," in *Out in the Union: A Labor History of Queer America* (2014), 17-47.

Response Paper #9 Take one key idea or statement in each assigned text and discuss why you agree or disagree.

Group 4 Presentations

Week 11 (Nov 15) Solving the Job-Family Dilemma

Reading:

*Joan Williams, Mary Blair-Loy, and Jennifer Berdahl, “The Flexibility Stigma: Work Devotion vs. Family Devotion,” *Rotman Magazine* (Winter 2013), 1-6.

*Janet Gornick and Maria Meyers, *Families That Work*, chapter 6.

*Netsy Firestein and Nicola Dones, “Unions Fight for Work and Family Policies: Note for Women Only,” in Cobble, ed. *The Sex of Class* (2007) 140-154.

Response Paper #10 What employer and societal policies would help solve the job-family dilemma according to the readings? Which make most sense to you and why?

Group 5 Presentations

Week 12 Thanksgiving Week No Class Meeting

Week 13 (Nov 29) Reimagining Work and Economies

Reading:

*Kathi Weeks, “The Problem of Work,” *New Labor Forum* (2014), 10-12.

*Mark Rank, “Toward a New Understanding of American Poverty,” *Journal of Law and Policy* (2006), 17-51.

*Căcilie Schildberg, “A Caring Sustainable Economy,” 2014.

Response Paper #11 Discuss the key “take-aways” in each essay and your reactions to these claims.

Group 6 Presentations

Week 14 (Dec 6) Quiz and Wrap-Up

COURSE REQUIREMENTS

1. CLASS ATTENDANCE, PARTICIPATION, and FIRST RESPONDER (10%)

ATTENDANCE. Grades will be lowered for students who miss more than two classes or who habitually come to class late or leave early. If you are not able to come to class, you do not need to inform me. However, the answer to the question “Did I miss something?” is “Yes.” If you are absent, you should ask another student to take notes for you and get an extra copy of any handouts. I am also available to meet in person to discuss material you missed. If you anticipate a problem with class attendance please discuss the matter with me BEFORE you sign up for this course.

PARTICIPATION. Students are expected to participate actively in class discussion and group activities. You should read carefully the assigned texts *prior* to each class meeting. Students will be asked to offer their own understandings of the claims in the readings as well as their opinion of these claims. You will not be judged on whether or not you agree with the authors or with my opinion but on whether your ideas are informed by the readings and/or substantiated by other evidence and examples. Your personal experience is an important place to begin but should be evaluated in light of the experiences of others and the generalizations and research of the authors we will be reading. Students are also expected to raise the level of class discussion by helping clarify and extend the comments of others. Active, respectful listening is as important to class participation as talking.

Over the course of the semester, students will be asked to participate in small group activities and serve as group leaders. Your goal as a leader is to encourage participation from each group member, keep the group focused on the assignment, and help the group reach common or shared understandings of the material, if possible. Group leaders should be prepared to summarize and present the group's conclusion to the class. Group leaders are not expected to be experts or have all the answers.

FIRST RESPONDER Once over the course of the first half of the semester, on a pre-assigned day, each student will act as a “first responder.” First responders help open up discussion on a particular reading by sharing with the class 1) what they saw as the most important “take-away” from the reading and whether they agreed or not; 2) an issue raised by the reading worthy of further class discussion. First responders may also recommend to the instructor a short video (5 minutes MAX) that is relevant to the reading for the class to watch. Video recommendations with a link must be sent to the instructor for review on the **DAY BEFORE** the class meets. The video will be shown at the discretion of the instructor.

2. RESPONSE PAPERS (60%)

Students are asked to submit at least **FIVE** short papers responding to the questions posed by the instructor on the syllabus. At least two papers should be submitted on or before week 7 and at least two papers after week 7. Students may also choose to submit additional response papers if they wish; all submitted papers will be counted toward the final point total.

Papers should be 2-3 pages, typed, double-spaced, and 12-point font. Please do not submit papers over 3 pages in length.

Papers should be posted on Sakai **by NOON BEFORE** class on Thursday and must be on the readings that will be discussed that day. **No papers will be accepted after the deadline.** If you miss a deadline, please do not ask if you can submit a late paper. Instead, focus on writing a paper for the next week.

Papers will receive a grade of 1 point, ½ point, or 0 points. Responses that 1) show evidence of engagement with the readings; 2) respond to the questions posed; and 3) do not have major writing problems will receive full credit or one point. Responses that 1) do not show engagement

with the readings; or 2)do not respond to the questions; or 3)are poorly written will receive partial credit or ½ point. Points translate to grades as follows:

More than 5=A+

5=A

4.5= B+

4=B

3.5=B-

3= C+

2.5=C

2=C-

1.5=D+

1=D

.5=D-

Below .5=not a passing grade

3. TWO SHORT IN-CLASS QUIZZES (20%).

Each quiz will last approximately 30-40 minutes. You will be asked to discuss and evaluate significant terms and concepts we have encountered in class materials and discussion. The quizzes are designed to help you retain, integrate, and evaluate the information and ideas we cover over the semester. There will be review sessions before each quiz. Make-up quizzes will only be scheduled for a documented medical or family emergency.

4. FINAL PROJECT (10%)

Each student is expected to make a short in-class presentation of 3-5 minutes related to one of the class topics in weeks 7-13. A written one-page summary of the main points of your presentation plus a list of the scholarly and research-based sources you used is due on sakai the day **BEFORE** the oral presentation is given in class. Late submissions will lower the grade.

Students should pick an issue important to them that is related to the topic for the week they are assigned. In addition to the assigned reading, students should read at least **TWO** additional scholarly or research-based articles on their topic. Drawing on one's own work experience or the experience of others is also welcome. This is your opportunity to pursue an area related to this class in more depth and to go beyond the assigned materials. Presentations or projects done for other classes are not acceptable.

In your presentation, you should explain to the class why the issue you chose is important to you, why it matters to others, and how it connects to the topic for the day. Handouts are welcome but power point slides are **NOT** necessary and if used, should be kept to a minimum (no more than 2 or 3). Slides with lots of text are discouraged. Please do **NOT** read your talk word for word from a printed page or from a power point slide. **REMEMBER**, you have **FIVE** minutes maximum.

The grade for the presentations will be based on: 1)whether your topic is related to the readings for that week; 2)whether you go **beyond** the material in the readings to provide the class with

new information or a new perspective; 3)whether you use effectively at least TWO scholarly or research-based sources; 4)whether the presentation itself is clear and well-organized.

There will be a number of students assigned to the same week (your group) and students will need to coordinate with others in the group to avoid repetition. One easy way to avoid repetition is to divide up the readings for that day among the group members. Then each group member could choose a topic related to issues raised in **one** of the assigned articles.

Groups might also decide to pursue a comparative perspective on the topic and each group member choose to investigate how the issue is handled in a country outside the United States. There will be class time set aside for group meetings.

Please Note: This Course Fulfills the Core Curriculum Goals of A, D, M & N.

Plagiarism and Academic Integrity: Papers you have written or presentations you have given for other classes are not acceptable submissions for this course. In addition, using phrases from someone else's writing without quotation marks or paraphrasing another person's ideas without crediting the source of the idea is plagiarism. Plagiarism or any form of cheating can result in failure in the course and disciplinary action through University channels.

Special Needs: Any student with a disability requiring accommodations should contact me as soon as possible.

Register to Vote ☺ at Rutgers University Center for Youth Political Participation at:
<http://cypp.rutgers.edu/ru-voting/ru-registered/>

September 3, 2018.