

# **Women and Work in American Society**

Spring 2018

Labor Studies 575:309  
Women's and Gender Studies 988:309  
Instructor: Elaine Zundl ezundl@rutgers.edu  
Thursday 12:35-3:35pm  
Office Hours: Tuesday 1:00-3:00pm  
Other hours by appointment

## **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, theories of gender and work.

## **Course content**

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.

## **Core Learning objectives for CC and SCL: by the end of the course the student will be able to:**

- a. Analyze the degree to which forms of human difference shape a person's experiences of, and perspectives on, contemporary issues.
- d. Analyze contemporary issues of social justice.
- m. Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.
- n. Employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments.

## ***Learning Objectives of the Labor Studies and Employment Relations Department:***

- Demonstrate an understanding of the perspectives, theories and concepts in the field of labor and employment relations. (Goal 1).

- Apply those concepts, and substantive institutional knowledge, to understanding contemporary developments related to work. (Goal 2).
- Analyze the degree to which forms of human difference shape a person's experience of work. (Goal 6)

***Learning objectives of the School of Management and Labor Relations:***

- Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation. (Goal IV)
- Evaluate the context of workplace issues, public policies, and management decisions (Goal V).
- Demonstrate an understanding of how to apply knowledge necessary for effective work performance (Goal VI)

**Course Requirements**

Class Participation: 20%

Class participation means you have done the assigned reading thoroughly and come to each class prepared with questions and comments 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 class discussion you should come see me at office hours.

Work Autobiography and Critical Reflection Papers: 40%

There are 12 weeks with required readings to be done before class. You must prepare a critical reflection paper, approximately 3 pages each, at the beginning of class for 8 out of our 12 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 will be posted on the class Sakai site and will be distributed during the first seminar meeting.

Gender and Occupation Assignment: 40%

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 40% of your total grade, will be broken into three parts.

Occupational Data Paper and Presentation: 10%

Work Observation Paper and Presentation: 10%

## Interview Paper and Presentation: 20%

More information about this project is available on Sakai.

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 day late, the grade on the paper will be lowered by one letter grade.

### **Grading Scale**

A	90-100
B+	86-89
B	80-85
C+	76-79
C	70-75
D	66-69
F	65 and below

### **Student Resources**

#### *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 please 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 Support Services*

Students with disabilities can find information and resources at Rutgers Disability Support Services (<http://disabilityservices.rutgers.edu/>) or at the Kreeger Learning Center, 151 College Avenue, Suite 123. I welcome information about your specific needs and encourage you to be advocates for yourselves so that you receive the services that you are entitled to.

#### *Attendance Policy*

You must attend all class meetings; if you have an emergency and must miss a class meeting, please 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. Please note: reporting an absence is not the same as an excused absence.

If you miss three classes, your grade for the course will be lowered by one letter grade.

If you miss six or more classes, you will fail the course.

(Religious holidays are exempt from these absences)

### *Use of Technology in Class*

Please do not use cell phones in the classroom – that includes text messaging. Laptops may be used for note taking and accessing the course readings. Use of laptops for purposes unrelated to class, including email, instant messaging, and checking websites not for use in class, is a distraction to you, to those around you, and to me, and is not permitted. If the use of laptops during class becomes a problem, they will be no longer permitted. The reading of outside class materials, print or electronic, is not allowed in the classroom.

### **Schedule of Readings and Assignment Due Dates**

**January 18 – Course overview, exit cards, and work autobiography assignment distributed**

**January 25 – The wage gap, work autobiographies due**

Corbett, Christianne and Catherine Hill. 2012. *Graduating to a Pay Gap: The Earnings of Women and Men One Year after College Graduation*. Washington, D.C.: AAUW.

<http://www.aauw.org/files/2013/02/graduating-to-a-pay-gap-the-earnings-of-women-and-men-one-year-after-college-graduation.pdf>

Laboton, Vivien. 2014. Five Myths about the Gender Pay Gap. *Washington Post* (July 25). [http://www.washingtonpost.com/opinions/five-myths-about-the-gender-pay-gap/2014/07/25/9e5cff34-fcd5-11e3-8176-f2c941cf35f1\\_story.html](http://www.washingtonpost.com/opinions/five-myths-about-the-gender-pay-gap/2014/07/25/9e5cff34-fcd5-11e3-8176-f2c941cf35f1_story.html)

Boushey, Heather. 2010. Are Young Women Earning More than Their Boyfriends? *Slate.com* -

[http://www.slate.com/articles/double\\_x/doublex/2010/09/are\\_young\\_women\\_earning\\_more\\_than\\_their\\_boyfriends.html](http://www.slate.com/articles/double_x/doublex/2010/09/are_young_women_earning_more_than_their_boyfriends.html)

**February 1 – Theorizing gender at work – doing and undoing gender**

Cottingham, Marci D. 2014. “Recruiting Men, Constructing Manhood: How Health Care Organizations Mobilize Masculinities as Nursing Recruitment Strategy.” *Gender & Society* 28 (1): 133–56.

Irvine, L., and J. R. Vermilya. “Gender Work in a Feminized Profession: The Case of Veterinary Medicine.” *Gender & Society* 24, no. 1 (January 28, 2010): 56–82. doi:10.1177/0891243209355978.

**February 8 – Gendered organizations**

Williams, C. L., C. Muller, and K. Kilanski. 2012. “Gendered Organizations in the New Economy.” *Gender & Society* 26 (4): 549–73. doi:10.1177/0891243212445466.

Skuratowicz, Eva, and Larry W. Hunter. 2004. "Where Do Women's Jobs Come from?: Job Resegregation in an American Bank." *Work and Occupations* 31 (1): 73–110.

### **February 15 – Gender Bias/Job Posting Exercise**

Occupational data homework assignment due

Group work session for occupational data group paper

Job post in-class assignment

### **February 22 – The Demography of Gender at Work**

Williams, Christine L. 1992. The Glass Escalator: Hidden Advantages for Men in the "Female" Professions. *Social Problems* 39(3): 253-267.

Harvey Wingfield, Adia. 2009. Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work. *Gender & Society* 23(5): 5-26.

Occupational data project group presentations

### **March 1 – Service work and emotional labor/observing work**

Excerpt from Nickel and Dimed

Avery, Dianne. 2016. "The Female Breast as Brand: The Aesthetic Labor of Breastaurant Servers." In M. Crain, W. Poster, and M. Cherry (Ed.), *Invisible Labor: Hidden Work in the Contemporary World*. Oakland, California: University of California Press.

### **March 8 – Gender in the gig economy/digital workforce**

Light, J. S. (1999). When Computers Were Women. *Technology and Culture*, 40(3), 455–483.

Excerpt from: *Crash Override: How Gamergate (Nearly) Destroyed My Life, and How We Can Win the Fight against Online Hate*

Individual workplace observations due

Group work session for observations presentations

### **March 15 – Spring Break**

### **March 22 – Sexuality at work**

Dellinger, Kirsten, and Christine L. Williams. 2002. "The Locker Room and the Dorm Room: Workplace Norms and the Boundaries of Sexual Harassment in Magazine Editing." *Social Problems* 49(2):242–257.

Denissen, A. M., and A. C. Saguy. 2014. "Gendered Homophobia and the Contradictions of Workplace Discrimination for Women in the Building Trades." *Gender & Society* 28 (3): 381–403. doi:10.1177/0891243213510781.

Williams, Christine L. 2006. *Inside Toyland: Working, Shopping and Social Inequality*. Berkeley: University of California Press (excerpts).

Group observation presentations

### **March 29 – Balancing work and family**

Correll, Shelley J., Benard, Stephen, and Paik, In. 2007. "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology* 112 (5) (March 1): 1297–1339.

Bass, Brooke Conroy. 2014. "Preparing for Parenthood?: Gender, Aspirations, and the Reproduction of Labor Market Inequality." *Gender & Society*, 28(4):

### **April 5 – Women in management/the professions**

Garcia-Lopez, Gloria. 2008. "'Nunca Te Toman En Cuenta [They Never Take You Into Account]': The Challenges of Inclusion and Strategies for Success of Chicana Attorneys." *Gender & Society* 22 (5) (February 11): 590–612.

Rhoton, L. A. 2011. "Distancing as a Gendered Barrier: Understanding Women Scientists' Gender Practices." *Gender & Society* 25 (6): 696–716.

### **April 12 – Women and entrepreneurship/business**

Excerpts from: Hetfield, L., & Britton, D. M. (2016). *Junctures in Women's Leadership: Business*. Rutgers University Press.

### **April 19 – Women and labor/working class occupations**

Cranford, C. J. 2007. "'It's Time to Leave Machismo Behind!': Challenging Gender Inequality in an Immigrant Union." *Gender & Society* 21 (3) (June 1): 409–438.

Crocker, Jillian, and Dan Clawson. "Buying Time: Gendered Patterns in Union Contracts." *Social Problems* 59, no. 4 (November 2012): 459–480.

### **April 26 – Final Interview Project Presentations**

Individual interview papers due