

Working Women in American Society (Fall 2022)

37:575:309:92 or 93

Instructor: Eugene Son

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Virtual Office Hours: By appointment

This course is taught 100% online using **Canvas**.

Canvas login: <https://canvas.rutgers.edu/>

Get Help

Need Assistance with a technical question?

It is the student's responsibility to be able to perform technically in the course. Contact Canvas Help staff if you need assistance using the **Canvas**. Your instructor cannot assist you with technical issues – but the Canvas Help staff can!

Helpdesk: Rutgers Canvas Help

Email: help@oit.rutgers.edu

Call: 833-648-4357

Course Overview

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, gender diversity at work, women in low wage work, and theories of gender and work.

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

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.

Course Requirements

1. 1st week's Self-Introduction (2%)
2. Class participation in Discussion Forums (40%, 10% each)
3. Brief Summary of the week's readings (18%, 3% each)
4. Work Autobiography Paper and Occupational Data Paper (20%, 10% each)
5. Midterm/ Final Exams (20%, 10% each)
6. Extra-credit assignment: Reflection Paper on Gender and Work relevant Movie (+3%)

Grading Scale

A 90.00 – 100%
B+ 86.00 - 89.99%
B 80.00 – 85.99%
C+ 76.00 - 79.99%

- C 70.00 - 75.99%
- D 66.00 - 69.99%
- F 65.99% and below

Class Policies

- **Message Checking Policies**

Messages Sent to Instructor's Canvas Inbox

Unless students receive advance notification, the instructor will check her Canvas Inbox by 10:00 am ET on regular workdays. (This excludes Weekends and any national holidays) If a student sends a comment or question, the instructor will address the contents of the message within 24 hours.

Messages Sent to Student Canvas Inbox

It is the responsibility of the student to regularly check for incoming course messages. Messages are always sent through the Canvas messaging system. Students will receive a notification when a new message has been sent to his/her Canvas inbox. Forgetting or being unable to check for messages in one's Canvas inbox is not an excuse.

- **Weekly Messages**

A weekly message will be uploaded into the announcements area of the course Tuesday mornings. Reviewing the weekly message is a required activity. Weekly Messages present timely information on course activities/assignments and content.

- **Exams**

Midterm/Final exams may be taken anytime between the open and close day and time. Exams must be completed by 11:59 pm on the close date. Once a student logs into the exam area, the exam/quiz must be completed in one sitting. No late submission is accepted. The format/contents of the two exams will be determined and announced later.

- **Submission of Assignments**

Students should submit assignments before the due date/time. Late submission will receive a 30% penalty of the total possible grade. An assignment that is late more than 3 days will not be accepted.

- **Extra-credit Assignment**

There is one extra-credit assignment (Reflection Paper on Gender and Work relevant Movie, +3%) in this course. No other extra-credit assignments will be given at the end of the semester.

Course Schedule

Unit I. Introduction

Week 1 – September 6 – Course Overview

Become familiar with the web site that has the on-line course. This is called the “course shell.”

❖ Readings

- Women in the labor force: a data book. BLS Reports published in April 2021.
- Click! (2015). Women’s Work. Clio Visualizing History, Inc.

- ### ❖ Assignment: Self-Introduction.
- Introduce yourself to other students by writing an online introduction

Unit II. Women and Work in American Society

Week 2 – September 13 – Theorizing Gender at Work

❖ Readings

- Harmann, Heidi, and Jessica Milli. “Gender Discrimination in the U.S. Labor Market.” In Günseli Berik and Ebru Kongar (eds.), *Routledge Handbook of Feminist Economics*. New York and London: Routledge Press, 2021, chapter 18.
- Goldin, Claudia, and Joshua Mitchell. 2017. “The New Life Cycle of Women's Employment: Disappearing Humps, Sagging Middles, Expanding Tops.” *Journal of Economic Perspectives*, 31 (1): 161-82.

- ### ❖ Assignment: Discussion Forum 1.
- After reading the two reading materials, what do you think are the most important issues/problems to improve the quality of women’s work/career/life in American society?

Week 3 – September 20 – The Intersection of Gender and Race at Work

❖ Readings

- Alonso-Villar, O., & Del Río, C. 2017. “The occupational segregation of African American women: Its evolution from 1940 to 2010.” *Feminist Economics*, 23(1), 108-134.
- Wingfield, A. H. (2010). Are Some Emotions Marked “Whites Only”? Racialized Feeling Rules in Professional Workplaces. *Social Problems*, 57(2), 251–268.

- ### ❖ Assignment: Brief Summary 1.
- Summarize the two readings of this week using your own words.

Week 4 – September 27 – Gender Bias

❖ Readings

- Ben Barres. 2006. “Does Gender Matter?” *Nature* 442, no. 7099: 133-136.
- Tinsley, Catherine H., Sandra I. Cheldelin, Andrea Kupfer Schneider, and Emily T. Amanatullah. 2009. “Women at the bargaining table: Pitfalls and prospects.” *Negotiation Journal* 25, no. 2: 233-248.

- ❖ **Assignment: Discussion Forum 2.** What do you think are the typical biases/stereotypes that people have about women, especially working women? Do you think those biases/stereotypes hinder women's success in their careers?

Week 5 – October 4 – Anti-Discrimination and Sexual Harassment Policies

- ❖ **Readings**
 - McDonald, Paula, and Sandra Backstrom. 2008. "Fighting Back: Workplace Sexual Harassment and the Case of North Country," *Australian Bulletin of Labour* 34 (1): 47-63.
 - The Restaurant Opportunities Centers United Forward Together. 2014. The Glass Floor: Sexual Harassment in the Restaurant Industry. Report. https://chapters.rocunited.org/wp-content/uploads/2014/10/REPORT_The-Glass-Floor-Sexual-Harassment-in-the-Restaurant-Industry2.pdf
- ❖ **Assignment: Brief Summary 2.** Summarize the two readings of this week using your own words.

Unit III. Working Women in Organizations

Week 6 – October 11 – Tokenism

- ❖ **Readings**
 - Kanter (1977a) Men and Women of the corporation
 - Kanter (1977b) Some Effects of Proportions on Group Life: Skewed Sex Ratios and Responses to Token Women
- ❖ **Assignment: Work Autobiography Paper**

Week 7 – October 18 – Gender Diversity at Work

- ❖ **Readings**
 - Ali, Metz, & Kulik (2015) Retaining a diverse workforce: the impact of gender-focused human resource management
 - Chatman (2010) Norms in mixed sex and mixed race work groups
- ❖ **Assignment: Discussion Forum 3.** What do you think are the most important/essential human resource management practices that can help 1) employees of different

gender/race/ethnicity/age/etc. work harmoniously together and help 2) female employees develop their careers successfully in the organization?

Week 8 – October 25 – Midterm Examination (Covers Week 1 through Week 7)

Week 9 – November 1 – Glass Ceiling

❖ **Readings**

- The glass ceiling: Its definition, History and Effects
- Foley, Kidder, & Powell (2002) The perceived glass ceiling and justice perceptions: an investigation of Hispanic law associates

- ##### ❖ **Assignment: Discussion Forum 4.** Do you think the glass ceiling still exists? Why? If you do, what can we do to eliminate the glass ceiling?

Week 10 – November 8 – Women in High Level Positions

❖ **Readings**

- Kurtulus & Tomaskovic-Devey (2012) Do female Top managers help women to advance? A panel study using EEO-1 records
- McDonald & Westphal (2013) Access denied: Low mentoring of women and minority first-time directors and its negative effects on appointments to additional boards

- ##### ❖ **Assignment: Brief Summary 3.** Summarize the two readings of this week using your own words.

Week 11 – November 15 – Gender Pay Gap

❖ **Readings**

- Blau & Kahn (2007) The gender pay gap: Have women gone so far as they can?
- Cohen & Huffman (2007) Working for the women? Female managers and the gender wage gap
- How the gender pay gap and glass ceiling help some women

- ##### ❖ **Assignment: Occupational Data Analysis** (Assignment created by Professor Yana Rodgers)

Week 12 – November 22 – Women's work and Men's work?

❖ **Readings**

- Britton (1997) Perceptions of the work environment among correctional officers: Do race and sex matter?
- Wingfield (2009) Racializing the glass escalator: Reconsidering men's experiences with women's work

❖ **Assignment: Brief Summary 4.** Summarize the two readings of this week using your own words.

Week 13 – November 29 – COVID-19 and Women's work

❖ **Readings**

- Alon, Titan, Matthias Doepke, Jane Olmstead-Rumsey, and Michèle Tertilt. 2020. "The Impact of the Coronavirus Pandemic on Gender Equality," National Bureau of Economic Research Working Paper 26947. <http://www.nber.org/papers/w26947>
- Kabeer, Naila, Shahra Razavi, and Yana Rodgers. 2021. "Feminist Economic Perspectives on the COVID-19 Pandemic," *Feminist Economics*, 27 (1/2), January/April 2021, 1-29.

❖ **Assignment: Brief Summary 5.** Summarize the two readings of this week using your own words.

Week 14 – December 6 – Balancing Work and Family

❖ **Readings**

- Huang, Krivkovich, Rambachan, & Yee (2021) "For mothers in the workplace, a year (and counting) like no other", McKinsey & Company Article. Available at <https://www.mckinsey.com/featured-insights/diversity-and-inclusion/for-mothers-in-the-workplace-a-year-and-counting-like-no-other>
- Slaughter (2012) "Why Women Still Can't Have It All," *The Atlantic* 2012 (7): 6 pages. Available at <http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/6/>.

❖ **Assignment: Brief Summary 6.** Summarize the two readings of this week using your own words.

Week 15 – December 16 – Final Examination

SMLR Learning Objectives

Three Core Areas for Success in SMLR

The curriculum in the programs within SMLR focus on different areas (ie. HRM, LSER) and levels of study (ie. UG, Masters', PhD). Across these programs, we strive to advance students cognitive skills and processes, their Knowledge of Theory and Application, and develop their professional skills.

- 1) Cognitive Skills and Processes
- 2) Knowledge of Theory, Practice, and Application
- 3) Professional Development

Cognitive Skills and Processes

The cognitive skills and process area reflects the goal for SMLR programs to help students develop skills central to lifelong learning and participation in society and the workplace.

I) Written & Oral Communication – Communicate effectively at a level and in modes appropriate to an entry level professional.

- Communicate complex ideas effectively, in standard written English
- Analyze and synthesize information and ideas from multiple sources to generate new insights
- Produce quality research papers with proper convention of attribution/citation
- Produce high quality executive summaries
- Make an argument using contemporary and/or historical evidence
- Present ideas and arguments in a logical and effective way

II) Quantitative Skills – Apply appropriate quantitative and qualitative methods for research workplace issues.

- Formulate, evaluate, and communicate conclusions and inferences from quantitative information
- Apply quantitative methods to analyze data for HR decision making including cost-benefit analyses, ROI, etc. (HRM)
- Apply qualitative methods appropriately, alone and in combination with quantitative methods

III) Research Skills – Demonstrate an ability to collect, analyze and synthesize information to make logical and informed decisions impacting the workplace. Use evidence to evaluate hypotheses, theories and approaches to workplace issues.

- Employ current technologies to access information, to conduct research, and to communicate findings
- Analyze and synthesize information and ideas from multiple sources to generate new insights
- Assess and critique relevant evidence and research findings
- Access high-quality historical, qualitative, and quantitative evidence or research
- Use evidence-based analysis to appraise the validity of various hypotheses, theories, and approaches to workplace issues

Knowledge of Theory, Practice and Application

The knowledge of theory and application area reflects the goal for SMLR programs to ensure that students learn the key theoretical and foundation areas of study in their domains and realize opportunities to apply that knowledge to practice situations.

IV) Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.

- Demonstrate an understanding of the practical perspectives, theories and concepts in their field of study
- Evaluate and apply theories from social science disciplines to workplace issues

V) Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions

- Analyze the degree to which forms of human difference shape a person's experience of and perspectives on work
- Analyze a contemporary global issue in their field from a multi-disciplinary and intersectional perspective
- Analyze issues related to business strategies, organizational structures, and work systems
- Analyze issues of social justice related to work across local and global contexts (LSER)
- Analyze issues related to the selection, motivation, and development of talent in a local and global context (HRM)

VI) Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance

- Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work
- Understand the legal, regulatory and ethical issues related to their field
- Develop human resource management functional capabilities used to select, motivate, and develop workers (HRM)
- Understand the internal and external alignment and measurement of human resource practices (HRM)

Professional Development

VII) Professional Development – Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations

- Develop effective presentation skills appropriate for different settings and audiences
- Develop career management skills to navigate one's career
- Develop capabilities to work and lead in a multicultural and diverse environment
- Work productively in teams, in social networks, and on an individual basis
- Develop cultural agility competencies
- Demonstrate lifelong personal and professional development skills

University guidelines and Resources

Academic Honesty

The University's policy on cheating and use of copyrighted materials is enforced in this class. Students are expected to pursue knowledge with integrity. Please refer to the Academic Integrity Policy for more detail regarding these policies: <http://nbacademicintegrity.rutgers.edu/home/for-students/>

All students registered for this course are asked to sign an Academic Integrity Contract (refer to the last two pages of this syllabus). You must return a signed copy to me and keep a copy for yourself. This contract includes detailed explanations of behavior that constitutes plagiarism and cheating. Examples of a breach of this contract with regard to this specific course include, but are not limited to: sharing your answers or copying another student's answers on examinations; copying material that is not your own without providing proper documentation. In the event that this contract is breached, the punishment can range from receiving a failing grade on the assignment, to being placed on disciplinary probation or permanent expulsion from Rutgers.

Students with Disabilities

Students requiring accommodations for disabilities should contact the Office of Disability Services to determine his/her Coordinator. The Coordinator will then provide documentation to the student. Upon review and approval, the student must then provide this documentation to the instructor. Please refer to the Office of Disability Services for Students for more detail regarding this policy: <https://ods.rutgers.edu/>

Student may make requests for accommodations: <https://ods.rutgers.edu/students/receiving-accommodations-online>

Counseling

Rutgers Student Health provides comprehensive mental health programs for the campus community. They offer a variety of high-quality counseling services to Rutgers students in order to enhance both academic and personal achievement and progress. Please click on the following link to learn more about their services: <http://health.rutgers.edu/medical-counseling-services/counseling/>

SMLR Resources and Scholarships

- a. Student resources – If you are in need of help in the areas of (a) mental health, (b) academic coaching, and (c) financial assistance, please refer to the link below: <https://smlr.rutgers.edu/about-smlr/fall-2022-information-smlr-students>
- b. Scholarships – Below is a link to the information about SMLR's scholarship offerings: <https://smlr.rutgers.edu/academic-programs/scholarships>