

Rutgers University

School of Management and Labor Relations

Women Working in American Society
Labor Studies 37:575:309
Mondays & Thursdays 10:20-11:40 am (EST)
Class: Lucy Stone Hall B-117, Livingston Campus

Lecturer: Jiyeon Park
Email: jiyeon.park@rutgers.edu
Office 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, and theories of gender and work.

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

Learning Objectives of the Instructor.

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.

Required Readings

Articles and chapters listed below and available on Canvas. I may change or substitute readings on this list, but I will always give you notice at least a week in advance, update the syllabus accordingly, and make the readings available on Canvas. (No Purchase Required)

Course Requirements

1. Attendance and Class Participation: 10%

Class participation means you have done the assigned reading thoroughly and engaged in each class meeting prepared 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 discussions, you should e-mail me or meet with me in office hours on Zoom.

2. Reading Questions and Talking Points: 10%

There are 13 sets of readings listed below including the first week of overview class. Excluding the first week of class overview, I will post questions for each of 12 sets on Canvas. You will answer these questions online and prepare for talking points for the class discussion. Your answers and talking points are due by 10:00 AM on the day we discuss the readings. Talking points can be anything, including critical questions, your opinion on the issues of the topic, reflections of your own experience, or simply what you felt and learned from the readings. Talking points will be used to facilitate class discussion. I will grade these assignments largely for completeness, though I will deduct points for assignments that fail to fully engage with the questions asked.

3. Work Autobiography: 5%

You will write a short work autobiography, due week #2. Guidelines are posted on the class Canvas site and will be distributed during the first week of class.

4. Critical Reflection Papers: 15%

There are 13 weeks with required readings to be done before class. You must prepare a critical reflection paper, at least 4 double-spaced pages each, for 2 out of our 13 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 are posted on the class Canvas site.

5. Quiz: 15%

You will take two quizzes during class that cover the assigned readings and class materials. Guidelines for preparing the quizzes will be explained in detail during class.

6. Gender and Occupation Assignment: 45%

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 45% of your total grade, will be broken into three parts.

- Occupational Data Paper and Presentation: 15%
- Work Observation Paper and Presentation: 15%
- Interview Paper and Presentation: 15%

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 class day late, the grade on the paper will be lowered by one letter grade. Presentations must be made on the assigned dates, and it is not possible to make up a presentation. I will not give extra credit in this course.

*Specific guidelines for work autobiography, reading questions and talking points, and gender and occupation assignments are uploaded on Canvas.

Course Materials

Posting of lecture slides

We are utilizing the Canvas learning management system to access learning materials, post announcements, submit assignments, and communicate via the Inbox feature. Be sure to check this site frequently as there will be announcements and instructions. Whenever anything is posted to Canvas, you will automatically receive a notification to your rutgers.edu email account. Checking that email account frequently is highly recommended.

Grading Scale

A 90-100

B+ 86-89

B 80-85

C+ 76-79

C 70-75

D 66-69

F 65 and below

Policies

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, just 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 Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

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. Share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Attendance and Participation Policy

You should attend all class meetings; if you have an emergency and must miss a class meeting, then 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. Reporting an absence is not the same as an excused absence. I will allow one excused absence, but attendance and participation points will be deducted from the second absence. A rubric is posted on Canvas explaining how class participation is evaluated.

Guidelines for Class Technology

The course delivery mode will be in-person, meaning that we will meet live, at the same time, each class.

Student Resources

For students who need help in the areas of (a) mental health, (b) academic coaching, and (c) financial assistance, refer to the following link: <https://smlr.rutgers.edu/about-smlr/fall-2022-information-smlr-students> For SMLR scholarship opportunities, refer to the website <https://smlr.rutgers.edu/academic-programs/scholarships>

Schedule of Readings and Assignment Due Dates

Week 1. Course Overview

Part 1: (Thursday, January 19)

- * Distribute guidelines for assignments.
- * Class Survey

Part 2: (Monday, January 23)

- * Required Readings:

Jones, Janelle. 2021. 5 Facts About the State of the Gender Pay Gap. [U.S. Department of Labor Blog](#).

Schneider, Jessica and Elise Gould. 2016. “‘Women’s work’ and the gender pay gap: How discrimination, societal norms, and other forces affect women’s occupational choices—and their pay.” [Report. Economic Policy Institute](#).

Week 2 – The Gender Wage Gap

Part 1: (Thursday, January 26)

Submit Reading questions and talking points 1 due at 1/26 10AM. related to the following required readings:

* Required Readings:

Miller, Kevin and Deborah J. Vagins. 2018. The Simple Truth About the Gender Pay Gap: Fall 2018 Edition. Report. Washington, DC: AAUW.

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

Recommended (Not required):

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>

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

Part 2: (Monday, January 30)

- * Work autobiographies due 1/30 (Monday) at 10 AM.
- * Group assignments made for remainder of semester.
- * Discuss insights from autobiography.

Week 3 – Theorizing Gender at Work

Part 1: (Thursday, February 2)

Submit Reading questions and talking points 2 due at 2/2 10AM. related to the following required readings:

* Required Readings:

Harmann, Heidi, and Jessica Mill. “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.

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

Recommended (Not required):

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

Part 2: (Monday, February 6)

* Occupational data assignment out and discussed.

Week 4 – The Intersection between Race and Gender at Work

Part 1: (Thursday, February 9)

Submit Reading questions and talking points 3 due at 2/9 10AM. related to the following required readings:

* Required 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.

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

Recommended (Not required):

Wingfield, A. H. (2010). Are Some Emotions Marked “Whites Only”? Racialized Feeling Rules in Professional Workplaces. *Social Problems*, 57(2), 251–268.

Part 2: (Monday, February 13)

* Individual occupational data assignment due 2/13 at 10AM

* Group work session for occupational data group presentation

Week 5 – Gender Bias

Part 1: (Thursday, February 16)

Submit Reading questions and talking points 4 due at 2/16 10AM. related to the following required readings:

* Required 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.

Recommended (Not required):

Jessica Nordell “This Is How Everyday Sexism Could Stop You From Getting That Promotion” <https://www.nytimes.com/interactive/2021/10/14/opinion/gender-bias.html>

* Job Posting In-Class Exercise

Part 2: (Monday, February 20)

- * Group presentations: occupational data
- * Occupational data project presentation slides due 2/19 10PM

Week 6 – Anti-discrimination and Sexual harassment politics
Part 1: (Monday, February 23)

Submit Reading questions and talking points 5 due at 2/23 10AM. related to the following required readings:

* Required 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

- * Watch film North Country. Log in to: <http://www.libraries.rutgers.edu/indexes/swank>. Then do search on “North Country”.

Part 2: (Monday, February 27)

- *Observation data assignment out and discussed.
- * In-class survey
- *Training_Micromessaging

Week 7 – Gender Identity and Sexual Orientation at Work
Part 1: (Thursday, March 2)

Submit Reading questions and talking points 6 due at 3/2 10AM. related to the following required readings:

* Required Readings:

Klawitter, Marieka. "Meta-analysis of the effects of sexual orientation on earnings." *Industrial Relations: A Journal of Economy and Society* 54.1 (2015): 4-32.

James Ward and Diana Winstanley. 2005. “Coming Out At Work: Performativity and the Recognition and Renegotiation of Identity,” *Sociological Review* 53.3: 447-475.

Recommended (Not required):

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.

Part 2: (Monday, March 6)

*In-class quiz 1

Week 8 –Balancing Work and Family

Part 1: (Thursday, March 9)

Submit Reading questions and talking points 7 due at 3/9 10AM. related to the following required readings:

* Required Readings:

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.

John Bowman and Alyson Cole. 2009. “Do Working Mothers Oppress Other Women? The Swedish ‘Maid Debate’ and the Welfare State Politics of Gender Equality,” *Signs* 25(1) 157-184.

Recommended (Not required):

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

Ann-Marie 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/>.

*Critical reflection paper 1 3/9 10 PM

Part 2: (Monday, March 13)

*No class. Spring break.

Week 9 – Balancing Work and Family (cont.)

Part 1: (Thursday, March 16)

*No class. Spring break.

Part 2: (Monday, March 20)

* Individual workplace observation paper due 3/20 10AM

* Group work session for Workplace observation presentations

Week 10 – Women’s Reproductive Health and Economic Empowerment

Part 1: (Thursday, March 23)

Submit Reading questions and talking points 8 due at 3/23 10AM. related to the following required readings:

* Required Readings:

Jones, Kelly, and Anna Bernstein. 2021. "Reproductive Health and Economic Empowerment." In Günseli Berik and Ebru Kongar (eds.), *Routledge Handbook of Feminist Economics*. New York and London: Routledge Press, 2021, chapter 34.

Gammage, Sarah, Shareen Joshi, and Yana Rodgers. 2020. "The Intersections of Women's Economic and Reproductive Empowerment," *Feminist Economics*, 26 (1), January 2020, 1-22.

Part 2: (Monday, March 27)

- * Group Presentation: Workplace observations
- * Workplace observation presentation slides due 3/26 10PM

Week 11 – Women in High-Level Positions

Part 1: (Thursday, March 30)

Submit Reading questions and talking points 9 due at 3/30 10AM. related to the following required readings:

- * Required Readings:

Sheryl Sandberg, chapter 1 from *Lean In*; and commentary by bell hooks, in *Feminist Wire*, <http://www.thefeministwire.com/2013/10/17973/>

Miller, Amalia. 2018. "Women and Leadership," in *The Oxford Handbook of Women and the Economy*, edited by Susan L. Averett, Laura M. Argys, and Saul D. Hoffman.

- * Watch and comment on video: Sheryl Sandberg, "Why We Have Too Few Women Leaders," TED, http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders.html.

Part 2: (Monday, April 3)

- * Interview project distributed and discussed
- * Develop interview questions together

Week 12 – Women in Profession/STEM

Part 1: (Thursday, April 6)

Submit Reading questions and talking points 10 due at 4/6 10AM. related to the following required readings:

- * Required Readings:

Kahn, Shulamit, and Donna Ginther. 2018. "Women and Science, Technology, Engineering, and Mathematics (STEM): Are Differences in Education and Careers Due to Stereotypes, Interests, or Family?" in *The Oxford Handbook of Women and the Economy*, edited by Susan L. Averett, Laura M. Argys, and Saul D. Hoffman.

May, Ann Mari, and Yana Rodgers. 2014. "Gender and Graduate Education in the United States: Women's Advancement in STEM Fields," in Debotri Dhar (ed.), *Education and Gender*. London and New York: Bloomsbury, pp. 67-94.

Recommended (Not required):

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

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.

Part 2: (Monday, April 10)

*Group discussion

Week 13 – Women and labor/working class occupations

Part 1: (Thursday, April 13)

Submit Reading questions and talking points 11 due at 4/13 10AM. related to the following required readings:

* Required Readings:

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.

Part 2: (Monday, April 17)

Week14- Future of Work(ers): Gender in the New Economy and Gig Work

Part 1: (Thursday, April 20)

Submit Reading questions and talking points 12 due at 4/20 10AM. related to the following required readings:

* Required Readings:

Figart, Deb. 2021. "Contingent Work and the Gig Economy." In Günseli Berik and Ebru Kongar (eds.), *Routledge Handbook of Feminist Economics*. New York and London: Routledge Press, 2021, chapter 19.

Zundl, Elaine, and Yana Rodgers. 2021. "The Future of Work for Domestic Workers in the United States: Innovations in Technology, Organizing, and Laws," in Tobias Schulze-

Cleven and Todd Vachon (eds.), *Revaluing Work(ers): Toward a Democratic and Sustainable Future*, LERA Research Volume. Ithaca, NY: Cornell University Press.

Recommended (Not required):

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.

Part 2: (Monday, April 24)

- * Group work session for worker interview projects
- * Individual interview papers due 4/24 10AM

Week 15 – Interview Presentations

Part 1: (Thursday, April 27)

- * In-class quiz 2 & Rap-up session

Part 2: (Monday, May 1)

- * Group presentations: Interview Project
- * Worker interview presentation slides due 4/30 10PM

Week 16 – Interview Presentations (cont.)

Part 1: (Thursday, May 4)

- * Group presentations: Interview Project
- * Critical reflection paper 2 5/4 10 PM

Core Due Dates

Week	Class	Class Date	Topic	Assignment Due
Week 1	Part1	Thursday, January 19	Course Overview: Review syllabus	
	Part2	Monday, January 23	Course Overview	
Week 2	Part1	Thursday, January 26	The Gender Wage Gap I	<i>RQ&TP 1 10AM</i>
	Part2	Monday, January 30	The Gender Wage Gap II	<i>Work autobiographies due 1/30 due 10AM</i>
Week 3	Part1	Thursday, February 2	Theorizing Gender at Work I	<i>RQ&TP 2 10AM</i>
	Part2	Monday, February 6	Theorizing Gender at Work II	Occupational data assignment out and discussed.
Week 4	Part1	Thursday, February 9	Intersectionality of Race and Gender I	<i>RQ&TP 3 10AM</i>
	Part2	Monday, February 13	Intersectionality of Race and Gender II <i>Occupational data group work session</i>	<i>Occupational data project individual paper due 2/13 10AM</i>
Week 5	Part1	Thursday, February 16	Gender Bias I	<i>RQ&TP 4 10AM</i>
	Part2	Monday, February 20	Gender Bias II <i>Occupational data project presentation</i>	<i>Occupational data project presentation slides due 2/19 10PM</i>
Week 6	Part1	Thursday, February 23	Anti-discrimination and Sexual harassment politics I	<i>RQ&TP 5 10AM</i>
	Part2	Monday, February 27	Anti-discrimination and Sexual harassment politics II	Observation data assignment out and discussed.
Week 7	Part1	Thursday, March 2	Gender Identity and Sexual Orientation at Work I	<i>RQ&TP 6 10AM</i>
	Part2	Monday, March 6	Gender Identity and Sexual Orientation at Work II Quiz 1 & Review	<i>In-class quiz 1</i>
Week 8	Part1	Thursday, March 9	Balancing Work and Family I	<i>RQ&TP 7 10AM</i> <i>Critical reflection paper 1 due 3/9 10 PM</i>
	Part2	Monday, March 13	<i>No class (Spring break)</i>	
Week 9	Part1	Thursday, March 16	<i>No class (Spring break)</i>	
	Part2	Monday, March 20	Balancing Work and Family II <i>Workplace observation group work session</i>	<i>Individual workplace observations individual paper due 3/20 10AM</i>
Week 10	Part1	Thursday, March 23	<i>Women's Reproductive Health and Economic Empowerment I</i>	<i>RQ&TP 8 10AM</i>
	Part2	Monday, March 27	<i>Workplace observation project presentation</i>	<i>Workplace observation presentation slides due 3/26 10PM</i>
Week 11	Part1	Thursday, March 30	Women in High-Level Positions I	<i>RQ&TP 9 10AM</i>

	Part2	Monday, April 3	Women in High-Level Positions II	Interview project distributed and discussed
Week 12	Part1	Thursday, April 6	Women in Profession/STEM I	<i>RQ&TP 10 10AM</i>
	Part2	Monday, April 10	Women in Profession/STEM II	
Week 13	Part1	Thursday, April 13	Women and labor/working class occupations I	<i>RQ&TP 11 10AM</i>
	Part2	Monday, April 17	Women and labor/working class occupations II	
Week 14	Part1	Thursday, April 20	Future of Work(ers) I	<i>RQ&TP 12 10AM</i>
	Part2	Monday, April 24	Future of Work(ers) II <i>Interview project group work session</i>	<i>Individual interview papers due 4/24 10AM</i>
Week 15	Part1	Thursday, April 27	Quiz 2 & Review	<i>In-class quiz 2</i>
	Part2	Monday, May 1	Interview Presentation	<i>Interview presentation slides due 4/30 10PM</i>
Week 16	Part1	Thursday, May 4	Interview Presentation	<i>Critical reflection paper 2 due 5/4 10 PM</i>