FYSP 163: She Works Hard For the Money: Women, Work and the Persistence of Inequality

Fall 2016
T, Th 11:00-12:15, King 327

Dr. Daphne John
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office hours: W 1:45-3:45; F 10:30-12:00 (King 305B) ph: x58377

Course Description: Current U.S. Bureau of Labor Statistics reports indicate that women in the U.S. who are employed full-time earn approximately 81% of what men who are employed full-time earn. In this course, we will explore the causes and consequences of gender based wage discrepancy. Topics to be covered include: occupational segregation, comparable worth, shift work, “the Mommy Track”, gender based job queuing, career trends, unpaid labor, and globalization. In addition to class reading, each student will choose an occupation and research it throughout the semester. The larger questions to be examined during the course are: Why is gender based inequality, specifically in the labor market, so persistent? What are the causes and consequences of gender based economic inequality? What interventions are needed to ameliorate such inequality?

Course Goals:

1) To introduce liberal arts education from an interdisciplinary focus on a topic. Disciplinary knowledge from sociology, history, political science, anthropology and economics are explored.

2) To introduce college reading and writing expectations including the exploration and practice of different styles of academic writing.

3) To interrogate a social problem using theoretical and empirical sources of information.

4) To develop analytical skills in order to postulate and explore research questions.

5) To develop information literacy skills, particularly regarding the critical assessment of information and sources of information.

Required Texts:

Gatta, Mary. 2014. All I Want is a Job: Unemployed Women Navigating the Public Workforce System. Stanford, CA: Stanford University Press.


Assignments:

Attendance and Participation 5% (ongoing)
Reading Logs/Journals 15% (ongoing)
Reading Synthesis #1 20% (draft 5% [9.22 in class], final essay 15% [10.6])
Reading Synthesis #2 20% (draft 5% [10.15 in class], final essay 15% [11.3])
Occupation/Career Presentation 15% (12.3-12.10)
Occupation/Career Report 25% (outline 5%, due 11.17 including meeting with Instructor, report 20% due 12.15 by 11:00 am)

Instructor policies:

• Your consistent, on-time attendance and participation are required. Please do not attend to other activities during class (cellphones, knitting, etc.). Come prepared to actively discuss the readings assigned for that day.

• After two absences, additional absences will generally lower your final grade in the course. In case of illness or personal emergency, your absence will be excused. This policy is governed by the honor code; to report an excused absence, please contact me.

• Assignments are due IN CLASS the day they are due. An extension will be automatically applied to all assignments until 4:00 the day they are due. After this grace period, 1/3 of a letter grade (e.g. an A would be reduced to an A-) will be deducted for each day of lateness, unless you previously have made arrangements with the instructor because of illness or emergency. Assignments are to be handed in on paper (double sided is fine)-please retain a copy of this work for yourself. Please use12pt font, double spaced (unless specifically instructed to use another format) and NUMBERED pages. **Staple** your papers before turning them in. **After one week, assignments will not be accepted for credit.**

• You must fulfill all course obligations and complete all assignments in order to potentially receive credit for the course, even if taking the course pass/no pass.
• **Office Hours** are listed at the top of this syllabus. I am available at those times in my office to meet with students. Upon special request, I will meet with students at times outside of my office hours. Please see me IN PERSON to set up such an appointment.

• I receive up to 30 or more e-mails per day. Please do not expect me to reply immediately to an e-mail question or request. If something is urgent, please CALL ME in my office or signify in the e-mail header that it is urgent.

• Honor Code: This course will follow the policies described in the Oberlin College Honor Code and Honor System. Please include the statement “I affirm that I have adhered to the Honor Code in this assignment” in all written work. Please contact me if you have any questions about citation/referencing, or the relationship of the Honor Code to your work in this course. For more information on the Honor Code, see [http://www.oberlin.edu/students/student_pages/honor_code.html](http://www.oberlin.edu/students/student_pages/honor_code.html).

• The College makes reasonable accommodations for persons with disabilities. Students should notify the Office of Disability Services located in Peters G-27/G-28 and their instructor of any disability related needs. For more information, see [http://new.oberlin.edu/office/disability-services/index.dot](http://new.oberlin.edu/office/disability-services/index.dot). Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with the professor.

• The instructor reserves the right to modify the syllabus during the semester, if needed.

**Assignment Descriptions:**

**Attendance and Participation:** Students are expected to attend class. Attendance is taken at the beginning of every class by sign in. Students are responsible for making sure they sign in each day. Excessive late arrival will affect the attendance and participation score. Participation is measured by student active listening, note taking, asking and answering questions and participation in discussion.

**Reading Log/Journal:** Brief (350-500 words) responses to the weekly reading are due each week, except weeks when other assignments are due. These responses will be reviewed at least 4 times during the semester. These informal writing pieces may take the form of should choose one of summarizing the main points of one of the readings; discussing the relevance of a reading to a current event or a reading/discussion in another course, reflecting on a particular passage from a reading; critical discussion of a reading, etc. For example, what did you learn from a reading? What questions does the piece provoke? How is it similar or dissimilar to something else you have read? These entries may prove useful when writing the reading syntheses.

**Reading Syntheses:** Students will be given a choice of essay questions, from which they will select one to answer, approximately one week before the due date. The answers should reference as much of the reading as possible to support the answers and be written in such a way as the material is organized thematically or conceptually as a synthesis of the literature. A bibliography should be attached. Each essay should be approximately 4-5 pages and double-spaced.
Occupation/Career Presentation:

The in-class presentation (during the last week of class) will consist of highlights from the research. Each presentation will be 10-12 minutes in length. Students may use presentation software (e.g. Powerpoint, Presi, etc. and/or other visual aids and handouts as necessary). Peer evaluation will be part of the presentation process.

Occupation/Career Report: Each student will select an occupation (or occupational category) to examine. The research should address the following:

- What is the history of this occupation?
- What is the nature of the work in this occupation?
- Is this occupation considered to be male-dominated, female-dominated or gender balanced?
- Is gender and/or racial segregation present within the occupation by job category?
- What are the requirements for employment in this occupation and how do those requirements vary by job category?
- What sectors of the labor market are the jobs in this occupation in?
- What are the experiences of women in this occupation?
- What are the typical wages and benefits of the jobs in this occupation?
- Is there job growth or decline in this occupational area?
- What are the positive and negative aspects of employment for women in this area?
- What are the experiences of women in this occupation?

(A variety of scholarly resources (e.g. books, journal articles, *The Occupational Outlook Handbook*, *The Monthly Labor Review*, *Statistical Abstract of the United States*) should be utilized when gathering information.) A visit to the Office of Career Services is required for this assignment.

This report should be approximately 8-10 pages in length representing a review of the literature and empirical studies in regard to the questions above. A bibliography must be included with the paper. This assignment serves as the final exam for the course.

Schedule

Please complete the readings the day they are listed. We will discuss these readings in class. Either bring the readings to class or bring your notes.

8.30 Welcome, Introduction

9.1 On Blackboard:
Wade and Ferree (From *Gender: Ideas, Interactions, Institutions*):
Ch. 12 Work
On Blackboard:
Blau, Ferber and Winkler (From *The Economics of Women, Men and Work*): Ch. 5 The Labor Force: Definitions and Trends

Gotfried (From *Gender, Work and Economy*): Ch. 2 Theory of Work and Economy

On Blackboard:
Ede (From *The Academic Writer: A Brief Guide*): Ch. 5 Making and Supporting Claims, Ch. 6 Doing Research: Joining the Scholarly Conversation, Ch. 7 Writing in the Disciplines—pp. 233-244 (Writing in the Social Sciences)

Kessler-Harris: Introduction, Ch. 1: The Wage Conceived, Ch. 2: Law and the Living

Kessler-Harris: Ch. 3: Providers, Ch. 4: The Double Meaning of Equal Pay

Kessler-Harris: Ch. 5: The Just Price, the Free Market, and the Value of Women, Ch. 6: A Woman’s Wage, Redux

On Blackboard:
Iversen and Rosenbluth (From *Women, Work and Politics*): Ch. 1 A Political Economy Approach to Gender Inequality
Blau, Ferber and Winkler (From *The Economics of Women, Men and Work*): Ch. 7 Evidence on Gender Differences in Labor Market Outcomes

On Blackboard
Treas and Drobnić (From *Dividing the Domestic*): Ch. 3: Women’s Employment and Housework
Gerson (From *The Unfinished Revolution*): Ch. 7: Men’s Resistance to Equal Sharing

On Blackboard:
Blau, Ferber and Winkler (From *The Economics of Women, Men and Work*): Ch. 11 Labor Market Discrimination Theory
Paludi (ed.) (From *Women, Work and Family*): Ch. 6 Strauss: Implicit Bias and Employment Discrimination, Ch. 10 Comas-Diaz: Acts of Dignity

On Blackboard:
Bender-Baird (From *Transgender Employment Practices*): Ch. 3 Making the Numbers Come Alive—Stories of Workplace Discrimination
Thomas (From *Because of Sex*) Ch. 7: Potentially Pregnant

On Blackboard
Duffy, Armenia, and Stacey (eds.) (From *Caring on the Clock*) Ch. 1 On the Clock, Ch. 13 Ethnic Logics
Willams (ed.) (From *Indigenous Women and Work*) Ch.11 Jacobs: Diverted Mothering Among American Indian Domestic Servants, 1920-1940

10.11 On Blackboard:
Willams (ed.) (From *Indigenous Women and Work*) Ch. 2 Littlefield: Making a Living: Anishinable Women in Michigan’s Changing Economy, Ch. 13 Cahill: “An Indian Teacher Among Indians”: Native Women as Federal Employees

10.13 Rudrappa *Discounted Life*, Introduction-Chapter 2

**FALL BREAK**

10.25 Rudrappa *Discounted Life*, Chapter 3-5

10.27 Rudrappa *Discounted Life*, Chapter 6-Conclusion

Lori Young, Career Center

11.1 On Blackboard:
Paludi (ed.) (From *Women, Work and Family*): Ch. 7 Pulstoka: To Return or Not to Return, Ch. 15 Huffman, King and Goldberg: Valuing Lesbian and Gay Parenting in the Workplace

11.3 On Blackboard
Brents, Jackson and Hausbeck (From *The State of Sex: Tourism, Sex and Sin in the New American Heartland*): Ch. 3 The Making of Nevada Prostitution, Ch. 5 Paths to Brothel Work

11.8 On Blackboard
Hennessey (From *Work and Family Commitments of Low-Income and Impoverished Women*) Ch. 2 Historical Context: From Mothers’ Aid to Personal Responsibility, Ch. 5 Work and Family at the Welfare Office

11.10 Gatta, Introduction, Ch. 1 Navigating the Workforce System, Ch. 2 On the Front Line During a Recession

11.15 Gatta, Ch. 3 Understanding the Backstory of Workforce and Welfare Policy, Ch. 4 Charting a Course Forward

Creating an Academic Presentation

11.17 Pollack, *The Only Woman in the Room*. Preface-Part I

11.22 Pollack, *The Only Woman in the Room*. Part II

11.29 Pollack, *The Only Woman in the Room*. Part III-Epilogue

12.1 Presentations

12.6 Presentations
12.8  Presentations

12.15  Final Occupation Report Due by 11:00 am