
SOC 1448: WORKING WOMEN

COURSE MEETS: TUES. & THURS. 2:30 PM TO 3:45 PM
ROOM: 2200 WWPH
PROFESSOR: LISA D. BRUSH
OFFICE LOCATION: 2425 WWPH
OFFICE HOURS: TUES. & THURS. 4:00 PM TO 5:00 PM & BY APPOINTMENT
OFFICE PHONE: 412-648-7595
EMAIL ADDRESS: LBRUSH@PITT.EDU
COURSEWEB: THERE IS A COURSEWEB SITE FOR THIS CLASS
TURNITIN CLASS ID: 2498424 **ENROLLMENT PASSWORD:** tiipass1448

COURSE DESCRIPTION

This is an advanced undergraduate course in feminist economic sociology. In accordance with the course title, much of the course will look at women and waged work. However, the course is broader in its approach than just “working women.” We will use concepts, theoretical frameworks, and empirical research from feminist economic sociology to interrogate the role of gender at work in two main ways.

- (1) We will investigate how forces and institutions of political economy (markets, technologies and social relations of production, divisions of labor, etc.) produce and reproduce gender (that is, both difference and dominance organized around masculinity and femininity as natural “opposites”).
- (2) We will investigate how gender (assumptions and practices of gender polarization, biological essentialism, and androcentrism) organizes economic behavior, organizations, and institutions.

This means, among other things, that we will also be studying the construction of masculinity in workplace settings, and we will be looking closely at the interactions between waged work and unpaid work as they shape women’s experience and relationships between men and women. In the process, students will explore a variety of research methods in economic sociology. Thus, the course seeks to equip students to investigate in considerable detail the theory, methods, and substance of feminist political economy through a focus on gender and work, and to apply the concepts, methods, and insights of previous research to student-driven research projects.

The course will be organized in seminar format, with readings, participatory discussions and presentations of material, and written assignments all directed toward students’

understanding and contributing empirically to the specialized research literature on gender and work.

LEARNING GOALS

By the end of this course, you should be able to:

- ❖ Identify and explain the significance of many of the *central concepts and debates, methods, theories, and substantive findings* in feminist economic sociology.
- ❖ Engage in analytical reading of research texts by identifying and evaluating their *theses, arguments, research design and methods, and evidence*.
- ❖ Critically appreciate a variety of theoretically informed, empirically sophisticated examples of research in feminist economic sociology.
- ❖ Review (gather, assess, critically appreciate, and write about) *theories and methods* relevant to a research project.
- ❖ Formulate and explain theoretical concepts and frameworks, hypotheses, research questions, and analytic strategies.
- ❖ Assemble and evaluate data, conduct analyses, and array, describe, and interpret empirical findings.
- ❖ Use findings to answer your research questions and to address sociological issues of feminist political economy.

COURSE REQUIREMENTS

In order to pass this course, you are required to:

- Attend class sessions and participate in discussions.
- Complete the reading assignments and any written homework before the class sessions.
- Prepare and submit (via TURNITIN) an original research report, including a data array.
- Serve as the class recorder for at least three class sessions, and post your notes to the class discussion board (on COURSEWEB) within 48 hours of the class.
- Take the midterm and the final examination.

You are responsible for all material presented in class sessions. A significant proportion of class time will be devoted to analyzing and discussing course materials and readings. Therefore,

attendance and preparation are paramount. Indeed, attendance is mandatory, and class participation in various forms contributes enormously to your final grade.

ATTENDANCE, PARTICIPATION, & PREPARATION

The above list of learning goals is ambitious. To help us all get there, you are expected to contribute your questions and insights to the class. The culture of the class will, I hope, be a congenial one. We will develop criteria for collegial and productive contributions and measures for participation, which will contribute significantly to your final grade. For the moment: Participation includes but is not limited to listening, asking questions, referring to textual sources, and formulating points in your own words.

Preparation is paramount. To meet the learning goals of this course, and to participate at the level required, you will need to read the materials for every class session for which we have assigned readings carefully and thoughtfully. Be sure to allot enough time to go through each reading BEFORE class and to take notes (in the margins, on 3x5 cards, in a notebook, on your computer, or however you prefer).¹ Use these notes – and any informal writing assigned as homework – to prepare yourself for participation, so that you will have something to say (or at the very least some question to ask) when you come to class. You are also likely to find it helpful to read over the text, your reading notes, and your notes from our class discussions AFTER each class. ***Bring a copy of the assigned reading to class*** for ready reference.

Attendance is mandatory. Over the course of the semester, you are allowed three free passes. That is, you may skip class, withdraw from the question pool (by not handing in a Q-card; see below), or decline to answer when I call on you *three times* over the course of the semester without penalty. *If you have more than three classes for which I have no recorded question or written assignment (either because you passed or because you were physically absent), you will lose two (2) points from your accumulated total toward your final grade for each additional absence.* I do not care why you miss class or choose to pass. Being bedridden with influenza or tertiary stage syphilis or menstrual cramps, caring for a child or friend, working mandatory overtime, missing the bus, representing the University of Pittsburgh in athletic competition, suffering the aftereffects of binge drinking, attending a funeral, or taking a mental health day to sit in the sun or ice skate are all your business. I do not distinguish between excused and unexcused absences. Although you may chose to notify me beforehand if you know in advance you will not be in class, you are not required to do so, nor are you required to produce an “excuse” for an absence (note from your doctor, documentation from a funeral director, list of “away” games from your coach, etc.). The policy is the policy and you’ll either be there or not. Use your passes wisely, especially if you are a scholar-athlete and you know you will miss some classes in order to compete or if you are a parent and know you are likely to miss some classes to fulfill your familial responsibilities.

¹ One good technique is called “double-entry” note taking. Divide each notebook page in half with a vertical line (if you are working on a laptop or PDA, create a table with two columns). In the left-hand column, *summarize* or give the gist of the argument or point. In the right-hand column, *respond* with your queries, qualms, comments, etc. This works equally well for class notes and for reading notes (and you can cross-reference readings and class sessions).

It is a **requirement** of the course that every student serve as the class recorder for at least three class sessions, and post your notes to the class discussion board (on COURSEWEB) within 48 hours of the class. You may cooperate in creating your postings, and I encourage you to comment on each others' notes.

Participation will contribute 25% of your total grade. Perfect attendance without participation will NOT earn you full participation points. If you attend faithfully but sleep through class, or seldom contribute appreciably to our collective intellectual endeavor, you will only earn partial credit for attendance and participation. Yes, in a way this means drawing attention to yourself and your ideas; this can be a formidable task for shy persons, or for those not raised in a culture that emphasizes discussion. I guarantee you the best remedies are preparation and continuous incremental increase in your willingness to take risks and to contribute your thoughts and queries. If you have a disability that requires reasonable accommodation to enable you to meet this requirement, please see me promptly.

“Attending class” is both physical and mental. Handy reminders:

DO listen carefully. DO remove headphones & earbuds from your person before you come to class.	DO NOT wear headphones or earbuds in class.
DO respond to others' questions and comments. Restate, extend, agree, disagree, connect to an earlier point, or connect to the reading.	DO NOT leave your cell phone on. DO NOT set your cell phone to vibrate. Turn it OFF. (The only exception is primary care providers of children subject to seizures; please see me.)
DO ask questions. It is OK to interrupt with questions. If I'm on a roll, I promise I'll get back to you.	DO NOT read the newspaper or other materials during class. DO NOT surf the internet or answer email from your laptop or PDA.
DO quote from or direct collective attention to the reading. Please.	DO NOT use body language to express disagreement or contempt. No eye-rolling, gagging sounds, dismissive or derogatory raspberries or “Bronx cheers,” etc.
DO bring your text and course packet to lecture and recitation.	TRY NOT to sleep during class. Know that I am likely to call on sleepers.

Long experience tells me that enrolling in this course will reward you in direct proportion to what you put into it. Whatever you do, don't just sit there. Say anything you can defend against reasoned argument. Treat your colleagues' contributions with respect. That means taking them seriously and challenging them as well as extending basic courtesy. You have my professional pledge that I will do the same for you. I especially appreciate students who present principled positions that contrast sharply with the positions set out in the assigned readings.

Q-Cards

In order to participate actively in discussion, you should prepare the assigned readings before class begins. To help organize your participation and preparation, and to allow you to help set the

agenda for discussion, you are required to maintain a collection of Q-Cards. On a file card (I will provide these), write your name (along with any preferred nickname, if that is how you want us to address you, Sparky!) in one corner. Keep a neatly-written record of key questions or comments about the readings. *Date* each question or comment and be sure to give a *specific page reference* to the section of the text that triggered your question. You may ask questions of fact, context, clarification – anything that gives articulate form to your curiosity and engagement with the text. (Don't ask for definitions, though – take the initiative to look up unfamiliar vocabulary and maintain your own glossary for this class, to supplement the lexicon we will develop.) Write legibly and put some thought into these questions; I will frequently redistribute the cards to your classmates and you will work together on answering them, so ask relevant and potentially juicy questions. I may call on people at random from the submitted questions. I may address questions in a subsequent class session. At the beginning or end of each class session, I will collect the Q-Cards. Because I may take attendance by checking the Q-Cards, you will generally have two cards in circulation (one to leave with me and the other to have with you as you read). Asking questions is a skill. We will articulate criteria for good questions and practice enough that asking good questions should feel easier as we go along. Also assume that if your Q-Card is drawn, you may have to elaborate the question as well as suggest a tentative answer. Over the course of the semester, you are allowed three “passes” -- you may withdraw from the question pool (by not handing in a question, in which case you will be considered absent) or decline to answer when I call on you.

Listening and taking careful notes (on readings as well as class sessions) are important ways of learning. Asking questions, sharing your thinking aloud, and explaining important concepts in your own words are also important. The University of Pittsburgh is committed to helping you develop computational, written, and verbal presentation skills. Therefore, as difficult as it may be if you are a “shy person,” verbal participation in discussion will be rewarded. If you suffer from an anxiety disorder sufficiently severe to prevent your participation in class discussions, you should either document your condition as part of a request for the reasonable accommodations to which you are entitled (see Dr. Brush and policy on accommodation for people with disabilities below) or drop this course promptly so another student can have your seat.

If you know you have trouble participating in discussion, prepare and prompt yourself. Use the Q-card system to this end.

Note: The midterm and final examinations will cover material from readings (both the books and the course pack/e-reserve readings) and class sessions. Do not expect to do well on the midterm and final examinations if you do not attend class sessions and do the assigned readings.

Article abstracts

For the shared article-length readings throughout the semester, you will frequently compose an abstract of approximately 150 words. In an abstract, answer the following questions about a piece of research:

- What problem(s) did the researcher(s) observe?

- What did the researcher(s) find in the research literature, competing theories, or common sense?
- What empirical question(s) did the researcher(s) pose?
- What is the main hypothesis?
- How did the researcher(s) collect and analyze data?
- What did the researcher(s) find?
- What did the researcher(s) conclude?
- What, if anything, did the researcher(s) recommend for further research or policy?

The learning you do in this course will be assessed through a midterm examination, a brief research report (including a data array), and a final examination. There will also be the occasional informal writing (in class) and homework assignment to help you prepare for discussion (and to give you a chance to practice skills such as abstracting articles).

MIDTERM EXAMINATION

Your main opportunities to demonstrate your grasp of the materials covered in this course and your progress toward meeting the learning goals will be the two examinations I will administer. There will be one examination held during the semester (see schedule below for date) and a final exam administered during final exam week. The midterm examination is worth 25% of your final grade. The final exam is also worth 25% of your final grade. You must take both of these examinations in order to pass the course. They will consist of a combination of short answers and essay questions, and you will have some choice. They will be administered at the testing center on the 8th floor of the old Alumni Hall building on Fifth Avenue.

Score on midterm = ___/25

FINAL EXAMINATION

The final examination, which will be worth a quarter of your final grade, will be in the same mixed format as the mid-term examination. The final examination will be cumulative (that is, it will cover material from the whole semester). The final examination will be comprehensive (that is, it will cover materials from readings and class sessions). It is designed to evaluate the degree to which you understand and can apply the key concepts and skills from the entire course. The final will be administered at the Testing Center on the 8th floor of Alumni Hall on 5th Avenue.

RESEARCH REPORTS

Please see assignment packet for details. Research reports contribute 25% of your final score.

Grading will be criteria-based, not norm-based, and there will be no curve. That is, if you demonstrate (through your accumulated points on the quizzes, midterm and final examinations, research report, and participation and homework) mastery of 90 percent or more of the material (that is, accumulate 90 or more points), you will earn an "A." To receive a "B," you must demonstrate mastery of at least 80 percent of the material (that is, accumulate at least 80 points); for a "C," at least 70 percent (that is, accumulate at least 70 points); for a "D," at least 55 percent (that is, accumulate at least 55 points). If you fail to accumulate 55 points, you will receive an

"F" for a final grade. Students who earn seven (7) or more points above the minimum cut-off for a given grade will receive a "+" grade. For example, if you accumulate 78 points, you will receive a "C+." Remember: You will be docked two points (that's 2% of your final grade) per absence after your 3 "free passes". You can, logistically speaking, flunk yourself by failing to attend class or do the homework assignments I often use to check attendance. Although it is quite easy to do this, it is a really, really bad idea. I also get very cranky with people who are consistently late to class. I won't lock the doors two minutes after our starting time. But PLEASE don't try my patience and the good will and powers of concentration of your fellow students by coming in 10-15 minutes after class has begun.

Use the worksheet below to help you assess your performance and determine what level of participation and performance on the final examination you will need to accumulate points that represent a satisfactory (to you) level of learning in this course:

Midterm Examination ___/25

Research report ___/25

Participation & homework (est.) ___/25

Subtotal before final (approx.) ___/75

Final Exam (what you need to receive the grade you want)___/25

Estimated final point total ___/100

COURSE MATERIALS

The assigned readings for this course consist of books (listed below) and a set of articles collected in a course packet available through electronic Course Reserves. I refer to these readings in the schedule below by the last name of the author.

BOOKS

Barton, Bernadette. (2006). *Stripped: Inside the Lives of Exotic Dancers*. New York: New York University Press.

Hesse-Biber, Sharlene Nagy & Gregg Lee Carter. (2005). *Working Women in America: Split Dreams*. Second Edition. New York; Oxford, U.K.: Oxford University Press.

Moen, Phyllis & Patricia Roehling. (2005). *The Career Mystique: Cracks in the American Dream*. Lanham; Boulder; New York; Toronto; Oxford. Rowman & Littlefield Publishers, Inc.

Ngai, Pun. (2005). *Made in China: Women Factory Workers in a Global Workplace*. Durham; London: Duke University Press.

ARTICLES (these are all available on electronic course reserves, which you can access using your course-specific password @ <http://pittcat.pitt.edu/reserves.html>) _____

Alon, Sigal & Yitchak Haberfeld. (2007). "Labor Force Attachment and the Evolving Wage Gap Between White, Black, and Hispanic Young Women." *Work and Occupations* 34: 369-398.

Bagger, Jessica, Andrew Li, & Barbara A. Gutek. (2008). "How much do you value your family and does it matter? The joint effects of family identity salience, family-interference-with-work, and gender." *Human Relations* 61: 187-211.

Chopra, Radhika. (2006). "Invisible Men: Masculinity, Sexuality, and Male Domestic Labor." *Men and Masculinities* 9: 152-167.

England, Paula, Carmen Garcia-Beaulieu, & Mary Ross. (2004). "Women's Employment among Blacks, Whites, and Three Groups of Latinas: Do More Privileged Women Have Higher Employment?" *Gender & Society* 18: 494-509.

Henson, Kevin & Jackie Krasas Rogers. (2001). "'Why Marcia You've Changed!': Male Clerical Temporary Workers Doing Masculinity in a Feminized Occupation." *Gender & Society* 15(2): 218-238.

Noonan, Mary C., Sarah Beth Estes, & Jennifer Glass. (2007). "Do Workplace Flexibility Policies Influence Time Spent in Domestic Labor?" *Journal of Family Issues* 28: 263-288.

Pierce, Jennifer. (1996). "Rambo Litigators: Emotional Labor in a Male-Dominated Occupation." Pp. 1-28 in Cliff Cheng (ed.), *Masculinities in Organizations*. Newbury Park, CA: Sage Publications.

Quinn, Beth A. (2002). "Sexual Harassment and Masculinity: The Power and Meaning of 'Girl Watching'." *Gender & Society* 16(3): 396-402.

Rink, Floor & Naomi Ellemers. (2006). "What Can You Expect? The Influence of Gender Diversity in Dyads on Work Goal Expectancies and Subsequent Work Commitment." *Group Processes & Intergroup Relations* 9: 577-588.

Snyder, Karrie Ann & Adam Isaiah Green. (2008). "Revisiting the Glass Escalator: The Case of Gender Segregation in a Female Dominated Occupation." *Social Problems* 55(2): 271-299.

Tibbals, Chauntelle Anne. (2007). "Doing Gender as Resistance: Waitresses and Servers in Contemporary Table Service." *Journal of Contemporary Ethnography* 36: 731-751.

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

SCHEDULE OF MEETINGS, READINGS, & ASSIGNMENTS

- 6 January – Organizational meeting.
- 8 January – Hesse-Biber et al. Preface, Chaps. 1-2.
- 13 January – Hesse-Biber et al. Chaps. 3-6.
- 15 January – Hesse-Biber et al. Chaps. 7-8.
- 20 January – Sigal & Haberfeld.
- 22 January – England, Garcia-Beaulieu, & Ross.
- 27 January – Pierce.
- 29 January – Quinn.
- 3 February – Hanson & Krasas Rogers.
- 5 February – Rink & Ellemers.
- 10 February – Williams.
- 12 February – Snyder & Green.
- 17 February – Ngai Introduction, Chap. 1
- 19 February – Ngai Chaps. 2-3
- 24 February – Ngai Chaps. 4-5
- 26 February – Ngai Chaps. 6-7
- 26 February-3 March – Midterm examination administered @ testing center
- 3 March – No class meeting.
- 5 March – Chopra.
- 10-12 March - Spring Break. Dr. Brush's advice for Spring Break comporment: Wear sunscreen. Practice safe sex. Drink responsibly and in moderation, and never, ever drink and drive. Never, ever. Please. I'm serious about this one, folks.
- 17 March – Noonan, Estes, & Glass.
- 19 March – Bagger, Li, & Gutek. GROUP ONE Data Arrays due VIA EMAIL to lbrush@pitt.edu by 5:00 pm.
- 24 March – Moen & Roehling Chaps. 1-3. GROUP ONE Research report due TURNITIN.COM by 5:00 pm.
- 26 March – Moen & Roehling Chaps. 4-6. GROUP TWO Data Arrays due VIA EMAIL to lbrush@pitt.edu by 5:00 pm.
- 31 March – Moen & Roehling Chaps. 7-8. GROUP TWO Research report due TURNITIN.COM by 5:00 pm.
- 2 April – Barton Introduction, Chap. 1. GROUP THREE Data Arrays due VIA EMAIL to lbrush@pitt.edu by 5:00 pm.
- 7 April – Barton Chaps. 2-3. GROUP THREE Research report due TURNITIN.COM by 5:00 pm.
- 9 April – Barton Chaps. 4-5. GROUP FOUR Data Arrays due VIA EMAIL to lbrush@pitt.edu by 5:00 pm.
- 14 April – Barton Chaps. 6-7. GROUP FOUR Research report due TURNITIN.COM by 5:00 pm.
- 16 April – Tibbals. GROUP FIVE Data Arrays due VIA EMAIL to lbrush@pitt.edu by 5:00 pm.
- 21 April -- GROUP FIVE Research report due TURNITIN.COM by 5:00 pm.
- 17-23 April – Final Exam at Center.

ACADEMIC INTEGRITY

Enrollment in this course makes you a member of an academic community. The University of Pittsburgh enforces expectations for the members of its academic communities. These standards are designed to ensure the integrity of your education and of the evaluation process. Read the *Guidelines on Academic Integrity: Student and Faculty Obligations and Hearing Procedures* with great care. The expectations of academic integrity are central to the intellectual liveliness and standards of this academic community. As a student, you have a responsibility to be honest and to respect the ethical standards of your chosen field of study. You will have violated these standards if you:

- Refer to unauthorized materials (in other words, don't cheat).
- Provide unauthorized assistance (in other words, don't help someone else cheat).
- Receive unauthorized assistance (in other words, don't cheat).
- Possess, buy, sell, copy, or use unauthorized materials (in other words, don't buy a draft of your assignments from a "paper mill").
- Act as or use a substitute in an evaluation setting (in other words, although you may work in pairs or small groups, don't write an assignment for someone else, or have someone write an assignment for you).
- Present as your own, for academic evaluation, the ideas or words of another person without proper acknowledgement and citation of sources (in other words, don't plagiarize).

Academic integrity is not limited to these points, but these are the most important elements. They will be enforced without fail in this course. Do your own work. Figure out what you want to say and say it in your own words. Cite your sources when you quote or paraphrase. Violate these community standards and you will flunk so fast your head will spin.

REASONABLE ACCOMMODATION

If you have a disability that makes it impossible for you to complete the requirements for this course in the manner specified in the syllabus, please see me with documentation and a recommendation from the Office of Disability Resources and Services (216 William Pitt Union; x8-7890) and we will make appropriate arrangements.