If you participate actively, this course will develop your skills in analytical thinking, organizational leadership, and emotional intelligence. It examines the workplace and gender, institutions that create identity, meaning, and economic wellbeing. We ask: How do folks survive and thrive in today’s workplace, despite long work hours, family obligations, and other challenges? How does gender intersect with social class, race/ethnicity, & sexual orientation?

It used to be open and legal to advertise jobs for one gender only and to pay women less than men for the same or comparable work. It also used to be legal to openly discriminate against women in college admissions. Federal Civil Rights law, including Title IX (1972) changed that. In 1982 (when I was in college and just before Season 1 of the show Stranger Things was set), women were already earning over 50% of all bachelor’s degrees. Nonetheless, gender barriers to the full inclusion and equal treatment of women remain. In 2018, full-time employed women earned only 82 cents for every $1 earned by men (Bleiweis 2020); this gap widens as workers age. Some men also face gender barriers. Inequalities are exacerbated for women of color and for LBGTQ folks.

Even when employed full-time, women do more of the childcare and housework in the family, on average, than men do. We will study the COVID-19 Pandemic as a natural experiment that shows what happens to women and men workers when institutions such as schools and day care centers close.

Toxic workplaces, which sometimes include sexual harassment of women and non-conforming men, are costly to workers and to the organization. We will study scholarly literature on sexual harassment at work. We will also study how to transform organizations for the better.

**ANALYTICAL CONCEPTS** used throughout the course include: **Social structures** (durable patterns of relationships, such as institutions and social networks) and **cultural structures** (patterns of broadly shared, taken-for-granted ideas, beliefs and values), which shape **life chances and identities** of workers and their families.
COURSE REQUIREMENTS

- Check course Canvas website for announcements, readings and to post your assignments.
- Readings – Complete by Tuesday 11 AM of the week listed. Scholarly articles, book chapters, and popular media summaries are available on Canvas
- In-Class Lectures, Discussions, and Group Work

- Assignments & Exams [points total to 100 course points]:
  - Six in-class Quizzes on Canvas using LockDown Browser. No late Quizzes. Drop 2 lowest scores. Save your drops in case you need a sick day later. 4 highest quizzes @ 13 pts each = 52 pts scheduled Oct 17, Oct 26, Nov 2, Nov 9, Nov 16 and Nov 30.
  - Group Assignment due on Canvas Tues Dec 5 @ 10 AM. Be present for in-class work on Nov 16, 28 & 30 plus Presentations Dec 5 and 7. 15 points
  - Optional Extra credit Quiz in-class on Thurs Dec 7 for up to 5 points
  - In-class Final exam Wed Dec 13, 11:30-2:30 = 33 points.

- CITE YOUR SOURCES with (Author, Date) at end of relevant sentences. Eg., the effects of sexual harassment include career disruption and financial stress for survivors (McLaughlin, Ugggen and Blackstone, 2017). If you use a quotation, add the page number after the date.
- No late final exams except for circumstances that warrant applying to Registrar for Incomplete: https://students.ucsd.edu/academics/exams-grades-transcripts/grades/request-remove-incomplete.html?_ga=2.65569262.1785000674.1601755778-1490811911.1601755778

Academic Integrity:
Review UCSD’s Academic Integrity policy. “Excelling with integrity means that we aim for the highest possible achievement using only honest, respectful, responsible, fair, and trustworthy methods” (http://academicintegrity.ucsd.edu/excel-integrity/index.html). The work you submit must be your own. Serious violations will lead to an F course grade and referred to the college for administrative action. When doing assessments, do not get other people, or some “tutor” or “freelancer” on a website - or artificial intelligence to help. For all course assignments, “stay away from sites and tools (e.g., Chegg, Coursehero, ChatGPT, CoPilot) that will do your work for you - such actions will undermine honesty and fairness, violate the trust of me and your peers, and result in an academic integrity violation and a report to the Academic Integrity Office. Remember - I care about what you know and can do, if you’re learning; I don’t care what someone else or something knows or can do.” If you’re not sure which tools are appropriate, just ask me (no judgement). Or, ask the Academic Integrity Office (Virtual Front Desk - https://ucsd.zoom.us/j/476444527 - or by email: aio@ucsd.edu. For more, see https://academicintegrity.ucsd.edu/faq/index.html
## Course Schedule Soci 132 Gender & Work

**Class Meets** Tuesdays & Thursdays 11 AM – 12:20 PM. MOS 0204

<table>
<thead>
<tr>
<th>WK</th>
<th>DATE</th>
<th>TOPIC &amp; Lecture(s)</th>
<th>READINGS (in Module): Complete by Tuesday class time on week listed.</th>
<th>Assignments (Assignments &amp; Quiz Tabs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Th Sep28</td>
<td>Intro to Class</td>
<td></td>
<td>Review Syllabus on Canvas. Start readings.</td>
</tr>
<tr>
<td>Tu Oct 3: No class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


| 2  | Tu Oct 10

CRGP. Legal Professions: The Status of Women and Men. Case Study [https://crgstemm.ucsd.edu/research/oldpage.html](https://crgstemm.ucsd.edu/research/oldpage.html)

CRGP. Medical Professions: The Status of Women and Men. Case Study [https://crgstemm.ucsd.edu/research/oldpage.html](https://crgstemm.ucsd.edu/research/oldpage.html)


Longman. 2017. “Number of Women Coaching in College has Plummeted in Title IX era” *New York Times*. | Practice Quiz |
|---|---|---|---|---|
| 5 | Tu Oct 31  
|---|---|---|---|
| 6 | Tu Nov 7  
Tiffany J. Huang (2021) Negotiating the workplace: second-generation Asian American professionals’ early experiences, Journal of Ethnic and Migration Studies, 47:11, 2477-2496, DOI: 10.1080/1369183X.2020.1778455 To link to this article: https://doi.org/10.1080/1369183X.2020.1778455  
Recommended, not required:  
| 7 | Tu Nov 14  
Nov 16: Meet with your Group to plan Group Assignment due Tues Dec 5. | Th Nov 16: Quiz 5  
followed by Meeting to plan Group Assignment due Dec 5 |
<p>| 8 | Thanksgiving Holiday. No class. <strong>Read ahead on the Week 9 materials</strong> and work on Group Assignment due Tues Dec 5 | | |</p>
<table>
<thead>
<tr>
<th>9</th>
<th>Nov 28</th>
<th>Workplace issues of exclusion, bias, and harassment., COVID-19</th>
</tr>
</thead>
</table>

**Specific articles to be assigned to particular Groups:**


---

Nov 28, Nov 30. Groups work together on their Assignments due Dec 5.

Th Nov 30: Quiz 6
| 10 | Tu Dec 5  
Th Dec 7  
Dec 7: Extra credit Quiz | Group Presentations: How can organizations change to be better for workers, better for their families?  
Group Assignment due Tues Dec 5, 10 AM.  
Presentations Dec 5 and Dec 7.  
Dec 7: Extra credit Quiz (Optional) |
|---|---|---|
| Finals | Wed Dec 13, 11:30-2:30 | Final Exam  
No late final exams, except for circumstances beyond your control that warrant applying to Registrar for Incomplete:  
https://students.ucsd.edu/academics/exams-grades-transcripts/grades/request-remove-incomplete.html?ga=2.191951018.1879796426.1663706805-636076178.1647273335 |