

Instructor: Prof. Blair-Loy, mblairloy@ucsd.edu * **Please put Soci132 in email subject line**

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

Student Hours (AKA office hours) on Zoom: Mondays 1-2 PM and Fridays 3-4 PM, or by appt. (Link in Canvas Read First module)

See *Support for Students* document in Canvas Read First Module for information on academic, wellness, and campus community support. **For IT help with Canvas, etc., go to <https://acms.ucsd.edu/contact/>** OSD Students, please email me your accommodation materials (with Soci132 in subject line).

COURSE DESCRIPTION:

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 LGBTQ 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, Uggen 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

WK	DATE (Lecture slides in Module)	TOPIC & Lecture(s)	READINGS (in Module): Complete by Tuesday class time on week listed.	Assignments (Assignments & Quiz Tabs)
0	Th Sep28	Intro to Class		Review Syllabus on Canvas. Start readings.
Tu Oct 3: No class				
1	Th Oct 5	Intro to Core Concepts: Work, Gender, Social & Cultural Structures, Power, and Life Chances.	<p>Bleiweis. 2020. "Quick Facts about the Gender Wage Gap." Cntr. for Amer. Progress. https://www.americanprogress.org/issues/women/reports/2020/03/24/482141/quick-facts-gender-wage-gap/</p> <p>Gold, M. "ABCs of L.G.B.T.Q.I.A.+” 2018, 2019. <i>New York Times</i> https://www.nytimes.com/2018/06/21/style/lgbtq-gender-language.html?searchResultPosition=1</p> <p>Wade & Ferree. 2019. Ch 12: Work in <i>Gender: Ideas, Interactions & Institutions</i>. Pp. 321-326.</p>	
2	Tu Oct 10 Th Oct 12	Social Structures: Gender Segregation and Pay Gaps Occupational case studies	<p>Wade & Ferree. 2019. Ch 12: Work in <i>Gender: Ideas, Interactions & Institutions</i>. Pp. 326-355.</p> <p>CRGP. Legal Professions: The Status of Women and Men. Case Study https://crg-stemm.ucsd.edu/research/oldpage.html</p> <p>CRGP. Medical Professions: The Status of Women and Men. Case Study https://crg-stemm.ucsd.edu/research/oldpage.html</p> <p>Reader, Ruth. 2018. "NFL Cheerleader Pay . . ." <i>Fast Company</i>. Feb. 3. https://www.fastcompany.com/40524880/nfl-cheerleader-pay-this-super-bowl-lets-remember-the-ultimate-wage-gap</p> <p>Longman. 2017. "Number of Women Coaching in College has Plummeted in Title IX era" <i>New York Times</i>.</p>	Practice Quiz

3	Tu Oct 17 Th Oct 19 No class.	Hegemonic Masculinities Hegemonic Femininities	<p>Connell & Messerschmidt. 2005. "Hegemonic Masculinity: Rethinking the Concept." <i>Gender & Society</i> 19. Required: pp. 829, 832-835, 846-848.</p> <p>Schippers, Mimi. 2007. "Recovering the feminine other: masculinity, femininity, and gender hegemony." <i>Theory and Society</i> 36:85ff. Required: pp. 94-98.</p> <p>Tilcsik, Andras. 2011. "Pride and Prejudice: Employment Discrimination against Openly Gay Men in the United States." <i>American Journal of Sociology</i> 117:586-626.</p> <p>Huerta, Jessica A. (2022) "If they call me, 'sir': American newspaper representations of military women", <i>Feminist Media Studies</i>, DOI: 10.1080/14680777.2022.2098796</p>	Tu Oct 17: Quiz 1
Th Oct 19 No class. Get ahead on all the Week 4 readings				
4	Tu Oct 24 Th Oct 26	Cultural Structures: Cultural Schemas at Home and at Work Gender, Race/Ethnicity & Class I.	<p>Blair-Loy & Cech. 2022. <i>Misconceiving Merit: Paradoxes of Excellence and Devotion in Academic Science and Engineering</i>. Chap. 1.</p> <p>Correll, S.J., S. Benard & Paik, I. 2007. Getting a Job: Is There a Motherhood Penalty? <i>American Journal of Sociology</i> 112: Required pp. 1297-1326 only.</p> <p>Turco, Catherine J. 2010. "Cultural Foundations of Tokenism: Evidence from the Leveraged Buyout Industry." <i>American Sociological Review</i> 75:894 ff.</p> <p>Moore, Mignon. 2017. "Women of Color in the Academy: Navigating Multiple Intersections and Multiple Hierarchies." <i>Social Problems</i>.</p>	Th Oct 26: Quiz 2

5	Tu Oct 31 Th Nov 2	Gender, Race/Ethnicity and Class II	Shows, C. & Gerstel, N. 2009. "Fathering, Class, and Gender: A Comparison of Physicians and Emergency Medical Technicians." <i>Gender & Society</i> 23: 161-187. Ylonda Gault Caviness. "What Black Moms Know." May 2, 2015. New York Times. Page SR3. https://www.nytimes.com/2015/05/03/opinion/sunday/what-black-moms-know.html Dawn Dow. 2016. "The Deadly Challenges of Raising African American Boys: Navigating the Controlling Image of the "Thug." <i>Gender & Society</i> 30 (2): 161-188. https://doi.org/10.1177/0891243216629	Th Nov 2: Quiz 3
6	Tu Nov 7 Th Nov 9	Gender, Race/Ethnicity and Class III	Chin, Margaret M. 2016. "Asian Americans, Bamboo Ceilings, and Affirmative Action." <i>Contexts</i> 15 (1): 70–73. Tiffany J. Huang (2021) Negotiating the workplace: second-generation Asian American professionals' early experiences, <i>Journal of Ethnic and Migration Studies</i> , 47:11, 2477-2496, DOI: 10.1080/1369183X.2020.1778455 To link to this article: https://doi.org/10.1080/1369183X.2020.1778455 <u>Recommended, not required:</u> Warikoo, N. 2020. "Addressing Emotional Health while Protecting Status: Asian American and White Parents in Suburban America."	Th Nov 9: Quiz 4
7	Tu Nov 14 Th Nov 16	Gender, Social Class, and Race/Ethnicity IV:	Schmalzbauer, L. 2011. "Doing Gender,' Ensuring Survival: Mexican Migration and Economic Crisis in the Rural Mountain West." <i>Rural Sociology</i> 76:441-460. Wheeler, L. A., Updegraff, K. A., Umaña-Taylor, A. J., & Crouter, A. C. (2021). Mexican-origin parents' workplace discrimination and well-being: The roles of familism values, family conflict, and gender. <i>Cultural Diversity and Ethnic Minority Psychology</i> , 27(4), 717–727. https://doi.org/10.1037/cdp0000483 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
8	Thanksgiving Holiday. No class. Read ahead on the Week 9 materials and work on Group Assignment due Tues Dec 5			

9	Nov 28 Nov 30	Workplace issues of exclusion, bias, and harassment., COVID-19	<p>J.C. Williams & R. Dempsey. 2014. Ch. 11: "Double Jeopardy: Experience of Gender Bias Differs by Race". In <i>What Works for Women at Work</i>.</p> <p>Jennifer Berdahl. 2007. "The sexual harassment of uppity women." <i>Journal of Applied Psychology</i>, 92(2), 425-437.</p> <p>McLaughlin, Uggen, Blackstone. 2017. "Econ + Career Effects of Sexual Harassment." <i>Gender & Society</i>.</p> <p>Dunatchik A, Gerson K, Glass J, Jacobs JA, Stritzel H. "Gender, Parenting, and The Rise of Remote Work During the Pandemic: Implications for Domestic Inequality in the United States." <i>Gender & Society</i>. 2021;35(2):194-205. doi:10.1177/08912432211001301</p> <p>Specific articles to be assigned to particular Groups:</p> <p>Kalev and Dobbin. 2022. "The Surprising Benefits of Work/Life Support." Harvard Business Review. https://hbr.org/2022/09/the-surprising-benefits-of-work-life-support</p> <p>Banaji and Dobbin. 2023. "Why DEI Training Doesn't Work – And How to Fix It." Wall Street Journal. Sept 18.</p> <p>Miller. 2023. "Fathers Gained Family Time in the Pandemic: Many Don't Want to Give it Back" New York Times.</p> <p>Miller. 2022. "The Pandemic has been punishing for working mothers: Mostly they've kept working." New York Times.</p> <p>Blair-Loy, et al. 2024. "Pandemic impacts, Cultural Conflicts and Moral Dilemmas among Faculty at a Hispanic-Serving Research University." Forthcoming, <i>Community, Work and Family</i>.</p> <p>Williams, Joan C. 2020. "The Pandemic Has Exposed the Fallacy of the "Ideal Worker" HBR. https://hbr.org/2020/05/the-pandemic-has-exposed-the-fallacy-of-the-ideal-worker</p> <p>National Academies of Sciences, Engineering, Mathematics and Medicine. 2024. In-progress consensus report on caregiving among STEMM academics.</p> <p>Recommended, not required: Kalev, A. & F. Dobbin. 2020. "Companies Need to Think Bigger Than Diversity Training." Harvard Business Review (HBR) Oct. 20. https://hbr.org/2020/10/companies-need-to-think-bigger-than-diversity-training</p>	Nov 28, Nov 30. Groups work together on their Assignments due Dec 5. Th Nov 30: Quiz 6
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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	