

## Soci 132: GENDER AND WORK Spring 2025 PROF. BLAIR-LOY (she/her) [maryblairloy.com](http://maryblairloy.com)

Section ID 837974

Instructor: Prof. Blair-Loy (she, her), [mblairloy@ucsd.edu](mailto:mblairloy@ucsd.edu) \* Please put Soci132 in email subject line

**Class Meets Tuesdays & Thursdays 3:30 – 4:50 PM.** MOS 0204 (Mosaic 204, West of new Arts + Humanities Bldg.). **Class cancelled Tues. Apr 22.**

**Student Hours/Office Hours** with Prof. on Zoom: Mondays 4-5 PM and Wednesdays 10-11 AM or by appt. (Link in Canvas Read First module)

**‘Read First’ Module on Canvas has important resources for students, supporting academic achievement and basic needs.**

**For IT help with Canvas, etc., go to** <https://acms.ucsd.edu/contact/>

**OSD Students**, please email me your accommodation materials. More info here: <https://sociology.ucsd.edu/undergraduate/osd-accommodations.html>

This syllabus may be revised if necessary to correct errors or for unexpected events. I will announce any possible revisions in class and in Canvas Announcements.

### COURSE DESCRIPTION:

If you participate actively, this course will develop your skills in analytical thinking, organizational leadership, and emotional intelligence. The workplace and gender are 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 at work intersect with social class, race/ethnicity, & sexual orientation?

It used to be legal to advertise jobs for one gender only and to pay women less than men for comparable work, and it was legal to discriminate against women in college admissions. Federal Civil Rights law, including Title IX (1972) changed that. Way back in 1982 (when I was in college), *women were already earning over 50% of all bachelor’s degrees*. Nonetheless, gender barriers to the full inclusion and equal treatment of women and nonconforming folks remain. In 2023, full-time employed women earned only 82.7 cents for every \$1 earned by men on average (Hegewisch et al. 2024). The gap widens with age. There is a gender wage gap within every major racial-ethnic group. Inequalities are exacerbated for LGBTQ folks. Some barriers also affect heterosexual cis men. Toxic workplaces, which sometimes include sexual harassment of women and non-conforming men, are costly to workers and to the organization. Even when employed full-time, women do more childcare and housework, on average, than men do, which affects their workplace advancement and how they are viewed at work. We will study scholarly literature on these issues. We will also address how to change organizations for the better.

**ANALYTICAL CONCEPTS** used throughout the course include: **Social structures** (durable patterns of resources and 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 OBJECTIVES

#### 1. Sharpen Analytical Skills and Sociological Insight

- Study sociological research to sharpen your analytical understanding of gender and the workplace in the contemporary United States.
- Understand gender as a social structure and a cultural structure that holds power and shapes life chances for workers and their families.
- Understand gender as a social and cultural structure, with causes and consequences at the macro, interactional, and individual levels of analysis.
- Begin to explore how gender intersects with other socio-demographic identities, including race/ethnicity, social class, and sexual orientation.
- Increase emotional intelligence, empathy and insight regarding how socially structured opportunities and barriers affect you and others.

## 2. Develop Professional skills and Engaged Learning

- a. Practice analytical writing on these topics.
- b. Build your peer collaboration and presentation skills by working on a Group Presentation, consistent with UCSD Principles of Community (<https://ucsd.edu/about/principles.html>).
- c. Develop evidence-based recommendations for how organizations could make changes to increase gender equity and organizational success
- d. Uphold academic integrity and appropriate citation practices (more information below)

### COURSE REQUIREMENTS

- Use this **Syllabus** as your weekly Plan. **Check course Canvas website** for announcements, readings and assignments.
- You will need a **laptop or other device in class** to log into and submit Canvas-based Quizzes and Surveys.
- **Readings** – Complete by Tuesday 3:30 PM of the week listed. Materials are on Canvas or links are provided.
- **Attend In-Class Lectures, Discussions, and Group Work. Class meets Tuesdays and Thursdays 3:30 – 4:50 PM, MOS 0204. (No class Apr. 22.)**
- **Assignments & Exams** [points sum to 100]:
  - **#FinAid Survey** to verify commencement of academic activity for financial aid; due Apr 10.
  - **Six in-class Quizzes. No late Quizzes.** Drop 2 lowest scores. (Save your drop days for emergency). 4 highest quizzes @ 12 pts each = **44 pts.**
    - Practice Quiz Apr 10. Quizzes Apr 15, Apr 24, May 1, May 8, May 15, May 22.
    - **Closed book.** Some Quizzes will be done on Canvas and others on Paper.
  - **Group Assignment + Full Group Participation = 20 points total.**
    - Professor assigns Groups **and their additional Group Readings** in Week 5.
    - Groups plan their division of labor and work meetings (inside and outside of class, as needed).
    - Assigned Group Leader **only** turns in Media (pdf, .docx, or URL) by **May 27, 3 PM.**
    - This Media plus the **In-class Presentation in Weeks 9 & 10** (May 27, May 29, June 3, or June 5) = 15 points.
    - On Canvas, verify attendance for 3 in-class work days (May 8, 15 & 22) and for all 4 Presentations days (listed above) = 3 points .
    - Each individual fills out Attestation and Evaluation of Self and Group by June 6, 11:59 PM = 2 points.
  - *Optional Extra credit Quiz in-class on Thurs June 5 for up to 5 extra credit points*
  - **In-class Final Exam:** Mon, June 9, 3-6 PM = **36 points. Closed book.** Exam will include Canvas and Paper-based responses.
    - Exam schedule set by Registrar. 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>

**Why so many assessments?** Research suggests that frequent, low-stakes assignments allow students to consolidate learning (as we review the correct answers after each Quiz) and to build on their knowledge for future assignments. I drop the two lowest Quiz scores, which adds flexibility and reduces grade anxiety. The Group Assignment is an engaged learning opportunity for applying academic knowledge to a real-world situation and for building professional skills.

### Academic Integrity

Academic Integrity is expected of everyone at UCSD. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Do your own work. Stay away from websites, unauthorized “tutors” and AI (Artificial Intelligence) programs that do your work for you. Any attempt to get, or help another student get, a grade by cheating will be reported to the Academic Integrity Office and will result in sanctions. Sanctions can include an F in the class and suspension or dismissal from the University. Before you act, ask yourself these questions: a) is my action honest, fair, respectful, and responsible and b) is my action authorized by the instructor? If you are unsure, don’t ask a friend. Ask me (no judgement) or the Academic Integrity Office (<https://academicintegrity.ucsd.edu> or [aio@ucsd.edu](mailto:aio@ucsd.edu).)

All Quizzes and the final exam are closed-book, which means writing answers based on your own brain power and your understanding of course materials. Cite your sources. AI is not allowed in writing your Quiz and exam responses. Your Group Assignment (Media and Presentation) should be based on the Group readings and the Group’s original work, not AI. If, in your Group Assignment you want to use a reputable source from outside the course (optional), then cite it fully, including a works cited page (see below).

### HOW TO CITE

In Quiz short-essays, presentations, and the final exam, **cite your sources**. Give credit to the sources whenever you use them for concepts, key terms, data, findings, conclusions. Avoid inadvertent plagiarism. I require an abbreviated form of APA (<https://apastyle.apa.org/style-grammar-guidelines/references/examples/book-references>) that uses the in-text citation method. Just insert (Author, Date) into the relevant sentence in your paragraph. If a direct quotation, provide the page number after the date. E.g.:

- Parenthetical citations: *The effects of sexual harassment include career disruption and financial stress for survivors* (Berdahl 2007; McLaughlin, Uggen and Blackstone, 2017).
- Narrative citations: Berdahl (2007) and McLaughlin, Uggen & Blackstone (2017) demonstrate that the effects of sexual harassment include career disruption.
- Parenthetical citation with page# for direct quote: “Our quantitative and qualitative results indicate that harassment experienced in women’s twenties and early thirties knocks many off-course during this formative career stage” (McLaughlin, Uggen and Blackstone, 2017, p. 354).

For Quizzes and the final exam, do not use sources outside the syllabus or prompt. A works cited (bibliography) page is not needed **if all your sources are from the syllabus**. If, in your Group Assignment you want to use a reputable source from outside the course (optional), then cite it fully, including a works cited page. See <https://apastyle.apa.org/style-grammar-guidelines/references/examples>.

**Course Schedule Soci 132 Gender & Work.** Class Meets Tuesdays & Thursdays 3:30 – 4:50 PM. MOS 0204

WK	DATE	TOPIC & Lecture(s) (Lecture slides in Module)	READINGS (in Module): Complete by Tuesday class time on week listed.	Assignments (Assignments & Quiz Tabs)
1	Tu Apr 1 Th Apr 3	Intro to Core Concepts: Work, Gender, Social & Cultural Structures, and Life Chances.	Hegewisch et al. 2024. "Annual Gender Wage Gap by Race and Ethnicity 2023 Fact Sheet." IWPR.  Wade & Ferree. 2019. <b>Ch 12: Work</b> in <i>Gender: Ideas, Interactions &amp; Institutions</i> . Pp. 321-355.	#FinAid Survey  Review Syllabus and Canvas site.
2	Tu Apr 8 Th Apr 10	Social Structures: Gender Segregation and Pay Gaps  Occupational case studies	Hegewisch & Mefferd. 2021. "The Gender Wage Gap by Occupation, Race, and Ethnicity 2020." IWPR Policy Brief.  Kochhar. 2023. "The Enduring Grip of the Gender Wage Gap." Pew Research Report.  Pelley and Carnes. 2020. "When a Specialty Becomes "Women's Work": Trends in and Implications of Specialty Gender Segregation in Medicine." Academic Medicine: <a href="#">95, p 1499-1506</a> . DOI: <a href="#">10.1097/ACM.0000000000003555</a>  Reader, Ruth. 2018. "NFL Cheerleader Pay . . . " Fast Company. Feb. 3. <a href="https://www.fastcompany.com/40524880/nfl-cheerleader-pay-this-super-bowl-lets-remember-the-ultimate-wage-gap">https://www.fastcompany.com/40524880/nfl-cheerleader-pay-this-super-bowl-lets-remember-the-ultimate-wage-gap</a>  Conti. 2022. "Do NFL Cheerleaders Get Paid?" NBC Sports.	#FinAid Survey (if not yet done)  <b>Th Apr 10: Practice Quiz</b>
3	Tu Apr 15 Th Apr 17  (Apr 18 = 15 <sup>th</sup> day of instruction)	Hegemonic Masculinities and Femininities	Connell & Messerschmidt. 2005. "Hegemonic Masculinity: Rethinking the Concept." <i>Gender &amp; Society</i> 19. <b>Required: pp. 829, 832-835, 846-848.</b>  Allen. 2025. "Hegemonic Masculinity and Addressing Gender Inequality."  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.	<b>Tu Apr 15: Quiz 1</b>

**Class cancelled Tu Apr 22**

4	Th Apr 24	<p>Cultural Structures: Cultural Schemas</p> <p>Gender, Race/Ethnicity and Class I</p>	<p>Blair-Loy &amp; 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 &amp; Paik, I. 2007. Getting a Job: Is There a Motherhood Penalty? <i>American Journal of Sociology</i> 112: Required pp. 1297-1326 <b>only</b>.</p> <p>Moore, Mignon. 2017. "Women of Color in the Academy." <i>Social Problems</i></p>	<b>Th Apr 24: Quiz 2</b>
5	Tu Apr 29 Th May 1	<p>Gender, Race/Ethnicity and Class II</p>	<p>Shows, C. &amp; Gerstel, N. 2009. "Fathering, Class, and Gender: A Comparison of Physicians and Emergency Medical Technicians." <i>Gender &amp; Society</i> 23: 161-187.</p> <p>Jilani. 2022. "Why So Many Doctors Treat Their Mental Health in Secret." New York Times.</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>Ylonda Gault Caviness. "What Black Moms Know." May 2, 2015. New York Times. Page SR3. <a href="https://www.nytimes.com/2015/05/03/opinion/sunday/what-black-moms-know.html">https://www.nytimes.com/2015/05/03/opinion/sunday/what-black-moms-know.html</a></p> <p><b>Week 5: Professor introduces Group Assignment and assigns Groups and Group Readings. Before May 8, read the specific articles assigned to your Group.</b></p>	<b>Th May 1: Quiz 3</b>

6	Tu May 6 Th May 8	Gender, Race/Ethnicity and Class III	<p>Chin, Margaret M. 2016. "Asian Americans, Bamboo Ceilings, and Affirmative Action." <i>Contexts</i> 15 (1): 70–73.</p> <p>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: <a href="https://doi.org/10.1080/1369183X.2020.1778455">https://doi.org/10.1080/1369183X.2020.1778455</a></p> <p><b>Before May 8, read the specific articles assigned to your Group.</b></p> <p><b>May 8: In-class Meeting 1</b> with your Group to plan your Group Assignment (media due May 27) and Presentation (in Weeks 9 &amp; 10)</p>	<b>Th May 8: Quiz 4</b> + <b>In-Class Group Meeting 1</b>
7	Tu May 13 Th May 15	Gender, Social Class, and Race/Ethnicity IV:	<p>Schmalzbauer, L. 2011. "Doing Gender,' Ensuring Survival: Mexican Migration and Economic Crisis in the Rural Mountain West." <i>Rural Sociology</i> 76:441-460.</p> <p>Wheeler, L. A., Updegraff, K. A., Umaña-Taylor, A. J., &amp; 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. <a href="https://doi.org/10.1037/cdp0000483">https://doi.org/10.1037/cdp0000483</a></p> <p><b>May 15: In-class Meeting 2</b> with Group to continue planning Group Assignment media and presentation</p>	<b>Th May 15: Quiz 5</b> + <b>In-Class Group Meeting 2</b>
8	Tu May 20 Th May 22	Workplace issues of exclusion, bias, and harassment	<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 &amp; Society</i>.</p> <p>J.C. Williams &amp; 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>EEOC Fact Sheet on Sexual Harassment Discrimination.</p> <p><b>May 22: Short In-class Meeting 3</b> with Group to work toward wrapping up media and presentation</p>	<b>Thurs May 22: Quiz 6</b> + <b>Short In-class Group Meeting 3</b>

<b>Weeks 9-10 Group Presentations.</b> For full credit, must be present on all Presentation Days (and the three earlier Group-In-Class-Work Meeting Days)			
9	Tu May 27 Th May 29	<p>Group Presentations: How can organizations change to be better for workers, better for their families? Group Leader turns in media by 3 PM May 27. (<i>All</i> Group members turn in Attestation and Evaluation by June 6.)</p> <p><b>For full credit, verify your attendance for 3 in-class work days (May 8, 15, &amp; 22) plus all four Presentations days (Weeks 8 &amp; 9)</b> <b>All Group members turn in Attestation and Evaluation by June 6, 11:59 PM.</b></p>	<p><b>Group Media turned in by Group Leader by 3 PM May 27.</b></p> <p>Attend all 4 presentation days and verify attendance</p>
10	Tu June 3 Th June 5  Th June 5 Extra credit Quiz	<p><b>Group Presentations, continued.</b> <b>All Group members turn in Attestation and Evaluation by June 6, 11:59 PM.</b></p> <p><i>June 5: Extra Credit Quiz (optional)</i></p>	<p>Attend all 4 presentation days. <i>June 5: Extra credit Quiz (Optional)</i> <b>June 6: Individual Attestation and Evaluation Due</b></p>
<b>Finals</b>	<b>Monday, June 9, 3-6 PM in our classroom</b>	<p>Exam schedule is set by Registrar. No late final exams except for circumstances that warrant applying to Registrar for Incomplete: <a href="https://students.ucsd.edu/academics/exams-grades-transcripts/grades/request-remove-incomplete.html">https://students.ucsd.edu/academics/exams-grades-transcripts/grades/request-remove-incomplete.html</a>.</p>	