“Everybody’s working for the weekend!” – Loverboy

“Working 9-5, what a way to make a livin’!” – Dolly Parton

**COURSE DESCRIPTION:** The workplace is a central institution in the lives of Americans. Each day people get up, get dressed, and go out to work, only to return home, sleep, and repeat the cycle the next day. Yet, not everyone’s workplace experience is the same. You may have heard the statistic that women make 75 cents to every dollar men make. An interesting sociological question to consider is why? Are men better workers? Do women prefer part-time work? Going deeper into that statistic, another question that arises is *which* women and *which* men does this statistic refer to? For example, Latinas and African American women often make much less money than white women, as do many Latinos and African American men. Finally, how does sexual orientation factor in? Do gay men make more or less money than heterosexual men? What about Latina lesbians or Asian gay men? What these questions are getting at is that race, gender, and sexual orientation- all aspects of identity- matter when considering who gets hired for what jobs, who gets promoted, and who makes the most money.

In this course, we will explore all of these questions through exemplary readings in the sociology of work, classroom discussions and presentations, and interview-based research projects. We will first examine gender and work, looking historically at how women and men have ended up in different jobs. We will also look at how gender stereotypes are built into occupations- by exploring what is consider “men’s work” and “women’s work”- and how these stereotypes can change over time. For example, until the early 20th century, being a secretary or librarian was considered a masculine job! We will then turn to what happens to individuals who cross these gender stereotypes, such as male nurses and female construction workers. Similarly, we will examine how racial stereotypes play into how individuals are selected for jobs, considering, for example, why Asian men are not promoted to managerial positions as often as white men or why Latinas are considered to make better nannies than white women. Bringing in sexuality, we will consider office romances and “flirting” with customers for tips, as well when sexuality crosses into sexual harassment. Next, we will focus on the experiences of lesbians, gays, bisexuals and transgenders in the workplace, looking at, for example, whether being “out” at work negatively impacts hiring and promotions. Finally, to give concrete examples of how race, gender, and sexual orientation interact to create varied workplace experiences, we will look at two key examples-low wage work and retirement- to consider how, for example, white, single lesbians have very different retirement concerns than African American married women.
COURSE OBJECTIVES: This course will provide an overview of key issues surrounding the intersections of various identities and workplace experiences. Additionally, this course is designed to develop writing and analytic skills. Through a combination of written and oral assignments, as well as weekly assigned class readings, students will gain experience in:

- Developing discussion questions and leading class discussion.
- Talking about issues of diversity and identity.
- Executing an in-depth interview.
- Analyzing and presenting interview data.
- Writing an empirically based research paper.
- Gain library research literacy.

COURSE REQUIREMENTS: This seminar is designed to be an introductory course on a specialized area of sociological research on workplace inequality. The seminar format consists of extensive discussions on the course topics rather than full lectures. While I will briefly lecture on each topic, my main purpose is to serve as a discussion facilitator. Students are expected to prepare for and participate in class discussions. In addition to class participation, the course requirements include: weekly 500 word reaction papers, student presentations, reading quizzes, and a 10-12 page research paper. While these requirements may appear daunting, I will provide detailed instructions on each aspect, as well as provide in-class time each week to work on the research paper. I will also provide continued feedback on your performance in the class so you always know where you stand academically.

Grade Breakdown:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Class Participation</td>
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<tr>
<td>Reading Quizzes</td>
<td>10%</td>
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<tr>
<td>Weekly Reaction Papers</td>
<td>10%</td>
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<tr>
<td>Class Presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
</tr>
</tbody>
</table>

100%

Class Participation: As this is a small seminar, participation is key to the success of the class. Students are expected to participate in all class discussions. To participate effectively, students must do all the weekly assigned reading BEFORE the class meets (i.e. you will read all of the readings listed under week two before the lecture on week two). There are about 40-80 pages of reading each week, so keep this in mind while you are planning your study schedule. I have assigned lighter reading on the weeks that you have major assignments due.

Reading Quizzes: There are a total of four reading quizzes in the course. The quizzes are included in the course to check comprehension of the reading material, as there is no midterm exam. They will be all multiple choice, true/false, and fill in the blank questions.
They will focus on key terms and ideas in the readings, not on small, nitpicky details. Each date of each quiz is listed on the syllabus. They will be at the end of class on the listed day. They ARE NOT CUMULATIVE, so they will only focus on the material in-between each quiz. For example, the first quiz will include material for week one and two only. Your LOWEST SCORE WILL BE DROPPED, and your three highest scores used to calculate your grade.

Weekly Reaction Papers: Between week 2 and week 9, you will post a 500 word reaction paper on the class website by 5 pm on Friday before class (www.). Your papers will be about your critical reactions to the weekly readings. You MUST discuss at least TWO of the assigned readings. These papers are not graded numerically, but rather on the criteria of whether or not you: a) turned them in on time; b) engaged with TWO readings (i.e. you discussed arguments and findings of the articles, not personal anecdotes).

Student Led Presentations/Discussions: From week 3-8, student will be responsible for leading ONE class presentation and discussion in groups of 3-4. These groups will be assigned on week one. The criteria for the presentations are as follows:

a) A 15-minute presentation of the main themes of the weekly readings. The class presentation is not simply a regurgitation of the material, or reading a page of quotes from the articles. Rather, students must convey to the class the underlying themes of the weekly readings. To make the presentations effectively, students are required to bring in something to help illuminate the themes of the readings. This can be a newspaper article, a book, a film clip, a song. It can also be an activity- making the class engage in skits, for example. This is entirely up to you. Be creative!

b) 30 minutes of leading the discussion for the entire class. For discussion leading, the students are required to read all the reaction papers of their classmates, and then develop 6-8 discussion questions based on those reactions. Each person in the group is responsible for TWO questions. Each group will submit a hardcopy of their discussion questions as part of their grade, with each person’s name attached to their designed questions. Remember, you all have to present at some point, so help each other out by participating.

Grades for the presentations will be determined by 1) how effectively and creatively the main themes of the readings were conveyed in the presentation; 2) how well the research questions related to the reaction papers; 3) how effectively each group moderated the class discussion; 4) the extent of each moderators’ participation in the presentation. On the week you are presenting, you do not have to turn in a reaction paper.

Research Paper: For the final research paper, students will write an analytic paper on the workplace. Students will first select an interviewee (approved by instructor) and conduct a 45-minute interview that draws on class themes (such as intersectionality, the gendering of occupations, sexual harassment). Students will use this data to generate a 10-12 page research paper that will include a literature review related to their topic, a methods section, and data analysis. DON’T LET THIS SCARE YOU! I am aware that for the majority of students, this will be your first experience with an empirical research paper.
We will be building this paper throughout the class, through a variety of homework assignments. Students will be provided with exact instructions for conducting the interview, analyzing the data, writing the literature review and methods, and putting together the final paper. While it is a lot of work, at the end you will have created a well-analyzed, theoretically informed research project of your own design, as well as developed your writing and analytic skills for future projects!

**Homework Assignments:** To build up to the final paper, students will have a variety of short homework assignments, such as designing research questions, drafting a literature review and methods section, and analyzing short data fragments from the interview data. These assignments will not only keep everyone on the timeline for the final paper but also will allow students to get feedback and revise their work along the way. I will provide a detailed handout for homework instructions.

**ORGANIZATION OF THE CLASS TIME:**

Hour One: Student-Led Presentations and Discussions  
Hour Two: Instructor Lecture/Discussion  
Hour Three: In-Class Lab on Research Paper

**CLASSROOM POLICIES:**

The Classroom Environment: My goal is for all students to feel included in the course. I am readily accessible via email and office hours to address any concerns that do arise. I am happy to work with the Office for Students with Disabilities (OSD) to meet the needs of all the students. If you need to contact OSD about making any class-related arrangements, they can be contacted at [www.osd.ucla.edu](http://www.osd.ucla.edu). Also, while I encourage lively discussion, I ask that everyone maintain respectful attitudes toward their classmates’ opinions.

Academic Dishonesty: My policy is DON’T DO IT! Any suspected academic dishonesty in the form of cheating and/or plagiarism will be reported to the Dean of Students office. If you are unsure of UCLA’s policies regarding academic dishonesty, you can find them at the following link:[www.deanofstudents.ucla.edu/studentconduct.htm](http://www.deanofstudents.ucla.edu/studentconduct.htm). I also suggest that all students take the following on-line content module about the difference between plagiarism and citation: [http://www.library.ucla.edu/bruinsuccess](http://www.library.ucla.edu/bruinsuccess).

Late Papers and Make-ups: I do not do make-up homework assignments or quizzes. Late papers not turned in during the first ten minutes of class on the due date will be penalized one grade per day (A+ to A to A-, etc).

**TEXTBOOKS AND READINGS:**

Required Texts (Available at the UCLA Campus Store):  
*Women and Men at Work (2nd edition)*; Irene Padavic and Barbara Reskin.  
Reader (Available at Academic Publishing (Ackerman) **Denoted with (R)**  
Articles on JSTOR. (Available at [www.jstor.org](http://www.jstor.org) **Denoted with (J)**
Articles available through the UCLA library catalog ** Denoted with (L)**

**Note:** JSTOR and Library articles must be accessed from either a UCLA computer or a computer with the UCLA proxy server. To find your articles on JSTOR, you can browse the journal titles alphabetically (the title of the journals is provided in the JSTOR bibliography at the end of the syllabus). Instructions for finding library articles follow the JSTOR bibliography. I expect that you will print these articles out and bring them to class, or that you will bring detailed notes on the articles to facilitate class discussion. For information on downloading the proxy server onto your home computer, go to http://www.bol.ucla.edu/services/proxy/.

**CLASS SCHEDULE:**

*Week One: Setting the Stage for Class Concepts*
- **AWID**, “Intersectionality: A Tool for Gender and Economic Justice.”
- **Padavic and Reskin**, Chapter One
- **Rhode**, “Women’s Work.” (R)

Total Pages of Reading: 40

Film: “A Tale of ‘O’”

*Week Two: How Did We Get Here? Historical Views on Gender and Work*
- **D’Emilio**, “Capitalism and Gay Identity.” (R)
- **Glenn**, “From Servitude to Service Work” Historical Continuities in the Racial Division of Reproductive Labor.” (J)
- **Kessler-Harris**, “The Wage Conceived: Value and Need as Measures of a Woman’s Worth.” (R)
- **Padavic and Reskin**, Chapter Two

Total Pages of Reading: 71

Film: “Rosie the Riveter”

**QUIZ ONE**

*Week Three: Men Flip Burgers, Women Work the Register: The Gendering of Jobs*
- **Padavic and Reskin**, Chapter Three
- **Prokos and Padavic**, “There Oughtta Be A Law Against Bitches: Masculinity Lessons in Police Academy Training.” (J)
- **Valian**, “Gender Schemas at Work.” (L)

Total Pages of Reading: 78

** HOMEWORK ONE DUE**

*Week Four: Intersections of Race and Gender*
- **Bolton and Feagin**, “Problems of the White Mind.” (R)
- **Kirschenman et al.**, “Hiring Strategies, Racial Bias, and Inner City Workers” (J)
- **Segura**, “Chicanas in White Collar Jobs: You Have to Prove Yourself More.” (J)
**QUIZ TWO**

**HOMEWORK TWO DUE**

*Week Five: Male Nurses and Female Construction Workers: Non-Traditional Jobs*

- Cross and Bagilhole, “Girls’ Jobs for the Boys? Men, Masculinity, and Non-Traditional Occupations.” (J)
- Eisenberg, “Marking Gender Boundaries: Porn, Piss, and Power Tools.” (R)
- Williams, “The Glass Escalator: Hidden Advantages for Men in the ‘Female’ Professions.” (J)

Total Pages of Reading: 67

**HOMEWORK THREE DUE**

*Week Six: Office Romances, Flirting, and Performance: Sexuality at Work*

- McNaron, “And What Did You do Over the Weekend?” (R)
- Williams et al., “Sexuality in the Workplace.” (J)

Total Pages of Reading: 80

**QUIZ THREE**

**HOMEWORK FOUR DUE**

*Week Seven: Out at Work: LGBT Issues*

- Green, “Spelling Relief for Transsexuals: Employment Discrimination And the Criteria of Sex.” (R)
- Schilt, “Making Gender Visible: Female-to-Male Transsexuals in the Workplace.” (R)

Total Pages of Reading: 80

**HOMEWORK FIVE DUE**

*Week Eight: Sexual and Gender Harassment*

- Giuffre & Williams, “Boundary Lines: Labeling Sexual Harassment in Restaurants.” (J)
- Talbot, “When Men Harass Men, is it Sexual Harassment?” (R)
**Miller**，“Not Just Weapons of the Weak: Gender Harassment as A Form of Protest for Army Men.” (J)
**Welsh**，“Gender and Sexual Harassment.” (J)
Total Pages of Reading: 61

**QUIZ FOUR**

*Week Nine: The Working Poor: Low Wage Work and Intersectionality*

**Edin**，“Surviving the Welfare System.” (J)
**Hondagneu-Sotelo**，“Maid in L.A.” (R)
**Newman**，“No Shame in My Game.” (R)
**Shipler**，“A Poor Cousin of the Middle Class.” (R)
Total Pages of Reading: 60

**HOMEWORK SIX DUE** (via email by 5 pm)

*Week Ten: Getting Older: Retirement and Pension Issues/New Directions/Getting Better: Solutions*

**Calasanti & Slevin**，“Gender, Social Inequality, and Retirement Income.” (R)
**Valian**，“Remedies.” (Pages 303-321) only (L)
**Yoshino**，“The Pressure to Cover.” (R)
Total Pages of Reading: 40

**HOMEWORK SEVEN DUE**

**FINAL PAPER DUE ON FRIDAY, JUNE 9th at 3 pm in HAINES 264. YOU MUST HAVE THE OFFICE STAFF TIMESTAMP YOUR PAPER**

**JSTOR Bibliography:**

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<td>Williams, et al.</td>
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Library Searches:

Articles:

Step One: Go to http://catalog.library.ucla.edu/ Type “Journal of Applied Behavioral Science” into the search slot and select “Journal Titles” for the limits of your search.
Step Two: Click on “Online access, restricted to UCLA.” This will take you to the Sage journal website.
Step Three: Select “Issues from the Archives.” Select “1997” and then “Volume 3.” Scroll down to find your article.

Step One: Go to http://catalog.library.ucla.edu/. Type “Gender & Society” into the search slot and select “Journal Titles” for the limits of your search.
Step Two: Select “Online Access for UC campuses.” This will take you to a page with several search options. Take the top option (Full text available from CSA Sage) and enter 2004 as year, 18 as volume, and 6 as issue. Scroll down to your article.

Books:

Valian, *Why So Slow?*
Step One: Go to http://catalog.library.ucla.edu/. Type “Why So Slow” into the search slot and select “Titles” (not Journal Titles) for the limits of your search.
Step Two: Select “Online Access through Cognet.” Scroll Down to the chapters. For Week 3, select Chapter One and Chapter Two (chapter one continues in Chapter Two until page 22). Read 1-22. For week 10, select Chapter Fourteen and read 303-321.