

WST6935 Jobs, Gender, (In)Justice [revised]

Spring 2019 (21316)

Matherly Hall Room 0010, Wednesdays 7-9th periods

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Office Hours: 12:00 to 1:45 Wednesdays and by appointment

Course Description:

Employment is a major dimension of adult life for most people. It provides numerous rewards (e.g., monetary, social, psychological) and is a major determinant of social class in our society. Access to employment (i.e., whether one is able to find employment, the type of employment one is able to get and the hours one is able to work) is, and has long been, influenced by gender and other important social statuses such as age, race, ethnicity, sexual orientation, ability, etc. Experiences within the workplace (i.e., relationships with co-workers, customers, and supervisors) are also influenced by gender and other master statuses, as are the psychological outcomes associated with employment (i.e., satisfaction and self-fulfillment). This course focuses on these gender-related differences in employment (many of which take the form of injustices against women), along with the legal responses and social policies designed to address these injustices. Because many – if not all – of these gendered differences in employment/the workplace are associated with beliefs about the “nature” of women and men, particularly those associated with bodies, many of the topics included in the course will address embodiment (including sexuality and reproduction).

Course Expectations

1) Attend and participate in class regularly. (If you know in advance that you will have to miss a class, please let us know.) As we discussed on the first day of class, be prepared to contribute to the discussion. Two class presentations – including overview of topic; supporting material in an audio-visual format (e.g., youtube video); provision of five additional sources from any venue; and three to five questions for discussion distributed in advance.

2) Final project – you will design this to address your own educational/career priorities. This could be designing a syllabus for a course you’d like to teach; preparing a reading list for qualifying exams; working on your MA project or dissertation; preparing and practicing a presentation for a professional meeting, etc. The options are endless. (Well, maybe not endless. But I am open to whatever you propose.)

My Role:

I consider myself to be a co-learner/co-participator in the course. When it comes to decision making about the course, I will have the same amount of “say” as you do. Once we decide upon the topics we’d like to pursue in depth, I can – if you’d like – start the class sessions off with a brief overview. I’d like for the course to be student-centered and student-led. I will look to you to determine how much – or how little – you want me to participate. I realize this may change from week to week.

TOPICS AND READING ASSIGNMENTS

The following readings are intended to be discussion starters.

Week 1 January 9: Introduction: Overview of Gender-Based Inequities in Employment/Workplace

Week 2 January 16: Introduction (continued): *On the Basis of Sex*

Week 3: January 23: The Life and Times of Ruth Bader Ginsburg: Understanding Her Lived Experiences and Contributions to Gender Equity in Post WWII America

- a. Suggested viewing: RBG (documentary available on Hulu).

Week 4: January 30 --Gendered Access to Jobs

- 1) Gender Discrimination in Hiring

<https://www.thebalancecareers.com/types-of-employment-discrimination-with-examples-2060914>

- 2) Gender Labeling of Jobs and Gender Segregation of Workers

<https://www.terpconnect.umd.edu/~pnc/SocComp2013.pdf>

<https://hbswk.hbs.edu/item/we-may-have-given-ourselves-too-much-credit-for-easing-racial-segregation-in-the-workplace> <https://hbswk.hbs.edu/item/what-does-diversity-really-mean> <https://iwpr.org/publications/still-mans-labor-market/>

- 3) Gender Limits on Advancement (i.e., Glass Ceilings)

<https://www.forbes.com/sites/jennagoudreau/2012/05/21/a-new-obstacle-for-professional-women-the-glass-escalator/#5adba2ec159d>

<https://www.forbes.com/sites/matthewherper/2012/04/13/guest-post-the-drugindustrys-cement-ceiling-for-women-execs/#4bbcf0dd7607>

Week 5: February 6 -- Gendered Outcomes of Jobs: Pay Inequities

<https://iwpr.org/publications/still-mans-labor-market/> (need to download report from site)

<https://www.thirdway.org/report/the-fatherhood-bonus-and-the-motherhoodpenalty-parenthood-and-the-gender-gap-in-pay>

<https://www.usatoday.com/story/life/allthemoms/2018/08/23/single-moms-avoidmotherhood-penalty-and-competent-and-committed/1073902002/>

<https://www.nbcnews.com/better/careers/motherhood-penalty-can-affect-womenwho-never-even-have-child-n548511>

WEEK 6 and 7: February 13 and 20 -- Reproductive (In)Justices in the Workplace:

Pregnancy discrimination

<https://www.nytimes.com/interactive/2018/06/15/business/pregnancydiscrimination.html>

Fetal protection policies

<https://prospect.org/article/fetal-risks-womens-rights-showdown-johnson-controls>

Parental/Family leave

<https://www.cnn.com/2018/02/05/health/paid-leave-parenting-strauss/index.html>

Employer-provided child care

<https://www.bls.gov/opub/btn/volume-4/access-to-dependent-care-reimbursement-accounts-and-workplace-funded-childcare.htm>

Employer-provided access to contraception

<https://www.healthcare.gov/coverage/birth-control-benefits/>

<https://www.npr.org/sections/health-shots/2014/07/15/331445402/mostemployers-see-a-benefit-in-covering-contraceptives>

<https://www.npr.org/sections/health-shots/2017/10/06/555970210/trump-endsrequirement-that-employer-health-plans-pay-for-birth-control>

Access to breastfeeding time and place

<https://www.dol.gov/whd/nursingmothers/>

<https://www.womenshealth.gov/supporting-nursing-moms-work/what-law-saysabout-breastfeeding-and-work/what-employers-need-know>

<https://blogs.scientificamerican.com/guest-blog/the-forgotten-life-of-einsteins-first-wife/>

Week 8: February 27 -- Women as Global Workers

Nana: Lives of Live-In Nannies (Documentary about women who come to the US to care for American children.)

SPRING BREAK

Week 9 and 10: March 13 and 20 -- Male Bonding in the Work Place and Physical Resistance to Women

Sexual harassment <https://iwpr.org/publications/sexual-harassment-work-cost/>

<https://www.psychologytoday.com/us/blog/feeling-it/201302/when-stress-leads-malebonding-compassion>

The Invisible War (Documentary)

The Protective Services (e.g., Police, Firefighting)

Extraction (i.e., Mining)

Week 11: March 27 -- Body-based Discrimination at Work Discrimination based on appearance

<http://sites.psu.edu/baileycivicissue/category/appearance-based-discrimination/>

Age discrimination

<https://www.aarp.org/work/on-the-job/info-2017/age-discrimination-facts.html>

https://www.washingtonpost.com/opinions/2019/01/03/age-discrimination-is-more-common-than-you-think-why-arent-we-doing-anything-about-it/?utm_term=.4710c25e061c

Weight discrimination

<https://www.cnn.com/2016/09/29/health/weight-discrimination-obesity-trump/index.html>

<https://www.sciencedaily.com/releases/2017/01/170126082024.htm>

Workers with Disabilities

<https://www.personneltoday.com/hr/discrimination-arising-from-disability-case-law-five-examples/>

Week 12 and 13: April 3 and 10-- Gendered Bodies as Tools

Gestational Surrogates

<https://www.kanopy.com/product/child-stork-brought-home>

Athletes:

A Ballerina's Tale; The First Position

<https://ufl.kanopy.com/video/strength-and-beauty>

Entertainers

Makers: Women in Comedy (on Kanopy)

Sex Workers

Hot Girls Wanted (Netflix)

Week 14: April 17: Will the Future of Work Be Gendered?

<https://www.weforum.org/agenda/2016/01/will-the-future-be-gender-equal>

<https://www.imf.org/en/Publications/Staff-Discussion-Notes/Issues/2018/10/09/Gender-Technologyand-the-Future-of-Work-46236>