Labor Studies and Employment Relations 578:541  
Rutgers University  
WOMEN AND WORK

Professor Eileen Appelbaum  
LEC Room 104 (Center for Women and Work)

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CLASS MEETINGS: Thursdays, September 6 to December 6, 2007  
4:30 to 7:10 pm  
Class break from 5:40 to 6:00 pm  
LEC 130-131

OFFICE HOURS: Wednesday 3:30 to 4:30 or by appointment

Course Overview

Fundamental changes have occurred in the two basic institutions of modern industrial societies: the family and the corporation. The dramatic increase in the employment of mothers of young children since 1970 and the steady rise in the number of dual career families have challenged the traditional relationship between family and work. At the same time, companies have come under intense competitive pressures, giving rise to far reaching changes in how work is organized within firms. In this context, the demands on women and the nature of women’s paid and unpaid work are changing.

This course will examine the nature of, and changes in, women’s paid and unpaid work; employers’ workplace practices and their implications for women’s advancement; employee control over work schedules; and public policy that supports women’s work and family roles in the U.S. and other industrialized countries.

The readings for this course examine both the decisions that women and families make and the behavior of corporations and employers. Class meetings will usually be organized in a seminar format, although we will follow a lecture format for new or more difficult material.

Understanding women and work requires a critical understanding of economic theories and approaches, as well as approaches drawn from other social sciences. The course does not assume a prior background in economics, but it does assume an interest in learning how economists think about these issues and a basic command of high school algebra and simple graphs.
Learning Outcomes

To be able to:
1. analyze and assess the divergent labor market outcomes for different groups of women, and the respective roles of education and institutions
2. analyze the role of family and care giving responsibilities in determining labor market outcomes for workers
3. understand the respective roles of public policy and company practices in the recruitment, retention and advancement of women in the workplace
4. participate actively in class seminars, play leadership role in class discussions
5. develop research and oral presentation skills

Class Expectations:

This is an interactive course. The lectures are based on the assumption that you have a basic familiarity with the readings. It is necessary, therefore, for you to come to class prepared, having read and completed any assignments. Please don’t waste your time, my time and the time of your peers by coming to class without doing the reading. You should be prepared to learn and think about the ideas we will be discussing. This class requires a commitment from you in order to be successful.

If you are absent from class on a particular day you are still responsible for that day’s lecture and readings, and for turning in any assignments. I also expect that you will make an appointment to meet with me during office hours as soon as you are aware of any problem, large or small. These hours are reserved for your concerns. Please do not wait to the end of the semester to talk to me.

In addition, all cell phone, pagers, and other electronic devices must be turned off prior to class. It is distracting to everyone in the classroom to have phones and pagers ring in class.

Finally, I expect that you will make every effort to arrive in class on time. I expect that, barring an emergency, you will be present (both physically and mentally) during the entire class period. It is NOT acceptable for you to leave class following the break. You will be marked absent.

Course Requirements

The course will include a combination seminar presentations and class discussion. There are three main requirements for the course:

- Attendance and active participation (25% of grade)
- Four 3-5 page memos in which you reflect on the assigned readings for that week and relate them to earlier assigned readings, to be turned in at the start of class on the day they are due (30% of grade)
- Project and presentation (45% of grade)
**Memos on the Assigned Readings**

You may choose the weeks in which you wish to turn in the memos. The memos should discuss the assigned readings in relation to each other, and in relation to earlier readings as well. All 4 memos must be turned in by November 29. Missing memos will receive a grade of 0.

**Project**

There are two different types of projects that will fulfill this requirement – research resulting in a paper and a fact sheet for publication on the web site of the Center for Women and Work, or a women’s initiative that you undertake at your place of work. The research paper might examine the opportunities and challenges facing single working moms, the experiences of women college graduates in the first years of employment, labor market experiences of immigrant women, educational attainment and earnings of black women, or best practice policies in universities to enable women professors to get tenure. Examples of women’s initiatives might include establishment of a mentoring program for newly hired managerial women, developing a training program for non-college educated women in your firm, initiating a monthly series on women’s advancement, or developing a program to disseminate information about company practices that help employees balance work and family responsibilities.

The project has the following requirements and due dates:

**September 27:** A 3 to 5 page prospectus describing the paper or initiative you intend to carry out. The prospectus should include
- a statement of the problem or need that you are addressing and why it is important
- a bibliography of at least 5 articles on your topic
- a statement of what you will do in the paper or initiative to address this need

If you are doing a project and need the support of others in your organization to carry it out, please provide evidence of that support at this time.

**November 15:** The complete paper is due today. It should be 15 to 20 pages long.

If you have written a research paper, you should also turn in a two or three page fact sheet on your topic. The fact sheet should be organized around 4 tables or graphs that capture your main points and a paragraph or two in plain language describing what the tables or graphs show.

If you have undertaken an initiative at your place of work, please begin with a description of the problem the initiative addresses. This problem statement should reference the academic literature and include a minimum of 5 references. Then describe the steps you took, the challenges you encountered, the obstacles you overcame, the results you achieved and whether they are successful or disappointing, what accounts for success/disappointment, and lessons learned from the experience.
November 29 and December 6: Presentations of your paper or project. Everyone is required to attend the presentations.

Required Course Materials


Reading marked with an * are available on digiclass.

Readings marked with a # can be found on the web (web address in syllabus) – these are generally longer documents. You can download and print them in the library.
SYLLABUS

September 6       Introduction and Overview

Required Reading:
Hoffman and Averett, Chapter 2, Economics Tools and Economic Thinking

September 13      Diverging Paths: Increasing Inequality among Women

Required Reading:
* Douglas S. Massey, *Categorically Unequal*, 2007, Preface, Chapter 6 (Engendering Inequality) and Chapter 7 (America Unequal)
* Stephen Rose and Heidi Hartmann, “Still a Man’s Labor Market,” Institute for Women’s Policy Research

September 20      Women and Unions

Guest Lecture: Gil Keaton and Geraldine Healy, Queen Mary University London, UK

Required Reading:
* Richard Freeman, *America Works*, 2007, Chapter 5 (Where Have All the Unions Gone...Long Time Passing?)
* Candace Howes, “Upgrading California’s Home Care Workforce: Political Action and Unionization.” *State of California Labor 2004*
* Sue Cobble, *Working in the Service Society*, Chapter 13 (The Prospects of Unionism in a Service Society)

September 27      Women and Unions

[Prospectus due today]

Discussion of last week’s reading assignment and guest lecture.
October 4         Women and Pay (Economics Approach)

Required Reading:
Hoffman and Averett, Chapters 8, 9 and 10

October 11        Women and Pay (HR Management Approach)

Required Reading
*Susan Jackson and Randall Schuler, Managing Human Resources through Strategic Partnerships, 2003, Chapter 10, (Developing an Overall Approach to Compensation)
*Richard Freeman, America Works, 2007, Chapter 6 (Management in the Driver’s Seat)

October 18        Women and Pay (Institutional Approach)

Required Reading

October 25        Women, Care Work, and Paid Employment

Required Reading
Hoffman and Averett, Chapters 3 and 4
*Nancy Folbre, The Invisible Heart: Economics and Family Values, 2001, Chapters 1 and 2 (The Economics of Care and The Care Penalty)
*Ann Crittenden, The Price of Motherhood, 2001, Chapters 1 and 6 (Where We Are Now and The Dark Little Secret of Family Life)

November 1        Women and Public Policy: Wages, Opportunity and W-F Balance

Required Reading:
Hoffman and Averett, Chapter 11
Hoffman and Averett, Chapter 14
*Jody Heymann, The Widening Gap, 2000, Chapter 7 (Gender Inequalities)

**November 8**  Work-Life Integration: Company Practices

*Required Reading:*  
#Eileen Appelbaum and Ruth Milkman, Achieving a Workable Balance, Rutgers University Center for Women and Work, 2006 http://www.NJTimeToCare.Rutgers.edu

**November 15**  Employee Control of Work Time  
**[Paper due today]**

*Required Reading:*  
*Jodie Levin-Epstein, , CLASP, 2006

**November 22**  NO CLASS TONIGHT

**November 29**  Presentation of Student Projects

**December 6**  Presentation of Student Projects