

**SC063 WOMEN AND WORK**  
**Fall 2006**  
**Tuesdays and Thursdays, 4:30-5:45 P.M.**  
**Department of Sociology, Boston College**

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Cooley—Monday and Wednesdays 12:15-1:15  
Jennifer—Tuesday and Thursdays 10:30-11:30

**Course Description**

This course provides a concise overview of women at work. While we concentrate on women workers in contemporary American society, we will provide a historical overview of women's work patterns. We analyze the range of social, economic, and political factors underlying women's increased participation in the labor force over time. Our approach is holistic and feminist; we argue that, in order to understand women's position in the work world, one must analyze their experiences in the context of a number of societal institutions—including the familial, economic, political/legal, and the educational. We will draw upon the literature and theories from the fields of economics, psychology, and history as well as sociology. We will employ first-hand accounts of women's work life experiences to illustrate the range of different occupations in which women are employed, the types of women who work (in terms of race, age, ethnicity, class, and marital status), the problems (e.g., sexual harassment, combining work and family roles), and rewards of their work.

**Course Requirements**

Class Participation:	10%
Journals:	15% <b>(5% each)</b>
Reaction Paper:	15%
Oral History:	30%
Panel Presentation:	10%
Book Analysis:	5%
Final Exam:	15%

**Your participation in class is vital.** You are expected to participate in informed class discussions-- to ask questions, offer critiques, and analyses of the readings. The format of the class will be lectures, some slide presentations and films as well as panel presentations and class and group discussions.

- **You are expected to complete the reading for the day that it is assigned.** It is important not to fall behind in the readings. Your class participation and writing assignments depend upon keeping up with the reading assignments.

- **You are expected to attend class regularly.** If you miss class, you are responsible for obtaining notes, assignments, and handouts from another student before the next class meeting. You are allowed two unexcused absences; after those two, your participation grade will be docked for each unexcused absence.
- In order to be fair to everyone, **we will stick to deadlines.** Late assignments will be graded down a half a letter grade per class meeting late. Please let us know early in the semester if a problem should arise or if you have any special needs.
- Materials turned in must be **typed and printed.** Handwritten or e-mailed materials **won't** be accepted.
- **Please take advantage of our office hours.** We would like each of you to stop by early in the semester so we can talk about the course and get to know you. If you cannot come during my office hours, you can always set up an appointment to see one of us.

### **Required Readings**

Sharlene Nagy Hesse-Biber and Gregg Carter. 2005. *Working Women in America: Split Dreams*. **SECOND EDITION**, New York: Oxford University Press.

Paula Dubeck and Dana Dunn. 2006. *Workplace/Women's Place: An Anthology*. **THIRD EDITION**. Los Angeles: Roxbury Publishing Co.

Sharlene Hesse-Biber. 2006. *The Cult of Thinness*. New York: Oxford University Press.

Peggy Orenstein. 2000. *Flux: Women on Sex, Work, Kids, Love, and Life in a Half Changed World*. New York: Anchor Books.

Liza Featherstone. 2004. *Selling Women Short: The Landmark Battle for Workers Rights at Wal-Mart*. New York: Basic Books.

Susan Shapiro Barash. 2006. *Tripping the Prom Queen: The Truth about Women and Rivalry*. New York: St. Martin's Press.

Coursepack of Required Readings: Available for purchase in our course.

### **Website References**

In addition to the required readings assigned each day, there are several website references which I believe will provide you with additional information to supplement lectures, class discussions, and readings. Referencing these sites is not required but will prove to be extremely useful in helping to reinforce ideas and concepts derived both in class and in the reading assignments.

### ***IMPORTANT DATES***

<b>Assignment</b>	<b>Due on</b>
<b>Journal #1</b>	<b>Tuesday, September 26 (optional pre-journal hand-in September 19<sup>th</sup>)</b>
<b>Journal #2</b>	<b>Tuesday, October 17</b>
<b>Reaction Essay</b>	<b>Tuesday, October 24</b>

<b>Oral History Transcription</b>	<b>Tuesday, October 31</b>
<b>Journal #3</b>	<b>Thursday, November 9</b>
<b>Book Analysis</b>	<b>One week after panel presentation</b>
<b>Oral History Project</b>	<b>Thursday, December 7</b>

### ***COURSE OUTLINE AND READINGS***

#### **Part 1. Women, Work, and Women's Work: Conceptual and Methodological Issues**

What is Work? Who are women? What is women's work? How do we measure women's work contributions?

#### **Tuesday, September 5**

*Course Overview and Introduction*

#### **Thursday, September 7**

- C. Wright Mills. "The Promise." Pp. 3-24. In *The Sociological Imagination*, Fortieth Anniversary Edition. New York: Oxford, 2000.
- *Working Women in America: Split Dreams*. Chapter 1. Pp. 1 -16. [16] (Hereafter known as "*Split Dreams*.")

#### **Tuesday, September 12**

- Teresa L. Amott and Julie A. Matthaei. "Race, Class, Gender and Women's Works: A Conceptual Framework." Pp. 184-194. In Dubeck and Dunn.
- Candace West and Don Zimmerman. "Doing Gender." *Gender and Society*, 1, no. 2 (1987): 125-151. Coursepack. [27]
- Susan Shapiro Barash. *Tripping the Prom Queen*. Read Part 1.

#### **Thursday, September 14**

*\*Methodological Note on Conducting an Oral History--Try to think about Mills while reading these*

- Patricia Hill Collins. "The Power of Self-Definition." Pp. 97-122. In *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*, 2<sup>nd</sup> ed. New York: Routledge, 2000.
- Anderson, Armitage, Jack, and Wittner. "Beginning Where We Are: Feminist Methodology in Oral History." In *Feminist Research Methods: Exemplary Readings in the Social Sciences*. Eds. Joyce McCarl Nielsen. Westview Press, 1990. Coursepack. [19]

#### **Part 2. Women in the American Economy: Historical Overview**

#### **Tuesday, September 19**

**\*\*\*PRE-JOURNAL DUE \*\*\***

**OPTIONAL HAND-IN: TURN IN A DRAFT OF YOUR JOURNAL FOR FEEDBACK BEFORE YOU HAND IT IN FOR GRADING BY SEPT. 19.**



*Women and Work in Pre-Industrial and Industrial America: Native American Women, Colonial Women, and African-American Women*

- *Split Dreams*. Chapter 2. Pp. 17-31. [15]
- Joan Jensen. "Native American Women and Agriculture: A Seneca Case Study." *Sex Roles*, 3, no. 5 (1977): 423-441.

#### Thursday, September 21

- Deborah G. White. "Female Slaves: Sex Roles and Status in the Antebellum Plantation South." *Journal of Family History*, 8, no. 3 (1983): 248-261.
- Jacqueline Jones. "My Mother Was Much of a Woman: Slavery." (Chapter I). Pp. 11-43. In *Labor of Love, Labor of Sorrow*. New York: Vintage, 1995.

#### Tuesday, September 26



**JOURNAL NUMBER ONE DUE TODAY!! THIS SHOULD INCLUDE READING FOR TUESDAY, SEPT. 26<sup>TH</sup>**

Film: *Rosie the Riveter*

- *Split Dreams*. Chapter 2. Pp.31-37. [7]
- Ruth Milkman. "Gender at Work: The Sexual Division of Labor During World War II." Pp. 466-478. In *Women's America: Refocusing the Past*. Eds. Linda K. Kerber and Jane Sherron De Hart. New York: Oxford, 2004. Coursepack. [10]

#### Thursday, September 28

Patterns of Women's Employment: Present Day Trends

- Patricia Hill Collins. "Work, Family, and Black Women's Oppression." Pp. 45-68. In *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*, 2<sup>nd</sup> ed. New York: Routledge, 2000. (WebCT)
- *Split Dreams*. Chapter 2. Pp. 37-52. [16]
- Susan Shapiro Barash. *Tripping the Prom Queen*. Read Part II.

### Part 3. Explanation for the Contemporary Position of Women in the Workforce

#### Tuesday, October 3

**The Impact of Family and Educational Socialization**

- *Split Dreams*. Chapter 4. Pp. 91-104. [7]
- Rita Mae Kelly. "Gender, Culture, and Socialization." In Dubeck and Dunn. [13]
- Susan Shapiro Barash. *Tripping the Prom Queen*. Read Part III and Conclusion.

#### Thursday, October 5

How women are socialized under the "Beauty Myth": Career, health, and life consequences

- Sharlene Hesse-Biber: *Cult of Thinness*, Chapters 1-4.
- Film: *Dear Lisa*

#### Tuesday, October 10

**Panel Presentation 1:** The Impact of Eating Disorders on College Achievement and Career Aspirations/Outcomes

- Kirsten Dellinger and Christine Williams. "Makeup at work: Negotiating appearance rules in the workforce." *Gender and Society*, 11, no. 2 (1997): 151-177.
- Sharlene Hesse-Biber: *Cult of Thinness*, Chapters 5-9

#### Thursday, October 12

Film: *Speaking Out for Justice*

The Impact of Dating and Romance on College Achievement

- *Split Dreams*. Chapter 4. Pp. 104-113. [10]
- Margaret A. Eisenhart and Dorothy C. Holland. "Gender Constructs and Career Commitment: The Influence of Peer Culture on Women in College." Pp. 142-180. In *Gender Constructs and Social Issues*. Eds. Tony L. Whitehead and Barbara V. Reid. Chicago: University of Illinois Press, 1992. Coursepack. [10]

#### Tuesday, October 17



**JOURNAL TWO IS DUE TODAY, INCLUDING OCTOBER 17<sup>th</sup> and FROM READINGS FROM SEPTEMBER 28<sup>TH</sup>!!!!**

##### **Panel Presentation 2: Lesbians at Work**

- M. Hall. "Private experiences in the public domain: Lesbians in organizations." Pp. 125-138. In *The Sexuality of Organization*. Eds. J. Hearn, D. L. Shepard, P. Tancred-Sheriff, and G. Burrell. London: Sage, 1989.
- K. W. Weston and L. B. Rofel. "Sexuality, class, and conflict in a lesbian workplace." *Signs*, 9, no. 4 (1984): 623-646.

#### Part 4. The Problems of Integrating Work and Family Life

#### Thursday, October 19

The Impact of the Economy and Polity

- *Split Dreams*. Chapter 3. Pp. 53-90. [38]
- Barbara Reskin. "Sex Segregation in the Workplace." Pp. 73-77. In Dubeck and Dunn. [5]

#### Tuesday, October 24



**REACTION ESSAY DUE TODAY, Tuesday, October 24<sup>th</sup>.**

The Problems of Combining Work and Family Life

- *Split Dreams*. Chapter 7. Pp. 174-190. [17]
- Choose one reading from the Optional Reading List

#### Thursday, October 26

Work and Family Dilemmas

- Felice Schwartz. "Management Women and the New Facts of Life." Pp. 65-76. *Harvard Business Review*, 1989. Coursepack. [12]
- Peggy Orenstein. *Flux*. 1<sup>st</sup> Half

#### Tuesday, October 31



**ORAL HISTORY TRANSCRIPT DUE TODAY, OCTOBER 31<sup>ST</sup>!!!**

**Panel Presentation 3: Work and Family Dilemmas**

- Barbara Ehrenreich and Deirdre English. "Blowing the whistle on the Mommy Track." *Ms.* (July/August 1989), 56-58. Coursepack. [2]
- Peggy Orenstein. *Flux*. 2<sup>nd</sup> Half  
<http://www.nationalpartnership.org>

**Part 5. Women at Work: Case Studies of Working Women****Thursday, November 2****Panel Presentation 4: Disposable Domestic--Home-Making: Women's Unpaid and Paid Employment in the Home**

- Grace Chang. *Disposable Domestic*. Introduction and Chapters 1 and 2. (On RESERVE)
- Pat Mainardi. *The Politics of Housework*. Coursepack. [5]
- Must choose at least one reading from the Optional Reading List for this day.

**Tuesday, November 7****Panel Presentation 5: Waiting: The True Confessions of a Waitress**

- Elaine J. Hall. "Waitering/Waitressing: Engendering the Work of Table Servers." In Dubeck and Dunn. [12]
- Debra Ginsberg. *Waiting: The True Confessions of a Waitress*. Chapters 2 and 11. (On Reserve)

**Thursday, November 9**

**JOURNAL # 3 DUE, INCLUDING THURSDAY, NOVEMBER 9<sup>TH</sup> AND STARTING FROM FROM OCTOBER 19<sup>TH</sup>!!**

**Women in Male -Dominated and Female -Dominated Professions**

- Hesse-Biber and Carter. Chapter 6. Pp. 151-173. [23]
- Barbara F. Reskin. "Sex Segregation in the Workplace." Pp. 73-76. In Dubeck and Dunn.
- The Federal Glass Ceiling Commission, "The Glass Ceiling." Pp. 88-94. In Dubeck and Dunn. [8]

**Tuesday, November 14****Panel Presentation 6: Women Lawyers**

- Lauren Stiller Rikleen. *Ending the Gauntlet: Removing Barriers to Women's Success in the Law*. Thomson Legal Works, 2006. First and last chapter.
- Robin Tolmach Lakoff. "Mad, Bad, and Had: The Anita Hill/Clarence Thomas Narrative(s)." Pp. 118-157. In *The Language War*. Berkeley: University of California press, 2001.

**Thursday, November 16**

TBA

**Tuesday, November 21**

Women in Blue-collar and Non-traditional Trades

- *Split Dreams*. Chapter 5. Pp. 142-147. [6]

- Liza Featherstone. *Selling Women Short: The Landmark Battle for Workers' Rights at Wal-Mart*. (First half of book)
- Susan Ehrlich Martin. "Sexual Harassment: The Link between Gender Stratification, Sexuality and Women's Economic Status." Coursepack. [16]



**THANKSGIVING HOLIDAY: NO CLASS ON THURSDAY, NOVEMBER 24<sup>TH</sup>!!!**  
**\*\*HOLIDAY: NOV 22-26<sup>TH</sup>**

### **Tuesday, November 28**

- Liza Featherstone. *Selling Women Short: The Landmark Battle for Workers' Rights at Wal-Mart*. (Second half of book)

### **Thursday, November 30**

#### **Panel Presentation 7: The Sex Trade**

- Victor Malarek. *The Natashas: Inside the New Global Sex Trade*. Arcade Press, 2005.

### **Part 6: Bringing It All Together**

### **Tuesday, December 5**

#### **Panel Presentation 8: White Privilege in the Workplace. The Intersections of Race/Ethnicity and Gender**

- Peggy McIntosh. "White Privilege: Unpacking the Invisible Knapsack." Essay excerpted from Working Paper 189. "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies." (1988). Available through the Wellesley College Center for Research on Women.
- Peggy McIntosh. "White Privilege Checklist." (Handout)

### **Thursday, December 7**



**ORAL HISTORY DUE TODAY, DECEMBER 7<sup>TH</sup>!!**

Strategies for Working Women

- *Split Dreams*. Chapter 8. Pp. 191-200. [10]
- Feedback regarding Oral History Projects and Wrap-up

## Presentation Details

One of the course requirements for this class is a panel presentation. Students will be placed in groups to present the following topics:

October 10: *The Impact of Eating Disorders on College Achievement and Career Aspirations/Outcomes*

October 17: *Lesbians in the Workplace*

October 31: *Work and Family Dilemmas*

November 2: *Disposable Domestics—Home-Making: Women’s Unpaid and Paid Employment in the Home*

November 7: *Waiting: The True Confessions of a Waitress*

November 14: *Women Lawyers*

November 30: *The Sex Trade*

December 5: *White Privilege in the Workplace—Intersections of Race/Ethnicity and Gender*



The following texts will be used for these presentations. Consult your syllabus to see what should be read for each topic. The reading assignments vary by project; some texts will be read in their entirety while others might require only a chapter. These readings are available in the bookstore and ON RESERVE in O’Neill Library.

Grace Chang. 2000. *Disposable Domestics: Immigrant Women Workers in the Global Economy*. Cambridge, MA: South End Press.

Lauren Stiller Rikleen. 2006. *Ending the Gauntlet: Removing Barriers to Women’s Success in the Law*. Thomson Legal Works.

Victor Malarek. 2005. *The Natashas: Inside the New Global Sex Trade*. Arcade Press.

Debra Ginsberg. 2001. *Waiting: The True Confessions of a Waitress*. New York: HarperCollins.

Barbara Ehrenreich. 2001. *Nickel and Dimed: On (Not) Getting By in America*. New York: Henry Holt and Company.

We encourage creativity! Some formatting ideas include: (1) create a panel and hold a debate; (2) combine an explanation of the text with personal narratives that illustrate and explore the material; (3) create a slide lecture, exhibit, or skit; (4) conduct an exercise in which the entire class participates; (5) some combination of the above.

A strong presentation will analytically critique the texts and clearly and concisely place the texts within the context of women’s work experiences. Each group member needs to play an active part in the group presentation. On the class period prior to the presentation your panel should **distribute a list of discussion questions** to the class. Your presentation will be evaluated on analytical content, creativity, and insight. We also provide tips for creating a panel presentation in our course packet.