

GENDER AND WORK IN RURAL AMERICA
RURAL SOCIOLOGY /SOCIOLOGY /WOMEN'S STUDIES 215
SPRING 2008

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SUBJECT MATTER AND OBJECTIVES:

This course focuses on gender and work within the spatial context known as "rural America." Mining, forestry, and farming traditionally have been considered rural work, but increasingly other types of economic activity are found in nonmetropolitan places because of the availability of certain resources. Some industries are drawn to rural areas by plentiful water or land; environmental concerns that make metropolitan locations problematic have pushed some industries to rural areas. Some employers have been drawn to rural places by yet another economic resource: rural labor. Sometimes, the hard-working rural labor force attracts industries. In other cases, employers are simply looking to lower their production costs by hiring "cheap labor."

We will study the sociological concepts and theories necessary to understand work, industry, and gender. In the course of our study and readings, we will look at the character of work, its forms and consequences in a variety of settings and for a variety of peoples. We will examine some new industries, new forms of work, and new divisions of labor in rural America. The gender implications of traditional and new forms of work in rural settings and industries will be at the center of these examinations. Issues of class, race, and citizenship are also important in rural divisions of labor and this course is sensitive to these dimensions.

As a result of this course, students should develop an understanding of how both gender and space matter in the organization and outcomes of work. You should develop a sociological view of the problem, an understanding of sociological research and analysis, and an ability to apply sociological concepts and theories to "the real world."

REQUIRED TEXTS:

Available for purchase from University Book Store and Underground Textbook Exchange (also on reserve at Steenbock Library for limited time check out)

Irene Padavic and Barbara Reskin. 2002. *Women and Men at Work- Second Edition*. (Pine Forge Press)

Clara Bingham and Laura Leedy Gansler. 2002. *Class Action: The Landmark Case that Changed Sexual Harassment Law*. (Anchor Books)

Daniel Rothenberg. 2000. *With These Hands: The Hidden World of Migrant Farmworkers Today*. (University of California Press)

Deborah Fink. 1998. *Cutting into the Meatpacking Line: Workers and Change in the Rural Midwest*. (UNC Press)

Beth Shulman. 2003. *The Betrayal of Work: How Low-Wage Jobs Fail 30 Million Americans and Their Families*. (New Press)

COURSE REQUIREMENTS and GRADING:

The "3 to 1" rule: Generally UW faculty assume that students will spend 3 hours per week reading and studying outside of class for every course credit hour spent inside the classroom. Thus, a 3 credit course carries the expectation of 9 hours of study per week. The requirements of this course reflect this assumption.

Students are required to read all the books listed above. The schedule for reading is provided in the course outline of this syllabus. I expect students to come to class with the reading done on the day it is listed on the syllabus. **I do not lecture on the books.** Discussion sections provide the opportunity to analyze and discuss the books, to apply the theories, and to amplify the concepts and theories. *You will be well prepared for the quizzes and exams if you take the reading seriously, start early, keep up, and outline as you go.*

There will be two in-class quizzes composed of multiple-choice questions covering lecture and the Padavic and Reskin text. There will be three take-home essay exams. The exams will be integrative in nature and will emphasize application of theories and analysis of the books. Exams must be turned in during class time, and uploaded to the "drop box" of the LearnUW course website. I anticipate that the exams will be given on the dates indicated in the syllabus but reserve the right to change to a later date with at least one week's notice in class and by e-mail.

Grading:

Lecture and Readings:

Quiz 110%

Quiz 210%

Exam 120%

Exam 225%

Exam 325%

Section:

Participation.....5%

Other activities.....5%

Grade cut-off, percent of total points

A 93-100

AB 89-92.99

B 83-88.99

BC 79-82.99

C 70-78.99

D 60-69.99

F <60_

Make-up quizzes will be allowed only if only in cases of properly documented personal/family emergency or illness. The format of make-up quizzes may vary from the original quiz at my discretion.

Late exams will be downgraded a full letter grade automatically unless you have been granted permission to turn in an exam late. Permission will be granted only in cases of properly documented personal/family emergency or illness.

Cheating (including plagiarism) is not tolerated. Students who cheat will automatically receive an F for the relevant assignment. In addition, the incident will be reported in writing to the Dean of your school or college as well as the Dean of Students so that s/he may decide whether further disciplinary action is needed. A clear definition of plagiarism and information about disciplinary sanctions for academic misconduct can be found at the Dean of Students website (<http://www.wisc.edu/students/saja/misconduct/misconduct.html>). It is your responsibility as a UW student to be knowledgeable of these rules and lack of familiarity with the rules will not excuse misconduct. Plagiarism detection software will be used in this course.

Students with disabilities, including temporary impairments, are encouraged to contact the McBurney Disability Resource Center (<http://www.mcburney.wisc.edu/index.php>) and explore the available services.

Religious observances and other anticipated absences: Please let me and Ms. Bowen know at the beginning of the semester about any dates you will be absent from class for religious or other reasons.

Email- I will email announcements to the classlist and use email for updates. However, you are responsible for knowing what is announced in lecture and discussion sections.

Common courtesies are expected. Please remember that the classroom is a place for learning. That means that your CELL PHONE IS TURNED OFF while class is in session and that you do not engage in behaviors that place barriers to your and others' learning. Examples that spring to mind include sleeping, chatting, and other distracting actions.

SCHEDULE of READING and EXAMS:

Part 1. Gendered Work in Time and Place: Theoretical Perspectives and Empirical Examples

1a. Sociological tools: theory and data

(Lectures - overview of human capital and other theories of gender/work)

- 1/22 Welcome and overview
- 1/28 Padavic and Reskin, *Women and Men at Work*, Chapter 1 "Work and Gender" (In class - Film: A century of women: work and family)
- 1/30 Padavic and Reskin, Chapter 2 "Gendered work in time and place"
- 2/4 Padavic and Reskin, Chapter 3 "An Overview of Sex Inequality at Work"
- 2/6 Chapter 4 "Sex Segregation in the Workplace"
- 2/11 QUIZ #1

1b. Sex Segregation and Sexual Harrassment - Keeping women in their place

- 2/13 Bingham and Gansler, *Class Action*, ch 1-4
- 2/18 Bingham and Gansler, ch 5-7

2/20 Bingham and Gansler, ch 8-12 (*take-home exam #1 questions distributed*)

2/25 Bingham and Gansler, ch 9-Epilogue

2/27 TAKE-HOME EXAM #1 DUE (*film shown in lecture*)

Part 2. Family and Community in the New Economy

2a. Sociological tools: theory and data

3/3 Padavic and Reskin, Chapter 5 "Moving Up and Taking Charge"

3/5 Padavic and Reskin, Chapter 6 "Sex Differences in Earnings"

3/10 Padavic and Reskin, Chapter 7 "Paid Work and Family Work"

3/12 QUIZ #2

*******SPRING BREAK*******

2b. A new industrial order? New employers and old employment relations.

(Lectures: Relations between bosses and workers, relations among workers, what unions do, how they matter, why they've declined)

3/24 Fink, *Cutting into the Meatpacking Line*, Introduction, Chapter 1-2

3/26 Fink, Chapter 3

3/31 Fink, Chapter 4

4/2 Fink, Chapter 5 & Epilogue

2c. The working poor - service economy and its workers

(Lectures: Metro-Nonmetro differences in work outcomes, Poverty and power, rural economies)

4/7 Shulman, Intro and Chapters 1-3

4/9 Shulman, Chapters 4-6 (*take-home exam #2 questions distributed*)

4/14 Shulman, Chapters 7-8

4/16 TAKE-HOME EXAM #2 DUE (*film shown in lecture*)

Part 3. Class relations and global workers: Farmworkers and Farmers

(Lectures: theories of social class and social status)

4/21 Rothenberg, *With These Hands*, Foreword, Preface, Chapters 1-3

4/23 Rothenberg, Chapters 4-5

4/28 Rothenberg, Chapters 6-7

4/30 Rothenberg, Chapters 8-9

5/5 Rothenberg, Chapters 10-end. (*take-home exam #3 questions distributed*)

5/7 wrap up

5/13 7:25 p.m. TAKE-HOME EXAM #3 DUE