



**NYU**

**ROBERT F. WAGNER GRADUATE  
SCHOOL OF PUBLIC SERVICE**

## **PADM-GP 2112 Gender in the Workplace Spring 2023**

### **Faculty Information**

Professor Judy Pryor-Ramirez (“Professor J”)

Email: [jpramirez@nyu.edu](mailto:jpramirez@nyu.edu)

Office hours: In-person on Tuesdays 2-4pm; All other appointments to be scheduled using my virtual [calendar](#).

### **Course Information**

Time: Wednesdays, 4:55 - 6:35pm

Location: 60 Fifth Avenue, Room C03

### **Description**

Gender operates at all levels of our social world and is deeply embedded in how work is organized, experienced, and rewarded (or not). This course provides an overview of classical theory and contemporary research on gender and the workplace. In examining this topic, we will pay close attention to the different ways that scholars conceive of gender and their intersections and explore how these different conceptions shape our understanding of gender in the workplace. The course aims to be fairly broad-based in its coverage of gender and work in order to cover various domains. By the end of the course, students should understand how gender influences the kinds of work we do and how it is rewarded, how gender interacts with other forms of difference, how society is organized along gendered lines, and how policies and processes shape the gendered world of work.

### **Course Design & Pedagogy**

The course will combine conceptual and experiential approaches to exploring gender in the workplace. Readings will introduce key concepts and useful ways of thinking about a given week’s topic. In-class discussions, assignments, guest lectures, and site visits will provide opportunities to apply theories, concepts, and research to particular situations to hone your analytical skills. The written assignments require you to consolidate your insight and practice your analytical and communication skills.

### **Learning Objectives**

There are three learning objectives that cut across each class. By the end of this class, students will be able to:

**Course Material**

- Brightspace Page: You will find the course syllabus, assignments, exercises, and links to readings through the NYU library, surveys, and slides here.
- Course Material: To keep costs down, I am providing you with all of the readings that copyrights allow me to post in Brightspace. You can access some book chapters as noted through Bobst Libraries.

**Course Schedule** (see Brightspace for links to readings)

Date	Topic	Readings
1/25	Intro to Gender & the Workplace	Spade, "Administering Gender"
2/1	Historical View on Gender and the Workplace	Burnier, "Frances Perkins' Disappearance from American Public Administration" Hancock, "Politics of Disgust" Taylor, et. al "Gender Composition and Share of Management: 1980s-2005"
<b>Unit 1: Mapping the Intersections of Gender</b>		
2/8	Theories of Gender T&L Team: _____ Week	Acker, "Hierarchies, Jobs, Bodies" Crenshaw, "Demarginalizing the Intersection of Race and Sex" Peretz, "Locally Specific Matrices of Domination"
2/15	Race and Gender T&L Team: _____	Collins, "Matrix of Domination" Heckler, "Whiteness and Masculinity in Nonprofit Organizations" Borry & Getha-Taylor, "Automation in the Public Sector"
2/22	Class and Gender T&L Team: _____	Crompton, "Class Theory and Gender" Gruys, "Making Over Poor Women" Spade, "Compliance is Gendered"
3/1	Sexuality and Gender T&L Team: _____	Matthews & Poyner, "Queer(y)ing Public Administration" Ng, et. al, "Anticipated Discrimination and a Career Choice in Nonprofit" Thoroughgood et al, "Creating a Trans-Inclusive Workplace"
<b>Unit 2: Sites of Gender Tension in the Workplace</b>		
3/8	Hiring and Talent Development	Executive Order 14035, "DEIA in the Federal

	T&L Team:_____	Workforce” Independent Sector, “Gender Equality in the Charitable Sector” Lucas, et. al, “Reduce Gender Bias in Hiring”
<b>3/15</b>	<b>Spring Break - No Class</b>	
3/22	Wages and Salary Negotiation  T&L Team:_____	Flanagan, “The Feminist Case for a Universal Basic Income” Lee & Lee, “The Roots of the Gender Pay Gap in Nonprofit” Recalde & Vesterlund, “Gender Differences in Negotiation and Policy Improvement”
3/29	Leadership and Glass Cliffs  T&L Team:_____	Harvey Wingfield, “Racializing the Glass Elevator” Rendon, “Underpaid Black Leader Who Turned Around Social-Justice Nonprofit Resigns” Yang, et. al, “Is There a Glass Cliff in Local Government Management”
4/5	Discrimination and Harassment  T&L Team:_____	Cavico, et al, “Appearance Discrimination, Lookism, and Lookphobia in the Workplace” Saguay & Rees, “Gender, Power, Harrassment”  <i>Choose 1 Op-ed as your case study:</i> Crenshaw, “Black Women Still in Defense of Ourselves” Garza, “As the Floodgates Open, Don’t Forget about Our Cleaners, Nannies, and Carers” Bruggeman, “For Male Survivors of Sexual Assault”
<b>Unit 3: Affective Aspects of Gender in the Workplace</b>		
4/12	Emotional Labor and Gender in the Workplace  T&L Team:_____	Harvey Wingfield, “The Unmanaged Heart” Eschenfelder, “Exploring the Nature of Nonprofit Work Through Emotional Labor” Meier, “Gender and Emotional Labor in Public Organizations”
4/19	Care Ethics and the Public Sector Workplace  T&L Team:_____	Tronto, “An Ethic of Care” Sandberg & Elliott, “Toward a Care Centered Approach for Nonprofit Management
4/26	Resistance through Complaint and Power Building	Ahmed, “Hearing Complaint” or “Institutional Mechanics” Pinto, et. al, <a href="#">“Healing into Power”</a>

	<b>**In-Class Project Time**</b>	
5/3	Final Presentations	<i>No Readings Due</i>
5/10	<b>Finals Week - No Class</b>	

### Assignments and Deadlines

There are (3) kinds of assignments in this course: Unit 1 and Unit 2 Response essays, a Teaching & Learning facilitation, and a Final Group Project. Readings, assignments, and preparation for class must be completed before the start of class as noted in the above schedule. You will find full descriptions of the assignments on Brightspace.

### Quick Overview of Deadlines

Major Assignments	Due Date
Unit 1 and 2 Reading Response Essays (Individual)	Unit 1 due 3/6, Unit 2 due 4/10
T&L Facilitation (Pairs)	Dates will vary by pairs - see Brightspace
Final Project: Policy Brief + Advocacy Tool (Group)	5/3

### Grading Scale

Your grade in this course will be assessed in the following way:

Graded Course Elements	Percent of Final Grade
Weekly attendance and active in-class participation	20%
Unit 1 and 2 Reading Response Essays (Individual)	30%
T&L Facilitation (Pairs)	20%
Final Project (Group)	30%

### A Note on In-Class Participation

Each of us brings different and relevant experiences to the classroom, so we will be learning from each other, challenging our assumptions, and trying to understand the reasoning that underlies our emergent understanding of each week's topics. The only way to develop a sharp analysis and contribute insightful comments to the class is to read the articles carefully by having annotated and prepared questions and comments for in-class discussions.

### Statement of Academic Integrity

All students enrolled in this class are required to read and abide by [Wagner's Academic Code](#). All Wagner students have already read and signed the [Wagner Academic Oath](#). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If you are unsure about what is expected and how to abide by the academic code, you should consult with me.

### Professor J's Classroom Policies

- *Attendance and Punctuality:* You are expected to attend all class sessions and arrive to class on time. Please email me if they will miss class and it is the responsibility of the student to make up all work if absent from class. If more than three or more unexcused absences, your final grade will be negatively reflected in your participation grade. For prolonged absences, the student must notify me, your academic advisor and/or The Dean's Office.

- *Changes to readings/assignments:* This syllabus is subject to change. Pre-assigned readings may be adjusted and occasionally supplemental reading or small exercises may be added throughout the course to enhance learning. If this is the case, I will update the assignments or make adjustments on Brightspace at least one week before the due date. My goal is to notify you with plenty of time for anything that might affect your schedule and workload.
- *Late assignments:* Please request permission from me at least 48 hours in advance of the due date if you expect your assignment to be late. Late assignments without prior notification will result in a Zero grade or F. If more than three or more assignments are late in the course without prior notification, your final grade will be negatively affected. Approved extenuating circumstances do not apply in this case.
- *Revise & Resubmit:* Towards the goal of continuous improvement, I welcome revised and re-submitted assignments for re-evaluation. This must be arranged with me in advance with a new deadline. Late assignments are not eligible for “revise and resubmit” consideration.
- *Eating & Drinking:* Eating and drinking are permitted as long as your meal does not interfere with teaching and learning (i.e., loud eating sounds and packaging, etc.)
- *Tech in Class:* Cell phones, smartphones/smart devices, tablets, and laptops should not be used during class unless otherwise specified.

### **NYU’s Calendar Policy on Religious Holidays**

[NYU’s Calendar Policy on Religious Holidays](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please email me at least one week prior to the next class if you should be absent for a religious holiday.

### **Wagner Writing Center**

The Wagner Writing Center offers writing support through tutors, workshops, and a writing series. Visit them at: <https://wagner.nyu.edu/portal/students/academics/advisement/writing-center#>

### **NYU Writing Center**

NYU’s general writing support center is a place where one-on-one teaching and learning occurs, and where the work always focuses on writing. Experienced consultants assist NYU students, faculty, and staff with their work at any stage in the writing process. They work with individuals on essays, lab reports, personal statements, poems, stories, and other written texts. Writers may schedule one appointment per week, up to two weeks ahead of time, using their online scheduling system.

Appointments normally are 45 minutes in length. The Writing Center is located at 411 Lafayette, 3rd floor. For more information or to schedule an appointment, please go to NYU Writing Center's website: <https://www.nyu.edu/students/academic-services/writing-center.html>

### **Library Resources**

There are comprehensive resources to complete assignments on the NYU Libraries website. Visit the public and nonprofit management research guide page:

[https://guides.nyu.edu/subject\\_nonprofit](https://guides.nyu.edu/subject_nonprofit)

If you are unclear about how to properly attribute research or ideas you are using in your work, please consult the visit the [NYU Libraries Citation Style Guide](#) or [Ask a librarian](#). For this class, any citation style is acceptable as long as you are consistent. As an example, Harvard Business School has a comprehensive [guide to Chicago Style](#). Also commonly used in the public service field is the [APA style](#).

## **Henry and Lucy Moses Center for Students with Disabilities at NYU**

I want everyone to do their best work in this course and reach their goals. If you need formal accommodations, please visit the [Moses Center for Students with Disabilities \(CSD\) website](#), call 212- 998-4980, or email [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu) for information. If you do not need formal accommodations but have learning needs I should know about, please let me know.

### **Land Acknowledgement**

In the spirit of truth and equity, it is with gratitude and humility that we acknowledge that we are gathered on the sacred homelands of the Lenape people, who are the original stewards of this land. We honor and pay respect to their ancestor's past and present, as well as to future generations and we recognize their continuing presence in their homelands. We understand that our acknowledgment requires those of us who are settlers to recognize our own place in and responsibilities towards addressing inequity and that this ongoing and challenging work requires that we commit to real engagement with the Lenape people to build an inclusive and equitable space for all. *(Adapted from Bard College)*

### **Justice, Equity, Diversity and Inclusion Statement**

In this class, we seek to materialize our commitment to justice, equity, diversity and inclusion through dialogue and rigorous study. We strive to create a learning environment that upholds values that meaningfully include the voices, works, and ideas of communities and cultures historically and systematically excluded from higher education. In this class, we will aim to work on the four levels of oppression (ideological, institutional, interpersonal and individual) to address the implicit and explicit ways racism, sexism, classism, ableism, homophobia, transphobia, religious and other forms of oppression impact the learning process. As your professor, I am committed to fostering and maintaining an inclusive community in which all gender identities and expressions are valued and validated. To create a gender-inclusive environment for faculty, students, and visitors, I encourage all members of the class to indicate the pronouns they use for themselves, if desired, in class and in electronic communications, and in other settings, and I will encourage and enforce the respect of pronoun usage. *(Adapted from Bard College)*

*"When everyone in the classroom, teacher and students, recognizes that they are responsible for creating a learning community together, learning is at its most meaningful and useful."  
- bell hooks, Ph.D. (1952-2021)*