

**Masters-Seminar:**  
**Gender, Work, and Power**

Modules: SOZ-MA-2, SOZ-MA-4, SOZ-MA-5, WiSOZ-MA-3, WF-MA-2 and  
Gender Studies masters seminar



*SOZ-BA-SP, GS-BA-6, MA Sozialethik im Gesundheitswesen S4b/S4c/S4d*

**Room: PEG 1.111**

Wednesdays, **12-14** from 13. April and 11. May 2022  
**12-16** from 04. May to 15. June 2022 (with breaks)

**Prof. Heather Hofmeister, Ph.D.**

Institute for Sociology, Sociology of Work

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To schedule **Sprechstunde**: <https://calendly.com/h-hofmeister/sprechstunde-office-hours>

Helpful website: <http://www.fb03.uni-frankfurt.de/44505650/030-lehre-pruefungen>

**Language / Sprache:** Officially English. You may write and speak in German.

**Description:**

Is there such a thing as work without a gender component? Is there such a thing as gender without a power component? Let's explore the terrain of Gender, Work, and Power using sociological lenses. First we'll cover some essential building blocks and then we will look at contemporary topics.

This course gives us ways of looking at some key contemporary questions around gender, work, and power, such as:

- Why are men more likely than women to be in positions of leadership in organizations, even when women are over-represented in the organization?
- What accounts for the differences in paycheck size between men and women? What do negotiation dynamics and expectations have to do with that difference?
- Are there really differences between men and women in their styles of leadership? If there are differences, how do those differences matter to the leaders, their followers, and their organizations?
- What explains sexual harassment at work?
- What occurs when someone is in a social category that is underrepresented in their work environment?
- How did COVID affect issues of gender, work, and power?

These and similar questions will frame the course. (These points might be interesting starting points for your Hausarbeit / Term paper topics!).

Using Robert K. Merton's perspectives on unintended consequences, we will take a close look at the many factors feeding into these and other aspects of power differentials between men and women in paid and unpaid work and in leadership opportunities, and the consequences for the world.

My own specialty about work is to question what we mean by work, whether the activity must be paid or is also unpaid to be considered work. To be aligned to the field of "Arbeitssoziologie," the focus is paid work, but that focus is not exclusive. Sources of inequality along intersectional lines are covered here too.

The class will be highly interactive, and it will involve weekly reading.

**How to be successful:**

- Read the texts and bring thoughtful questions to class about the ideas. Participate in discussion, which includes constructive commentary and active listening.
- Please arrive on time and prepare to interact with classmates and with me.

- Cite your sources and do your own best work. I take honesty and integrity extremely seriously.

### **Requirements for Nachweise in the above-named Modules:**

#### **For everyone:**

Attendance and active participation please.

**TN:** There are three different activities that are all going to be useful for you for participating actively in preparing, leading, and processing learning.

Five actions are needed, and we can make a schedule depending on participant numbers or revise if we are a small class.

#### **One time: Group discussion moderation**

What is involved is to lead and moderate the discussion in a small group during class. This means:

- Bringing up the discussion questions,
- keeping track of who'd like to speak if multiple people signal they want to say something,
- keeping the group discussing at an academic level,
- inviting quiet colleagues to share if they'd like, ensuring everyone gets a chance to speak,
- keep the discussion focused,
- keep an eye on the time, and
- summarize the discussion succinctly for the plenum.

A discussion moderator should not dominate, or quickly move through the questions with their own answers, or encourage personal stories or opinions. It is not a Stammtisch. Those are fun, but this is university. ☺

I will keep track of the moderators by noting who's presenting the results of the discussion.

**Twice: Reading Diaries.** The reading diaries each would be 1-2 pages long. Please include your name, Matrikelnummer, and the title of the text you're writing about in the reading diaries. They need to be *uploaded in OLAT by noon the day before the class* (to help you read and digest and be prepared for class!). Suggested framing:

- Connect the author and the text (look up a bit about the author; anything notable?)
- Identify the main point and main concepts. What is the author arguing for or against?
- Quote from the text if necessary to capture the most impactful statements.
- Try to connect this text to another text you have read in this class or another class. This attempt will help you integrate learning and practice finding common claims or threads.
- Ask additional questions that are not addressed fully in the text. Interpretation, inquiry, further exploration needed?
- Cite your literature.

**Twice: Discussion Reflection.** After two different course meetings where you are NOT moderating or doing a reading diary, write a summary (1-2 pages) of the overall class discussion (you can include the small group discussion). Cite the literature we discussed. Give a succinct overview that (you or) I could read at the start of the next class that would help the group, *"last time we covered these important points in our discussion."*

Identify what you thought were the most productive, interesting, evocative, controversial, or useful parts of the discussion. Link the discussion to previous class meetings, and topics in other courses you have taken, and give your thoughts on the aspects that the class did not get to cover but would have been important. These are due uploaded in OLAT *by noon the day before* the following class meeting.

**LN:** A research paper on a topic of your choice within the scope of the course. The above TN activities will be useful for your paper. Topics need to be approved by me by June 15 and relate to the course topic. Length: 15-20 pages. **Due: 15. September 2022** (so I can have all grades in by the end of the semester). More info on formatting, etc to come.

#### **Course organization and structure**

Most weeks, we'll have a lot of discussion and group work. I am going to try some new things; let's be open-minded. Texts are online in OLAT. Our class double class times for five meetings and is over on June 15.

## COURSE OUTLINE

Date	Topic	Preparation for class
13. April Class 1	Introduction	Read the course plan. Explain, plan, structure.
20. April		Small group prep
27. April		Small group prep
4. May 12-16 Class 2	Part 1: Types of work	Hofmeister, H. (2019). Work Through a Gender Lens: More Work and More Sources of Meaningfulness. In R. Yeoman, C. Bailey, A. Madden, & M. Thompson (Eds.), <i>The Oxford Handbook of Meaningful Work</i> (pp. 302-326). Oxford: Oxford University Press.
Class 3	Part 2: Historical Perspectives	Hofmeister, H. (2019). Gender and Work Using Figuration Theory: A Narrative Exercise to Unpack Gender Inequalities and Conceptions of "Work". In S. Ernst & G. Becke (Eds.), <i>Transformationen der Arbeitsgesellschaft: Prozess- und figurationstheoretische Beiträge</i> (pp. 81-104). Wiesbaden: Springer VS.
11. May Class 4	Power	Allen, A. (1998). Rethinking Power. <i>Hypatia</i> 13(1), 21-40.
18. May 12-16 Class 5	Part 1: Hegemonic Masculinity	Connell, R. W., & Messerschmidt, J. W. (2005). Hegemonic Masculinity: Rethinking the Concept. <i>Gender &amp; Society</i> , 19, 829-859. Connell, R. W. (1993). The Big Picture: Masculinities in Recent World History. <i>Theory and Society</i> , 22(5), 597-623.
Class 6	Part 2: Gender, households, and power	Hochschild, A. R. (1989). The Economy of Gratitude. In D. D. Franks & E. D. McCarthy (Eds.), <i>The Sociology of Emotions: Original Essays and Research Papers</i> (pp. 95-113). Greenwich, Connecticut: Jai Press Inc.  Czymara, C. S., Langenkamp, A., & Cano, T. (2021). Cause for concerns: gender inequality in experiencing the COVID-19 lockdown in Germany. <i>European Societies</i> , 23(1), 68-81. doi:10.1080/14616696.2020.1808692
25. May 12-16 Class 7	Part 1: Gender pay gap	Bishu, S. G., & Alkadry, M. G. (2017). A Systematic Review of the Gender Pay Gap and Factors That Predict It. <i>Administration &amp; Society</i> , 49(1), 65-104. <a href="https://doi.org/10.1177/0095399716636928">https://doi.org/10.1177/0095399716636928</a> . Lips, H. M. (2013). Acknowledging Discrimination as a Key to the Gender Pay Gap. <i>Sex Roles</i> , 68(3), 223-230. doi:10.1007/s11199-012-0245-0 <b>Optional:</b> Arulampalam, W., Booth, A. L., & Bryan, M. L. (2004). <i>Is There a Glass Ceiling over Europe? Exploring the Gender Pay Gap across the Wages Distribution</i> . Retrieved from <a href="https://ideas.repec.org/p/iza/izadps/dp1373.html">https://ideas.repec.org/p/iza/izadps/dp1373.html</a> Bergmann, N., Scheele, A., & Sorger, C. (2019). Variations of the same? A sectoral analysis of the gender pay gap in Germany and Austria. <i>Gender, Work &amp; Organization</i> , 26(5), 668-687. doi:https://doi.org/10.1111/gwao.12299. Boll, C., & Lagemann, A. (2019). The Gender Pay Gap in EU Countries — New Evidence Based on EU-SES 2014 Data. <i>Intereconomics</i> , 54(2), 101-105. doi:10.1007/s10272-019-0802-7.
Class 8	Part 2: Negotiation	Watson, C. (1994). Gender versus Power as a Predictor of Negotiation Behavior and Outcomes <i>Negotiation Journal</i> , 10(2), 117-127. doi:0748-4526/94/0400-0117\$07.00/0 Kray, L. J., & Thompson, L. (2005). Gender Stereotypes and Negotiation Performance: An Examination of Theory and Research. <i>Research in Organizational Behavior</i> , 26, 103-182.

01. 06. <b>12-16</b>  Class 9	Part 1. Leadership	Eagly, A. H., Johannesen-Schmidt, M. C., & van Engen, M. L. (2003). Transformational, Transactional, and Laissez-Faire Leadership Styles: A Meta-Analysis Comparing Women and Men. <i>Psychological Bulletin</i> , 129(4), 569-591. Eagly, A. H., & Carli, L. L. (2007). Women and the Labyrinth of Leadership. <i>Harvard Business Review</i> (September), 62-71.
Class 10	Part 2: Token Status	Kanter, R. M. (2003). Men and Women of the Corporation. In R. J. Ely, E. G. Foldy, M. A. Scully, & The Center for Gender in Organizations Simmons School of Management (Eds.), <i>Reader in Gender, Work, and Organization</i> (pp. 34-48). Malden, Oxford, Victoria: Blackwell Publishing Ltd.
08.06. <b>12-16</b>  Class 11	Evaluations	Sauermann, J., Mengel, F., & Zölitz, U. (2019). Gender Bias in Teaching Evaluations. <i>Journal of the European Economic Association</i> , 17, 535-566. doi:10.1093/jeea/jvx057 – earlier version is: Sauermann, J., Mengel, F., & Zölitz, U. (2017). <i>Gender Bias in Teaching Evaluations</i> . IZA DP No. 11000 Retrieved from Bonn, Germany IZA Institute of Labor Economics. <b>Optional:</b> Mitchell, K. M. W., & Martin, J. (2018). Gender Bias in Student Evaluations. <i>PS: Political Science &amp; Politics</i> , 51(3), 648-652. doi:10.1017/S104909651800001X Özgümüş, A., Rau, H. A., Trautmann, S. T., & König-Kersting, C. (2020). Gender Bias in the Evaluation of Teaching Materials. <i>Frontiers in Psychology</i> , 11(1074). doi:10.3389/fpsyg.2020.01074 <a href="https://www.frontiersin.org/articles/10.3389/fpsyg.2020.01074/full">https://www.frontiersin.org/articles/10.3389/fpsyg.2020.01074/full</a>
Class 12	Sexual Harassment (SH)	McLaughlin, H., Uggen, C., & Blackstone, A. (2012). Sexual harassment, workplace authority, and the paradox of power. <i>American Sociological Review</i> , 77(4), 625-647. <b>Optional (overviews of research findings on what conditions make SH more likely and what SH does to people):</b> Willness, C. R., Steel, P., & Lee, K. (2007). A meta-analysis of the antecedents and consequences of workplace sexual harassment. <i>Personnel Psychology</i> , 60(1), 127-162. McDonald, P. (2012). Workplace sexual harassment 30 years on: A review of the literature. <i>International Journal of Management Reviews</i> , 14(1), 1-17.
15.06. <b>12-16</b>  Class 13-14	Last Day	What have we learned? Presentations of paper topics for LN and feedback.