

The Hebrew University of Jerusalem

Syllabus

GENDERED ORGANIZATIONS - 55411

Last update 24-06-2013

HU Credits: 3

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: School of business

Academic year: 1

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Tammar Zilber

Coordinator Email: Tammar.Zilber@mail.huji.ac.il

Coordinator Office Hours: Sunday 18:15-19:15

Teaching Staff:

Course/Module description:

In this course we will offer a critical review of work and organizations through a gendered prism. Following feminist organizational theories, we will explicate how organizational structures and practices reflect and further strengthen the social construction of femininity, masculinity and gender relations.

We will discuss the division of labor within the family and its impact on the division of labor in the work world; gendered images and their impact on what we consider as “work”; the un-formal organizational structure and its impact on men’s and women’s careers; the gendered body and sexual abuse in the workplace; and the way organizational theory itself – articulated in universities and at the social field – reflects taken for granted gendered assumptions and biases common in Western societies. We will accompany our discussion with an optimistic outlook to the future, highlighting ways to free men and women within the workplace from the rigid and limiting constructions of masculinity, femininity and gender relations.

Course/Module aims:

To expose the students to the feminist understanding of gender constructions and relations in organizations, based on current feminist research and thinking.

Learning outcomes - On successful completion of this module, students should be able to:

- Describe the fields of gender studies and organizational gender studies, outlining its historical development, scope and methodologies*
- Identify major feminist theories and paradigms and define key concepts and ideas*
- Apply feminist and gender studies theories and concepts and relate them to particular problems, issues and phenomena*
- Analyze aspects of modern organizations and illustrate them in terms of feminist and gender studies theories and concepts*
- Explain social and organizational phenomena in terms of feminist and gender studies theories*
- Evaluate and criticize aspects of contemporary society and organizations from a gender and feminist prism*

Attendance requirements(%):

0

Teaching arrangement and method of instruction: Lectures, exercises in class and writing assignments

Course/Module Content:

Introduction: The personal is political
What is feminism
From Sex to Gender
Gendered Organizations
Gendered divisions: Work and family
Gendered images: What is compensable "work"?
Gendered Interactions: Career and networks
Gendered identity: The body and sexual harassment
Looking ahead

Required Reading:

קמיר, אורית. 2002. פמיניזם, זכויות, משפט. תל-אביב: הוצאת האוניברסיטה המשודרת. פרק א' "פמיניזם - תיאוריה ואקטיביזם"; פרק ב: "היסטוריה של התנועה הפמיניסטית ומושגי יסוד עמ' 17-48.

West, C. & Zimmerman, D.H. 1987. "Doing gender." *Gender & Society* 1: 125-151
OR In: J. S. Bohn (Ed.) 1992. *Seldom seen, rarely heard: Women's place in psychology*. Boulder, Colo.: Westview Press. Pp.: 379-403.

Acker, J. 1990. *Hierarchies, jobs, bodies: A theory of gendered organizations*. *Gender & Society*, 4(2): 139-158.

בן-ארי, אייל ולוי-שרייבר, עדנה. 2001. בינוי-גוף, בינוי-אופי ובינוי אומה: המגדר והשירות הצבאי בישראל. *תרבות דמוקרטית*, 4-5: 99-130.
יזרעאלי, ד. 1997. משפחה ועבודה בחברה הישראלית: תרבות, מדיניות ונשים במשפחות שבהן שני מפרנסים בישראל. בתוך: ולר, רבקה וכהן, רינה (עורכות). *משפחה ודעת: מבט עכשווי על המשפחה*. ירושלים: משרד החינוך, התרבות והספורט.

Sallee, Margaret W. (2012). *The ideal worker or the ideal father: Organizational structures and culture in the gendered university*. *Research In Higher Education*, 53(7): 782-802.

Fletcher, J.K. 1999. *Relational practice: A feminist reconstruction of work*. *Journal of Management Inquiry*, 7(2): 163-186.

Carlson, Jessica H.; Crawford, Mary (2011). *Perceptions of relational practices in the workplace*. *Gender Work and Organization*, 18(4): 359-376.

McDonald, Steve (2011). *What's in the "old boys" network? Accessing social*

capital in gendered and racialized networks. *Social Networks*, 33(4): 317-330.

וולף, נעמי. 2004. מיתוס היופי: על השימוש בייצוגים של יופי נגד נשים. תל-אביב: הוצאת הקיבוץ המאוחד. פרק ראשון: "מיתוס היופי" עמ' 18-26; פרק אחרון: "מעבר למיתוס היופי" עמ' 244-262.

קמיר, אורית. 2002. פמיניזם, זכויות, משפט. תל-אביב: הוצאת האוניברסיטה המשודרת. פרק ג' "גישות פמיניסטיות למשפט" עמ' 49-60; פרק י"ב: "כבוד אדם: הטרדה מינית" עמ' 189-205.

England, Paula (2010). *The gender revolution: Uneven and stalled*. *Gender & Society*, 24 (2): 149-166.

Additional Reading Material:

Berkowitz, Dana; Manohar, Namita N.; Tinkler, Justine E. (2010). *Walk like a man, talk like a woman: Teaching the social construction of gender*. *Teaching Sociology*, 38 (2): 132-143.

Giuffre, Patti; Anderson, Cynthia; Bird, Sharon (2008). *Teaching the sociology of gender and work*, *Teaching Sociology*, 36(1): 66-78.

Britton, DM (2000). *The epistemology of the gendered organization*. *Gender & Society*, 14(3): 418-434.

Ely, RJ; Meyerson, DE (2000). *Theories of gender in organizations: A new approach to organizational analysis and change*. *Research in Organizational Behavior*, 22:103-151.

Ely, Robin; Padavic, Irene (2007). *A feminist analysis of organizational research on sex differences*. *Academy of Management Review*, 32(4): 1121-1143.

Risman, BJ (2004). *Gender as a social structure: Theory wrestling with activism*. *Gender & Society*, 18 (4): 429-450.

Sasson-Levy, Orna. 2011. *From the military as a gendered organization to militarized inequality regimes: Research on gender and the military in Israel*. *Israel Studies Review*, 26 (2): 73-98.

Lachance-Grzela, M. and Bouchard, G. (2010). *Why do women do the lion's share of housework? A decade of research*. *Sex Roles*, 63 (11-12): 767-780.

Lachance-Grzela, M. and Bouchard, G. (2010). *More on the gendered division of household labor: A response to commentators*. *Sex Roles*, 63 (11-12): 801-806.

Claffey, Sharon T.; Manning, Kayli R. (2010). *Equity but not Equality: Commentary on Lachance-Grzela and Bouchard*. *Sex Roles*, 63(11-12): 781-785.

Coltrane, Scott (2010). *Gender theory and household labor*. *Sex Roles*, 63 (11-12): 791-800.

Davis, Shannon N. (2010). *The Answer Doesn't Seem to Change, so Maybe We Should Change the Question: A Commentary on Lachance-Grzela and Bouchard (2010)*. *Sex Roles*, 63(11-12): 786-790.

Maume, David J.; Sebastian, Rachel A.; Bardo, Anthony R. (2010). *Gender, work-family responsibilities, and sleep*. *Gender & Society*, 24 (6): 746-768.

Ferree, Myra Marx (2010). *Filling the glass: Gender perspectives on families*. *Journal of Marriage and Family* 72 (3): 420-439.

Mannino, Clelia Anna; Deutsch, Francine M. (2007). *Changing the division of household labor: A negotiated process between partners*. *Sex Roles*, 56 (5-6): 309-324.

Smithson, J; Stokoe, EH (2005). *Discourses of work-life balance: Negotiating 'genderblind' terms in organizations*. *Gender Work and Organization*, 12(2): 147-168.

Ibarra, H. 1997. *Paving an alternative route: Gender differences in managerial networks*. *Social Psychology Quarterly*, 60 (1): 91-102

Ibarra, Herminia; Carter, Nancy M.; Silva, Christine (2010). *Why Men Still Get More Promotions Than Women*. *Harvard Business Review*, 88(9): 80-85.

Kolb, Deborah M. (2009). *Too Bad for the Women or Does It Have to Be? Gender and Negotiation Research over the Past Twenty-Five Years*. *Negotiation Journal*, 25(4): 515-531.

Kolb, Deborah M. (2012). *Are We Becoming Part of the Problem? Gender Stereotypes in Negotiation Research*. *Negotiation and Conflict Management Research*, 5(2): 127-135.

Shields, Stephanie A. (2008). *Gender: An intersectionality perspective*. *Sex Roles*, 59 (5-6): 301-311.

Holvino, Evangelina (2010). *Intersections: The simultaneity of race, gender and class in Organization Studies*. *Gender Work and Organization*, 17(3): 248-277.

Course/Module evaluation:

End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 0 %
Project work 50 %
Assignments 50 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information:

Please refer to the detailed syllabus on the course website for more details re the course and its requirements.