

LABOR STUDIES SECTION

NEWSLETTER



Society for the Study
of Social Problems
In Pursuit of Social Justice

JUNE 2015

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**CONGRATULATIONS TO OUR
NEW LABOR STUDIES DIVISION
CHAIR, 2015-2017,
NOREEN M. SUGRUE**



**THANKS TO OUR OUTGOING
LABOR STUDIES DIVISION CHAIR,
JACKIE KRASAS**

SSSP Conference



The dates for the SSSP Conference are: August 21-23, 2015, and the Conference will be held in Chicago at the Radisson Blu Aqua Hotel. In order to support the organization, please stay at the Conference Hotel!

The theme of the conference is chosen by the SSSP President. This year, it will be “Removing the Mask, Lifting the Veil: Race, Class and Gender in the 21st Century”

Here is the webpage for the conference:

http://www.sssp1.org/index.cfm/m/23/annual_meetings/

Here is the link to the preliminary program

http://www.sssp1.org/index.cfm/m/639/Preliminary_Program/

SSSP LABOR STUDIES SECTION SCHEDULE

LABOR STUDIES MEETING SAT. AUGUST 22, 10.30AM - 12.10 PM ATLANTIC C

SSSP BUSINESS MEETING SAT. AUGUST 22, 4.15PM - 5.25 PM IN ATLANTIC D

The Labor Studies Section sponsors the following sessions of the Preliminary Program. (You can click on the link to open them in your browser):

<i>Labor Studies</i>	<i>Session Number</i>
<i>Section</i>	<u>27</u> , <u>44</u> , <u>54</u> , <u>63</u> , <u>94</u> , <u>108</u> , <u>115</u> , <u>132</u> , <u>146</u> , <u>159</u>

Date: Friday, August 21

Time: 12:30 PM - 2:10 PM

Session 27: Work, School, and Inequality for People of Color

Room: Aegean

Sponsors: Family, Labor Studies

Organizer & Presider: Mark Sherry, University of Toledo

Papers:

“Dealing with Teaching Evaluations: Writing YOUR narrative,”
Chavella T. Pittman, Dominican University and Katy M. Pinto, California State
University, Dominguez Hills

“Fighting for the whole person: worker center members’ organizing for full
rights,” Jessica Dianne Cook, University of Illinois at Chicago

“Latino/a Choices about Higher Education,” Mara Martinez, University of Toledo

“Racialization of Middle School Latino Students,” Carolina Calvillo, University of
Illinois at Chicago

“Underpaid and Over My Head in Debt: Latina/o and Black Millennials’ Labor
Market Experiences,” Charlene Cruz-Cerdas, University of Pennsylvania;
Dartmouth College

Date: Friday, August 21

Time: 2:30 PM - 4:10 PM

Session 44: Labor and Migration in the Global Economy

Room: Pacific 3

Sponsors: Global, Labor Studies

Organizer & President: Stephanie Limoncelli, Loyola Marymount University

Papers:

“Caring for the Elderly Poor: West African Immigrants and the Long-Term Care Industry in the United States,” Fumilayo Showers, Central Connecticut State University

“An Alternative Framework for Understanding Health Care Worker Migration and the Creation of an Occupational Diaspora,” Noreen M. Sugrue, University of Illinois at Urbana-Champaign, Carole Kenner, The College of New Jersey and Dana Beth Weinberg, CUNY, Queens College

“Bodies Across Borders: Changing Patterns of Sex Trade Migration in Eurasia,” Nadia Shapkina, Kansas State University

“Gender and Work in Eastern European Countries,” Cezara Crisan, Purdue University Calumet

“Labour Market and Workplaces Inequalities for the Case of Immigrants,” Secil Erdogan Ertorer, York University

Date: Friday, August 21

Time: 4:30 PM - 6:10 PM

Session 54: Labor Activism and Unions in Global Perspective

Room: Pacific 3

Sponsors: Global, Labor Studies

Organizer & Presider: Stephanie Limoncelli, Loyola Marymount University

Discussant: Daisy Rooks, University of Montana

Papers:

“Documenting Labor: NGOs, the Informal Economy and Neoliberalism in India,”
Natascia Boeri, The Graduate Center, CUNY

“Labor’s Legitimacy: Visibility, Consonance, and Dissonance of the Employee
Free Choice Act in major Newspapers,” Ted Brimeyer, Georgia Southern
University, R. Jolene Bryne, Armstrong State University and Eric O. Silva,
Georgia Southern University

“Farm to Factory: The Making of Precarious Unionized Labor,” Ruben Espinoza,
University of California, Santa Cruz, Honorable Mention of the Labor Studies
Division’s Student Paper Competition

“When Neoliberalism Was Almost Defeated,” Mark Sherry, University of Toledo

Date: Saturday, August 22

Time: 8:30 AM - 10:10 AM

Session 63: Meet, Mingle, Share: Academics and Activism in an Age of Social Problems

Room: Caspian

Sponsors:

Conflict, Social Action, and Change; Labor Studies

Organizers: Crystal Jackson, John Jay College-City University of New York
Jackie Krasas, Lehigh University

Discussant: Crystal Jackson, John Jay College-City University of New York

Description: This is a unique "workshop" in that we are providing space for actual sharing, meeting, and networking, as our division members requested. This will be a loosely structured space for people to ask questions and share knowledge about teaching practices, research concerns, and what it means to be an activist/academic.

Date: Saturday, August 22
Time: 12:30 PM - 2:10 PM
Session 94: Labor and the Body
Room: Pacific 2

Sponsors: Labor Studies; Sport, Leisure, and the Body

Organizers: Mark Sherry, University of Toledo
Michelle Lee Maroto, University of Alberta

Presider: Mark Sherry, University of Toledo

Papers:

“Body/Sex/Work – Surrogacy as a New Form of Intimate and Embodied Labor,”
L. M. Anabel Stoeckle, Wayne State University

“Racializing ‘Looking Good and Sounding Right’: Bodily Capital and Aesthetic
Labor in Clothing Retail Work,” Kyla Walters, University of Massachusetts,
Amherst

“Social work and body work,” S. C. Doran, University of Toledo

“The Gendered Expressions of Emotional Labour: The contrasting cases of call
centre workers and professional wrestlers,” Daniel Glenday, Brock University

“Chelsea Manning, the body, and rape culture,” Jocelyn Watkins, University of
Toledo

Date: Saturday, August 22

Time: 2:30 PM - 4:10 PM

Session 108: CRITICAL DIALOGUE: Accountability, Productivity, and Digital Coordination of Human Service Work

Room: Pacific 3

Sponsors: Institutional Ethnography, Labor Studies

Organizers & Presiders: Marie Campbell, University of Victoria
Hans-Peter de Ruiter, Minnesota State University, Mankato

Papers:

“The Electronic Medical Record: Abstracted Knowledge Run Amok,”
Janet M. Rankin, University of Calgary, Qatar and Marie Campbell, University of Victoria

“Standardization, accountability and optimization of efficiency: how the social organization of Québec homecare services pulls occupational therapists’ work away from improving population’s health and well-being,” Annie Carrier, Université de Sherbrooke, Andrew Freeman, Université Laval, Mélanie Levasseur and Johanne Desrosiers, Université de Sherbrooke

“Hunting for ‘Paper Gangsters’: An Analysis of Proactive Patrol Work Under an Intelligence-led Policing Model,” Crystal Weston, Wilfrid Laurier University

“The textual account of ‘quality’: Institutional technologies that coordinates the scheduling of community nursing for children with diabetes in Ontario schools,” Lisa Watt, McMaster University

“Institutional Ethnographic Mapping Reveals Changes in Academic Freedom for College Teachers,” Mary Ellen Dunn, University of Toronto

“Where is ‘Compliance’?: Accountability in Policy and on the Front Line,”
Marjorie DeVault, Syracuse University, Michael Schwartz, Syracuse University College of Law and Rebecca Garden, SUNY Upstate Medical University

Date: Sunday, August 23

Time: 8:30 AM - 10:10 AM

***Session 115: PAPERS IN THE ROUND: Labor Market
Precarity***

Room: Atlantic C

Sponsor: Labor Studies

Organizers & Presiders: Debra Osnowitz, Clark University
Daniel Olmos, CSU Channel Islands

Description: This roundtable will examine the socio-political institutional forces producing, reproducing and/or mitigating labor market precarity in the contemporary context of the U.S. 'Great Recession'.

Roundtable Title: Labor Market Precarity

Papers:

“Contention Across Social Fields: Labor Organizing and Community-Based Living Wage Campaigns in the Southern California Hospitality Industry,” Pablo U. Gaston, University of California, Berkeley, Winner of the Labor Studies Division’s Student Paper Competition

“Forms of Capital and Social Contexts—Factors Affecting the Economic Integration of Refugees in Utah,” Yvette Young, University of Utah

“Living from paycheck to paycheck: Economic insecurity among low-income Latino and African American families,” Leigh Taylor, Anna Maria Santiago, Kristen Berg and Eun Lye Lee, Case Western Reserve University

“The Disappearance of Employers: Organizational Devices for Producing ‘Non-Employees’,” George Gonos, Florida International University, Center for Labor Research and Studies

Date: Sunday, August 23

Time: 10:30 AM - 12:10 PM

***THEMATIC Session 132: Education Labor Strikes:
Implications for Underrepresented Faculty, Staff, and
Students***

Room: Atlantic E

Sponsors: Educational Problems, Labor Studies, Teaching Social Problems
Organizer, Presider & Discussant: Corey Dolgon, Stonehill College

Description: This is an invited theme session. The panelists are as follows. Session Organizer, Presider, and Commentator: Corey Dolgon, Stonehill College Janet L. Smith, Associate Professor, Urban Planning and Policy; Co-Director, Nathalie P. Voorhees Center; United Faculty President Cassie Watters, Lead Organizer, United Campus Workers, Tennessee Higher Education Union; John Curtis, Director of Policy and Research, AFT-Michigan; Stephen Phillion, Professor of Sociology, St. Cloud State and Chair, Greater Minnesota Worker Center.

Panelists:

Corey Dolgon, Stonehill College

Cassie Watters, United Campus Workers, Tennessee

Janet L. Smith, University of Illinois, Chicago

John Curtis, Michigan AFT

Stephen Phillion, St. Cloud State University

Date: Sunday, August 23

Time: 12:30 PM - 2:10 PM

THEMATIC Session 146: Workplace Inequalities: Race, Class, and Gender

Room: Atlantic E

Sponsor: Labor Studies

Organizers & Presiders:

Noreen M. Sugrue, University of Illinois at Urbana-Champaign

Iana Demantas, University of Kansas

Papers:

“Creating a Dynamic, Incremental, Career Ladder through Education: Career Trajectories of Hospital-based CNAs,” Grace E. Scrimgeour, Loyola University, Chicago

“Introducing a Model of Departmental Engagement for Greater Equity: Two Applications of a Dual Agenda Approach,” Sharon R. Bird, Iowa State University, Melissa Latimer, West Virginia University and Anastasia Prokos, Iowa State University

“Meritocracy and the Influence of Race, Gender, and Class on the Professional Development of Women Attorneys of Color,” Stefan Griffin, East-West University

“Social Closure in Leading Sociology Journals: 1960-2010,” Robert Perrucci, Carolyn C. Perrucci and Mangala Subramaniam, Purdue University

“The Impact of Working Alone: The Experiences of Women in the Trucking Industry,” Jessica Z. Borja, University of Chicago

Date: Sunday, August 23

Time: 2:30 PM - 4:10 PM

***THEMATIC Session 159: Contemporary Labor Relations:
Race, Class, and Gender***

Room: Atlantic E

Sponsor: Labor Studies

Organizers: Dina Banerjee, Indian Institute of Management Udaipur
Ted Brimeyer, Georgia Southern University

Presider: Ted Brimeyer, Georgia Southern University

Papers:

“Regulating the Unregulated: Precarious Workers and Inequality in Stand-Up Comedy,” Rebecca Collins-Nelsen, McMaster University

“The Socially-Constructed Oppression and Exploitation of Female Mexican Migrant Workers: An Argument for Comprehensive Research with Racial and Gender Emphasis,” Christine Elizabeth Strayer and Karen Vocke, Western Michigan University

“Worker Representation in the Policy Process: Unions and Workplace Leave Law in California and Pennsylvania,” Cassandra Engeman, University of California, Santa Barbara

NEWSLETTER ARTICLE

Teaching about the Gender Pay Gap

Mark Sherry

“The Status of Women in the States: 2015 – Employment and Earnings” is a study on the gender pay gap by the Institute for Women’s Policy Research. It gained a lot of attention earlier in the year and you can find it at the following link:

<http://statusofwomendata.org/app/uploads/2015/02/EE-CHAPTER-FINAL.pdf>

The report is potentially a very useful teaching resource – both for what it says and what it doesn’t say. I’ve devised a class lesson around it, to highlight the ways we could get our students to critically engage with current reports on various forms of social inequality.

This is what the report’s introduction states:

Women make up nearly half of the U.S. workforce, and their earnings are essential to the economic security of families across the nation. Yet, gender equality at work remains elusive. Women who work full-time, year-round still earn only 78 cents on the dollar compared with men, and during the last decade little improvement has been made in closing the gender wage gap (DeNavas-Walt and Proctor 2014). The glass ceiling persists, and occupational segregation—the concentration of women in some jobs and men in others—remains a stubborn feature of the U.S. labor market (Hegewisch et al. 2010). These national trends show up in states across the nation. This report examines women’s earnings and the gender wage gap, women’s labor force participation, and the occupations and industries in which women work. It also considers areas where women have experienced progress toward gender equity in the workforce and places where progress has slowed or stalled.

Each state of the US was ranked according to four criteria:

1. Median Annual Earnings for Women Employed Full-Time, Year-Round;
2. Earnings Ratio Between Women and Men Employed Full-Time, Year-Round;
3. Percent of Women in the Labor Force; and

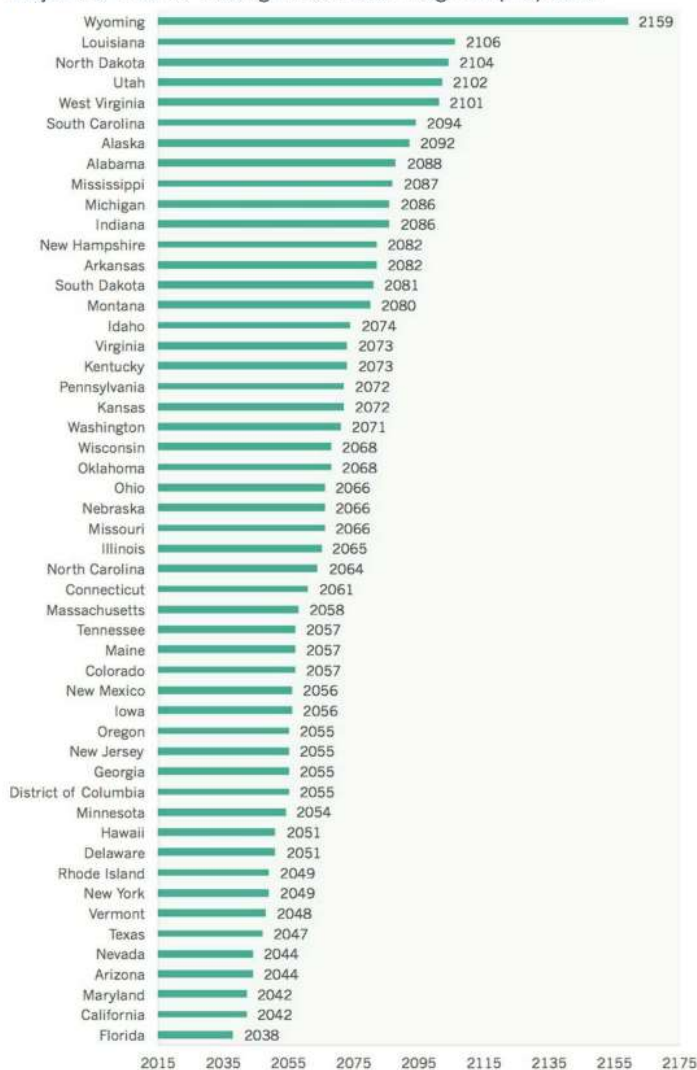
4. Percent of All Employed Women in Professional or Managerial Occupations.

Using these criteria, the following states received noteworthy results:

	Rank	Grade		Rank	Grade
District of Columbia	1	A	West Virginia	51	F
Maryland	2	B+	Idaho	50	F
Massachusetts	3	B+	Louisiana	49	F
New Jersey	4	B	Mississippi	48	F
Connecticut	5	B	Arkansas	47	F

Equally importantly, however, is the fact that “in every state in the nation, women still earn less than men” (p.7) The report also emphasizes that *if progress continues at the current rate* (my emphasis), it will take decades to address this systemic, structural inequality, and that “In five states, women’s earnings are not expected to equal men’s until the next century” (p.7)

Figure 2.2.
Projected Year for Closing the Gender Wage Gap by State



Age and Gender Inequality

Some of the connections between age and gender inequality which were noted in the report included:

Older women's experiences

- Older women (those over 65) earn 72.5 cents on the dollar compared with their male counterparts;
- While over 40% of older women work in service or in office and administrative support occupations, less than 20% of older men work in these occupations;
- Older women are much less likely to be working in management, business, and financial occupations compared to their male counterparts (12.0 percent compared with 21.0 percent);
- In construction or production occupations, older women are vastly under-employed relative to male counterparts (5.8 percent compared with 24.9 percent).

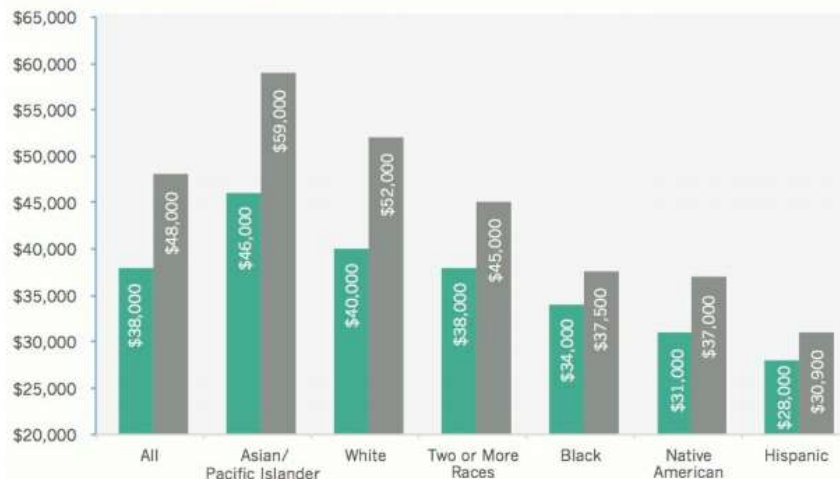
Millennial women's experiences

- In this report, millennials are defined as those aged 16-34.
- Millennial women are approximately 5% less likely than millennial men to be in the workforce.
- There was an 85.7% earnings ratio for full-time millennial women and men, with women averaging \$30,000, compared with \$35,000 for their male counterparts.
- Millennial women earned less than millennial men in every state except New York.
- Millennial women are more likely to work in management of professional occupations.

The Gender Wage Gap for Women of Color

The next topic which the report addresses concerns the gender wage gap for women of color.

Median Annual Earnings for Women and Men Employed Full-Time, Year-Round by Race/Ethnicity, United States, 2013



The report indicates that race and ethnicity have major effects on women's earnings. It states "...Asian/Pacific Islander women have the highest median annual earnings at \$46,000, followed by white women (\$40,000). Native American and Hispanic women have the lowest earnings at \$31,000 and \$28,000, respectively" (p.11) Comparing the earnings of these groups to the median annual earnings of White men demonstrates that Hispanic women face the largest earnings gap (early a little over half of White men) and "Asian/Pacific Islander women face the smallest gap, but still earn only 88.5 percent of white men's earnings" (p.12)

Education and the Earnings Ratio

Education increases women's earnings but does not eliminate the gender wage gap. In the United States, women with a bachelor's degree earn, on average, more than twice the amount that women with less than a high school diploma earn (Figure 2.4). Yet, women who work full-time, year-round earn less than men at the same educational level, and at all but one level they earn the same as or less than men with lower educational qualifications. The gap in earnings is largest for those with the highest levels of educational attainment: women with a graduate degree earn only 69.1 percent of what comparable men earn, and women with a bachelor's degree earn 71.4 percent of the amount their male counterparts earn. These data ind

A suggestion about how to teach this kind of report

1. Get the students to read the report

Reading policy documents and reports, particularly those which seem like they have an awful lot (and overwhelming) amount of data is a good experience for students.

2. Ask the students (either in class, and/or in writing) to summarize the main results of the report.

A reflective activity in class could involve a discussion of why we think some things are important and others are not.

3. Ask the students to identify the strengths and weaknesses of the report.

At this time, I personally would not try to direct the classroom discussion too much. Let the learning come slowly, through their engagement with each other. Chime in if you see a particular issue which has been completely overlooked, but your key engagement should come later.

4. Discuss the strengths and weaknesses of the report's research methods. This should involve a discussion not just of this particular dataset but also of quantitative research more broadly, and also the strengths and weaknesses of a qualitative approach. Ask the

students why they think the authors chose a quantitative approach, and not a qualitative or mixed-methods approach.

5. **Ask the students if this report utilizes an “intersectional” perspective.** This could be one of the most interesting parts of the class. It does talk about age, women of color women with disabilities, immigrant women, and women in different states in the US. So the obvious answer is... yes.
 - a. *But then, ask the students what an intersectional approach means to them.* You will usually find at least one student in the class who is able to identify at least one structural component of an intersectional approach: hopefully someone will mention “racism,” “sexism,” “classism,” or another form of structural power.
 - b. *Then get the students to look back at the report and ask them why the report doesn’t use words like “sexism,” “racism,” “classism,” and similar terms about structural inequality in society.* It does use the phrase “glass ceiling,” but doesn’t even use the words “bias” “prejudice” or “sexism.” Ask the students how the inclusion of terms like this would have changed both the conclusions of the report, and the way it was written. Likewise, there is one heading called “Gender inequality in low and high paid jobs,” but although the word appears in this heading, the word “inequality” never appears in the analysis sections of the report at all.
 - c. **Then ask the students how they personally would describe the issues we have discussed.** Do this as a small group activity. Stress that this moves the discussion from a quantitative approach to a qualitative one, so note that that is a different methodology from the one chosen in this report. Ask them (after they talk in small groups) whether anyone used the terms “racism,” “sexism,” “patriarchy” or similar terms in their discussion. If they did, ask them why? If they didn’t, that is also important. Ask them why not?
 - d. **Now ask the students to develop some questions to interview people in such situations** (e.g. women facing the glass ceiling, women with disabilities, women in low paid jobs, women who are being paid less than men with the same education). What kinds of questions would they ask? How would they ask about topics like prejudice, discrimination, bias, racism, disablism, and sexism, without mentioning them?

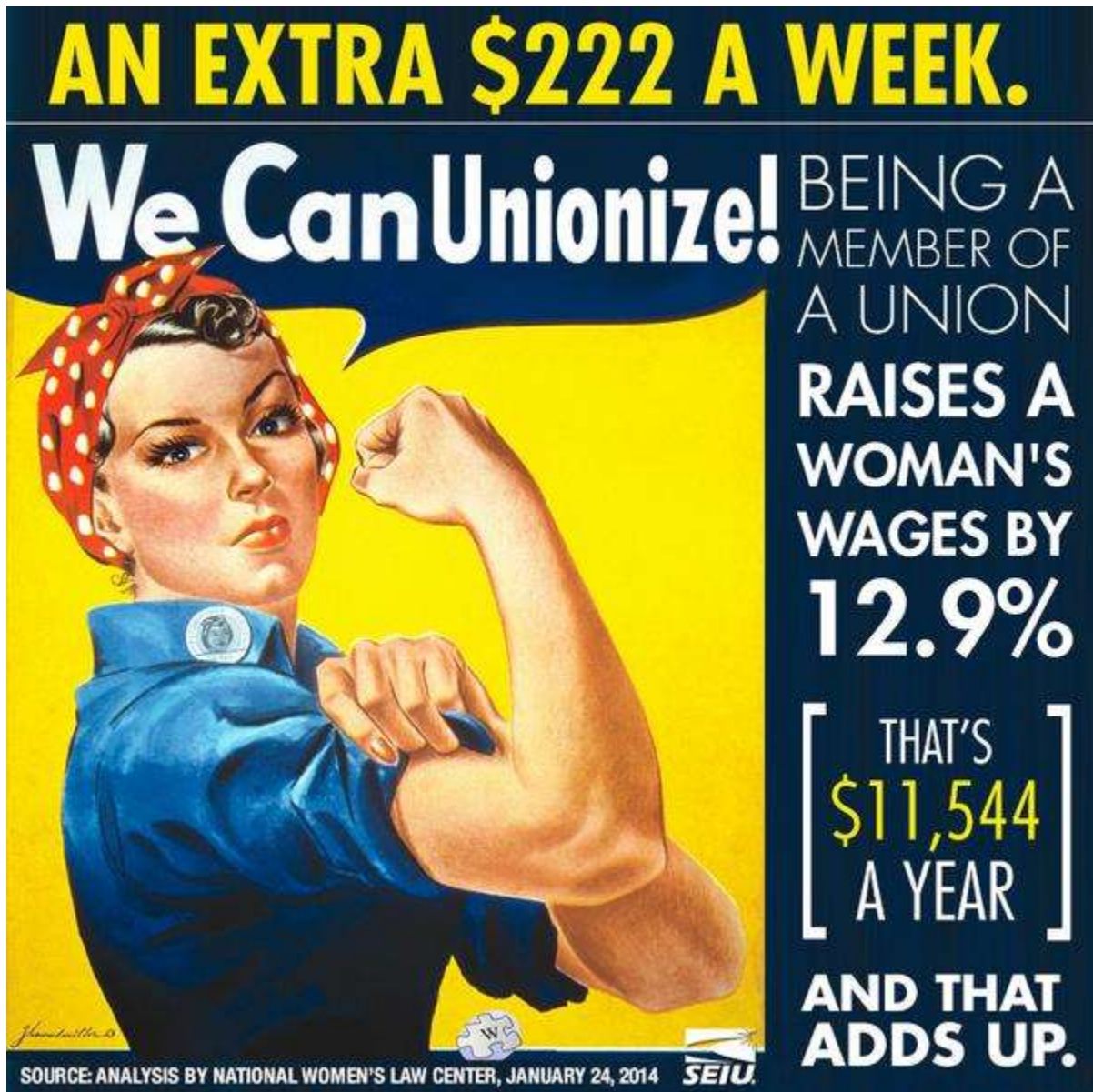
A final reflective moment: The Vice Chair of this organization we discussed was a representative of the American Federation of Teachers and AFL-CIO, and another member of the Board of Directors represented the United Automobile, Aerospace, and Agriculture Implement

Workers of America and AFL-CIO. But the report didn't discuss the value of unions in terms of improving the incomes of women.

Ask your students why they think union representatives would participate, or lend their names to, a report which didn't discuss, let alone recognize, that unions are an important factor in protecting women's incomes?

Then present an entirely different analysis... that's where discussions get interesting!

Let's see how unions provide alternative analyses!



AN EXTRA \$222 A WEEK.

We Can Unionize! BEING A MEMBER OF A UNION RAISES A WOMAN'S WAGES BY **12.9%**

[THAT'S **\$11,544** A YEAR]

AND THAT ADDS UP.

SOURCE: ANALYSIS BY NATIONAL WOMEN'S LAW CENTER, JANUARY 24, 2014 **SEIU**

Union Membership is critical for Women’s wage Equality”

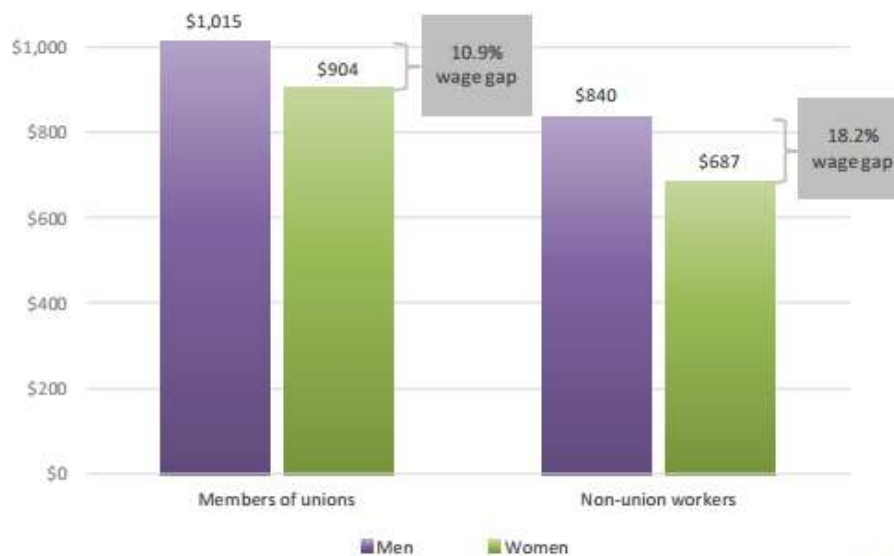
“Union Membership is critical for Women’s Wage Equality” is a report published by the National Women’s Law Center in February 2015. You can find it online at http://www.nwlc.org/sites/default/files/pdfs/women_overrepresented_in_union_membership_dec_line_feb_2015.pdf

Its introduction states:

Union membership boosts wages for all workers – but women see especially large advantages from being in a union. The wage gap among union members is 40 percent smaller than the wage gap among non-union workers and female union members earn over \$200 per week more than women who are not represented by unions—a larger union premium than men receive. To promote equal pay for women, workers’ rights to organize must be strengthened. **The gender wage gap for union members is 40 percent smaller than for non-union workers.**

The report states that among union members, women working full time make 89.1% of what their male counterparts make weekly - a wage gap of 10.9%. However, among non-union workers, women working full time make 81.8% of what their male counterparts make weekly - a wage gap of 18.2%.

Wage Gap for Median Weekly Earnings by Union Membership, 2014



Source: Bureau of Labor Statistics Union Members Summary (Jan. 2015), Table 2, available at <http://www.bls.gov/news.release/union2.nr0.htm>. Figures are for full-time workers.

www.nwlc.org 

Topic for class discussion: Why do some perspectives suggest that unions are central to addressing the gender pay gap, when others ignore the importance of unions altogether?

BOOK REVIEWS

Dan Clawson and Naomi Gerstel (2014) *Unequal Time: Gender, Class, and Family in Employment Schedules*, Russell Sage Foundation, ISBN: 978-0-87154-014-0

Reviewed by Danielle Tscherne, University of Toledo

In *Unequal Time: Gender, Class, and Family in Employment Schedules*, authors Dan Clawson and Naomi Gerstel studied four occupational groups in medicine: doctors, nurses, EMTs, and nursing assistants. Each of these positions require someone at the hospital 24 hours a day, 7 days a week but their ability to negotiate hours or schedules are different according to class and gender. Three of the foci of the book with relation to time management on the job are “normal unpredictability,” “control over unpredictability,” “the web of time” (the collective power dynamics associated with scheduling) (Pg 6).

Clawson and Gerstel collected data using five different methods between two counties in Northeastern US, first in 2004 they surveyed a random sample of two hundred people in each of the occupations studied. Then between 2006 and 2008, they performed intensive face-to-face interviews with 208 individuals. From the summer of 2007 to 2009 they spent 615 hours between two hospitals, two nursing homes, two doctors’ offices, and two EMS centers. They were able to collect additional data they didn’t initially set out to collect that became useful to their analysis. Lastly, they “collected and coded 132 union contracts, observed at 24 union negotiating sessions, and conducted an additional 26 interview with workers and union staff involved in union negotiations” (Pg 21-23) during 2010 and 2011.

There are gender and class dynamics associated with work schedules. For example, doctors have more control over time than nurses. Likewise, class and gender effect organizational rules and personal work goals. Clawson and Gerstel suggest that work and family responsibilities are affected by worker resistance. For instance, they believe “nurses feminize organizations” (Pg 10) by replacing rigid work schedules with ones that more effectively balance work and family responsibilities. Class advantage and disadvantage effect gender roles, for instance, nursing assistants may wish to be providing childcare or family time but need to work for monetary reasons. Class advantage gives people more control of their schedules. Clawson and Gerstel said, “class advantage reinforces gender expectations, while class disadvantage helps deconstruct gender.” (Pg 11)

Coworkers are vital to managing time even though previous research on work schedules had largely ignored them. Family members also affect the amount of hours a person is available to work. The authors studied eight organizations to get a better sense of how the four occupations managed their time. “Many workers are willing to inconvenience themselves for coworkers but are less likely to do so for management.” (Pg 233)

When developing the schedules, there seems to be four processes that create inequalities. First, managers set staffing “ratios that provide the frame within which official schedules take shape; this control often becomes invisible as the distribution of shifts and schedules seems to take on a life of its own.” Secondly, class matters, doctors more so than nurses, but the two

professional occupations are more likely to have their schedules adapted by management for days they want or need off, where the working-class has to face a more rigid official schedule they are expected to follow by management. The third process they discovered is that gender matters, this mostly has to do with family obligations, women tend to take more time off for family obligations than men do such as tending to sick children. Lastly, class and gender together tend to shape the basic schedules and the difference in priority of work over family. (Pg 59-60) Clawson and Gerstel found that the most trouble people in these occupations have with their schedules was what they referred to as “out-of-sync” scheduling, where they had to work evenings, nights, and weekends. Class advantages don’t necessarily give employees the power to cut back their hours rather than control over when they work. Although management may set the official schedule, quite often employees swap shifts, or what they call “churning.”

EMT’s were more likely to be enthused about getting overtime where nursing assistants were rarely ever to get mandated overtime. Nurses are more likely to stay for extra times after their shift in comparison to their working-class counterparts. Something that individuals in these occupations sometimes face is that they have to get a second job; the study explained in this book showed that 17 percent of doctors had a second job and 22 percent of nurses had some form of a second job. (Pg 125)

When it comes to time off, the authors found that physicians were less likely to take sick days but more likely to take vacations. In fact, physicians noted they “had a completely different set of rules applied to vacations, which they expected and used extensively.” (Pg 134) Nurses, on the other hand, easily used their sick time without feeling any scrutiny for using it but they didn’t have as good of success when it came to taking vacations, they seem to have little or no control over their vacation time. EMTs reported feeling confident enough that they would not have issues with sick leave but they often took vacation time for granted and even took less time than the doctors did. Nursing assistants had the most difficulty to take a sick day, and they also got the least amount of vacation time. CNAs experience sick leave policies which are not just inflexible, but punitive. The studies performed for this book found that for CNAs, work time was often more appealing than their home life. Out of all of the individuals that they surveyed, none of them had ever taken a day off or never picked up a shift. Over the course of six months each of them has had to swap shifts or pick up a shift. Interestingly they found that mothers were 50 percent more likely than non-mothers to pick up shifts, and nursing assistants were 50 percent more likely to pick up shifts than nurses. (Pg 102)

Of the four occupations covered in this book, the nurses and nursing assistant positions were predominately female employees and doctors and EMTs were more likely to be males. Clawson and Gerstel found that families had a great impact on the time off these individuals took. Women are more likely to take time off for family obligations or sick children, where the male doctors and EMTs were more likely to leave those obligations to their female counterparts. Nursing assistants were shown to actually choose work over home. The authors noted three factors that lead to this happening: 1) Residents that the NAs care for become either children or parents to them. 2) Their coworkers become partners and siblings. 3) Stress of actual family at home, leads them to feel a sense of escape by coming to work. (Pg 236)

“Inequalities of power organized around gender and class shape how time and normal unpredictability play out – who controls time and who pays the cost.” (Pg 261) Families in one way work for the employer because they usually have an impact on the way employees are

reluctant to challenge their employers, but in another sense, they also work against the employer because they cause unpredictability by causing employees to take time off whether for illnesses or other likely reasons.

Overall, *Unequal Time* is a very good read for anyone in the working class or someone that managing the working class. It is a great look inside the scheduling and work ethic of medical personnel.

Jason Del Gandio and Anthony J. Nocella II, *Educating for Action: Strategies to Ignite Social Justice*, Gabriola Island, BC, Canada, New Society Publishers, 2014, 208 pp., U.S. \$17.95 (paperback), ISBN 0865717761, ISBN 978-0-86571-776-3

Reviewed by Walter Scott Stepanenko, The University of Cincinnati

Educating for Action collects the essays of about a dozen activists expressing their insights, advice, and strategies for mobilizing individuals to participate in movements advocating for social justice. More colorful and less routine than the standard textbook, *Educating for Action* nonetheless aims to provide enough information on the inequities that pervade society and the movements that address them to be appropriate for some classroom settings. Scholars may find some of the more creative elements of the text gimmicky, but activists may find the slogans rhetoric as evidence of the texts' contact with their lifeblood. However one feels about these stylistic issues, many are likely to agree that *Educating for Action* is a well-calculated book that effectively introduces beginning students to many of the issues surrounding activism while doubling as a resource manual for aspiring activists.

The book is divided into five sections, with two essays in each, starting with the individual and expanding in scope from working with others to institutional change. The first section, *Starting With Me*, contains two essays, one by Larry Butz entitled "Personal Lifestyle" and one by Jason Del Gandio entitled "Communication and Rhetoric." "Personal Lifestyle" sees Butz discuss purchasing power and the importance of distancing oneself from the consumption of goods unethical companies profit from. "Communication and Rhetoric" sees Del Gandio defend the importance of rhetoric and outline a general strategy for making and presenting one's case.

Section Two, "Working With Others," contains two essays, one by Joshua Holst and one by members of the nonprofit group, Save the Kids. In his essay, "Participation and Democracy," Holst dismantles the myth that democracy is a uniquely Western tradition, challenges the idea that democracy is an absolute notion applied to entire sociopolitical entities, and demonstrates how democracy really functions in the United States. Holst reminds the reader that voting is only one component of participating in democracy, that direct democracy alone is insufficient to achieve the kinds of equality social movement seek, and details ways individuals can participate to create a more desirable direct, deliberative democracy. In the essay, "Transformative Justice

and Conflict Transformation,” Anthony Nocella II and other members of Save the Kids, challenge orthodox opinion on conflict and how society responds to it. They deliver a critique of punitive approaches towards conflict, illustrate how our current punitive system operates as a prison-industrial complex, and suggest that the goal of the justice system should be the transformation of offenders. They demonstrate how other approaches to conflict resolution fail to address systems of oppression and how a transformative approach that understands conflict in its larger, social context can be a more effective alternative while building on the successes of other approaches.

Section Three concerns the process of “Getting into the Streets.” Drew Winter shares insightful anecdotes regarding his own organizing experiences, outlines both the psychological and practical propaedeutic to organizing, and discusses strategies to get an organization up and running. The second essay of the section, “Activist Guidelines and Case Studies,” sees the editors as well as James Generic and Aaron Zellhoefer, sharing “snapshots” of their respective activism while providing answers to questions many beginning activists may have about particular aspects of building, maintaining, and succeeding in an activist organization.

The focus of Section Four is on social networks. In “The Politics of Planning,” Jenny Grubbs and Michael Loedenthal examine the considerations one must make when planning a conference that aspires to be more than a “stuffy, compulsory, talk-at-you-from-a-podium conference” (138). They emphasize that organizing a conference is a symbolic and political act and remind readers to be deliberate in planning and aware of the implications of each aspect of the conference. The second essay, “Social Media and Online Organizing,” has Jeannette Russell documenting the ways social media influences contemporary society, how social media functions, and how activists can employ social media to expand their organizations.

The final section, Section Five, concerns “Institutional Change.” In the opening essay, “The Laws and Lawyers of Social Change,” Dara Lovitz argues for the importance of lawyers in a society governed by laws, detailing a number of high profile legal cases that contributed to establishing a more just society. Lovitz also presents a list of employment opportunities lawyers looking to make a positive contribution may find consistent with their values. The second essay, “The Courage to Teach Critically,” has Rita Verma advocating for a classroom more responsive to social inequalities. Verma argues that the classroom can be a place where students are encouraged to engage in self-reflection, challenge their assumptions, and begin to critique the hegemonic narratives that pervade society. She details her own experience as an educator-trainer, demonstrates how issues of social inequality can be employed in such settings to produce educators that are both able to build socially responsive classrooms and eradicate their own implicit biases. The book closes with an epilogue by Kim Socha and Anthony Nocella which leaves activists with a reminder to recognize others involved in one’s organization, to convey one’s appreciation for their efforts, and extend the same sort of warmth one is advocating to one’s colleagues.

One virtue of the book is that the essays can be read sequentially or in isolation, which enables the text to double as both a handbook for activists and a pedagogical text. Those looking for a broad introduction to the many processes that characterize activism are likely to find the

book more than satisfactory. Those already engaged and looking to fine-tune their approach are sure to find the insight collected in these pages refreshing, inspirational, and informative.

But this is not to suggest that the book is not without its difficulties. The expansive scope of the book can render some of the discussion cursory and problematic. In the opening essay, Del Gandio and Nocella II define “peace as a political force for social justice and progressive social change” (2). But they fail to mention and thus offer any opinion on whether or not violence has any legitimate uses, as in cases where violence is directed at an unjust, target law. The editors also stress the “importance of working within the system in order to change the system” (15). But when that system is stratified and works to reinforce hierarchies that create inequalities in the first place, one wonders whether or not more radical means are required. The book does little to advance such discussions; in their essay, Grubbs and Loadenthal gesture at the Animal Liberation Front and its extra-legal tactics, but nowhere is the issue tackled head on.

Animal rights advocates are also likely to take exception with Larry Butz’s essay “Personal Lifestyle” for its suggestion that one avoid factory farming by buying from “small-scale sustainable farms” (24). As many animal rights advocates are aware, meat consumption, even from small-scale providers, cannot be described as sustainable; there simply is not enough land to support expansive farming of that kind. Butz does mention that one “can...go vegan,” (30) but with his suggestion that one avoid factory farming by buying from “small-scale sustainable farms,” his position is mired in incoherency.

These issues are not minor in regards to their importance to the fight for social justice, but they are small wrinkles in a text that accomplishes an overwhelming majority of what it aims to do. Future editions are certain to correct the present difficulties and build on its successes. All else being equal, *Educating for Action* is certain to both inspire and inform aspiring activists.