

## **Working Women in American Society**

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Emails will be returned within 24 hours.

In this course we will examine a specific segment of Americans – working women. We will explore ideas/concepts such as:

1. what do we mean by paid and unpaid work;
2. what is meant by gender, equality and, conversely, inequality;
3. what are the historical and current trends (quantitative data) in work;
4. what is the contextual history of women's work by industry and profession; how have women's experiences varied by class and race; and
5. through worker experiences, what issues and reforms affect women's work.

Assignments/grades will include participation in Discussion Forums, Brief Response Papers, an Autoethnographic paper, Exams and an Extra Credit Brief Response Paper.

Core Learning 21L and SCL Objectives addressed and to be assessed through short items on exams:

- Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world. (Goal a)
- Analyze issues of social justice across local and global contexts. (Goal d)
- Explain and be able to assess the relationship among assumptions, method, evidence, arguments, method, evidence, arguments, and theory in social and historical analysis. (Goal i)
- Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization. (Goal m)
- Apply concepts about human and social behavior to particular questions or situations. (Goal n)

Labor Studies and Employment Relations Department:

- Demonstrate an understanding of the perspectives, theories and concepts in the field of labor and employment relations. (Goal 1)
- Apply those concepts, and substantive institutional knowledge, to understanding contemporary developments related to work. (Goal 2)
- Analyze the degree to which forms of human difference shape a person's experience of work. (Goal 6)

School of Management and Labor Relations:

- Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation. (Goal IV)
- Evaluate the context of workplace issues, public policies, and management decisions (Goal V)
- Demonstrate an understanding of how to apply knowledge necessary for effective work performance (Goal VI)

Instructor:

- Discuss differences between employment law and policy and workers' lived experience.

**Subject to change**

## Unit I. Introduction

### Class 1: Introduction to Working Women in American Society

Become familiar with the web site that has the on-line course. This is called the “course shell.”

#### Assignment:

1. Learn about the instructor and introduce yourself to other students by writing an on-line introduction as well as read the introduction to this course.
2. Read, sign and upload a copy of “How to get an A Writing an Essay” to the Dropbox.

## Unit II. Paid & unpaid work

### Class 2: What is work?

1. Swiebel, J. (1999). *Unpaid Work and Policy-Making: Towards a Broader Perspective of Work and Employment*. New York: United Nations. (Introduction & pp. 1-10 & pp. 15-30).
2. Crittenden, A. (2001). The Truly Invisible Hand in *The Price of Motherhood: Why the Most Important Job in the World is Still the Least Valued*. New York: Henry Holt and Company. (Ch. 4, pp. 65-86)

#### Assignment:

**Brief Response Paper:** How do people and organizations define work? What are the ramifications of this definition?

## Unit III. Gender equality & inequality

### Class 3: Gender

1. Lorber, J. (1994). “Night to his Day”: The Social Construction of Gender. In *Paradoxes of Gender*. New Haven: Yale University Press. (Ch.1, 11 pgs.)
2. Barres, B.A. (2006). Does Gender Matter? *Nature*, 442. 133-136 (3 pgs.).
3. England, P. (2011) [The Gender Revolution: Uneven and Stalled](#). (12 min.)

#### Assignment:

**Discussion Forum:** Answer either one of the two following questions:

1. Identify and discuss 3-4 ways in which the concept of gender influences everyday life such as education, training, work, health care, wealth etc.
2. How do gender stereotypes affect your own thinking?

### Class 4: Equality & inequality

1. Elder, S. (2010). [Executive Summary](#) in *Women in labour markets: measuring progress and identifying challenges*. Geneva: International Labour Office. (pp. ix-xiv)
2. Correll, S. (October 21, 2010). [How Gender Stereotypes Influence Emerging Career Aspirations](#). (47.09).

#### Assignment:

**Exam #1** (Covers Classes 1 through 4)

## Unit IV. Now & Then

### Class 5: Pay

1. US Executive Office of the President, Office of Management and Budget, & US Dept of Commerce, Economics and Statistics Admin. (2011). [Women in America: Indicators of Social and Economic Well-Being](#). (Education, pp. 15-24, & Employment, pp. 25-36)

2. Chang, M. (March 21, 2011). [Shortchanged: Women and the Wealth Gap](#). (7 min.)

Assignment:

[No assignment this week]

## Unit V. The history of women's work (Paid & unpaid, by historical period, by occupation, by education and by union)

### Class 6: Background

1. Hesse-Biber, S. N., & G.L. Carter (2005). "A Brief History of Working Women." *Working Women in America* (2nd ed.). Oxford: Oxford University Press. (Ch. 2, pp. 20-45)
2. Gordon-Reed, A. (January 8, 2009). [Searching for Sally Hemings: A Conversation with Author Annette Gordon-Reed](#). Basic Black. (first 18:49 mins.)
3. Dublin, T. (1975). [Women, Work, and Protest in the Early Lowell Mills: "The Oppressing Hand of Avarice Would Enslave Us"](#). *Labor History*, 16, 99-116. (18 pgs.)

Assignment:

**Discussion Forum:** Answer either one of the two following questions:

1. What is the myth of womanhood and what has been the reality or the trends?
2. Many believe that the issues we've covered to-date are now historical while others believe many of the issues are ongoing. What do you believe and why?

**Extra Credit Brief Response Paper:** Answer either one of the two following questions:

1. From your own perspective and in your own words, what is the importance of learning the history of working women in the U.S.?
2. Why or why not are the issues covered to-date, issues for males as well as females?

### Class 7: 1900-1970

1. Cornell, (n.d.) [Sweatshops & Strikes before 1911](#) (Includes sections on Fire, Mourning & Protest, Relief Work & Investigation & Work, (6 pgs.)
2. Williams, C.L. (1995). The Rise and Fall of the Women's Profession in *Still a Man's World: Men who Do Women's Work*. Berkeley & Los Angeles: University of California Press. (Ch. 2, pp. 23-49)

Assignment:

1. **Autoethnographic paper** – draft due

### Class 8: 1970 to present

1. Delp, L. & Quan, K. (2002). [Homecare Worker Organizing in California: An Analysis of a Successful Strategy](#). Center for Labor Research and Education, University of California, Berkeley. (pp. 1-22)
2. Landsburg, S.E. (2005). [The Price of Motherhood Ready to have a baby? You'll earn 10 percent more if you wait a year](#). Slate. (1 pp.)
3. Slaughter, A-M. (2012). [Why Women Still Can't Have It All](#). The Atlantic. (18 pp.)

Assignment:

**Exam # 2:** (Covers Classes 5 through 8)

## Unit VI. Issues & reforms affecting women's work

### Class 9: Wages

1. Babcock, L. & Laschever, S. (2003). [Women Don't Ask: Negotiation and the Gender Divide](#). Princeton: Princeton University Press. (Introduction, pp. 2-17)
2. Imbriano, R. (2010). [A Call to Act: Ledbetter v. Goodyear Tire and Rubber Co.](#) Annenberg Classroom.

3. National Women's Law Center (April 2012) [Combating Punitive Pay Secrecy Policies](#) (3 pgs.).

Assignment:

[No assignment this week]

#### **Class 10: Sex-segregation & Tokenism**

1. National Academy of Sciences (2007). [Institutional Constraints](#) in *Beyond Bias and Barriers : Fulfilling the Potential of Women in Academic Science and Engineering*. (Ch. 5, pp. 166-188)
2. Padavic, I. and B. Reskin. (2002). "Sex Segregation in the Workplace" in *Women and Men at Work*, 2nd ed. Thousand Oaks, California: Pine Forge Press. (Ch. 4, pp. 57-96)

Assignment:

**Discussion Forum:** Answer either one of the following:

1. There are several types of institutional constraints as well as types of sex-segregation. Identify one of each and discuss both.
2. Is sex segregation diminishing, why or why not? Which type(s) are more intractable?

#### **Class 11: Sexual Harassment**

1. Hess, Amanda. (2014). [Why Women Aren't Welcome on the Internet](#). Pacific Standard. (13 pgs.)
2. Stalsburg, B.L. (2011). [Military Academies: Rape, Sexual Assault, and Sexual Harassment](#). Service Women's Action Network. (9 pgs.)
3. Talbot, M. (2016). [Fox and Fiends: The End of Roger Ailes](#). New Yorker. (4 pgs.)

Assignment: Respond to either one of the two following questions

**Brief Response Paper:**

1. What are the implications if women do not feel safe using the internet or attending a military academy? Identify and discuss 2-3 points (e.g., economic, social, career etc.) about either the internet or the academies or both.
2. What is the status of sexual harassment in the workplace-has it improved, gotten worse or can we even know?

#### **Class 12: Race, Nationality & Work**

1. Browne, I. (1999). [Introduction](#) in *Latinas and African American Women at Work*. New York: Russell Sage Foundation. (Introduction, pp. 1-22).
2. Fine, J. (2007). Worker Centers and Immigrant Women. In D. S. Cobble (Ed.), *The Sex of Class: Women Transforming American Labor*. Ithaca, NY: Cornell University ILR Press Labor. (Ch. 11, pp. 211-230)

Assignment:

[No assignment this week]

#### **Class 13: Gendered roles**

1. Rhode, D. L. (2001). [The Unfinished Agenda: Women and the Legal Profession](#). Chicago, IL: American Bar Association, Commission on Women in the Profession. (pp. 13-32)
2. Crittenden, A. (2001). The Mommy Tax in *The Price of Motherhood: Why the Most Important Job in the World is Still the Least Valued*. New York: Henry Holt and Company. (Ch. 5, pp. 87-109)

Assignment:

**Discussion Forum:** This forum has two parts:

Complete and submit Worksheet *Work, Life & Balance* and then share specifics and/or observations in the DF.

**Class 14: Collective Action**

1. Jones, J., Schmitt, J., & Woo, N. (2014). [\*Women, Working Families, and Unions\*](#). Center for Economic and Policy Research (CEPR). (pp. 5-25)
2. Nussbaum, K. (2007). Working Women's Insurgent Consciousness. In D. S. Cobble (Ed.), *The Sex of Class: Women Transforming American Labor*. Ithaca, NY: Cornell University ILR Press Labor. (Ch. 8, pp. 159-176)

Assignment:

**Autoethnographic paper due**

**Class 15: Final Assignments**

Assignment:

**Exam #3** (Covers Classes 9 through 14)

## GRADING CRITERIA AND COMPONENTS

Grading Criteria:

A	90-100%
B+	85-90%
B	80-85%
C+	75-80%
C	70-75%
D	60-69%
F	59% and below

Grades are based on the following components:

- #1 – Discussion Forum: Classes 3, 6, 10 & 12  
20% of the grade
- #2 – Brief Reading Response: Classes 2 & 11 (Two-page paper)  
20% of the grade
- #3 – Autoethnographic Paper: Classes 7 & 14 (Four-page paper)  
30% of the grade
- #4 - Exams: Classes 4, 8 & 15 (Exams are True/False, Multiple Choice, and Brief Answer Questions)  
30% of the grade
- #5 – Extra Credit Brief Reading Response: Class 6  
Can be used to increase lowest test score by up to 15 points (=> 90 then 15 points, =>80 then 10 points & =>70 then 5 points)

Each Discussion Forum is worth 5% of one's grade, which is based on content and timing. That is, readings etc. as well as instructor and other student posts will provide the basis of content and all postings/responses should be provided during the week within which the topic/issues are examined.

Brief Response Papers are worth 10% of one's grade, which is based on content, persuasiveness and readability. Papers must be double-spaced throughout and 2 pages in length, each numbered with standard one-inch margins and 12-pitch font. In addition, papers must include a "References" section of sources cited.

The Autoethnographic Paper is worth 30% of one's grade. For more specifics, see "Autoethnographic Paper" below.

Each Exam is worth 10% of one's grade and is composed of true/false, multiple choice and brief answer questions. Content will cover the classes specified (i.e., tests are not cumulative). Exams must be completed in 1.5 hours.

### Autoethnographic Paper

Autoethnography is a form of narrative writing that views the author's own experience as a topic of investigation in its own right. (For more on Autoethnography, see [Autoethnography: An Overview](#).) Key to this experience and hence the paper is clarifying how culture (e.g., the sexual division of labor, use of communication styles & tools,

attributes of leadership, equation between productivity and hours worked, etc.) shapes norms & events. This paper will explore

1. your projected, current and/or past working life – compensated and/or non-compensated – and/or
  2. work/family balance, an issue that affects men and women,
- using data you collect and will include a thesis, select references and a bibliography. That is, while the paper will focus on you, it is important to frame or contrast your experience using class materials including readings, videos, audio and/or lectures. You will produce and provide a draft for review along the way. Papers must be double-spaced throughout and 4 pages in length, each numbered with standard one-inch margins and 12-pitch font. Late papers may be downgraded.

*Examples of autoethnographic writing:*

- Cohen, L., Duberley, J. & Musson, G. (2009). Work--Life Balance? : An Autoethnographic Exploration of Everyday Home--Work Dynamics. *Journal of Management Inquiry*, 18(3), 299-241.
- Ehrenreich, B. (2001). [Nickel and Dimed On \(Not\) Getting By in America](#). New York: Metropolitan Books.
- Hochschild, A.R. (2001) *Catching up on the Soaps: Male Pioneers in the Culture of Time* in *The Time Bind: When Work Becomes Home and Home Becomes Work*. New York: Macmillan.
- June, A. (March 8, 2012). [Work-Life Balance Is Out of Reach for Many Male and Female Scientists](#). *The Chronicle of Higher Education*.