

Working Women in American Society
Spring 2019 Labor Studies and Employment Relations
Thursday 6:00-8:40 PM
Mercer County College

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Office Hours: By Appointment

Course Overview

This course examines the experiences of American women and work both in the paid workforce and in the home. We will explore how the socialization of girls effects their future employment as women. The role of popular culture, especially media and advertising images, will be examined for the ways in which it perpetuates gender stereotypes. Students will develop an understanding of the current status of women in the workplace and the gender barriers that continue to impede them from reaching full equity. We will discuss issues of work and family and the efforts women make to seek balance in their daily lives. Finally, in a political climate where many women are taking an active role in expressing their concerns about social issues, we will examine the status and importance of women in politics.

Relationship to School of Arts and Sciences (SAS) Learning Goals

Learning Objectives. The student is able to:

Core Curriculum: 21C and SCL

- Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world (a).
- Analyze issues of social justice across local and global contexts (d).
- Understand the bases and development of human and societal endeavors across time and place (h).
- 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)

Students will demonstrate their understanding of these concepts via class readings, discussions, assignments, and exams which focus on historical and contemporary issues of women and work.

Academic Integrity. Familiarize yourself with the Rutgers University Academic Integrity Policy which can be found online at: <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

Plagiarism or other violations of academic integrity will not be tolerated. Your written assignments will be submitted to “Turnitin.com” to insure that your assignment is yours and not gleaned from the web, another student or source. Use proper citations and quote marks around any material that is not yours. Be careful not to “copy” phrases or sentences excessively from the readings. The goal is to put the ideas into your own words.

Course Requirements

Class attendance: You are expected to attend each class session, and to be on time. Attendance will be taken at each class. Be punctual and plan to stay for the entire class. Students who repeatedly arrive late and leave at break will have their grades lowered. If you need to leave early, see me before class; otherwise you are expected to remain until the class is over.

Participation: The nature of this topic is one which is best explored through group discussion. As a result, you are expected to attend class and actively participate and contribute to discussions in some form. “Class participation” means not only attending class but also doing the readings and engaging actively and constructively in discussion, including respectful listening as well as talking. If you are not one to be the most verbal in class discussions, other options for participation include facilitating in small group work, emailing thoughts or responses to course content..

Cell phones and other electronic devices must be turned off during class. If you have a laptop computer or tablet, please feel free to bring it to class as a useful tool to augment in class readings and You Tube clips. This course is meeting in a Smart Classroom, so electronic devices will be used to augment teaching and learning only. Do not use any recording devices in this class without permission from the instructor.

Missed Exams: All students are expected to take the scheduled in-class exams (midterm and final) at the designated times. Documented emergencies and personal matters will be taken into account for possible cases of rescheduling that arise.

Unless otherwise specified, all writing assignments should be submitted to me in print version at the beginning of class the day that they are due. If you miss class that day, you must submit via email attachment prior to that time. Out of respect to those who meet this expectation, all late papers will be subject to downgrading.

Accommodations: This course is open to all students who meet the academic requirement for participation. Any student who has a need for accommodation based on the impact of disability should refer to the Rutgers Office of Disability Services and then contact the instructor privately to discuss the specific situation as soon as possible.

"Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:
<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form> The Rutgers Office of Disability Services can also be reached at 848-445-6800.

Statement on Academic Freedom: Freedom to teach and freedom to learn are inseparable facets of academic freedom. This class will introduce an array of sometimes conflicting ideas and interpretations of U.S. history, and all who partake in the course should feel encouraged to express their views in an open, civic forum.

In Class Exercises

This class is highly participatory and requires that you attend and that you work in groups or teams. Coming to class prepared (with readings and assignments up to date) is key to participating effectively in your discussion group. Throughout the course, there will be in-class group exercises, including some hands-on projects related to the readings done in groups or pairs. There are NO make-up class exercises and they must be completed during the class period. Of course, if you do not attend class, you will lose credit for participation in these exercises as well as for attendance.

Class Grade Distribution:

Your final grade is based on the following distribution:

Three Generations of Women and Work in Your Family

This paper will include interviews with your grandmothers, mother and yourself. Your inquiry should include childhood dreams and goals for the future, educational expectations and opportunities, cultural messages about growing up as a girl or boy, adult roles of men and women, work experience (at home and in the office) and messages of encouragement or discouragement from others. Ask your foremothers about changes that they have seen in the roles of women during their lifetime. Do they envy today's young women or are they glad they had their life experience. Include your personal education, career and family goals and what advantages or disadvantages you believe your gender may play in their achievement. If you cannot interview your grandmothers or mother, you may select other women from the same age cohort. You may find that you need to research the historical time period of the family member you interview in order to put their experiences into a broader context. Please cite your reference sources.

Paper due February 14 20%

Gender Stereotypes in Advertising

Find four advertisements: man in workplace; woman in workplace; one stereotypical male image; one stereotypical female image. Analyze ads according to the model from *Killing Us Softly 4* and from our class discussion. Please try to avoid using images from the Internet. Further elements for the paper will be explained in class.

Paper due March 07 15%

Women in Politics

Using readings and class discussion, write a paper which addresses the importance of women in government from grass roots efforts to running for elective office. Explore what you believe women contribute to the political scene.

Paper due April 18 20%

Lean In Group Report and Worksheet

Answer the questions and make two copies of the worksheet provided in the last class. Hand in your worksheet at the beginning of class and use your second copy of the worksheet to record the results of the class discussion on each of the worksheet questions.

20%

Final Exam

The exam will include terminology and material from class discussion and readings. The format will be largely short essays.

25%

Professor reserves the right to add or change readings or otherwise change the structure of the course.

Grading Scale

A	92-100
B+	89-91
B	81-88
C+	79-80
C	71-78
D	65-70
F64 and below	

Required Books

Other course readings are available on the Sakai course website or from me directly.

Newton-Small, Jay. *Broad Influence: How Women are Changing the Way America Works*. (2016: Time Books)

Sandberg, Sheryl. *Lean In: Women and the Will to Lead*. (2013: Random House)

Additional Readings (available on Sakai)

Course Schedule

Part One: Overview and Framing

Week 1—January 24: Introduction to Women and Work; Syllabus Review

In Class Exercise: Working Women in History

Assignment of Three Generations paper

Homework: Read Dubeck, Dana: *Introduction to the Study of Women and Work* on sakai pp.1-12

Hess-Biber, S.N. and Couter, G.L. *A Brief History of Working Women*.

Week 2— January 31: Discussion of the History of Women and Work

Homework: Gould, Lois: *A Fabulous Child's Story*

Week 3—January 31: Early Gender Socialization

Discuss *A Fabulous Child's Story*

Review Three Generations paper requirements

Gender Schema

Children's Book: *It's Good to be a Boy, It's Good to be a Girl*

In Class Exercise: Baby You Are On Your Way

Homework: Orenstein, Peggy for AAUW: *Shortchanging Girls: Gender Socialization in Schools*

Week 4—February 14: Socialization in Schools and Women’s Career Paths

Dateline tapes

Women in STEM

Discussion of Three Generations paper

Homework: Larson, Christine. *The Penny Pinch*

Reskin, Barbara. *Sex Segregation in the Workplace*

Begin Reading Newton- Small, Jay. *Broad Influence* for March 28

Week 5— February 21: Gendered Structures and their Consequences

Gender Stereotypes in Advertising and the Media

View: *Killing Us Softly 4*

What Are They Selling?

Homework: Gender Stereotypes in Advertising paper assigned for March 7

Continue reading *Broad Influence* for March 28

Week 6—February 28: Workplace Inequality and Pay Equity

Understanding the Gender Wage Gap

Homework: For the next three weeks:

Hochschild, Arlie Russell. *The Second Shift: Working Parents and the Revolution at Home*

Hochschild, Arlie Russell and Anne Machung. *The Time Bind*

Stephan, Bernard and Shelley J. Correll. *Normative Discrimination and the Motherhood Penalty*

Dodson Lisa. *Stereotyping Low Wage Mothers Who Have Work and Family Conflicts*

Haveman, Heather A. and Lauren Beresford. *If You’re so Smart Why Aren’t You the Boss?: Explaining the Persistent Vertical Gap in Management*

Week 7—March 07: Legal Issues Impacting Women in Education and the Workplace

Legal benefits from the 1960’s and 1970’s Title IX

Do we still need the ERA?

Discuss advertisement analysis papers

Week 8—March 14: Work-Life Balance

Can any of us do it all?

Problems Facing Working Parents

SPRING BREAK

Week 9—March 28: Women in Politics

What is the impact of women in politics? Group Discussion of *Broad Influence*

Homework: Paper on women in politics due April 16

Week 10— April 04: FMLA and the New Jersey Family Leave Act, NJ Sick Days

Homework: Gerstel, Naomi and Katherine McGonagel. *Job Leaves and the Limits of the Family and Medical Leave Act: The Effects of Gender, Race and Family*

Karen White, Rutgers Center for Women and Work – Guest Speaker

Read *Lean In* for April 23

Week 11— April 11: Guest speaker Kathi Love, president and CEO of Motherwell

Week 12—April 18 Women's Current Economic and Social Forecast

Discussion of papers on Women In Politics

How are women fairing reaching equity in potentially lucrative careers in 2019?

Week 14—April 25 How to Lean In Without Falling Over

Homework: Slaughter, Anne Marie. *Why Women Still Can't Have It All*

Hand in completed worksheets and participate in a class discussion of *Lean In*

Review for the final exam

Week 15—May 02: **Final Exam (In Class)**