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.

**Subject to change**

Unit I. Introduction

Class 1: Introduction to Working Women in American Society
Tuesday, September 3rd to Sunday, September 8th
Become familiar with the web site that has the on-line course. This is called the “course shell.”
Assignment:
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.

Unit II. Paid & unpaid work

Class 2: What is work?
Monday, September 9th to Sunday, September 15th
Assignment:
Brief Response Paper: How do people and organizations define labor and work? What are the ramifications of these definitions?
Working Women in American Society  
Dr. Amy Tracy Wells

Unit III. Gender equality & inequality

Class 3: Gender
Monday, September 16th to Sunday, September 22nd

Assignment:
Discussion Forum: Answer the following question:
Identify and discuss 3-4 ways in which the concept of gender influences everyday life such as education, training, work, health care, wealth etc.

Class 4: Equality & inequality
Monday, September 23rd to Sunday, September 29th

Assignment:
Exam #1 (Covers Classes 1 through 4)

Unit IV. Now & Then

Class 5: Now & then
Monday, September 30th to Sunday, October 6th

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
Monday, October 7th to Sunday, October 13th
Assignment:
1. **Discussion Forum**: What is the myth of womanhood and what has been the reality or the trends?
2. **Extra Credit Brief Response Paper**: What is the importance of learning the history of working women in the U.S.?

**Class 7: 1900-1970**
Monday, October 14th to Sunday, October 20th

Assignment:
1. **Autoethnographic paper** – draft due

**Class 8: 1970 to present**
Monday, October 21st to Sunday, October 27th

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

Unit VI. Issues & reforms affecting women’s work

**Class 9: Wages**
Monday, October 28th to Sunday, November 3rd
1. National Women’s Law Center (April 2012) *Combating Punitive Pay Secrecy Policies* (3 pgs.).

Assignment:
[No assignment this week.]

**Class 10: Sex-segregation & Tokenism**
Monday, November 4th to Sunday, November 10th

Assignment:
**Discussion Forum**: Answer either of the two following questions:
1. What is the impact of differences in pay and does it rise to the level of creating a hostile environment?
2. Is sex segregation diminishing, why or why not?

Class 11: Sexual Harassment
Monday, November 11th to Sunday, November 17th

Assignment:
Brief Response Paper: Sexual harassment has many effects but focusing on those related to work, what are they?

Assignment:
Discussion Forum: Answer either of the two following questions:
1. Is it your sense that gendered roles still exist amongst couples with and without children?
2. Choose a female in the public spotlight (e.g., Hillary Clinton, Condoleezza Rice, Marissa Mayer) and discuss how their public life is viewed through a gendered lens.

Class 12: Gendered roles
Monday, November 18th to Sunday, November 24th

Assignment:

Assignment:
[No assignment this week.]

Class 13: Race, Nationality & Work
Monday, November 25th to Wednesday, November 27th

Assignment:
[No assignment this week.]

Class 14: Collective Action
Monday, December 2nd to Sunday, December 8th

Assignment:
Autoethnographic paper due
Class 15: Final Assignments
Monday, December 9th to December 15th
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 3 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 3 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 and a literature review. The final paper will be in social science format. You will produce and provide a draft for review along the way. Papers must be double-spaced throughout and 5 pages in length, each numbered with standard one-inch margins and 12-pitch font. Late papers may downgraded.

Examples of autoethnographic writing: