Working Women in American Society 37:575:309:91

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(Emails will be returned within 24 hours and I'm available by phone with an appointment.)

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

- 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 labor and work? What are the ramifications of these definitions?

Unit III. Gender equality & inequality

Class 3: Gender

Monday, September 16th to Sunday, September 22nd

- 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. Moss Kanter, R. (1993). Men and Women of the Corporation: The Population in *Men and Women of the Corporation*. (Ch. 1, pp. 15-28)

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

- 1. Elder, S. (2010). <u>Executive Summary</u> in *Women in labour markets: measuring progress and identifying challenges.* Geneva: International Labour Office. (pp. ix-xiv)
- 2. Correll, S. (2001). Gender and Career Choice Process: The Role of Biased Self-Assessment. *American Journal of Sociology*, 106(6) Read pp. 1691until Data section on 1702 and beginning again at the Results and Discussion section on 1710 until the article's end.

Assignment:

Exam #1 (Covers Classes 1 through 4)

Unit IV. Now & Then

Class 5: Now & then

Monday, September 30th to Sunday, October 6th

- 1. US Executive Office of the President, Office of Management and Budget, & US Dept of Commerce, Economics and Statistics Admin. (2011). <u>Women in America: Indicators of Social and Economic Well-Being</u>. (Education, pp. 15-24, & Employment, pp. 25-36)
- 2. Perlberg, A. (2001) <u>Shortchanged: Women and the Wealth Gap</u> (1 pg.) and Chang, M. (March 21, 2011). <u>Shortchanged: Women and the Wealth Gap.</u> (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

Monday, October 7th to Sunday, October 13th

- 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. (July 10, 1997). <u>A conversation about Thomas Jefferson with author Annette Gordon-Reed</u>. Charlie Rose. (20 min.)
- 3. Dublin, T. (1975). <u>Women, Work, and Protest in the Early Lowell Mills: "The Oppressing Hand of Avarice Would Enslave Us"</u>. *Labor History,* 16, 99-116. (18 pgs.)

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

- 1. Harvey, S. (2009). "Rosie the Riveter: Real Women Workers in World War II" (14 min.)
- 2. Cornell, (n.d.) <u>Sweatshops & Strikes before 1911</u> (Includes sections on Fire, Mourning & Protest, Relief Work & Investigation & Work, (6 pgs.)
- 3. 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

Monday, October 21st to Sunday, October 27th

- 1. Delp, L. & Quan, K. (2002). <u>Homecare Worker Organizing in California: An Analysis of a Successful Strategy</u>. Center for Labor Research and Education, University of California, Berkeley. (pp. 1-22)
- 2. Crittenden, A. (2001). A Conspiracy of Silence 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. 2, pp. 22-44)

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. Women in the Work Force: Critical Issues. (March 24, 2011) Diane Rehm Show (51 min.)
- 2. National Women's Law Center (April 2012) <u>Combating Punitive Pay Secrecy Policies</u> (3 pgs.).
- 3. Ginsburg, R.B., dissenting. <u>Lilly M. Ledbetter, Petitioner V. The Good- Year Tire & Rubber Company, Inc.</u>, 550 U.S. 618 (2007) (10 pgs.)

Assignment:

[No assignment this week.]

Class 10: Sex-segregation & Tokenism

Monday, November 4th to Sunday, November 10th

- 1. National Academy of Sciences (2007). <u>Institutional Constraints</u> 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. (1993). "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 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

- 1. U.S. Merit Systems Protection Board (n.d.) <u>Sexual Harassment in the Federal Workplace:</u> <u>Trends, Progress, and Continuing Challenges</u>. A Report to the President and the Congress of the United States., (Ch. 3, pp. 13-21).
- 2. Stalsburg, B.L. (2011). <u>Military Academies: Rape, Sexual Assault, and Sexual Harassment</u>. Service Women's Action Network. (9 pgs.)

Assignment:

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

Class 12: Gendered roles

Monday, November 18th to Sunday, November 24th

- 1. Pierce, J. L. (1995). Women and Men as Litigators in *Gender Trials: Emotional Lives in Contemporary Law Firms*. Berkeley and Los Angeles, CA: University of California Press. (Ch. 5, pp. 103-142)
- 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: 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, Condoleeza Rice, Marissa Mayer) and discuss how their public life is viewed through a gendered lens.

Class 13: Race, Nationality & Work

Monday, November 25th to Wednesday, November 27th

- 1. Browne, I. (1999). <u>Introduction</u> in *Latinas and African American Women at Work*. New York: Russell Sage Foundation. (Introduction, pp. 1-31).
- 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 14: Collective Action

Monday, December 2nd to Sunday, December 8th

- 1. 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)
- 2. Editorial (April 6, 2011). Wal-Mart v. Women. New York Times.
- 3. Liptak, A. (June 20, 2011). <u>Justices Rule for Wal-Mart in Class-Action Bias Case</u>. *New York Times*.

Assignment:

Autoethnographic paper due

Working Women in American Society

Dr. Amy Tracy Wells

Class 15: Final Assignments

Monday, December 9th to **Monday**, December 16th Assignment:

Exam #3 (Covers Classes 9 through 14)

GRADING CRITERIA AND COMPONENTS

Grading Criteria:

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A 90-100%
B+ 85-90%
B 80-85%
C+ 75-80%
C 70-75%
D 60-69%
F 59% and below
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Grades are based on the following components:

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#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)
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#4 - Exams: Classes 4, 8 &15 (Exams are True/False, Multiple Choice, and Brief Answer Questions)

30% of the grade

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:

- 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). <u>Nickel and Dimed On (Not) Getting By in America</u>. 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). <u>Work-Life Balance Is Out of Reach for Many Male and Female Scientists</u>. The Chronicle of Higher Education.