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
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?

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

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. To date we’ve had 5 readings and 1 video. Critique (i.e., critically judge) 2 of the readings and/or video.

Class 4: Equality & inequality

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

Unit IV. Now & Then

Class 5

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

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**

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

**Class 8: 1970 to present**
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.)

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

**Unit VI. Issues & reforms affecting women’s work**

**Class 9: Wages**

**Assignment:**
[No assignment this week]

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

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

Brief Response Paper:
1. Sexual harassment has many effects but focusing on those related to work, what are they?
2. Critique (i.e., critically judge) any 2-3 of the course lectures, readings, audio and/or video.

Class 12: Gendered roles
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 13: Race, Nationality & Work
Assignment:
[No assignment this week]

Class 14: Collective Action
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 hour.

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 downgraded.

*Examples of autoethnographic writing:*

  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.