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, January 21st to Sunday, January 26th
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, January 27th to Sunday, February 2nd
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, February 3rd to Sunday, February 9th

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
Monday, February 10th to Sunday, February 16th

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

Unit IV. Now & Then

Class 5
Monday, February 17th to Sunday, February 23rd

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, February 24th to Sunday, March 2nd

**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**: From your own perspective, what is the importance of learning the history of working women in the U.S.?

**Class 7: 1900-1970**
Monday, March 3rd to Sunday, March 9th

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

**Class 8: 1970 to present**
Monday, March 10th to Friday, March 14th

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

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

**Class 9: SPRING BREAK**

**Class 10: Wages**
Monday, March 24th to Sunday, March 30th

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

**Class 10: Sex-segregation & Tokenism**
Monday, March 31st to Sunday, April 6th

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
Monday, April 7th to Sunday, April 13th

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
Monday, April 14th to Sunday, April 20th

Assignment:
Discussion Forum: Answer either one 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, April 21st to Sunday, April 27th

Assignment:
[No assignment this week.]

Class 14: Collective Action
Monday, April 28th to Sunday, May 4th


Assignment:

Autoethnographic paper due

Class 15: Final Assignments
Thursday, May 8th to Wednesday, May 14th

Assignment:

Exam #3 (Covers Classes 9 through 14)
GRADING CRITERIA AND COMPONENTS

Grading Criteria:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B+</td>
<td>85-90%</td>
</tr>
<tr>
<td>B</td>
<td>80-85%</td>
</tr>
<tr>
<td>C+</td>
<td>75-80%</td>
</tr>
<tr>
<td>C</td>
<td>70-75%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
</tr>
</tbody>
</table>

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 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 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 4 pages in length, each numbered with standard one-inch margins and 12-pitch font. Late papers may downgraded.

Examples of autoethnographic writing: