

Working Women in American Society
Fall - 2017
Tuesday 3:00 to 5:20
Rutgers University
at
Western Monmouth

DRAFT

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Course Number: 37:575:309:81
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Course Description:

This course examines the experience 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 equality. We will discuss issues of work and family and the efforts women make to seek balance in their daily lives. Finally, in this historic year of a woman running for the first time as a major party candidate for President of the United States, we will examine the status and importance of women in politics.

This Course Will:

Examine the dynamics of working women in American Society.

Determine factors of socialization that impact the status of men and women in our culture.

Evaluate the status of gender equity in the workforce.

Discuss the realities for women/men seeking a good work-life balance.

Explore the 2017 position of women in politics and social activism.

Learning Objectives:

Students will be able to:

Core Curriculum: 21C and SCL

Analyze the degree to which forms of human differences shape a person's experiences of and perspectives on the world(a),

Analyze issues of justice across local and global contexts (d)

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 at 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 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 working women in American society.

Academic Integrity:

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

Plagiarism or other violations of academic integrity will not be tolerated. Your written assignments may be submitted to "Turnin.com" to ensure 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 these 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 each week. Be punctual and plan to stay until class is dismissed if there are reasons that you need to leave a class early please see me before class begins. More than two class absences will result in lowering of your grade.

Participation: This class involves group work and class discussions as a way to relate to the material you have read b preparation for class. "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.

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.

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 may arise.

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

Accommodations: This course is open to all students who meet the academic requirement for participation. Any student who has 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. While we may not always agree with one another I ask that we respect the opinions of others and give everyone the opportunity to express their points of view.

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. There is no place for freeloaders in group work and I expect your group members to share names of those who come to class unprepared.

Throughout the course, there will be in-class group exercises, including some hands-on projects related to the readings done in groups some of which will be graded.

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 points for participation in these exercises, as well as, for attendance. Unexcused absences of more than two classes will result in points from your final grade.

Required Texts:

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

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

Additional Readings:

On sakai- your reading assignments are included in the syllabus and posted on sakai.

Additional readings may be assigned. The course schedule may be altered at the discretion of the instructor.

Attendance and Assignments:

Regular attendance is necessary to successfully complete this course. Assignments are due on the dates scheduled in the syllabus. If you cannot complete an assignment on time please see the instructor prior to the scheduled due date for any special consideration. Office hours are available on appointment.

If you have any special needs as a student please speak to the instructor before the second week of class.

All cell phones, pagers and electronic devices must be turned off prior to class. Please make every effort to arrive on time to class and to stay until the class is dismissed.

Evaluation:

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 opportunities, cultural messages, roles of men and women, work experience (at home and/or 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 woman or are they glad they had their life experiences? 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 if necessary.

Paper due 9/26

20%

Gender Stereotypes in Advertising

Please find four advertisements: one of a man in the workplace, one of a woman in the workplace, one stereotypical male image and one stereotypical female image. . Please try to avoid using images from the Internet, Further elements for the paper will be explained in class.

Paper Due 10/17

Women in Politics

Using *Broad Influence* for background, write a paper which addresses the importance of women in government. What do you believe that woman contribute to the political scene and the workplace arena discussed by the author. How do you see women are using their power and influence in the current political climate?

Paper due 11/03

20%

Lean In Reactions and Analysis

Answer the questions on the worksheet provided in class. Make two copies of the worksheet, one to be handed in at the beginning of the period and a second copy for the group discussion.

In class 11/28

20%

Final Exam

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

20%

Grading Criteria:

A	92-100%
B+	87-91%
B	81-86%
C+	77-80%
C	71-76%
D	65-70%
F	64% and below

Course Schedule

9/05 Introduction to Working Women in American Society

Exercise: Women's History Pursuit

Assign Three Generations of Women paper due 9/29

9/12 Brief overview of Working Women

Early Gender Socialization

Gould, Lois. *A Fabulous Child's Story*.

Dubeck, Paula J. and Dana Dunn. *Workplace Women's Place: An Anthology*, (2006): Introduction (pp.1-12).

Exercise: Baby We've Been Expecting You!

Extra Credit in-class assignment

9/19 Historical Overview of Women and Work

Hesse-Biber, S.N., & Carter, G.L., 2005. "A Brief history of Working Women." *Working Women in America* (Second Edition), NY & Oxford: Oxford University Press. (pp. 20-45)

File name: War Department Guide

Introduction, in J. Meyerowitz (Ed.), *Not June Cleaver: Women and Gender in Postwar America, 1945-1960*. Philadelphia: Temple University Press.

9/26 Socialization in Schools/
Gender Bias in the Classroom
Gender Bias in STEM Education

Dateline Tapes on Gender Bias in the Classroom
Dubeck and Dunn: Chapter 2- Peggy Orenstein. *Shortchanging Girls: Gender Socialization in Schools* (pp.28-36).

Discussion of Three Generations Paper

10/03 Gendered Structures and their Consequences
Gender Stereotypes in Advertising and the Media
View selections from “Gender Guise”
View “Killing Us Softly”

Assign ad analysis paper due 10/17
Begin reading *Broad Influence* for paper due 11/13

10/10 Workplace Inequality- Sex Segregation and Pay Equity

Dubeck and Dunn: Chapter 6- Barbara F. Reskin. *Sex Segregation in the Workplace*(pp.73-76).
Dubeck and Dunn: Chapter 7- Christine Larson. *The Penny Pinch* (pp.77-82).

Wharton, Amy S. *Working in America*, 4th Ed.-Chapter 21-Heather A. Haveman and Lauren S. Beresford. *If You're So Smart Why Aren't You the Boss? Explaining Persistent Vertical Gender Gap in Management* (pp.239-252).

10/17 Legal Issues Impacting Women in Education and the Workplace
Title IX and Sexual Harassment
Discuss Ad Analysis findings

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10/24 Problems Facing Working Parents
Work-life balance

Dubeck and Dunn: Chapter 12- Arlie Russell Hochschild. *The Second Shift: Working Parents and the Revolution at Home* (123-133).

Dubeck and Dunn: Chapter 13-Arlie Russell Hochschild. *The Tim Bind* (pp,134-141).

Handouts for in-class discussion of *Broad Influence*

10/31 Discussion of Women in Politics

Sharing of thoughts on the role of women in next week's election

Group Discussion of *Broad Influence*

Read *Lean In* for 11/28

11/07 NJ Family Leave Act and the FMLA

Guest speaker: Karen White, Director of Family Programs at the Rutgers Center for Women and Work

Dubeck and Dunn: Naomi Gerstel and Katherine Mc Gonagle. *Job Leaves and the Limits of the Family and Medical Leave Act: The Effects of Race, Gender and Family* (pp.340-350).

Distribute worksheet for the discussion of *Lean In* on 11/28

11/14 Kathi Love a Woman Who "Leaned In" Guest Speaker

Kathi Love is a Douglass College graduate who became a corporate CEO.

Low Wage Working Women

Wharton: Chapter 11- Cameron Lynne Macdonald. *Nannies in the Market* (pp.103-120).

Wharton: Chapter 23- Stephan Bernard and Shelley J, Correll. *Normative Discrimination and The Motherhood Penalty* (PP.271-282).

Wharton: Chapter 25- Lisa Dodson. *Stereotyping Low Wage Mothers Who Have Work and Family Conflicts* (pp.299-310).

11/21 Happy Thanksgiving

11/28 Hand in completed worksheet and participate in a class discussion of Lean In

The Atlantic Magazine, Slaughter, Anne Marie. "Why Women Still Can't Have It All", (July-August) <http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-ccan;t-have-it-all/309020>

12/5 Review for Final

