Course Overview

This course considers the experience and conditions of women in the workforce from a range of perspectives, including historical, political, and economic, as they differ from those of men and across categories of class, race and ethnicity, hierarchy, and family status. We will look at some of the forces that shape the workplace, and condition women’s experience in particular, including public policy, unions, corporations and other employing organizations, and global competition and economic cycles. These all help to determine what jobs look like for women especially – and create pressures that can lead to lesser-quality work particularly in the post-recession economy. We will examine the status and causes of inequity and oppression in the workplace, from women who earn low wages to those who aspire to leadership in their professional positions. In addition, as we study the different contexts in which women work, we will look at how women take action in these contexts to shape their workplaces and to seek change in these historical patterns.

Class Grade

Your grade will be based on the following distribution:

- Classwork and attendance: 20 pts
  (5pts of this is final in-class exercise)
- Quizzes on readings and classwork (3): 30 pts
- Response Papers (2): 20 pts
- Generational Comparison paper: 15 pts
- Final Exam/Quiz: 15 pts

Attendance/Participation:

The nature of this topic is one which is best explored through group discussion. As a result, you are expected to attend class and actively participate and contribute to discussions in some form. If you are not one to be the most verbal in class discussions, you are encouraged to bring in items to share with the class, including video clips, current news articles, or other artifacts related to current or preceding class readings. Other options for participation include facilitating in small group work, posing questions or topics on discussion boards. **NOTE:** the use of electronic devices (including phones, tablets and laptops) is strongly prohibited in this class when not directly needed for group work—it is a distraction you, me and your classmates, and will adversely affect your classwork grade.
**Assignments:**

Three quizzes will be administered on dates noted below, to include a mix of short answer and short essay responses covering the main points of the readings and preceding class discussions. Makeup quizzes will NOT be provided, except in extreme circumstances, such as illness accompanied by a doctor’s note.

A final quiz will be administered on the last day of class, and will be similar in format to the earlier quizzes, but will also include a cumulative section on over-arching themes from course readings and discussions.

The response papers are intended to help you think critically about the readings and the work we discuss in class. Each paper will need to include references to AT LEAST FOUR of the readings, preferably spanning the topics covered in the preceding weeks.

You will summarize and discuss the course readings each week of class. The paper should identify the main argument(s) and/or point(s) of each reading you cover, and at least one paragraph connecting these ideas to what you have observed about your own working life or that of others. The paper must then compare and contrast the (minimum) four readings you’ve selected. In addition, I do take into account incorrect grammar and punctuation, so please take care with this and carefully proofread your paper.

You may explore questions such as:

- How does this work complement or challenge previous work we have read?
- How does this work refine your understandings of women and work?
- What are the implications of this reading for public workforce policy or for internal workplace policies?
- What are the strengths and weaknesses of the author’s arguments?
- I may also supply questions for specific readings as the course progresses.

Papers must be submitted on the date due by the start of class (10:55AM) via the Sakai drop box, but I ask that you also bring a stapled hard copy to class (two-sided if possible). Each paper should be 4 to 6 pages in length, typed and double spaced, with a font of Times New Roman #12, and should draw specifically on course material with proper in-text citations.

For the Generational Comparison paper, you must conduct two interviews; the first should be a woman from your mother or grandmother’s generation (NOT your mother or grandmother), the second should be a female peer. You will be provided with a question guide in class to provide suggestions for interview content, however the resulting paper should not be an interview transcript, but rather a critical response to the questions to be provided in the forthcoming assignment guide. The Generational Comparison paper should be 5 to 7 pages in length, typed and double spaced, with a font of Times New Roman #12. It should be submitted via the Sakai drop box by the start of class on March 3.
## Course Schedule

<table>
<thead>
<tr>
<th>Week and date</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>1. Introduction</strong>&lt;br&gt;January 26</td>
<td>Syllabus and introductions</td>
<td></td>
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<tr>
<td><strong>6. Work-life conflict II and the leadership debate</strong>&lt;br&gt;March 2</td>
<td>• Slaughter response to critics: <a href="http://www.theatlantic.com/business/archive/2012/06/having-it-all-">http://www.theatlantic.com/business/archive/2012/06/having-it-all-</a></td>
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<tr>
<td>Section</td>
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<tr>
<td>March 16</td>
<td>SPRING BREAK—NO CLASS</td>
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http://digitalcommons.wcl.american.edu/cgi/viewcontent.cgi?article=1001&context=fasch_rpt |
| 9. Work in the home | March 30 | IN CLASS SHOWING OF “THE HELP” |
| 10. Work in the Home Part II | April 6 | “The Help” discussion  

**References:**
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<td></td>
<td>13. Policy Solutions April 27</td>
<td>IN CLASS exercise: Policy solutions from Government, Employers, and Unions</td>
<td>2nd RESPONSE PAPER DUE by start of class</td>
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<td></td>
<td>14. May 4</td>
<td>• No additional readings</td>
<td>FINAL Quiz &amp; In class GROUP PRESENTATIONS of policy solutions</td>
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