

EMPLOYMENT, WORK, AND WOMEN

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Fall 2003: Loop Campus

INTRODUCTION

The well known phrase “women have always worked” represents a statement women make about their experience, but also represents a reaction to varying social perceptions about its quantity, value and content. In this course we will explore women’s diverse experiences of working. We will consider the role of economic, political and social forces that shape women’s work experiences, with particular attention to women and the notion of the “welfare state”. Readings in social science and women’s studies literature, and our personal experiences, will provide a framework for our investigation. Theoretical concepts will be identified and analyzed to expand our understanding of the impact of work on women’s lives. We will also explore actions women have taken and can take to create a more just society. Learning through service with a community based organization will also be available for students interested in this competence.

COMPETENCIES

Pre-1999

HC-R: can work with community partners to implement a service learning project.

H-C-Q: can explain the development, roles, and maintenance of social institutions.

HC-G: can analyze power relations among racial, social, cultural, or economic groups in the U.S.

AL-N: can interpret experience in relationship to the perspective of a significant thinker or tradition.

WW: competence related to course is written by student with assistance of faculty.

BA-1999

H-2-H: can work with community partners to implement a service learning project.

H-2-F: can explain the development, roles, and maintenance of social institutions.

H-4: can analyze power relations among racial, social, cultural, or economic groups in the U.S.

A-3-A: can interpret experience in relationship to the perspective of a significant thinker.

F-X: competence related to course is written by student with assistance of faculty.

LEARNING EXPERIENCES

*Class participation: attendance, readings, and includes attending class sessions and service learning scheduled hours, completing readings, listening,, and participating in discussions/group exercises. (all competences)

*Service at a community based organization. Twenty hours are required for students registered for HCR or H2H, who will also make a final oral presentation about their experience at course conclusion. (HCR/H2H)

*Journal writing assignments that are reflections of the service learning or other life experience. (all competences)

*Journal summary: guidelines will be provided. (all competences).

*Information Gathering: Locating statistical summaries, current event articles, legislative action summaries, or other pieces of information that are relevant to course topics, and identifying their significance for women’s experience of work and employment. (HCQ/H2F, HCG/H4, ALN/A3A, WW/FX)

EXPECTED OUTCOMES

Upon completion of this course, you. . .

HC-R/H-2-H:

- *will be able to analyze the value of social involvement as it relates to women's work, and its value from the community partner's perspective.
- *will be able to demonstrate your understanding of the larger social, political, or cultural implications of the service-learning site.

HC-Q/H-2-F:

- *will be able to identify at least one social institution that has an impact on women's work and employment, and explain the historical, political, economic, behavioral and social factors influencing its development and maintenance.
- *will be able to discuss the impact of the social institution on individuals, families, communities, and society.

H-C-G/H-4:

- *will be able to identify and explain the power relationships related to women's work and employment among racial, social, cultural or economic groups in the U.S., as well as among subgroups within these categories.
- *will be able to discuss the impact of these relationships and their interactions, on individuals, families, communities, and society.

AL-N/A-3-A:

- *will be able examine your experience with work and employment, including the service learning activity if applicable, and relate it to the perspective of a significant thinker or tradition.

COMPETENCE DOCUMENTATION

All Competencies:

Participation: Attendance of and participation in class activities.

Journal Assignments: Completion of reflective journal entries and final summary that communicate the relevance of your service learning or other life experience to the development of your registered competencies.

HC-R/H-2-H:

Service Learning Experience: 20 hours are required.

HCQ/H2F, HCG/H4, ALN/A3A, WW/FX

Information Finding Assignments: Analysis of the significance of the statistical summaries, current event articles, legislative action summaries, or other pieces of information required in the information gathering assignment, for women's experience of work and employment. These will be shared in small group and class discussions, and handed in with copies of the information identified.

REQUIRED READINGS

Hesse-Biber, S. and Carter, G. *Working Women in America: Split Dreams*. New York: Oxford University Press, 2000.

Hirschmann, N.J. and Liebert, U. *Woman & Welfare: Theory and Practice in the United States and Europe*. New Brunswick, New Jersey: Rutgers University Press, 2001.

CALENDAR

(Note: Readings should be completed prior to the session for which they are assigned.)

Week 1 – September 16

Introductions

Definitions and meanings: work and employment; women's work; women as a community and many communities

Week 2 – September 23

Models of women and work

Readings: Hesse-Biber and Carter: Chapter 1

Week 3 – September 30

History of women and work

Film: *Union Maids*

Readings: Hesse-Biber and Carter: Chapter 2

Week 4 – October 7

Gender inequality: the economic and legal context

Readings: Hesse-Biber and Carter: Chapter 3

Hirschmann and Liebert: Preface and Chapters 1-4

Week 5 – October 14

Gender inequality: the sociological context

Readings: Hesse-Biber and Carter: Chapter 4

Hirschmann and Liebert: Chapters 5-8

Week 6 – October 21

Women's work roles: clerical, sales, blue collar and service

Readings: Hesse-Biber and Carter: Chapter 5

Week 7 – October 28

Women's work roles: professionals and managers

Readings: Hesse-Biber and Carter: Chapter 6

Week 8 – November 4

Women's work roles: home and family

Readings: Hesse-Biber and Carter: Chapter 7

Week 9 - February 26

Women, work, and social change

Readings: Hesse-Biber and Carter: Chapter 8

Hirschmann and Liebert: Chapters 9-12

Week 10 – November 11

“The Wall”: What does it mean?

Service Learning site reports

(journal summary due)