**Last Updated:** January 25, 2021

(Syllabus subject to change.  Latest syllabus will be posted on blackboard)

COURSE SYLLABUS

Women and Work WMST 307 - DL1

Class Mondays/Wednesdays 12:00-1:15 pm

INSTRUCTOR INFORMATION

**Dr. Yevette Richards** (she, her, hers)

Preferred contact method: e-mail through Blackboard (courses.gmu.edu)

History Department phone: 703-993-1250

Office Hours by appointment Tuesdays, 1-2; Wednesdays 2-4. (Please let me know after class or through Blackboard that you’d like to talk and I will set up a meeting.)

Teaching Assistant, **Instructor Robert Gabriel** (he, him, his) email through Blackboard

Office Hours Mondays, 2-3

**Course Description**

This course examines historical and contemporary accounts of women's participation in paid and unpaid labor.  Course literature explores how race, class, region, ethnicity, and immigration experience inform ideologies regarding women’s roles and relationship to work, and the extent to which these ideologies are affected by structural changes in the economy across different historical periods.  The course will reveal the relationship between the public and private spheres by exploring the ways they are gendered and inform one another. The primary and secondary labor markets are analyzed in order to understand such phenomena as occupational sex segregation, sexual harassment, and the glass ceiling/ inequality regimes, as well as the role of race/ethnicity, class, citizenship and education in determining women's opportunities and their value as workers and as family providers.

**Required Texts**

Bookstore

MacLean, Nancy. *Freedom is Not Enough: The Opening of the American Workplace*. Harvard University Press, 2008.

(also available online through Mason Libraries – HathiTrust)

Amott, Teresa L., and Julie A. Matthaei. *Race, Gender, and Work: A Multi-Cultural Economic History of Women in the United States*. South End Press, 1996. (Blackboard, under Course Content)

Course films -View before class. Available Online through Mason Libraries.

**Learning objectives**

At the end of this course, students will …

have knowledge of major periods in the US of structural economic change that have affected the nature of women’s work;

understand the structural approach for analyzing women’s work;

have acquired knowledge of critical issues affecting women in the workplace, e.g. sexual harassment, glass ceiling and other forms of discrimination and sex stereotyping;

understand how socialization and gender role expectations in the home at work and in other institutions affect women’s opportunities;

know the legal challenges that have advanced women’s opportunities and rights in the workplace;

have knowledge of the diversity of women’s work experiences by understanding the segmentation of labor markets by race, class, gender, nationality, citizenship status, age, affirmed or perceived sexual orientation, and other markers of identity.

**Grade Policy**

All course work is due on the appointed day. Half of a letter grade deduction will be made daily for any late assignments. Exams are due at the assigned time, unless the student provides acceptable documentation such as a doctor’s excuse.

Grading Scale

100-95 A+

94-93 A

92-90 A -

89-87 B+

86-83 B

82-80 B-

79-77 C+

76-73 C

72-70 C-

69-60 D

59 and below F

**Course Requirements and**

**Methods of Instruction and Evaluation**

Class Participation - 5%

Journal Posts (6) - 30%

Midterm exam - 30%

Final exam - 35%

**Class Participation - 5%**

Students are expected to come to class, be prepared, and participate in discussion.  Instructors may use absence, tardiness, silence, or early departure as de facto evidence of nonparticipation. More than four unexcused absences over the course of the semester will negatively affect this class participation grade.  Missing **eight** or more classes (a month or more) will result in a failing grade for participation because you are not present to participate in discussion.  If for any reason you are reticent about speaking up in class, you should discuss this with me at the beginning of the semester. Attending class but seldom participating in class discussion is not sufficient for earning a high participation grade.

**Journal Posts (6) - 30%**

In order to facilitate class discussion, students should post on **6 different classes** under the journals tab of blackboard. **You must post on** **at least** **3 classes before the midterm**. The post should consist of at least 10 sentences, which may comprise one or more paragraphs. Your post should be in the form of a reflection and not simply a regurgitation of what was written or said. In other words, your posts should engage with the text. You may draw connections to other course material. You may write on what you found particularly insightful or revealing in the assigned material for that day’s class. Please refrain from veering into current events or personal experiences at the expense of an analysis of the readings. **You must post by 11AM of the class meeting day**, and you must be in class on the day you post in order to receive credit for that post. You can expect to be called on to share the thoughts you put in your post. Rather than read your post, you should be prepared to share your aspects of it. We have 20 plus class meetings so be sure you marked the readings or films that you want to post on before and after the midterm so that you do not run out of opportunities to post.

**Midterm Exam due March 8th by midnight - 30%**

**Final Exam** due **May 3rd by midnight - 35%**

The midterm exam covers material from the beginning of the semester.  The final will cover only the material after the midterm. These exams will consist of short answer and longer essay questions. Post completed exams under the link in the Journal’s section of Blackboard.

**CLASS POLICIES**

**1. About Blackboard**

This management system is a very important tool for the course. I will post on blackboard the syllabus, instructions for all course assignments, selected class notes, exams, some required and recommended readings, links to relevant web sites, photographs, instructions for accessing and using library databases, and selected campus services.  If any changes occur in the syllabus, I will post an updated document on Blackboard. I also will announce any changes to the syllabus in class and through email.

**2. Laptop or tablet use**. You are expected to turn on your cameras during class and be in a comfortable place where you can sit up. Please refrain from reclining on a bed or lying down on a couch. Please refrain from eating or doing anything distracting during the class period. Beverages are okay to have. If there is a problem with keeping your camera on, please speak about it to me during office hours or by email. Please do not use your cell phone or other devices in ways that are unrelated to our class. Be sure to post your name on your zoom photo. You may choose an online background for your zoom appearances.

**3. Class Room Etiquette.** It is not acceptable to leave class early or take any breaks during class. If you have an appointment that interferes with class time or must suddenly leave, then provide the instructor with an explanation as soon as possible. If you must move, please turn off your camera until you return. If you are not speaking, please keep your microphone off. Please use the hand raise device so I may recognize you to speak.

4. **Student Work.** Students should keep copies of all the course work that they post and that is graded and returned.

5. **Contact:** Please **email me through the blackboard** email system. This system helps me to identify current student emails from all other emails. Please use only your Mason email when contacting me or our Teaching Assistant, Instructor

**MASON POLICIES**

**1. George Mason University Honor System and Code**

**Honor Code**

“The Honor Code Pledge reads as follows: To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University Community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set for this Honor Code: Student Members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.”

<https://oai.gmu.edu/mason-honor-code/>

See Office of Academic Integrity definitions below:

# **What is Cheating?**

Cheating encompasses the unauthorized use of, access to, or provision of academic work in an attempt to misrepresent a student’s actual efforts.  This includes, but is not limited to, submitting another individual’s work as one’s own, soliciting solutions/assignments from online websites, unauthorized collaboration, or failing to adhere to requirements (verbal and written) established by the professor of the course.  Subcategories of cheating include:

* Providing, using, or attempting to benefit from unauthorized academic material and/or assistance: This includes but is not limited to the posting or enabling of posting of homework assignments and/or exams or solutions on websites or allowing someone to complete material in your name.
* Duplicate use of a student’s work, without prior authorization from the instructor
* Submission of another individual’s work
* Violation of college, departmental, program, or course requirements regarding integrity: This includes syllabus violations as well as violations of instructions related to integrity that appear in the course.

<https://oai.gmu.edu/mason-honor-code/what-is-cheating/>

# **What is Lying?**

Lying in an academic context refers to providing information known to be false as a way to bypass classroom expectations or gain an unfair advantage in completing academic work.  Subcategories of lying include but are not limited to:

* Fabricating or providing false sources, data, information, documents, and/or official correspondence
* Providing a false excuse for missing a test or class

<https://oai.gmu.edu/mason-honor-code/what-is-lying/>

# **What is Plagiarism?**

Plagiarism is defined as using another individual’s ideas or words without attribution or credit.  It also includes using one’s own prior work that has been submitted for credit or published in another venue as a new submission without citation.  Using the ideas of others without proper attribution or citation is unethical and a violation of the Honor Code.  Subcategories of plagiarism include:

* Self-plagiarism: Intentionally or unintentionally using portions of one’s old work for new assignments without attribution
* Failure to adequately quote and/or cite sources or material
* False citation: This includes but is not limited to referencing work that does not appear in the indicated source.

Plagiarism does not include mistakes in the format of a citation as long as the student has indicated the materials quoted or relied upon and the source of the materials.

<https://oai.gmu.edu/mason-honor-code/what-is-plagiarism/>

**2. Class Registration**

Students are responsible for verifying the accuracy of their own schedules. Students need to check PatriotWeb regularly to verify that they are registered for the classes that they think they are. This is particularly important since students are no longer dropped for nonpayment. Faculty may not allow a student who is not registered to continue to attend class and may not grade the work of students who do not appear on the official class roster.

Deadlines each semester are published in the Schedule of Classes available from the Registrar's Web Site <https://registrar.gmu.edu/calendars/spring-2021/>

The **add and drop deadlines** for classes:

Last day to add classes:  Feb 1

Last Day to Drop with 100% tuition refund: Feb. 12

Final Drop Deadline with 50% tuition refund with no tuition refund: Feb 16

Unrestricted Withdrawal Period: Feb 17-March 1

Selective Withdrawal Period (undergrad only) (100% tuition liability) March 2-April 1

**3. Accommodations for students with disabilities**

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit http://ds.gmu.edu/ for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email:ods@gmu.edu | Phone: (703) 993-2474

**4. Sexual Harassment, Sexual Misconduct, and Interpersonal Violence**

Notice of mandatory reporting of sexual or interpersonal misconduct: As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, stalking, sexual exploitation, complicity, and retaliation to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-993-3686.

or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu)

24-Hour Sexual and Interpersonal Violence Crisis Line - 703-380-1434

**5. Mason email**:  In order to comply with student privacy laws, faculty and students must use their Mason email accounts when corresponding with each other (blackboard email is connected to Mason email).  Please activate and check your Mason email regularly so as not to miss any important announcements.

Students must use their MasonLive email account to receive important University information, including communications related to this class. I will not respond to messages sent from or send messages to a non-Mason email address.

**STUDENT SERVICES**

**1. Writing Center**

Students may elect to visit the Writing Center on their own to get help with writing strategies.  After your first writing assignment, I may recommend students to visit the writing center.  These services are valuable and free.

“The Writing Center will not proofread your work for you, but we will work with you to develop revision and editing strategies that can last a lifetime. Our tutors want to emphasize positive attitudes and helpful ways of thinking about writing. We want you to become more confident and effective writers across the curriculum and in your personal and professional lives.” <http://writingcenter.gmu.edu/>

703-993-1200  [wcenter@gmu.edu](mailto:wcenter@gmu.edu)

**2. Counseling and Psychological Services** (CAPS)

CAPS “provides a wide range of services to students, faculty, and staff. Services are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. CAPS individual and group counseling, workshops and outreach programs are designed to enhance students’ personal experience and academic performance.”

SUB 1, Room 3129*,* 703-993-2380

<http://caps.gmu.edu/>

**3. Learning Services**

Learning Services provides a variety of experience based learning opportunities through which students explore a wide range of academic concerns

<https://learningservices.gmu.edu/>

**4. University Career Services**

We are committed to educating and preparing students for meaningful careers in a global society.

<https://careers.gmu.edu/>

**COMMITMENT TO DIVERSITY**

**George Mason University: Diversity Statement**

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason’s commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

**Women and Gender Studies Commitment to Diversity Statement**

The Women and Gender Studies program seeks to create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

**COURSE SCHEDULE**

Introduction

**Jan. 25**

Discussion of syllabus and assignments

Native American Women

**Jan. 27**

Amott, and Matthaei, “I Am the Fire of Time; American Indian Women,” *Race, Gender, and Work,* 31-43

**Feb 1**

Amott, and Matthaei, “I Am the Fire of Time; American Indian Women,” *Race, Gender, and Work,*  43-59

Mexican and Chicano Labor at the Margins

**Feb 3**

Amott and Matthaei, “The Soul of Tierra Madre, Chicana Women,” *Race, Gender, and Work,*  63-86.

African American Women

**Feb. 8**

Amott and Matthaei, “We Specialize in the Wholly Impossible: African American Women,” *Race, Gender, and Work*, 141-162

**Feb. 10**

Amott and Matthaei, “We Specialize in the Wholly Impossible: African American Women,” *Race, Gender, and Work*, 163-186

Asian-American Women

**Feb. 15**

Amott and Matthaei, “Climbing Gold Mountain; Asian-American Women,” *Race, Gender, and Work*, 193-214

**Feb. 17**

Amott and Matthaei, “Climbing Gold Mountain; Asian-American Women,” *Race, Gender, and Work*, 215-232

**Feb. 22**

Amott and Matthaei, “Climbing Gold Mountain; Asian-American Women,” *Race, Gender, and Work*, 235-256

White Women Workers: Experiences of the Veteran Population and White Ethnics

**Feb. 24**

Amott and Matthaei,  “Whatever Your Fight, Don’t be Ladylike, European American Women,” 95-119

**March 1**

Amott and Matthaei,  “Whatever Your Fight, Don’t be Ladylike, European American Women,” 119-135.

The Beginning of Labor Regulation

**March 3**

Film - *Triangle Fire: A Deadly Factory Accident in New York* PBS

<https://gmu.kanopy.com/video/triangle-fire>

It was the deadliest workplace accident in New York City's history. A dropped match on the 8th floor of the Triangle Shirtwaist Factory sparked a fire that killed over a hundred innocent people trapped inside. The private industry of the American factory would never be the same.  Running Time 54 mins Year 2011 Filmmakers Jamila Wignot Features Michael Murphy

Film - *New York*, a documentary film. [Episode 4], *The Power and the People, 1898-1918* (Triangle Fire) Part of the Series: American Experience, PBS From **1:07 to 1:45**

<https://gmu.kanopy.com/video/episode-4-power-and-people-1898-1918>

As New York spilled into the new century, the extraordinary interplay of capitalism, democracy and transformation surged to a climax. During a single generation, over 10 million immigrants arrived in New York. The city itself became an even more dramatic lure with the construction of the first subways and skyscrapers. And arising from the plight of New York’s most exploited citizens came landmark legislation that would eventually transform the lives of all Americans.  115 mins Year 2003 Filmmakers Ric Burns

**March 8 No class Midterm due at midnight**

Domestic Labor

**March 10**

Film -*Freedom Bags*(Available Online through Mason Libraries)

<https://video.alexanderstreet.com/watch/freedom-bags>

Stanley Nelson, 1991, USA, 32 minutes, English

“Freedom Bags is the story of African-American women who migrated from the rural south during the first three decades of the 20th century. Hoping to escape from the racism and poverty of the post-Civil War South, they boarded segregated trains for an uncertain future up North. Having had limited education, most could find jobs only as house workers. With spirit and humor, the women remember their tactics for self-preservation in the homes of their employers, where they often faced exploitation and sexual harassment. After hours they relished their independence and enjoyed good times with friends and family. Their stories are interwoven with rare footage, still photographs, and period music to create a portrait of the largest internal migration in U.S. history. These were proud women who kept their dignity and sense of worth through difficult times.”

**Film -*Lip* (DVDs PN1995.9.N4 L57 2005)**

A film collaboration between Tracey Moffatt and Gary Hillberg 1999, 10 minutes

“It is Hollywood's favorite role for black women: the maid. Sassy or sweet, snickeringly attentive or flippantly dismissive, the performers who play them steal every scene they are in, and Tracy Moffatt's entertaining video collage reveals the narrow margin Hollywood has allowed black actresses to shine in. But shine they do. Giving lip is proven an art form in these scenes from 1930's cinema to present-day movies featuring a remarkable roster of undervalued actresses and their more celebrated white costars.”

<http://www.wmm.com/filmcatalog/pages/c475.shtml>

**March 15**

Eileen Boris andPremilla Nadasen. “Domestic workers organize!” *WorkingUSA* 11, no. 4 (2008): 413-437. (Available online through Mason Libraries)

Analyses of Gender, Ethnic and Racial Inequality in Society and the Labor Market

**March 17**

MacLean, “Women Challenge Jane Crow,” *Freedom Is Not Enough*, 117-136.

**March 22**

MacLean, “Women Challenge Jane Crow,” *Freedom Is Not Enough*, 136-154.

**March 24**

MacLean, “Are Mexican Americans ‘Whites” or ‘People of Color’?” *Freedom Is Not Enough*, 155-184.

**March 29**

MacLean, “Conservative Shift from ‘Massive Resistance’ to ‘Colorblindness’,” *Freedom Is Not Enough*, 225-241.

**March 31**

MacLean, “Conservative Shift from ‘Massive Resistance’ to ‘Colorblindness’,” *Freedom Is Not Enough*, 241-261.

The Struggle for Inclusion in Male-Dominated Jobs

**April 5**

Film - *The Life and Times of Rosie the Riveter* (HD6068.2.U6 L54 2007)

<https://www.youtube.com/watch?v=eDlGmUhwn-Q>

“Five women, who worked in the shipyards and defense plants during World War II, recount their experiences at work and offer comments on society's expectations of them during the war effort and after the war. Their narratives are interspersed with sequences from war department films, newsreels, and Hollywood movies made during that time which concerned women working outside the home.” Clarity Ed. Productions Creation Date 2007 (65 min.) Originally produced in 1980.

**April 7**

MacLean, “The Lonesomeness of Pioneering,” *Freedom Is Not Enough: The Opening of the American Workplace*, 265-283.

**April 12**

MacLean, “The Lonesomeness of Pioneering,” *Freedom Is Not Enough*, 283-299.

**April 14**

Film - *Taking the Heat: The First Women Firefighters of New York City* (HD8039.F52 U5 2005)

What if your gender barred you from applying for a job, and once you were allowed to apply, the rules changed to make it impossible for you to qualify? What if you took legal action to be considered fairly for the job but then faced overwhelming discrimination and hostility from your co-workers? Welcome to the world of Captain Brenda Berkman and the first women to join one of the most celebrated—and macho—lifesaving organizations in the world: the New York City Fire Department. *Taking the Heat*tells the story of Berkman and the small group of women who dared to want a “man’s job.” Through one-on-one interviews, filmmaker Bann Roy exposes the loneliness, violence and even sexual abuse these women endured to serve their communities.

<https://www.youtube.com/channel/UCdIUXOMmeE9GGdgwqOXklhg>

Web sites: <http://www.pbs.org/independentlens/takingtheheat/film.html>

<https://itvs.org/about/pressroom/press-release/taking-the-heat-the-first-women-firefighters>

Sexual Harassment/Assault, Gender Discrimination, and Inequality Regimes

**April 19**

Chenoa A. Flippen, "Shadow labor: Work and Wages among Immigrant Hispanic women in Durham, North Carolina." *The Annals of the American Academy of Political and Social Science* 666, no. 1 (2016): 110-130. (Available Online through Mason Libraries.)

**April 21**

Film - *Rape on the Night Shift* -2015 (Viewer discretion advised)

<http://mutex.gmu.edu/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=96306&xtid=114693>

“They clean your offices, your hotels, your malls and airports. But as everyone else goes home, janitors -- many of them undocumented women who work the night shift -- are alone, which makes them especially vulnerable to sexual assault and rape.  In Rape on the Night Shift, FRONTLINE joins forces with Univision, KQED, the Investigative Reporting Program at UC Berkeley and Reveal from the Center for Investigative Reporting to investigate the sexual violence that many of these women face”

The Maternal Wall and the Work-Family Debate

**April 26**

Film - *The Motherhood Manifesto* (HQ759. B59 2006)

The motherhood manifesto Pacheco, Laura, film producer, film director.; De Graaf, John, film producer, screenwriter.; Blades, Joan.; Steenburgen, Mary, narrator.; Bullfrog Films. 2016

<http://docuseek2.com.mutex.gmu.edu/cart/product/933>

Motherhood Manifesto film information

<http://www.momsrising.org/film>

**April 28**

Julie Kashen, Sarah Jane Glynn, and Amanda Novello, “How COVID-19 Sent Women’s Workforce Progress Backward,” October 30, 2020, Center for American Progress

<https://www.americanprogress.org/issues/women/reports/2020/10/30/492582/covid-19-sent-womens-workforce-progress-backward/>

**May 3 Monday** Final Exam due by 1:15pm