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LBS 4210 - Women and Work*

Spring 2019

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Office Hours: By Appointment

Website: <http://labor.fiu.edu/>

COURSE DESCRIPTION

This course is an examination of issues and events that shaped working women's varied participation in the workforce, both in the U.S. and internationally. Using gendered readings of American labor history, personal narratives, and global case studies of women's self-organization, students will analyze how gender intersects with other social constructs like class and colonial relations, to culturally determine the labor market stratification of women's work locally, nationally, and globally. By developing students' capacity to contextualize specific workplace issues with larger international gender-related trends in ideologies, industries, and initiatives taken by labor/women's/resistance movements, this course seeks to increase students' awareness of their shared personal and social responsibility to foster gender equality in both the workplace and the household.

LBS 4210 is a Discipline-specific Global Learning course that counts toward your graduation requirement.

COURSE OBJECTIVES

Global Learning Outcomes

Students will be able to:

- **Global Awareness:** Demonstrate an awareness of shared personal, social, and corporate responsibility for gender equality in the household and workplace at the local, national, and global level.
- **Global Perspective:** Analyze how gender intersects with other social constructs to culturally determine the labor market segmentation of women's work locally, nationally, and globally;
- **Global Engagement:** Demonstrate an understanding of the interrelatedness of specific gendered workplace issues and wider historical, local, and global events that shape women's roles and participation in the U.S. and the global workforce;

Other Learning Outcomes

Students will be able to:

- Recognize and facilitate the needs of women workers in an environment of diverse cultural change;
- Develop strategies for dealing with complex gender-related workplace issues through a greater understanding of labor/women's/resistance movements;
- Think critically, formulate informed analyses, and articulate well-structured arguments related to gendered workplace issues.

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COURSE TEXTBOOKS and MATERIALS

Required Textbooks

Feminism Seduced: How the Global Elite Use Women's Labor and Ideas to Exploit the World
By Hester Eisenstein

Course Requirements:

Students will be required to carefully and analytically read all assigned sections of the book. Each student is responsible to read all pertaining material and participate in class discussions. Participation, and not just attendance in class discussions determines more than 10 percent of your grade. This makes sharing your views with others especially important. Missing more than four classes will result in earning a failing grade, no exceptions. During the year-long semester students will write 5, four-page response papers for the reading assignments. This process guarantees thoughtful views on pertaining material that will enhance class discussions. The four-page paper will include a response, rejection or a question about the readings. Response papers should be thoughtful and analytical and not a review of the material read. **Emailed and late papers will not be accepted.** Furthermore, each class period will start with a discussant that will share his/her thoughts about the reading assignment with other students. Discussants will be determined by first class session. Lastly, each student is responsible to write a final paper based on one of the sections of the Harcourt book (Women and the Politics of Place). Final papers must be a minimum of 8 pages. **NO LAPTOPS OR ELECTRONIC GADGETS ALLOWED DURING CLASS SESSIONS.**

Additional Resources Strongly Recommended for the Course

1. Assorted electronic articles and audio/visual materials will be assigned throughout the semester for consideration in assignments and discussions.
2. Students will be expected to expand their investigation of each topic by utilizing supplemental academic and reliable journalistic findings.

COURSE EXPECTATIONS

Students are expected to:

- Enroll in Blackboard Learning Orientation Course to increase their understanding of how Blackboard works (<http://online.cmu.edu/firststudies/practicecourse>)
- Purchase the book before or within the first week of class.
- Follow instructions and ask questions when you are uncertain of the course material.
- Be aware of the assignments and their respective due dates.
- Log in to the course at least 3 times per week.
- Respond to emails/messages within 2 days.

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COURSE EXPECTATIONS

The instructor will:

- Log in to the course thrice per week.
- Respond to emails/messages within 2 days.
- Grade assignments in a timely manner and provide group or individual feedback.

LATE POLICY

Late written work may be penalized 20% of possible points, and no late assignments will be accepted after one week beyond the due date without the professor's permission.

ACADEMIC INTEGRITY

This Code of Academic Integrity was adopted by the Student Government Association on November 28, 2001. It reflects the values articulated in the Student Code of Standards. Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. As a student of this university:

- **I will be honest in my academic endeavors.**
- **I will not represent someone else's work as my own.**
- **I will not cheat, nor will I aid in another's cheating.**

All students are deemed by the university to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. By taking this course I promise to adhere to FIU's Student Code of Academic Integrity. For details on the policy and procedure go to ACADEMIC MISCONDUCT: <http://online.fiu.edu/currentstudents/academicmisconduct>

ASSISTANCE FOR STUDENTS

The Learning Center is available to assist students in the organization and writing of their papers. The website for the Learning Center is: <http://learningcenter.fiu.edu>

Students with special needs understand that there is Office of Disability Services (<http://drc.fiu.edu/>) available to them should I need it. It is my responsibility to contact them to process my request to have my needs met. I need to follow their procedures as to proper notification to the instructor.

RELIGIOUS HOLIDAYS

The University's policy on religious holy days as stated in the University Catalog and Student Handbook will be followed in this class. Any student may request to be excused from class to observe a religious holy day of his or her faith.

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COURSE WORK

Global Project Essays: Assessing students' understanding in a comparative world of work circumstances through their weekly papers and class discussions continuously.

Ask a Working Woman Interview: Conduct an approximately **hour-long** interview to construct a portrait of a working woman's paid and unpaid work "herstory". Undergraduates should produce approximately 1000 words, single spaced in about 4 pages. Graduate students should produce approximately 2000 words in about 8 pages. Although this interview is not weighted heavily in terms of immediate points, the data you generate through it is crucial to provide evidence in future discussions and assignments in this course.

Final Editorial Paper: Students will be evaluated based on writing weekly papers, class discussions, presentations, and final group or individual projects. They will show knowledge of how women have made progress in the realm of work especially, since the early 1900s. Interviews with working women in the job market more than 20 years will also be conducted to make a comparative analysis with today's working conditions.

COURSE POINTS

COURSE ASSESSMENT	Number	POINTS	TOTAL POINTS
Weekly Papers	5	20	100
Presentation	1	50	50
Class Presentations	1	50	50
Final Project	1	100	100
Total	8		300

GRADING SCALE

This syllabus is subject to be changed by the Professor, if necessary|

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Letter Grades with Percentage	Points	Letter Grades with Percentages	Points
A 95-100%	285- 300	C 70-75%	210 -227
A- 90-94%	270- 284	D+ 66-69%	198 -209
B+ 86- 89%	258 - 269	D 60 -65%	180 -197
B 80-85%	240 -257	F 0 -59%	0 -17
C+ 76-79%	228 -239		

COURSE CALENDAR

Module #/Date	Module Topics	Module Coursework & Due Dates	
Introduction Week	Introduction & Overview of Women in the Labor Movement	Jan. 8 and 10	Read Course Syllabus Acquire textbooks Course Introduction-What will we learn?
Module 1	Women and Labor Movement	Jan. 15 and 17	Read: Hester Eisenstein, page: 4-27
		Jan. 22 and 24	Read: Hester Eisenstein, page: 28-61 Paper #1 DUE
Module 2	Women and Labor Movement	Jan. 29 and 31	Read: Hester Eisenstein, page: 61-96 Paper #2 DUE
		Feb. 5 and 7	Read: Hester Eisenstein, page: 97-119 Paper #3 DUE
Module 3	Labor and Social Policy	Feb. 12 and 14	Read: Hester Eisenstein, page: 120-132
		Feb. 26 and 28	Read: Hester Eisenstein, page: 133-168

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		Mar. 5 and 7	Paper #4 DUE
Module 4	New Directions	Mar. 12 and 14	Read: Hester Eisenstein, page: 168-178 Presentations
		Mar. 19 and 21	SPRING BREAK
		Mar. 26 and 28	Read: Hester Eisenstein, page: 179-186 Paper #5 DUE
Module 5	Final Projects	April 2 and 4	Read: Hester Eisenstein, page: 197-200 Presentations
		April 9 and 11	Presentations
		April 16 and 18	Final Project DUE

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