

The University of Texas at El Paso

Women's and Gender Studies:

WS 3383 Brief History of Women in the Workplace

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Course Description: This course explores how women have organized in the United States for gender justice and an improved quality of life historically. It also investigates how changing labor movements are addressing gender issues. This course is an introductory and abbreviated course to elucidate women participation in the labor movement from the turn of the century to present. This course is an interdisciplinary examination of the socioeconomic, political, and cultural forces that affect the status of women in the United States. It will focus on how issues such as race, class, gender, education, immigration status, racism, and oppression shaped the labor movement. We will be looking at the interconnectedness of women's issues as it has occurred in various regions of the United States and how feminist interests and organizations have become unionized for social change.

A Brief History of Women in the Workplace is a multidisciplinary approach of the analysis of the historical, political, cultural, and social forces that have led to the understanding of women in the workplace. Texts from a variety of fields and disciplines will be presented for review and discussion. Students will demonstrate an awareness of past and current issues in social and political arenas that influence the theoretical understanding of women's fight for equal rights in the workplace and experiences leading to more equality.

COURSE FORMAT

Just as in face-to-face (F2F) classrooms, learning and teaching online requires that a sense of community be developed to ensure successful and full understanding of course content, and to meet the criteria of a constructivist curriculum, essential to this course. We will develop community through continuous communication via multiple modes of conversation and writing. Class members are expected to participate fully in all assigned discussion activities and assignments. All students should be prepared and actively engaged in class discussion and online activities. Successful completion of the course depends on your participation and interaction online with colleagues and the professor. *If you are having difficulty keeping up, get in touch with me immediately to negotiate a plan.*

ONLINE PREPARATION

Plan to spend at least as much time on this web course as you would to prepare for and attend a face-to-face course. **Although this course is designed to be flexible, it is not self-paced.** There are weekly discussions and assignment deadlines.

Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause undue complications. If you encounter technical difficulties, update your browser, clear your cache, or try switching to another browser. You will need to have access to a computer/laptop for this course. Check that your computer hardware and software are up-to-date

and able to access all parts of the course. If you do not have word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions. If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk at helpdesk@utep.edu.

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

“Netiquette” is the term used to describe the courteous and civil exchange of ideas in a virtual setting. That means that being physically separated from each other does not allow anyone the right to be impolite or discourteous to anyone else. Members of our course community must focus on their classmates' arguments and are expected to communicate with respect.

- This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Thoughtfully consider other people's ideas;
- Be respectful to your classmates and me (your professor);
- When reacting to someone else's message, address the ideas, not the person. Post only what you would comfortably state in a face-to-face situation;
- Black Board is not a public internet venue; all postings should be considered private and confidential. Whatever is posted in these online spaces is intended for you, your classmates, and me. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Texts and Materials:

Readings and films as assigned will be provided to you on Blackboard. You will need access to films online, the links will be provided to you. It will be noted in each module what you will need to access a documentary.

An active UTEP email account is mandatory

Course Policies:

- 1. Be Present:** Students are expected to check Black Board daily.
- 2. Be on Time:** Pay close attention to due dates and when assignments/discussions will close.
- 3. May be the Course be With You:** The assigned readings should be read in the module/week they are assigned to have a fruitful discussion and adequate participation.

4. Treat Others the Way You Want to be Treated, with RESPECT: When discussing issues online, you should be respectful of others. Personal attacks are not permitted. This applies whether the person is a student, a visitor, or the instructor. I look forward to hearing your opinions and ideas. Your voice and ideas are important to me and should be to others as well. Respect for one another is mandatory. A violation of this policy will result in the student being removed from course.

5. Be Responsible: Students are expected to take exams and submit assignments on the assigned dates.

6. NO EMAILED OR LATE WORK IS ACCEPTED UNLESS PERMISSION GRANTED BY THE PROFESSOR. All ONLINE work should be submitted through Blackboard.

If you are having any difficulty in the class, please talk to me. I am here to help you. Do not miss class for several days; most students who do this never catch up. Instead, it is better to communicate any difficulty you are having with the instructor.

7. I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting students with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Academic Dishonesty: Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to cheating, plagiarism,

and collusion. Cheating may involve copying from or providing information to another student, processing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from the University for such actions.

GUIDANCE ON ARTIFICIAL INTELLIGENCE

You may not use AI tools to complete the following activities:

Discussion Boards, Film Analysis Essays, Midterm Exam Essays, Pod Cast Reflection, or Final Exam Essays (I.e., AI may not be used on any assignment, activity, essay for this class) I am not interested in what the internet says about a topic. **Your work will be graded on your ability to synthesize and analyze information based on the topics discussed and communicate your thoughts effectively. No outside research is required.**

Students must cite any borrowed content sources to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution.

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Students with Disabilities: I will make any reasonable accommodation for students with limitations due to disabilities, including learning disabilities. Please see me personally before or after class in the first two weeks or make an appointment to discuss any special needs you might have. If you have a documented disability and require specific accommodations you will need to contact the Disabled Students Services Office in the East Union Bldg., Room 106 within the first two weeks for classes. The Disabled Students Services Office can also be reached in the following ways: Web: <http://www.utep.edu/CASS>; Phone: 747-5148; Fax: 747-8712; Email: CASS@utep.edu

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
- [The Miner Learning Center](#): Join peer-led study sessions in person or online to review content and discover study strategies in core curriculum courses.
- [UTEP Edge](#): UTEP's cross-campus framework for student success and empowerment – develops students' assets through high-impact experiences made possible by the expertise and dedication of faculty, staff, alumni, and community partners.

Individual Resources

- [Student Success Help Desk \(SSHD\)](#): Students experiencing challenges or obstacles to academic success including registration, financial, food, housing, and transportation resources may submit a ticket request assistance to studentsuccess@utep.edu
- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- [UTEP Food Pantry](#): Non-perishable food items are available to students currently enrolled in classes. Bring a Miner Gold Card to Memorial Gym, Room 105, Monday through Friday, 10 a.m. to 2 p.m.

Student Requirements/Assignments

A. Discussion # 1: Women in the Workplace Historically Autobiography

In this assignment, you will address questions about yourself. See Appendix 1 for detailed directions. This is worth up to 5 points.

B. Weekly Discussions

Each week, you will read the assigned articles about the topic for that week and compose a discussion posting based on a prompt about the week's readings. The goal of this assignment is to organize your thoughts through writing to theorize the intersectionality of race, class and gender and connect them to your overall understanding of women's roles in the workplace. Each initial discussion post will be 500 words; Comments on two classmates' posts will be 250 words, each. Each weekly discussion is worth up to 5 points.

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

C. Film Analysis Essays (2)

This is an essay in which you apply what you have learned thus far in an original analysis of a film. In this 5–7-page essay (1250-1750 words) double spaced, you will analyze films based on prompts and criteria that is provided to you.

The midterm exam you will choose one of these two films.

Caro, N. (2005) *North Country*. Warner Brothers Pictures.

<https://digitalcampus-swankmp-net.utep.idm.oclc.org/utep301456/play/84e4a9da3ca9402c>

OR

Brant, P. (2017). *Dolores*. PBS, 5 Stick Films.

https://video-alexanderstreet-com.utep.idm.oclc.org/watch/dolores?utm_campaign=Video&utm_medium=MARC&utm_source=aspresolver

Detailed directions are available in Appendix 2.

D. Pod Cast Reflection- You will listen to and respond to prompts for a podcast concerning women unionizing at Starbucks and Walmart currently.

E. Final Exam Essay

Your final paper is intended to provide an opportunity to synthesize knowledge gained from the course content and to build your knowledge on how this topic applies to your daily lives and future careers. You will write a paper (5-7 pages) using a feminist theory framework to analyze the intersectionality of race, class, gender in the workplace. The finished paper should draw on topics covered in class and utilize references both within and outside of the semester's required readings. The specific format for your Final Paper will be provided in Blackboard and it is also in Appendix 3 of this syllabus. Your paper should follow APA guidelines.

F. Possible Extra Credit

While you are never required to do extra credit assignments, you can attend campus events throughout the semester which will be announced.

How will my work be evaluated?

Course Requirements

ASSIGNMENTS	POINTS	DUE DATES
DISCUSSION #1: WOMEN IN THE WORKPLACE AUTOBIOGRAPHY	5	Initial Post Due Sept. 6, 2024, 11:59 PM Response Post Due Sept. 8, 2024, 11:59 PM
DISCUSSION # 2: WOMEN WORKERS IN WWII & COLD WAR ERAS	5	Initial Post due Sept. 20, 2024, 11:59 PM Response Post Due Sept. 22, 2024, 11:59
Film Analysis: Salt of the Earth	10	Due Sept. 9, 2024, 11:59 PM
Discussion # 3: Grassroots Leadership: Strikes at Farah	5	Initial Post Due Oct. 4, 2024, 11:59 PM Response Post Due Oct. 6, 2024, 11:59 PM
Discussion # 4: Dolores Huerta and the UFW Then and Now	5	Initial Post Due Oct. 18, 2024, 11:59 PM Response Post Due Oct. 20, 2024, 11:59 PM
Midterm Exam Essay	20	Due October 20, 2024, 11:59 PM
Discussion # 5: African American Women in the Workplace Historically	5	Initial Post Due Nov 1, 2024, 11:59 PM Response Post Due Nov. 3, 2024, 11:59 PM
Discussion # 6: Domestic Workers in the U.S.	5	Initial Post Due Nov. 15, 2024, 11:59 PM Response Post Due Nov. 17, 2024, 11:59 PM
Discussion # 7: Women in the Workforce 1970-Present	5	Initial Post Due by Nov 29, 2024, 11:59 PM Response Post Due Dec. 1, 2024, 11:59 PM
Pod Cast: Women at Walmart and Starbucks Today	5	Dec. 2, 2024, 11:59 PM
Final Exam Essay	30	Dec. 9, 2024, 11:59 PM

Total Points = 100

Participation in discussions: 7 discussion boards x 5 points each for 35 points. Please see discussion board rubrics. You will have an initial post of at minimum 250 words, answering all parts of the prompts. Then you will response to at least two classmates for full credit.

Film Analysis Essay Salt of the Earth: 10 points (See Appendix 2)

Midterm Exam Essay: 20 Points (See Appendix 2)

Podcast Reflection: 5 Points

Final Exam Essay: 30 Points (See Appendix 3)

You are responsible for material covered in class and the texts. Students missing an exam must contact the instructor within 24 hours. Make-up exams are given only in cases of documented emergencies. The instructor will decide whether the student has a legitimate excuse to take a make-up exam.

Grading Scale

Grade	Earned Points
A	90-100
B	80-89

C	70-79
D	60-69
F	BELOW 60

**Appendix # 1: Women in the Workplace Autobiography
About Me Survey/ Getting to Know You
Due on Sunday, Sept. 8, 2024, 11:59 PM**

1. How would you like to be addressed in the class?
2. What pronouns do you use? She, He, They, Other
3. What is your undergraduate major?
4. What do you expect to learn in this course?
5. Why did you choose to take this course?
6. Please share anything else about yourself you would like us to know.

Part 2:

Course Expectations / Prior Knowledge

Considering all the examples you have analyzed over the first week, answer all parts of the prompts.

7. What role do women play in labor activism historically?
8. Give examples of how categories of race, class, and gender intersect.
9. What is your experience or contribution, directly or indirectly, to women working for wages?
10. What was the most surprising, interesting, or shocking revelation you had regarding the content?

- Please respond to two classmates after you post your initial response.

You may copy this into Black Board and answer the questions there.

- INITIAL POST, 11:59 P.M., FRI. Sept. 6 (answer all questions at least 250 words)
- COMMENTS, 11:59 P.M., SUN. Sept. 8 (respond to at least TWO classmates)

Appendix # 2

Midterm Exam Essay

Due Oct. 20, 2024, 11:59PM

A. Film Analysis

The midterm exam you will choose one of these two films to analyze.

Caro, N. (2005) *North Country*. Warner Brothers Pictures.

<https://digitalcampus-swankmp-net.utep.idm.oclc.org/utep301456/play/84e4a9da3ca9402c>

OR

Brant, P. (2017). *Dolores*. PBS, 5 Stick Films.

https://video-alexanderstreet-com.utep.idm.oclc.org/watch/dolores?utm_campaign=Video&utm_medium=MARC&utm_source=aspresolver

Your paper will be in 12 pt. type, Times New Roman, and you will use APA style. It will be 5-7 pages long (1250 to 1,750 words) double spaced.

In your analysis, you will focus on embedded issues of race, class, gender and identity. Your paper should have a unifying thesis about ethnicity, identity, social, political, and economic issue sof women in the workplace historically. Here are some questions you might consider as you work on your analysis:

- a.) How does this film represent women? Consider racial/ethnic groups, socio-economic groups or the relations between groups?
- b.) How do the main characters change over the course of the film/show? Do they change their sense of self? Do they progress from one class/group/society into another? (If so, how and what role does race, class, and gender play?)
- c.) How does the film/show portray conflict between groups or generations (socially, politically, economically or an intertwinement of all the above categories of analysis)?
- d.) How does the film/show portray women working for wages and all the challenges and oppression women face in their places of employment?
- e.) What else do women have to endure in the films that informs how and why they are unionizing?

Be sure to include analysis: give examples of distinctive features, offering quotes as evidence where appropriate. If any of the readings we have done are relevant to your analysis, please cite them.

Your paper will use the structure below. Please use all the headings below.

And remember to use APA style, even though it's. Here is a sample paper for you:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/documents/APA%207%20Student%20Sample%20Paper.pdf

Give your paper a provocative title

In your introduction, you will offer a brief description of the film that you will be analyzing, and include a thesis statement, in which you state what you are doing in your paper. That statement must begin with: "In this paper, I will..." Also, be sure to use the headings provided below in your paper.

Overview of the film

In this section, you describe the film and its key plot points.

Using the Intersection of Race, Class, Gender, Status, Socio-economic Status, etc.

In this section, you will address all the questions below:

- a.) How does this film represent women? Consider racial/ethnic groups, socio-economic groups or the relations between groups?
- b.) How do the main characters change over the course of the film/show? Do they change their sense of self? Do they progress from one class/group/society into another? (If so, how and what role does race, class, and gender play?)
- c.) How does the film/show portray conflict between groups or generations (socially, politically, economically or an intertwinement of all the above categories of analysis)?

d.) How does the film/show portray women working for wages and all the challenges and oppression women face in their places of employment?

e.) What else do women have to endure in the films that informs how and why they are unionizing?

Be sure to address each set of questions in different paragraphs.

Conclusion

Summarize what you did in your paper.

References

Be sure all of your citations are in APA style.

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Appendix # 3

Final Paper

Due: Dec. 9, 2024, by 11:59 PM

Your final paper is intended to provide an opportunity for you to synthesize the knowledge gained in the course and to reflect on how the knowledge gained in the course can be applied to your daily life. You will write a paper (1250-1750 words; 5-7 pages double spaced) in which you discuss feminist theory through the categories of analysis (race, class, gender, sexuality, status etc.). You will then think about how our study of women's labor contributions relates to current events today and make analytical connections to current issues. You will analyze information from each module and make analysis and connections.

Format:

5-7 pages double spaced minimum (1250-1750 words) double spaced, 12-point font, 4 citations from the modules, 2 citations for current events related to women and labor, APA style citations

Create and Engaging Title

Your paper will have an introduction in which you discuss what specific topic you will discuss in general. Then you will provide a thesis statement that begins with "In this paper, I will..."

Introduction:

Introduce your paper, give the reader a road map for what you will be discussing. What is the thesis of your paper based on the articles you choose to use? What stood out for you? Why did you choose the Modules including articles/films/discussions that you chose?

Argument:

What was impactful about the modules? How are you going to argue they inform each other? In the next section (body of paper) you will use evidence from the articles/films/discussion boards to support your arguments in the introduction of your paper.

Synthesis:

In this section, the body of your paper, you will use evidence from the articles/films/discussion boards to Support your arguments in the introduction of your paper.

Module ____: analysis and connections

Module ____: analysis and connections

Module ____: analysis and connections

Module ____: analysis and connections

Analysis:

Social, Political, Economic, Status, etc. Analysis amongst the four modules. What are the similarities, differences, significant contributions, turning points, significant people or events? Refer to your previous discussion boards to help ground your analysis. How does what you discussed relate to two current events?

Conclusion:

Write a conclusion for your paper. Tie up all the loose ends and restate your arguments.

References:

List all of your references used in your paper in APA style.

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html