

**Career Development for Women in the Gendered Workplace**  
**COUN 425**  
**Indiana State University**  
**Spring 2016**

**Faculty information:** Malea Crosby, MS, LMHC  
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**Online office hours:**

I am available via email during business hours Monday-Friday, Eastern time. Most emails will receive a response within 24 hours (up to 72 on weekends).

**Description:** 3 hours. According to the ISU Catalog, “This course covers a spectrum of career development issues and social-historical constructs as applied to women in the modern workplace. Issues of gender role expectations, the history of women’s work in the United States, and career decision making for women will be explored.”

In this course, students will critically examine historical and social artifacts and use this information to locate themselves within the socially constructed, gendered world of work and career. In order to reach this goal, students will engage with a wide variety of texts, films, career assessment tools, and other media. Students will then critically write about their experiences with these media and experiences from their own lives in order to develop a rich, deep, and multi-layered view of what it means to be a working woman in 21<sup>st</sup> century America.

The course has two primary purposes: 1. to teach students about the historical and social contexts of women at work in the United States, and 2. to assist students in evaluating their own career development in light of the social and historical contexts in which they find themselves.

**Foundational Studies information:** Students who successfully complete COUN 425 will meet a 2010 Foundational Studies Upper-Division Integrative Elective requirement.

Taking COUN 425 and meeting the other requirements in Foundational Studies will help ensure that upon graduating from Indiana State University you will have the knowledge base and skills to be successful professionals, consumers, and citizens (see the Foundational Studies website <http://www.indstate.edu/gened> for a listing of the Foundational Studies program objectives).

Specifically, this course will move students towards competence in the following Foundational Studies learning outcomes:

1. Locate, critically read, and evaluate information to solve problems; \*
2. Critically evaluate the ideas of others; \*

3. Apply knowledge and skills within and across the fundamental ways of knowing;\*
4. Demonstrate the skills for effective citizenship and stewardship;
5. Demonstrate an understanding of diverse cultures within and across societies;
6. Demonstrate an understanding of the ethical implications of decisions and actions;
7. Express yourself effectively, professionally, and persuasively both orally and in writing. \*

\* Each of these learning outcomes will be fostered through the readings, class discussions, and especially the course papers and group project. (Others may be touched upon but are not a significant focus of this class).

### **Foundational Studies Learning Objectives for Upper Division Integrative Electives:**

1. Use a thematic approach to a particular topic or issue that integrates multiple ways of knowing;
  - Theme: Understanding self in the gendered workplace
  - Integration of “Multiple Ways of Knowing”:
    - Social or Behavioral Science (Assigned readings, discussions, self assessments and reflections, and final paper)
    - Historical (Assigned readings, films, discussion, quizzes, and final paper)
    - Literary (Assigned readings, discussions, quizzes, and final paper)
2. Engage in a project or conduct research that makes use of “multiple ways of knowing” to address a particular topic or issue;
  - Film and reading reflections
  - Self-assessments
  - Final integrative paper
3. Analyze and write at an advanced level
  - Summary, Reaction, and Analysis Papers
  - Final Paper

### **Skill and Applied Learning Requirements for Upper-Division Integrative Electives:**

Every Foundational Studies designated course must assist students in developing and improving their critical thinking, information literacy, and written communication skills. In this class, the following assignments will assist you in meeting these skills:

- Assigned reading and films (critical thinking skills)
- Quizzes on readings and films (information literacy)
- Deliberative dialogue over the assigned reading (critical thinking skills)

- Reflection papers (critical thinking and written communication skills)
- Final integrative paper (critical thinking, information literacy, and written communication skills)

For a course to earn a designation as an Upper- Division Integrative Elective, it also must:

- Incorporate opportunities for you to critically read and analyze sophisticated, and complex text, and to write intensively.
  - Selected reading from a variety of popular and academic sources
  - Reflection papers
  - Discussion blogs
  - Final integrative paper (no fewer than 11 pages and no more than 22 pages in length)
- Include assignments that apply information from within and across various "ways of knowing"
  - Final Paper: You will integrate information from the following “ways of knowing”:
  - Social or Behavioral Science
  - Historical
  - Literary

**Required text:** There is not a required textbook for this class. This course will utilize the Open Educational Resources format. Readings will come from various book chapters, articles, and video clips posted on Blackboard.

All students should also own or have access to a copy of the APA Style Guide:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington DC: Author.

**Other readings posted on Blackboard (others may be added during the course):**

Anonymous, (1869). Women’s work and wages. *Harper’s New Monthly Magazine*. 38(227), pgs. 665-670.

Dey, J., & Hill, C. (2007). *Behind the pay gap*. Report prepared for the AAUW Education Foundation.

Maclean, N. (1999). The Hidden History of Affirmative Action: Working Women's Struggles in the 1970s and the Gender of Class. *Feminist Studies*, 25(1), 42.

Perry, B. (1981, October). *Three career traps for women*. Speech given at the annual meeting of Women in Radio and Television, Philadelphia, PA.

St. Louis, C. (2011, October 12). *Up the career ladder, lipstick in hand*. New York Times online.

Whitmarsh, L., Brown, D., Cooper, J., Rodgers, Y., & Wentworth, D. (2007). Choices and challenges: A qualitative exploration of professional women's career patterns. *Career Development Quarterly*. 55(2), 225-236.

The instructor may add new content as appropriate.

**Required films:** This course requires you to watch 3 films and 2 one - hour television documentaries. Some of the films are not available online and will require students to visit their local library or video rental store to borrow or rent the film. All films are available via *Netflix* on dvd. The *American Experience* episode and the episode of “*Makers*” are available via Amazon streaming and at PBS online. If you plan to use *Netflix* to watch dvd’s, please plan ahead to be sure you can get the film during the required time frame. The films may also be available via iTunes and Amazon, as well as other streaming services. “I couldn’t find it” is not an acceptable excuse for not watching the films on time. The films are:

*American Experience, Season 4, Episode 6, “The Triangle Fire” (2011)*  
*His Girl Friday (1940)*  
*Norma Rae (1979)*  
*Working Girl (1997)*  
*Makers: Women who Made America: Episode 3 (2013)*

I will also post video clips in most of the units of content. All of these are either from youtube.com or the ISU library. There is no cost associated with viewing these clips.

**Outcomes:** Students will be able to apply their knowledge of career development in the gendered workplace to their own lives. Students will also develop critical insight about the overall world of work, particularly as it impacts women. Students will be able to locate themselves in the social and historical context of working women in the United States.

**Class Participation:** The interactive nature of this class requires members to demonstrate levels of interpersonal skill appropriate for upper level professional preparation courses. Also, it is important to remember that class members are from a wide array of backgrounds and experiences. Active and respectful participation in discussions is an important class requirement.

Bullying in any form is not tolerated. If students experience bullying, they are asked to report the incident immediately to faculty.

**Late work policy:** Late work is generally not accepted. In extreme cases, please discuss with the instructor *prior to the original due date*. Please pay careful attention to time zone issues.

**Attendance Policy:** The last day attended for students who drop or fail the course will be considered to be the date of the last submitted work. The first assignment is the blog entry due in week 1. Students who do not turn in the first assignment will be marked as "never attended".

**Final Grade Percentage Breakdown**

93% - 100%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
72% - 76%	C
70% - 71%	C-
66% - 69%	D+
63% - 65%	D
61% - 62%	D-
60% or below	F

**Assignments: Details are available in Blackboard.**

Final paper: 100 points

Discussion posts: 15 posts worth 20 points each = 300 points

Career Genogram: 20 points

Reflection papers 2 papers worth 50 points each = 100 points

Total possible points= 520

All assignments are due by 11:59pm Eastern daylight savings time on the due date. Papers will be assessed for originality by turn-it-in software.

Discussions posts will cover topics related to readings, films, additional film clips, and career assessments. Papers will integrate readings, films, and self-assessments.

## Tentative course schedule:

### Unit 1: Introduction to the topic & women's work in the US 1600-1920:

#### **Week 1: January 12-16: U.S. before 1820**

Read: American Working Women pages 6-22 (posted on Blackboard)

Due: Discussion Post with two substantial replies. There are two discussion posts this week.

#### **Week 2: January 17-23: U.S. 1820-1860**

Read: American Working Women pages 39-80 (posted on Blackboard)

Due: Discussion Post with two substantial replies

#### **Week 3: January 24-30: U.S. 1865-1890**

Read: American Working Women pages 81-103; Harper's Bazaar article from 1869, Saturday Review, 1868; browse Conner Prairie's Webpage on women

Due: Discussion Post with two substantial replies

#### **Week 4: January 31-February 6: U.S. 1890-1920**

Read: American Working Women pages 136-159 (posted on Blackboard)

Watch: *American Experience, Season 4, Episode 6, "The Triangle Fire"*

Due: Discussion Post with two substantial replies

### Unit 2: Women's work in the U.S. 1920-1960:

#### **Week 5: February 7-13: 1920-1940**

Read: American Working Women pages 191- 243

Watch: *His Girl Friday*

Copy and paste this link into your browser to see a curated selection of *Life* magazine photos of women's lives from each decade of the 1900's. The link is for the set from 1930's, there are photos from the 40s-80's as well. The link will take you to Jezebel, an online feminist magazine for young women. There are sometimes curse words in the captions, which I hope will not detract too much from the photo collections.

<http://jezebel.com/5093579/the-way-we-were-life-magazine-photos-of-women-in-the-1930s>

Due: Discussion Post with two substantial replies

#### **Week 6: February 14-20: 1940-1955**

Read: American Working Women 248-276

Watch: Youtube clips

Due: First reflection paper due, Saturday by 11:59pm and Discussion Post with two substantial replies

**Week 7: February 21-27: 1955-1960**

Read: American Working Women pages 285- 324

Watch: Youtube clips from the popular tv show "Mad Men":

Due: Discussion Post with two substantial replies

**Unit 3: Women's work in the U.S., 1960-2012:**

**Week 8: February 28-March 5**

Read: Article by Perry ("Three Career Traps")

Watch: *Norma Rae*

Due: Discussion Post with two substantial replies

**Week 9: March 6-12**

Read: Article: MacLean ("Affirmative Action")

Watch: *Makers: Women Who Made America: Episode 3 (PBS)*

Due: Second reflection paper due Saturday by 11:59pm and Discussion Post with two substantial replies

**Week 10: March 13-20 SPRING BREAK**

**Week 11: March 21-March 26**

Read: "Women's Career Patterns" and Rand Report 1981 "US Women at Work"

Due: Discussion Post with two substantial replies

**Unit 4: Current issues in culture, class, context, and self:**

**Week 12: March 27-April 2**

Read: "Behind the Pay Gap" from AAUW and "About the Wage Gap"

Watch: *Working Girl* (1997)

Due: Career genogram (directions are posted in Blackboard) and Discussion Post with two substantial replies

**Week 13: April 3-9**

Read: Article by St. Louis "Up the ladder, lipstick in hand" and "Thin is in for Executive Women" (2012) from Forbes

Due: Discussion Post with two substantial replies

**Week 14: April 10-16**

Read: "Women Still Face a Glass Ceiling"

Watch: Ted Talk by Cameron Russel Oct 2012

Due: Discussion Post with two substantial replies

**Week 15: April 17-23**

Read: "Why are there still so few women in science?"

Watch: TedTalk - Maura Belliveau - A new explanation for the wage gap between men and women and Ted Talk Sheryl Sandberg's on women in leadership positions

Due: Discussion Post with two substantial replies

**Week 16: April 24-30**

Read: TBA

Watch: TBA

Due: Discussion Post with two substantial replies

**Finals week:** Your final paper is due Monday, May 2 by 11:59pm.

*Additional readings and/or open source films may be assigned.*



## **Assignment instructions:**

### **Discussion posts: Combine literary, historical, and social/behavioral ways of knowing**

Discussion prompts will be posted on Sunday of each week by noon EST. Students will have until that following Thursday at 11:59pm EST to make an original post. The original response to the prompt is to be at least two paragraphs (3-5 sentences =1 paragraph) and will respond directly to the instructor's post.

Students must make substantial replies to two other posts. The responses will be at least two paragraphs and will indicate that the student has read responses from other students. Responses must be made by Saturday at 11:59pm. A *Substantial Reply* is one that adds to the discussion by supporting and building on others' comments, suggesting alternative opinions, or constructively disagreeing.

Late posts will not be graded. Do not wait until the last minute to post. "My internet provider is down" is not a valid excuse for late work. Always have a backup plan (go to the library, a friend's house, etc.).

Students are expected to be polite to each other in the forums. Students who use profanity, degrade or insult others, or are generally uncivil may be dropped from the course. Posts that are rude, mean, shaming, or flaming will be removed and the student will receive a zero grade for posts for the week. You do not have to agree with your classmate's opinions, but you must be respectful.

If you receive uncivil IM's or emails from other students in the course, please save a copy and send to me immediately. Bullying is not tolerated in this course, period. Bullies will be dropped from the course and will be reported to Student Affairs.

### **Reflection paper #1**

#### **Combines literary and historical ways of knowing**

Due: Week 6, Saturday by 11:59pm. Submit via the assignment folder on the Blackboard site (<http://blackboard.indstate.edu>). Papers must be uploaded to the Turnit In Folder. Do not copy and paste into the narrative box. You will receive a 10 point deduction if your paper is not uploaded to the folder.

Pre-paper writing:

- Please go to OWL at Purdue online and familiarize or re-familiarize yourself with APA format for papers. You must include a title page (this does not count toward the page requirement)

Paper Length: 9 pages (no more, no less)

Pages 1-2: Summarize *His Girl Friday*

- Use your own words to summarize the movie.
- Do not borrow language from movie trailers or movie critics.
- Do not waste space identifying the actors and the role they played.

- Do identify the major characters.
- Focus on those parts of the movie that connect to the major themes of this class—gender roles in the workplace, social expectations of women, oppression and freedom.

Page 3: React to *His Girl Friday*

- Do not express whether you thought the movie was boring, exciting, well acted (etc.).
- Use “I,” but do not use an informal or unprofessional tone.
- Make sure that this section is coherent and well organized (do not fall into the ramblings associated with a “free-flow of consciousness”).
- Do express your reaction to critical events in the movie.
- Do express how critical events in the movie might connect to your life.
- Do express how you may have acted/reacted under similar circumstances

Pages 4-5: Summarize the reading.

- Use your own words.
- Do not borrow language from critics.
- Do identify the major events and people in the reading.
- Focus on those parts of the reading that connect to the major themes of this class—gender roles in the workplace, social expectations of women, oppression and freedom.

Page 6: React to the reading:

- Do not express whether you thought the book was boring, exciting, (etc.).
- Use “I,” but do not use an informal or unprofessional tone.
- Make sure that this section is coherent and well organized (do not fall into the ramblings associated with a “free-flow of consciousness”).
- Do express your reaction to critical events and people.
- Do express how critical events might connect to your life.
- Do express how you may have acted/reacted to these events if you had lived during this period.

Pages 7-8: Analysis—connecting the movie to the major themes of this class

- What did this movie and the reading teach you about how gender impacts expectations of women in the workplace during the mid-20<sup>th</sup> century? How have expectations changed? In what ways have they stayed the same?

Page 9: Works cited

- Use APA citation style.
- Cite only the movie and book.
- Do not use any other sources.

Additional requirements:

- Include an APA formatted title page (this does not count toward the page requirement)

- Use APA page headers and section headings. This helps to organize your paper and makes it easier to read.
- Double-spaced.
- 10-12 point font.
- Standard (that is, not funky) font (Times New Roman, Arial, Calibri).
- Standard margins.
- Standard indent at the beginning of each paragraph.
- Succinct introduction that introduces the film.
- Succinct conclusion that ties everything together.

Warning: You will earn a deficient grade (D+ or below) for committing anyone of the following critical errors:

- Not introducing the films in the first paragraph.
- Not following the paper structure exactly.
- Incorrectly formatting your work-cited page.
- Using other sources.
- Plagiarizing (representing someone else's work as your own).

## **Reflection paper #2**

### **Combines literary and historical ways of knowing**

Due: Week 9, Saturday by 11:59pm. Submit via the assignment folder on the Blackboard site (<http://blackboard.indstate.edu>). Papers must be uploaded to the Turnit In Folder. Do not copy and paste into the narrative box. You will receive a 10 point deduction if your paper is not uploaded to the folder.

Pages 1-2: Summarize *Norma Rae*

- Use your own words to summarize the movie.
- Do not borrow language from movie trailers or movie critics.
- Do not waste space identifying the actors and the role they played.
- Do identify the major characters.
- Focus on those parts of the movie that connect to the major themes of this class—gender roles in the workplace, social expectations of women, oppression and freedom.

Page 3: React to *Norma Rae*.

- Do not express whether you thought the movie was boring, exciting, well acted (etc.).
- Use “I,” but do not use an informal or unprofessional tone.
- Make sure that this section is coherent and well organized (do not fall into the ramblings associated with a “free-flow of consciousness”).
- Do express your reaction to critical events in the movie.
- Do express how critical events in the movie might connect to your life.

- Do express how you may have acted/reacted under similar circumstances

Pages 4-5: Summarize the reading.

- Use your own words.
- Do not borrow language from critics.
- Do identify the major events and people in the reading.
- Focus on those parts of the reading that connect to the major themes of this class—gender roles in the workplace, social expectations of women, oppression and freedom.

Page 6: React to the reading:

- Do not express whether you thought the book was boring, exciting, (etc.).
- Use “I,” but do not use an informal or unprofessional tone.
- Make sure that this section is coherent and well organized (do not fall into the ramblings associated with a “free-flow of consciousness”).
- Do express your reaction to critical events and people.
- Do express how critical events might connect to your life.
- Do express how you may have acted/reacted to these events if you had lived during this period.

Pages 7-8: Analysis—connecting the movie to the major themes of this class

- What did this movie and the reading teach you about how gender impacts expectations of women in the workplace during the late 20<sup>th</sup> century? How have expectations changed? In what ways have they stayed the same?

Page 9: Works cited

- Use APA citation style.
- Cite only the movie and book.
- Do not use any other sources.

Additional requirements:

- Include an APA formatted title page (this does not count toward the page requirement)
- Use APA page headers and section headings. This helps to organize your paper and makes it easier to read.
- Double-spaced.
- 10-12 point font.
- Standard (that is, not funky) font (Times New Roman, Arial, Calibri).
- Standard margins.
- Standard indent at the beginning of each paragraph.
- Succinct introduction that introduces the film.
- Succinct conclusion that ties everything together.

Warning: You will earn a deficient grade (D+ or below) for committing anyone of the following critical errors:

- Not introducing film in the first paragraph.
- Not following the paper structure (to a tee).
- Incorrectly formatting your work-cited page.
- Using other sources.
- Plagiarizing (representing someone else's work as your own).

**Final integrative paper: Combines literary, historical, and social/behavioral ways of knowing: Due Monday, May 2 by 11:59pm via e-mail.**

Paper Length: *At least* 12 pages, including the work cited page and *no more than* 20 pages. Each section must be—at the minimum-- 1 complete/full page in length and no longer than 2 complete/full pages in length.

Please note that this assignment will assist you in developing the following skills:  
Integrating knowledge across disciplines (economics, history, legal studies, philosophy, political science, psychology, sociology, women's studies, etc.)  
Critical thinking (critical reading and analysis)  
Advanced writing  
Advanced information literacy

Lastly this assignment will assist you in meeting the following Foundational Studies program learning outcomes

- Locate, critically read, and evaluate information to solve problems;
- Critically evaluate the ideas of others;
- Apply knowledge and skills within and across the fundamental ways of knowing;
- Demonstrate the skills for effective citizenship and stewardship;
- Demonstrate an understanding of diverse cultures within and across societies;
- Demonstrate an understanding of the ethical implications of decisions and actions;
- Express yourself effectively, professionally, and persuasively in writing.

### **Standard paper requirements**

- Include an APA formatted title page (this does not count toward the page requirement)
- Use APA page headers and section headings. This helps to organize your paper and makes it easier to read.
- Double-spaced
- 10-12 point font
- Standard (that is, not funky) font (Times New Roman, Arial, Calibri)
- Standard margins.
- Standard indent at the beginning of each paragraph.
- Succinct introductory paragraph that introduces the components of the paper.

- Succinct conclusion that ties everything together.
- Must use at least 10 sources and cite them correctly both in the body of the paper and in the reference page. You may use the course materials, but are expected to use at least four outside references as well.

**Paper requirements**

Section I. Introduction--Defining the term gendered workplace and what it means.  
(social/behavioral sciences)

Section II. Brief overview of the history of women's work in the U.S. (3-5 pages) (historical)

Section III. Current issues facing women in the workplace in the U.S. (3-5 pages)  
(social/behavioral sciences)

Section IV. (Social/behavioral sciences) Summary of self-assessments (3-4 pages).  
Summarize your findings from the various career assessments you took as a part of this course. Do not give me the raw scores for each assessment, rather, summarize the assessments into a meaningful whole. Taken all together, what do the assessments say about your own personality, values, preferences, and expectations?

Section V. (Social/behavioral sciences and literary) Implications for your own life based on the history of women in the workplace and the current social and cultural expectations, pressures, and change processes occurring around you. Examine policies, laws, trends, expressions in the arts (fashion, films, theater, etc), and social pressures and how they might influence your decisions about work (4-6 pages).

Section VI. Summary- Bring together the various threads of history, literature, film, culture, and career development to craft a final statement about the influence of gender on work in the U.S and how you believe it might impact your own life. What will you do differently based on this information?

Section VII. Reference page- in APA format.

All "standard paper requirements" from the reflection papers also apply here (font, format, etc).

## **University policies impacting this course:**

**Sycamore Standard:** Students at Indiana State University are expected to accept certain personal responsibilities that constitute the "standard" for behavior in a community of scholars.

*As a student at Indiana State University:*

I will practice personal and academic integrity; I will commit my energies to the pursuit of truth, learning, and scholarship; I will foster an environment conducive to the personal and academic accomplishment of all students; I will avoid activities that promote bigotry or intolerance; I will choose associations and define my relationships with others based on respect for individual rights and human dignity; I will conduct my life as a student in a manner that brings honor to me and to the University Community; I will discourage actions or behaviors by others that are contrary to these standards.

Adopted by the Indiana State University Student Government Association April 17, 2002

**Academic Dishonesty (Plagiarism):** In academia, our ideas are our currency. Since this is the case, we make sure that we recognize appropriately the work (or ideas) of others that we use and we expect them to do the same when they use our ideas. You, too, are expected to give credit when using another person's ideas. When writing a paper, you must use correctly either the MLA or APA citation style. If you intentionally plagiarize (falsify or contrive sources, lift text directly from a book or website, submit another person's work as your own, etc.), you will earn a 0% on the assignment in question and I will report your conduct to Student Judicial.

**Academic Freedom:** According to the American Association of University Professors 1940 statement on academic freedom "teachers are entitled to freedom in the classroom in discussing their subject." What academic freedom entails is further clarified in the following passages.

It is not appropriate for professors to indoctrinate: to dogmatically assert that propositions that are uncertain are fact. But, as stated by the AAUP "indoctrination occurs only when instructors dogmatically insist on the truth of propositions by refusing to accord their students the opportunity to contest them." It is appropriate for a professor to assert that a proposition is true if this is based on the professor's study and research. Professors should note when there is controversy about a topic within their discipline, but are not required to do so. It is also a fundamental error to assume that materials assigned by a teacher are endorsed by a teacher.

Professors are free to select material and ideas in class that in her or his professional opinion is most relevant to understanding the phenomena under study. They may not omit the teaching of major ideas in their discipline that are generally perceived as absolutely essential, but such ideas are rare in the social sciences. An instructor has the freedom to introduce a broad and diverse number of subjects to a class if they deem that they are relevant to the subject matter at hand.

These passages were adapted from the AAUP's statements about academic freedom (<http://www.aaup.org/AAUP/issues/AF/>).

**Americans with Disabilities Act Policy:** “Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers.

**Laptop Required for Course:** Since this is an online course, students must have access to both a laptop or desktop computer and high speed internet. Being away on vacation or out of town is not an excuse for failing to complete assignments on time.