

**Dyson College of Arts and Sciences
Pace University
Spring 2007
New York City Campus**

Course Information

Women's and Gender Studies Internship
WS 280, CRN 21981

Instructor Information

Dr. Karla Jay
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Office Hours

Tuesday: 11:15-1:15, 3:30-5:30

Thursday: 2:15-3:15

Required Materials

Note: The password for the Electronic Reserve readings is "internship" -- all lower case, no quotation marks.

Baxandall, Rosalyn Fraad et al. America's Working Women: A Documentary History 1600 to the Present. New York: Norton, 1995.

Ehrenreich, Barbara. Nickel and Dimed: On (Not) Getting By in America. New York, Owl Books, 2002.

Hochschild, Arlie, "From the Frying Pan into the Fire" from The Commercialization of Intimate Life. Berkeley: University of California Press, 2003. (On Blackboard).

Kesselman, Amy. Women: Images and Realities, A Multicultural Anthology. Albany: SUNY Press, 2006. Excerpts from "Women and Work." (Excerpts on Electronic Reserve)

Kessler-Harris, Alice. Out to Work: A History of Wage-Earning Women in the United States. New York: Oxford University Press, 2003. (Excerpts on Electronic Reserve)

---. "The Wage Conceived." In A Woman's Wage: Historical Meanings and Social Consequences. Lexington: University Press of KY, 1990. (Chapter on Electronic Reserve).

Leonhardt, David. "Gender Pay Gap, Once Narrowing, Is Stuck in Place." New York Times, December 24, 2006 (on Blackboard).

McCaghy, M. Dawn. Sexual Harassment: A Guide to Resources. Boston, Hall, 1985

Olsen, Tillie, "I Stand Here Ironing" (1956), (Electronic Reserve)

Pease, Allan. The Definitive Book of Body Language. New York: Bantam, 2006. (Excerpts on Electronic Reserve)

Course Description

This course is designed for Women's & Gender Studies majors and minors but is open to all students. Students will work 10 hours or more per week and will learn about gender, race, class and labor history, conditions of the contemporary workforce, sexual harassment, the glass ceiling, and the genderization of poverty.

Area of Knowledge 1: Civic Engagement and Public Values

The primary aims of these courses are to aid students to be involved and responsible in the community, to act with informed awareness of contemporary issues in their historical contexts, and to understand and value diversity. Students will:

- Consider the notion of citizenship from a disciplinary perspective
- Have a community-based learning experience
- Develop leadership abilities
- Integrate service and learning

Course Overview

Internships offer our female and male students an unique opportunity to combine academic work with on-the-job experience in professionally supervised work that serve the needs of those most impacted by patriarchal hegemony. The work will engage the student in issues of gender, race, class, and sexual identity. Most students will work for community organizations, such as battered women's shelters, rape crisis hotlines, or AIDS organizations. Students will meet for two hours a week to process the work experience and to read about and discuss historical and contemporary issues.

Learning Objectives

The purpose of this course is to encourage and support students to pursue experience in a field of their choice while enabling them to develop survival skills to compete in a difficult job market. The readings in this course will prepare students to integrate knowledge they have gained in other Women's & Gender Studies courses into work experience and understand how practical experience alters or informs theory.

Teaching Methodology

A variety of methods and media will be employed in this course. The course will be run as a seminar in which students are expected to discuss readings. Students will engage in debates over current employment practices and law. Students will also participate in support groups on Blackboard and keep a journal of their experience. Finally, time will be spent discussing issues that arise in placements. My function in this regard is to serve as a mentor.

Course Requirements and Grading

Journals and Response Papers: 30 % Attendance and Class Participation: 20%
Project and Presentation: 50%

Web/Internet Support

The Pace University Writing Center offers tutorial services in writing as well as handouts and reference materials on writing for student use in person or via the web at www.pace.edu/dyson/writingcenter. The staff of instructor and student tutors can assist students in understanding writing assignments and criteria and can help students with any stage of the writing process, from brainstorming topics to revision of rough drafts. Students may be referred to the Writing Center as part of this course, or students may seek assistance with course writing on their own via web-based tutoring or by visiting the Writing Center in person (*NY-Birnbaum Library, 2nd Floor, 346-1085; PLV-Mortola Library, 3rd Floor, 773-3942*). Please refer to the Writing Center's website for information about policies and hours of operation.

Academic Integrity

All members of the Pace community are expected to behave with honesty and integrity. The Undergraduate Catalog includes the following advisory for students on Academic Integrity:

Students must accept the responsibility to be honest and to respect ethical standards in meeting their academic assignments and requirements. Integrity in the academic life requires that students demonstrate intellectual and academic achievement independent of all assistance except that authorized by the instructor. The use of an outside source, including electronic sources, in any paper, report or submission for academic credit without the appropriate acknowledgement is plagiarism. It is unethical to present as one's own work the ideas, words or representations of another without the proper indication of the source. Therefore, it is the student's responsibility to give credit for any quotation, idea or data borrowed from an outside source.

Students who fail to meet the responsibility for academic integrity subject themselves to sanctions ranging from a reduction in grade or failure in the assignment or course in which the offense occurred to suspension or dismissal from the University. (21)

To encourage academic integrity in students' written submissions, the Dyson College of Arts and Sciences subscribes to "Turnitin.com," which describes itself as follows:

We [Turnitin.com] prevent and detect plagiarism by comparing submitted papers to billions of pages of content located on the Internet and our proprietary databases. The results of our comparisons are compiled, one for each paper submitted, in custom "Originality Reports." These reports are sent to participating educators, who access the results by logging into their Turnitin account(s). (www.turnitin.com)

As a condition of participating in the program, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to Turnitin.com without a student's

written consent and permission. If a student does not provide such written consent and permission, the instructor may:

1. Require a short reflection paper on research methodology;
2. Require a draft bibliography prior to submission of the final paper;
3. Require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper.
4. Require other steps as deemed appropriate by the instructor.

Students can get help on how to use resources properly in their research and writing from many sources. This site (<http://www.pace.edu/library/pages/instruct/plaig.html>) provides links to useful information. The Library also offers an online tutorial on doing research for papers called "APOLLO." The tutorial is the first item under Student Resources at the link just presented.

Students with Disabilities

If you have a disability for which you wish to obtain an accommodation or auxiliary aid for this course or any other course or program at Pace, you must contact the Coordinator of Disability Services located at the University's Counseling Center in New York at 212-346-1526 or in Pleasantville at 914-773-3710. The Coordinator of Disability Services will evaluate your documentation and discuss the accommodations process with you, provide any necessary referrals, make recommendations for your plan of accommodation, and assist you in arranging the recommended accommodations with your professors and appropriate administrators. Professors are not authorized to make such decisions on their own, provide accommodations or aids prior to your arranging for them through Counseling Services, or to contact the Counseling Center directly about such questions.

Other Considerations

Please note that I am legally, but not totally, blind. It is helpful if you identify yourself when speaking, as in, "Hi, it's X." And then say what you want to say. I may ask students to call on other members of the class. I'll look at you when you speak, because that's where the sound is coming from. I don't see faces, so eye contact is incidental. Please do not be offended if I walk by you in the hall because I don't recognize you. Don't be afraid to use words like "see" because I use them, too. I get around pretty well, but I'll ask for your help if I need it, ok?

Try to remember that I have lost my sight, not my vision. Also, I am not a blind professor, but a person who happens to be legally blind. I hope I have answered questions you might have. Feel free to ask me if you have others. I am not uncomfortable discussing it.

Finally, I am in a drug trial for one eye, and my vision has been improving. So be prepared: I may be able to walk in one day and see you!

TENTATIVE Course Outline

Part I: Work-Related Issues

Jan. 25: Introduction to the course; placements. Discussion of job-search tips, difficulties in finding an internship, what works, what doesn't.

Feb. 1 and Feb. 8: Check up on placements. Discussion of resume writing. Work we have all done. **Read:** Ehrenreich, "Scrubbing in Maine," found in Nickel and Dimed. **Write a two-page response (approximately 500 words) on low-wage or volunteer work that you have performed and what you learned from the experience. Due Week 3.**

Feb. 15: Equal Pay for Equal Work: **Read:** "Gender Pay Gap, Once Narrowing, Is Stuck in Place." Other readings TBA.

Feb. 22: Sexual Harassment. Pregnancy Discrimination. Excerpts from Sexual Harassment: A Guide to Resources. I hope to have a speaker to address these issues. **Write a two-page response on what you think are the special challenges of mothers/fathers in the workplace.**

Mar. 1: The Glass Ceiling. Readings TBA.

Mar. 8 and Mar. 15: Body Language. Selections from The Definitive Book of Body Language. Selections TBA. **Write a two-page essay on body language. Now that you've read excerpts from this book, what have you noticed about people that you didn't before? You may include family members, co-workers, teachers, etc.**

Mar. 22: No class. Semester break.

Mar. 29: Balancing Home and Work; Unpaid Labor **Read:** "I Stand Here Ironing" and "From the Frying Pan into the Fire."

Part II: Understanding the History and Theory of Women and Work

Apr. 5: Read: Baxandall, Excerpts, TBA. **Assignment: Write a two-page response on the special difficulties faced by immigrants in the labor force. How are they similar or dissimilar to problems faced by today's immigrants.**

Apr. 12: Read: Baxandall, Excerpts, TBA; Kessler-Harris, "Transforming the Notion of Work for Women: World War I to the Present."

Apr. 19: Read: Baxandall, Excerpts, TBA. Film: "Rosie the Riveter." **Project on internship due. This will be a ten-page analysis of your internship, in which you will cover your placement, the type of work you performed, learning outcomes of your placement, pros and cons of working for your organization, and other reflections on the experience.**

Apr. 26 and Exam date (or study day) Presentations on final project about internship experience. Information about how to organize your presentations will be handed out to you. There is no final exam. **Please note that the official exam date is May 14, but let's aim to wrap up on the Study day, May 3.**