

Workers Unite!

GWS 325 Spring 2020

Tuesdays and Thursdays 10:25 a.m.-11:40 a.m.

Fanning Hall 412

Professor: Ariella Rotramel

E-mail: arotrame@conncoll.edu

Phone: 860-439-2858

Office Hours: Tuesdays 3:00-4:00 p.m and by appointment

Office Hours Location: Holleran Center, First Floor of Cro

This is a live [syllabus](#) updated during the semester and must be reviewed regularly.

Course Description

Students consider the importance of class in daily life, particularly its role as a social identity and its interconnectedness with socioeconomic status; the successes and failures of street-level mobilizations, membership organizing, and connections and disjunctures with other social movements; and the current realities and struggles workers face as they attempt to make ends meet. We particularly focus on intersections with struggles for racial, gender, LGBTQ, and migrant justice.

In addition to our work in-class, students will develop a representing class research paper that is based on a question you have about how class manifests itself in society. As we move further in the semester, we will connect with Cassandra Waters, a Conn International Relations alum, is a global worker rights specialist at the American Federation of Labor and Congress of Industrial Organizations (AFL-CIO). Her work with the United States' largest federation of unions will be the basis for a class project as part of the College's Career Informed Learning initiative.

Course Learning Goals

This course meets our departmental learning goals of:

- Analyze course content and complete assignments using interdisciplinary techniques.
- Demonstrate self-reflexivity about one's ideas as well as one's social and political position within systems of oppression and privilege in national and transnational contexts.
- Design and execute independent research, creative projects and/or community engaged projects

Our course-specific learning goals are:

- Explore how class matters in a variety of contexts, intersects with other social identities, as well as the relationships between financial/economic, social, and cultural capital;
- Understand how workers have navigated the historical and contemporary dynamics of work in the United States and globally;
- Consider why social identities play a central role in workers' oppression and activism; and
- Collaborate as a group to pursue a project with the mentoring of Connecticut College alum, Cassandra Waters

Lateness and Attendance Policy

You are required to come to class on time. Lateness and unexcused absences count negatively towards your grade. More than three unexcused absences will result in a failing grade for the course. You may provide proper documentation and/or have your class dean contact me for unavoidable absences in order to avoid a negative impact on your final grade. If you do miss a class, please first

contact a classmate to go over the content you missed and based on the day's focus, contact me if you cannot make my next office hours and need to schedule a meeting. For a typical absence such as a cold or migraine, I do not need to be informed of the specific issue unless there is an emerging challenge that we need to address.

Office Hours

I hold office hours to provide students with an opportunity to discuss course-specific issues that we have not been able to address in class. Examples of reasons that you may visit my office hours include: discussing a course topic further; questions about your work in this course; or a personal issue has begun affecting your work and we need to strategize to address this challenge. Do not hesitate to contact me immediately with concerns, as there is little we can do at the semester's end.

The following information about office hours comes from our Dean of Faculty and is applicable to all courses at Connecticut College:

Office hours provide students with additional opportunities to review or ask questions about the class discussions and assignments. Connecticut College faculty encourage students to go to office hours so they might learn about your interests, both inside and outside the classroom. In addition to talking about class material and assignments, you may find you share common interests, such as music, books, hobbies, and movies. If a professor knows your interest, they may inform you about campus programs and activities or other opportunities like fellowships and scholarships. Most importantly, a professor who knows their students writes better letters of recommendation. Successful students at Connecticut College make time to go to their office hours. All Connecticut College faculty are required to have office hours on their syllabus and posted on their office door. If you cannot make your professor's scheduled office hours, contact your professor to set up an appointment.

Universal Learning and Full Participation

I am committed to the principles of [universal learning](#) and [full participation](#). All of us learn in different ways and our course can be organized to be accommodating of all students across our differences. For example, you may learn more effectively through oral, written, or visual renderings of course topics. Our classroom, virtual spaces, learning and communication practices should be as inclusive as possible. Please meet with me as soon as possible to discuss your individual learning needs and how they can be accommodated in this course. Please also remember that along with our Office of Accessibility Services, our college offers other support services, including the Academic Resource Center, Writing Center, and Counseling Services that are available to all students and offer a range of services that are helpful for everyone at each stage of the college experience.

Gender-Inclusive Language Guidelines

Aspiring to create a learning environment in which people of all identities are encouraged to contribute their perspectives to academic discourse, our department encourages gender-inclusive and non-sexist language. This goal reaffirms Connecticut College's commitment to full participation by fostering an inclusive and welcoming environment where intellectual dialogue can flourish.

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Gender-inclusive and non-sexist language acknowledges people of any gender (e.g. first-year student versus freshman, chair versus chairman, humankind versus mankind). It also affirms non-binary gender identities, and recognizes the difference between assigned sex and gender identity. I will ask students to share their pronouns and

names at the beginning of the semester and all gender identities should be affirmed and respected by everyone in the course. If, at any point during this class, you would like me to use a different name or pronoun in addressing, please email me. (adapted from GSWS @ Pitt accessed 12/29/2017 with permission)

Content Warning and Class Climate

Our course readings and classroom discussions will often focus on mature, difficult, and challenging topics. As with any course in our department, course content is often political and personal. Readings, films, online content, exercises, and discussions may trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the class; some of us will have emotional responses to our peers' understanding of course content; all of us are responsible for creating a space that is both intellectually rigorous, respectful, and inclusive. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities, resources, and experiences position us in the classroom. As your professor, I am responsible for classroom management and the pedagogical approaches used during the semester that are based on my expertise.

If you are struggling with the course materials, here are some tips:

- read the syllabus so you are prepared in advance.
- You can approach me at office hours or make an appointment if you would like more information about a topic or reading.
- If you think a particular reading or topic might be especially challenging or unsettling, you can arrive to class early and take a seat by the door so that you can easily exit the classroom as needed.
- If you need to leave or miss class, you are still responsible for the work you miss.

If you are struggling to keep up with the work because of the course content, you should speak with me and/or seek help from the counseling center (adapted from the GSWS@Pitt 2017 website with permission).

Course Technology Policy

Please review [this guide](#) for background on using Google Drive and class technology expectations. As appropriate for specific class exercises, we will use technology and you will regularly bring a charged laptop or tablet to class. Any use of phones is not allowed. Texting and phone apps should be turned off on your laptop or tablet when you are in class. You are responsible for meeting these expectations. Students who do not consistently and respectfully follow the course technology policy will have their participation grade negatively impacted and may be asked to put away and/or not use any technology in class.

Grading

Your final grade is based on your performance in class and course work. The grading scale is:

Excellent	Good	Average	Below Average	Failing
A = 100-93	B+ = 89-87	C+ = 79-77	D = 69-60	F= 59 and below
A- = 92-90	B = 86-83	C = 76-73		
	B- = 82-80	C- = 72-7		

Late assignments will receive a deduction of one letter grade per 24-hour period they are late. Assignment extensions may be requested with timely notification.

This course does not have extra credit work as students are expected to consistently dedicate themselves throughout the semester towards the course's core components.

Credit Hour Definition

A semester course is normally equivalent to four semester hours. Connecticut College complies with federal regulations defining the credit hour. For each credit hour awarded, a course will provide an average of at least one hour of direct faculty instruction (class meetings, labs, review sessions, field trips, office hours, film screenings, tutorials, training, rehearsals, etc.) and at least two hours of out-of-class work (homework, preparatory work, practice, rehearsals, etc.) per week.

Assignments

	Course Engagement	Reading Facilitation	Representing Class Research Paper	Career Informed Learning Project
Due	ongoing	TBD	Week 2-Week 6	Week 7-Finals
%	15%	15%	25%	40%

Course Engagement

This component includes engagement in and outside of the classroom including class discussions, group work, and online communication. Consistent, critically engaged participation is crucial for a successful and productive course. Class discussions are in relationship with the course readings and themes, and you must come to class having completed all assigned reading.

As this is a seminar course, you must come to class well prepared to: 1) ask questions; 2) provide commentary on reading; and 3) engage in active dialogue. As a member of this course, you respectfully engage all members of the classroom and talk only in your turn. Interruptions, hostile remarks, side-talk, or inappropriate non-verbal communication will not be tolerated. Use of electronics in class is solely for work related to our course.

Reading Facilitation ([grading rubric](#))

Three times during the semester, each student will facilitate an initial discussion of the class readings. You will have the first half hour of class to lead our conversation. You are encouraged to share news items, short videos, or other materials to either open up or deepen our discussion of the readings. Most importantly, you will lead us through a discussion of key arguments and concepts from the readings. You are welcome to meet with me in advance to discuss your facilitation plans and receive guidance about potential tactics or resources.

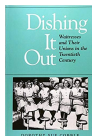
Representing Class Research Paper

In this paper, you research a question you have about how class manifests itself in society. A starting point can be considering economic, social, and/or cultural capital in a particular context or example - ranging from a popular representation to activism or data on its impacts. Detailed guidelines are provided during the semester.

Career Informed Learning Project

Based upon a research topic determined by Cassandra Waters, our class will work together to study and present our work to her. Detailed guidelines are provided during the semester.

Course Texts



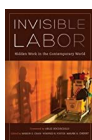
Cobble, Dorothy Sue. *Dishing It Out: Waitresses and Their Unions in the Twentieth Century*. Reprint edition. Urbana: University of Illinois Press, 1992. ISBN: 9780252061868. [Library e-book copy](#)



Parker, Traci. *Department Stores and the Black Freedom Movement: Workers, Consumers, and Civil Rights* (University of North Carolina Press, 2019). ISBN: 9781469648675. [Library e-book copy](#)



Orleck, Annelise. *We Are All Fast Food Workers Now: The Global Uprising Against Poverty Wages*. Boston: Beacon Press, 2018. ISBN: 9780807081778. [Library e-book copy](#) (single user)



Crain, Marion G., Miriam A. Cherry, and Winifred R. Poster, editors. *Invisible Labor: Hidden Work in the Contemporary World*. Berkeley: University of California Press, 2016. ISBN: 9780520287174. [Library e-book copy](#)

All other reading materials are available as links to the online resource or as links to the PDF in our course readings folder.

Borrowing Textbooks

There are many places on campus where textbooks are available for loan either for the entire semester or a few hours. For help, contact: refdesk@conncoll.edu or visit Shain Library.

Course Reserves: Search for course reserves material in [the catalog](#). Reserves are located on the first floor of Shain Library at the Circulation Desk.

Lending Library: Sponsored and maintained by the Office of Sustainability, textbooks are donated by students at the end of a semester, and made available to students for a semester-long loan. Locations are listed on the [website](#).

Academic Resource Center: Located on the second floor of Shain Library, ARC loans a limited number of textbooks to students for a semester.

Course Schedule

Week 1

Tuesday, January 21 **Introductions**

Thursday, January 23

☐ [Allison, "A Question of Class," 13-36](#)

- ❑ [Soria, "Counting Class: Assessing Social Class Identity Using Quantitative Measures," 49-61](#)

Week 2

Tuesday, January 28 Introduction of Representing Class Research Paper

- ❑ [Hunt and Seiver, "Social Class Matters: Class Identities and Discourses..." 342-357](#)
- ❑ [Silva and Snellman, "Salvation or Safety Net? Meanings of 'College'..." 559-582](#)
- ❑ [Pinxten and Lievens, "The importance of economic, social and cultural capital..." 1095-1110](#)

Thursday, January 30

- ❑ [Reed, "Title VII, the Rise of Workplace Fairness, and the Decline of Economic Justice..." 31-36](#)
- ❑ [MacLean, "The Civil Rights Act of 1964: The Difference a Law Can Make," 19-24](#)
- ❑ [Isaacs, "Proving Title VII Discrimination in 2019"](#)

Week 3

Tuesday, February 4 **Facilitator 1: Ana**

- ❑ [Larson, "Ode to the American Century: Ambivalent Americanism and the Founding..." 53-74](#)
- ❑ [Frank, "From Common Enemies to Common Causes: The Labor Movement and the Gay..." 75-101](#)
- ❑ [Frank, "A Brief Chronology of LGBT Labor History, 1965-2013," xiii-xviii](#)

Thursday, February 6 ***Dishing It Out***

- ❑ Cobble, "Preface," xi-xiv
- ❑ Cobble, "Introduction," 1-14

Week 4

Tuesday, February 11 **Facilitator 2: Grace**

- ❑ Cobble, "The Occupational Community of Waitressing," 15-16
- ❑ Cobble, "The Rise of Waitressing: Feminization, Expansion, and Respectability," 17-33
- ❑ Cobble, "Work Conditions and Work Culture," 34-58

Thursday, February 13 **Facilitator 3: Kathryn**

- ❑ Cobble, "Waitresses Turn to Economic and Political Organization," 59-60
- ❑ Cobble, "The Emergence and Survival of Waitress Unionism, 1900-1930," 61-85
- ❑ Cobble, "The Flush of Victory, 1930-55," 86-112

Week 5

Tuesday, February 18 **Facilitator 4: Hannah**

- ❑ Cobble, "The Waitress as Craft Unionist," 113-114
- ❑ Cobble, "Uplifting the Sisters in the Craft," 115-136
- ❑ Cobble, "Waitress Unionism: Rethinking Categories," 137-148

Thursday, February 20 **Facilitator 5: Emma**

- ❑ Cobble, "Controversies over Gender," 149-150
- ❑ Cobble, "'Women's Place' in the Industry," 151-173
- ❑ Cobble, "'Women's Place' in the Union," 174-191

Week 6

Tuesday, February 25

- ❑ Cobble, "The Decline of Waitress Unionism," 192-204

- ☐ [Barry, "Too Glamorous to Be Considered Workers": Flight Attendants and Pink-Collar..." 119-138](#)
→ Ashley Hanson meditation/yoga visit

Thursday, February 27 **Department Stores and the Black Freedom Movement**

- ☐ Parker, "Introduction," 1-14
- ☐ Parker, "Race and Class Identities in Early American Department Stores," 15-53
 - Identify next round of facilitator
 - Peer-review of paper drafts

Friday, February 28 @ 5:00 pm Representing Class Research Paper Due

Week 7

Tuesday, March 3 **Facilitator 6: Emma**

- ☐ Parker, "Before Montgomery: Organizing the Department Store Movement," 54-82
- ☐ Parker, "To All Store and Office Workers . . . Negro and White! Unionism..." 83-115
- Ashley Hanson meditation/yoga visit

Thursday, March 5 **Cassandra Water Visit and Career Informed Learning Project Plan**

Week 8 & 9 Spring Break

Week 10

Tuesday, March 24

Facilitator 7: Grace

- ☐ Parker, "The Department Store Movement in the Postwar Era," 116-147
- &

Facilitator 8: Hanna

- ☐ Parker, "Worker-Consumer Alliances and the Modern Black Middle Class..." 148-182

Thursday, March 26

- ☐ Parker, "Toward Wal-Mart: The Death of the Department Store Movement," 183-224
- ☐ Parker, "Epilogue," 225-236

Thursday, March 26 Mandatory event - Professor Parker's talk at 4:30 pm

Week 11

Tuesday, March 31 **Invisible Labor: Hidden Work in the Contemporary World**

- ☐ Hoschild, "Foreword: Invisible Labor, Inaudible Voice," xi-
- ☐ Poster, et al, "Introduction: Conceptualizing Invisible Labor," 3-27

Thursday, April 2 **Facilitator 9: Ana**

- ☐ Budd, "The Eye Sees What the Mind Knows: The Conceptual Foundations..." 28-46
- ☐ Wingfield and Skeete, "Maintaining Hierarchies in Predominantly White Organizations..." 47-68

Week 12

Tuesday, April 7 **Facilitator 10: Kathryn**

- ☐ Cherry, "Virtual Work and Invisible Labor," 71-86

- ❑ Poster, "The Virtual Receptionist with a Human Touch: Opposing Pressures of Digital..." 87-112

Thursday, April 9 **Facilitator 11: Grace**

- ❑ Pendo, "Hidden from View: Disability, Segregation, and Work," 115-129
- ❑ Stewart, "Simply White: Race, Politics, and Invisibility in Advertising Depictions..." 130-147
- ❑ Otis and Zhao, "Producing Invisibility: Surveillance, Hunger, and Work in the Produce..." 148-168

Week 13

Tuesday, April 14 **Facilitator 12: Hanna**

- ❑ Avery, "The Female Breast as Brand: The Aesthetic Labor of Breastaurant Servers," 171-192
- ❑ Williams and Connell, "The Invisible Consequences of Aesthetic Labor in Upscale..." 193-213
- ❑ Warhurst, "From Invisible Work to Invisible Workers: The Impact of Service Employers'..." 214-236

Thursday, April 16

- ❑ Advidsson et al, "Self-Branding among Freelance Knowledge Workers," 239-256
- ❑ Crain, "Consuming Work," 256-278
- ❑ Poster et al, "Conclusion," 279-292

Week 14

Tuesday, April 21 ***We Are All Fast Food Workers Now***

- ❑ Orleck, Part I, 1-61

Thursday, April 23 **Facilitator 13: Kathryn**

- ❑ Orleck, Part II, 62-117

Week 15

Tuesday, April 28 **Facilitator 14: Emma**

- ❑ Orleck, Part III, 118-179

Thursday, April 30 **Facilitator 15: Ana**

- ❑ Orleck, Part IV, 180-239

Week 16

Tuesday, May 5

- ❑ Orleck, Part V, 240-259

Classroom Recording

With the exception of those granted accommodations through the Office of Student Accessibility Services, students are prohibited from audio, video, or photographic recording during class periods or out-of-class meetings with the instructor without explicit permission from the instructor. Recordings approved in this manner may not be shared in any form without permission of the instructor. Violations of this policy shall be considered an Honor Code violation.

[The Connecticut College Honor Code](#)

Academic integrity is of the utmost importance in maintaining the high standards of scholarship in our community. Academic dishonesty is considered to be a serious offense against the community and represents a significant breach of trust between the professor, the classmates, and the student. There

are many forms of academic dishonesty including plagiarism, falsifying data, misrepresenting class attendance, submitting the same work in two courses without prior approval, unauthorized discussion or distribution of exams or assignments, and offering or receiving unauthorized aid on exams or graded assignments. Students violating the Honor Code may be referred to the college's Honor Council for resolution. It is your responsibility to ask for assistance if you need clarification or support with any academic concerns, such as how to properly cite sources or prepare for course assignments.

Title IX Statement

As a faculty member, I am deeply invested in the well-being of each student I teach. I am here to assist you with your work in this course. If you come to me with other non-course-related concerns, I will do my best to help.

It is important for you to know that all faculty members are trained and required to report any incidents of gender-based discrimination, including discrimination based on gender identity, gender expression, and sexual orientation. This means that I cannot keep information confidential about sexual misconduct, intimate partner violence, stalking, or other forms of gender-based discrimination. Rachel Stewart, the Director of Sexual Violence Prevention and Advocacy, can advise you confidentially as can Counseling Services and any of the College chaplains. Rachel can also help you access other resources on campus and in the local community. You can reach Rachel at 860-439-2219 or rstewart1@conncoll.edu, and her office is in Cro 222.

The student sexual misconduct, intimate partner violence, stalking, and non-discrimination policies are in the Student Handbook, which can be found on CamelWeb, in the "Documents/Policies" section, under the Student Life section. There you will find the policies, definitions, procedures, and resources. If you need to report an incident or have any questions about the policy, you can contact the Office of Institutional Equity and Inclusion at 860-439-2035 or Unity House.

Academic Support

Library Research Liaison

Our research and instruction librarian is Ashley Hanson, MLIS. She welcomes your research questions and is available to meet one-on-one to assist you with your developing projects. Ashley can be reached via e-mail at ashley.hanson@conncoll.edu and her campus phone is x2653.

Academic Resource Center

The Academic Resource Center (ARC) offers services to support your academic work such as study skills workshops, time management, coaching and tutoring. Its offices are located on the second floor of Shain Library. Please visit it or call 860-439-5294 for more information or to schedule an appointment.

Writing Center

The Roth Writing Center provides one-to-one peer tutoring (free of charge) to help student writers of all abilities during all stages of the writing process. To make an appointment, call 860-439-2173 or stop by the Writing Center at 214 Blaustein. If you're a confident, experienced writer the Center can help you to push your ideas and polish your style; if you're a relatively inexperienced and not-so-confident writer it can also help you, by working on grammar or organization or whatever you need. Writing Center tutors are trained to help you to discover what you think through writing. Working with a tutor gives you the opportunity to share your work-in-progress with an actual reader,

so that you can get useful feedback on that work before you have to turn it in for a final grade. For further information, visit the Writing Center web page at <http://write.conncoll.edu/>.

Accessibility and Campus Support Services

Office of Student Accessibility Services

Connecticut College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability and have been approved for academic accommodations, please have your Faculty Notification Letter emailed to me through the Student Accessibility online management system (AIM) and schedule a meeting during my office hours as early as possible in the semester so that we can discuss the logistics of your accommodations. If you are not approved for accommodations, but have a disability requiring academic accommodations, or have questions about applying for accommodations, please contact Student Accessibility Services at 860-439-5428 or sas@conncoll.edu.

Student Health Services

[Student Health Services](#), located in the Warnshuis Student Health Center behind the library, is available to all full-time, matriculated students. Our purpose is to help students maintain optimal general health through the disciplines of physical and mental health, and health education around lifestyle choices. This is accomplished through a full-time staff and a variety of professional consultants in many disciplines. All professional services are delivered with attention to confidentiality. In the event of a serious illness or injury, parents or guardian will be notified at the discretion of the staff. You can schedule an appointment Monday through Friday by calling 860-439-2275. Information on Care When We Are Closed, Our Services, and Student Health Insurance may be found on Camelweb, in the Student Life Section, under Student Health Services.

Student Counseling Services

The mission of the Student Counseling Services is to promote the emotional and psychological growth and well being of the students at Connecticut College. The Student Counseling Services' goal is to enhance each individual's ability to learn, to create and to be fully participating members of the College community by utilizing safe, culturally sensitive and inclusive approaches to mental health treatment. To carry out this mission, Student Counseling Services makes available to students a wide range of outpatient clinical services in a safe, non-judgmental atmosphere including:

Evaluation	Individual and group counseling	Crisis intervention services	Psycho-educational forums
Outreach and consultation to the College community			
Psychopharmacological evaluation and medication management			
Referral to off-campus clinicians for specialized and/or intensive treatment			

Connecticut College [Student Counseling Services](#) has been accredited by the International Accreditation of Counseling Services (IACS) since 2005. Appointments may be made by phone at (860) 439-4587 or via email at SCS@conncoll.edu.