Equality and Hierarchy: Women’s Experience

Closing Summative Discussion

**Assignment:**

As part of our summative assessments for this unit you will engage in a 10-15 minute small group discussion evaluating American women’s historical efforts to combat patriarchy and gain gender equality in light of a modern day gender issue. Specifically, you will be examining how recent events to increase gender equality at Harvard Business School reflect a historical legacy of women’s efforts to gain equal rights more broadly in American society.

**Tasks:**

1. Read/view/interact with a special series from the *New York Times* entitled “Harvard Business School Case Study: Gender Equity.” Available at:

<http://www.nytimes.com/2013/09/08/education/harvard-case-study-gender-equity.html?_r=1&>

1. Craft a thesis statement in which you make an argument for EACH of the following four questions. (20 points)
   1. Why are there so few tenured professors at Harvard Business School? Use historical evidence to ground your analysis of the nature of Harvard Business School.
   2. In what ways do sex and sexuality construct barriers to gender equity today? Show the historical legacy of your argument by rooting it in the history we have discussed, as well as citing evidence from the *New York Times* article to support your thesis.
   3. We have discussed several attempts to gain greater gender equality across history. Some activists have tried structural/legal efforts to achieve equity while others have tried cultural/informal efforts. The reforms made at Harvard fall into these two camps. Citing the article and the history we gave studied, are structural/legal or cultural/informal changes more effective at bringing about gender equality?
   4. Using historical evidence and what you read in the article, why do you think women enter the lower paying business sectors relative to mean, even despite movement to greater gender equality at Harvard and in American society more broadly.
2. Make a chart in which you identify 3+ pieces of evidence and provide analysis for how each upholds your thesis. You will do this for each of the four questions, for a grand total of four charts. (40 points)
   1. Your chart must convey a detailed understanding of both the article and the material we have covered this unit.
   2. You may model your chart as follows if you wish:

|  |  |  |
| --- | --- | --- |
| ***Evidence*** | ***Analysis*** | ***Source*** |
|  |  |  |
|  |  |  |

1. *Discussion (50 points)*
   1. You will answer one of the above four questions at random during a 10-15 minute fishbowl discussion
   2. See attached rubric for requirements

**Discussion Dates:**

Green: Tues 1/14; Yellow: Wed 1/15

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*Rubric*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Exemplary** | **Proficient** | **Needs Improvement** |
| ***Listening/Engagement*** |  |  |  |
| ***Adding New Information*** |  |  |  |
| ***Using Specific, Relevant, and Accurate Evidence*** |  |  |  |
| ***Transitioning Effectively*** |  |  |  |
| ***Taking Risks*** |  |  |  |
| ***Answering the Question*** |  |  |  |