

Sociology 427  
GENDER AND WORK  
Spring 2019  
Monday and Wednesday 2:00-3:50  
Cramer Hall 382

Maura Kelly, PhD  
Email: maura@pdx.edu  
Office: Cramer 217 R  
Office hours: Wednesdays 11:00-1:00

## COURSE DESCRIPTION

Consideration of the theoretical, methodological, and empirical contributions of current scholarship in the area of gender and work. Emphasis on the intersection of gender, sexuality, race/ethnicity, and class. Topics include: inequalities in the labor force, low wage work and poverty, work/family conflict, sex/sexuality in the workplace, and masculinity/femininity at work.

## REQUIRED COURSE MATERIALS

1. Texts (Available in the PSU bookstore but likely can be found cheaper online)
  - Harris, Deborah A. and Patti Giuffre. 2015. *Taking the Heat: Women Chefs and Gender Inequality in the Professional Kitchen*.
  - Harvey Wingfield, Adia. 2012. *No More Invisible Man: Race and Gender in Men's Work*.
2. Episodes of television series (pay as needed)
  - *Billions* "Pilot" (Season 1 Episode 1): Available on Showtime and via Amazon Prime [LINK](#)
  - Three to six episodes of a current television show set in a workplace for the midterm paper assignment (students' choice)
3. Two to three hours per week of news media of your choice (many free options available)
4. All other required course material is available for free online or through the PSU library

## COURSE REQUIREMENTS

1. *In-class assignments (40 points)*: We will regularly have in-class assignments. These will consist of individual writing assignments and small group discussion assignments. The in-class assignments will focus on the readings and/or other material presented in class. The dates of assignments will not be announced in advance. Failed or missed assignments cannot be rewritten or completed at an alternative time. However, two assignments will be dropped.
2. *News media project (20 points)*: For this course, you will be required to spend 2-3 hours per week consuming news media, with a focus on U.S. news related to jobs and the economy. You may choose any type of news media (e.g. print, television, radio, podcast). You might try podcasts like [Up First](#) (news headlines from NPR) and [Marketplace](#) (economic news from NPR). Or you might prefer an email newsletter like "[Today's Headlines](#)" from [The Washington Post](#). To track your progress, you will take a pre-test prior to our first class, weekly news quizzes weeks 1-10 (open between Tuesdays at 2pm and Wednesdays at 2pm), and a post-test.

The numeric grades will *not* be included in the calculation of your final grade. You will write brief reflections on the news media project due during midterms and finals weeks. Your grade for this assignment will be based on your effort and improvement over time (if improvement is needed), as described in the midterm and final reflection papers.

3. *Midterm paper (20 points)*: In the midterm paper, provide a critical assessment of how gender is portrayed in a fictional television series based in a work environment, with attention to depictions of gender, race, and/or class inequality (1200-1500 words). The midterm paper is worth 20 points and will be due via D2L by Sunday May 5 at midnight.
4. *Final exam (20 points)*: The take home final will consist of essay questions that require you to synthesize the material covered in the readings, documentaries, lectures, and other sources presented in class. Undergraduate students will be required to answer two essay questions. Each essay must be 1200-1500 words. The final exam questions will be distributed on the last day of class. The final exam is worth 20 points and will be due D2L by Wednesday June 12 by 2pm.

## COURSE OUTLINE

### Week 1: April 1 and 3

#### April 1

- News media pre-test quiz (due Monday April 1 by 2pm via D2L)
- Ridgeway, Cecilia. "Chapter 4: Gendering at Work" Pp 92-126 in *Framed by Gender: How Gender Inequality Persists in the Modern World*. [LINK](#)
- hooks, bell. 1984. "Chapter 7: Re-Thinking the Nature of Work" Pp. 96-107 in *Feminist Theory from Margin to Center*. [LINK](#)

#### April 3

- News media quiz (complete between Tuesday at 2pm and Wednesday at 2pm via D2L)
- Acker, Joan. 2006. "Inequality Regimes: Gender, Class, and Race in Organizations" *Gender & Society* 20(4): 441-464. [LINK](#)

#### Optional readings

- Connell, Robert W., and James W. Messerschmidt. "Hegemonic Masculinity: Rethinking the Concept." *Gender & society* 19.6 (2005): 829-859. [LINK](#)
- Schippers, Mimi. 2007. "Recovering the Feminine Other: Femininity, Masculinity, and Gender Hegemony." *Theory and Society*. 36:85-102. [LINK](#)

### Week 2: April 8 and 10

#### April 8

- Semuels, Alana. 2017. "The Men Who Take 'Women's' Jobs" *The Atlantic* [LINK](#)
- Pruitt, John. C. 2015. "Preschool teachers and the discourse of suspicion" *Journal of Contemporary Ethnography* 44(4): 510-534. [LINK](#)

#### April 10

- News media quiz (complete between Tuesday at 2pm and Wednesday at 2pm via D2L)
- Connell, Catherine. 2010. "Doing, Undoing, or Redoing Gender?: Learning from the Workplace Experiences of Transpeople." *Gender & Society* 24(1):31-55. [LINK](#)

Note: Monday April 8 is Bring Your Kids to Campus Day at PSU. If you plan on bringing kids to class, please let me know in advance, we will be happy to have them join us!

### **Week 3: April 15 and 17**

April 15

- Harris, Deborah A. and Patti Giuffre. 2015. *Taking the Heat: Women Chefs and Gender Inequality in the Professional Kitchen*. Read the introduction, chapters 3-5, conclusion, and Pp. 206-212 of the appendix.

April 17

- News media quiz (complete between Tuesday at 2pm and Wednesday at 2pm via D2L)

### **Week 4: April 22 and 24**

April 22

- Review the midterm paper guidelines and watch *Billions* “Pilot” (Season 1 Episode 1) in preparation for discussion of mid-term paper in class on April 22 [LINK](#)

April 24

- News media quiz (complete between Tuesday at 2pm and Wednesday at 2pm via D2L)
- Harvey Wingfield, Adia. 2016. “How ‘Service with a Smile’ Takes a Toll on Women.” *The Atlantic* [LINK](#)
- Santin, Marlene; Kelly, Benjamin. 2017. “The Managed Heart Revisited: Exploring the Effect of Institutional Norms on the Emotional Labor of Flight Attendants Post 9/11” *Journal of Contemporary Ethnography* Vol. 46(5): 519-543. [LINK](#)

### **Week 5: April 29 and May 1**

April 29

- McLaughlin, Heather, Christopher Uggen, and Amy Blackstone. 2012. “Sexual Harassment, Workplace Authority, and the Paradox of Power” *American Sociological Review* 77(4): 625-647. [LINK](#)

May 1

- News media quiz (complete between Tuesday at 2pm and Wednesday at 2pm via D2L)
- News media midterm reflection paper due Wednesday at 2pm via D2L.
- Lerum, Kari. 2004. “Sexuality, Power, and Camaraderie in Service Work” *Gender & Society* 18(6)756-776. [LINK](#)

May 5

- Midterm paper due via D2L by Sunday May 5 at midnight.

### **Week 6: May 6 and 8**

May 6

- Thompson, Derek. 2018. “Busting the Myth of ‘Welfare Makes People Lazy’” *The Atlantic* [LINK](#)
- Sallaz, Jeffrey J. 2017. “Exit Tales: How Precarious Workers Navigate Bad Jobs” *Journal of Contemporary Ethnography* 46(5): 573-599. [LINK](#)

May 8

- News media quiz (complete between Tuesday at 2pm and Wednesday at 2pm via D2L)
- Williams, Christine L and Catherine Connell. 2010. “‘Looking Good and Sounding Right’: Aesthetic Labor and Social Inequality in the Retail Industry.” *Work and Occupations* 37(3): 349-377. [LINK](#)

Note: On Wednesday May 8, we will meet for class at 2:10 at the Pioneer Place Mall. Walk (.5 miles) or take the MAX (two stops from PSU) to the Pioneer Place Mall. Enter the mall at SW 5th and SW Taylor. Go down the escalator and meet at the tables near Sbarro in the food court. We will meet back in our regular classroom at 3:20 to debrief after the assignment.

### **Week 7: May 13 and 15**

May 13

- Mount, Liz. 2018. “‘Behind the Curtain’: Strip Clubs and the Management of Competition for Tips.” *Journal of Contemporary Ethnography* 47(1): 60-87. [LINK](#)

May 15

- News media quiz (complete between Tuesday at 2pm and Wednesday at 2pm via D2L)
- Jackson, Crystal A. 2016. “Framing Sex Worker Rights: How U.S. Sex Worker Rights Activists Perceive and Respond to Mainstream Anti-Sex Trafficking Advocacy” *Sociological Perspectives* 59(1): 27-45. [LINK](#)

### **Week 8: May 20 and 22**

May 20

- Harvey Wingfield, Adia. 2012. *No More Invisible Man: Race and Gender in Men's Work*. Read the introduction, chapters 1-4, conclusion, and the appendix.

May 22

- News media quiz (complete between Tuesday at 2pm and Wednesday at 2pm via D2L)

**Week 9: May 29 (No class May 27)**

May 29

- News media quiz (complete between Tuesday at 2pm and Wednesday at 2pm via D2L)
- Wynn, Alison T. 2018. "Misery Has Company: The Shared Emotional Consequences of Everwork Among Women and Men" *Sociological Forum* 33(3): 712-734. [LINK](#)

**Week 10: June 3 and 5**

June 3

- Elana Lyn Gross. 2017. "Flexible Work Is The Future Of Feminism" *Forbes* [LINK](#)
- Fetters, Ashley. 2018. "Stay-at-Home Dads Are Reshaping American Masculinity." *The Atlantic* [LINK](#)

June 5

- Extra credit presentations on midterm paper due by June 5 at 2pm via D2L; presentations in class on June 5 (optional assignment)
- News media quiz (complete between Tuesday at 2pm and Wednesday at 2pm via D2L)
- News media post-test due Wednesday June 5 by 2pm via D2L
- News media final reflection paper due Wednesday June 5 by 2pm via D2L

**Finals week: No Class Meeting**

**June 12**

- Final exam due by Wednesday June 12 by 2pm via D2L (late exams not accepted after Friday June 14 at 5pm)

## NEWS MEDIA PROJECT GUIDELINES

### TASK

For this course, you will be required to spend 2-3 hours per week consuming news media, with a focus on U.S. news related to jobs and the economy. You may choose any type of news media (e.g. print, television, radio, podcast). You might try podcasts like Up First (news headlines from NPR) and Marketplace (economic news from NPR). Or you might prefer an email newsletter like “Today’s Headlines” from *The Washington Post*. To track your progress, you will take a pre-test prior to our first class, weekly news quizzes weeks 1-10 (open between Tuesdays at 2pm and Wednesdays at 2pm), and a post-test. The numeric grades will *not* be included in the calculation of your final grade. You will write brief reflections on the news media project due during midterms and finals weeks. Your grade for this assignment will be based on your effort and improvement over time (if improvement is needed), as described in the midterm and final reflection papers.

### SOURCES

The sources for this assignment are the news stories you consumed this term. All sources should be cited. Any time you take a direct quote, as well as when you summarize or paraphrase an idea from another person, you must cite the source. Failure to cite your sources, whether intentional or not, is plagiarism. Instances of plagiarism will result in failing the assignment and will be reported.

You must include a references section that includes all of the sources you cite in your assignment. Label this section “References” and list sources in alphabetical order.

### COMPONENTS OF THE ASSIGNMENT

1. During the course, you will take a news pre-test, 10 weekly news quizzes, and a news post-test. These numeric grades will *not* be included in the calculation of your news media project grade. *Not taking* these tests and quizzes *will* count against your grade for the news media project.
2. At the midpoint in the term, you will complete a brief reflection on your consumption of news so far this term. The reflection should be 400-600 words. Briefly address ALL the questions below in your reflection.
  - What were the two to three news stories that most interested you so far this term? State the topic of each story very briefly. What was interesting about these stories?
  - Did your news consumption habits change as a result of the assignment for this course? If you increased your news consumption for this course, how easy or difficult has this been?
  - What news sources have you been consuming? How are you liking them? Are there other news sources you plan to try this term?
  - How are you doing on the weekly news quizzes so far? If you are not consistently getting at least eight (out of ten) questions correct, what will you do to improve your scores?

3. At end of the term, you will complete a brief reflection on your consumption of news this term. The reflection should be 400-600 words. Briefly address ALL the questions below in your reflection.
- What were the two to three news stories that most interested you this term (choose different news stories than the ones you discussed in your midterm reflection)? State the topic of each story very briefly. What was interesting about these stories?
  - Did your news consumption habits change as a result of the assignments for this course? If you increased your news consumption for this course, what effect has this had on you, personally, professionally, or in terms of your education? Give specific examples of how your knowledge of news has impacted you this term.
  - What were your scores on the news pre-test and news post-test? Did your scores on weekly news quizzes change over the term?
  - Reflecting on your effort and any improvement in pre/post or weekly news quiz scores, what grade (A-F) would you give yourself for the news media project this term?

## MIDTERM PAPER GUIDELINES

### TASK

In the midterm paper, you will provide a critical assessment of how gender is portrayed in a fictional television series based in a work environment. The purpose is to assess depictions of gender, race, and/or class inequality using key concepts from this course. It is important that you show that you can leverage the data to construct a cohesive argument. Papers will be 1200-1500 words long, not including references and appendix.

### DATA AND SOURCES

The data for your analysis will be one fictional television series that is set in a workplace (e.g. *Grey's Anatomy*, *Superstore*, *Brooklyn 99*). You may not use the show *Billions*, as we will be discussing it in class as an example. You will watch the first three consecutive episodes of a 60 minute television show (or first six consecutive episodes of a 30 minute show) from the first season of the show.

You may draw on course readings or outside sources; however, drawing on sources other than your data is generally discouraged. You should only incorporate outside sources if it enhances your analysis, keep the focus on your original analysis of the television series. All sources should be cited. Any time you take a direct quote, as well as when you summarize or paraphrase an idea from another person, you must cite the source. Failure to cite your sources, whether intentional or not, is plagiarism. Instances of plagiarism will result in failing the assignment and will be reported. You must include a references section that includes all of the sources you cite in your assignment. Label this section "References" and list sources in alphabetical order.

### COMPONENTS OF THE ASSIGNMENT

*Introduction.* State a brief summary of the argument you will make. For example: "*Grey's Anatomy* upholds A and B stereotypes but challenges C stereotype about women as workers." You must be able to make this argument using your data. This means your argument must focus on the media representations of gender in the workplace (not on the effects of these representations on audiences). Describe the data you will analyze. For example: "I will analyze the first three episodes of *Grey's Anatomy*, which originally aired in 2005."

*Analysis.* Develop 2-4 topics or themes to discuss in your analysis.

Questions to guide topics and themes (choose one or two to engage with in this short paper):

- How are male characters portrayed? What stereotypes about men as workers are challenged? What stereotypes about men as workers are upheld?
- How are female characters portrayed? What stereotypes about women as workers are challenged? What stereotypes about women as workers are upheld?
- Do the male and female characters have gender-typical or gender-atypical jobs?
- Are the positions of power held by men, women, or both? How are men in power portrayed? How are women in power portrayed?



- Are male and female characters portrayed as competent or incompetent? What are the male and female characters' strengths and weaknesses in their job performances?
- How are male and female characters portrayed when they are not on the job? What examples of gendered behavior are portrayed in social or familial situations?
- Are there examples of sexual harassment in the workplace? Are these treated seriously or comically?
- How do messages about gender intersect with messages about race, ethnicity, class, and sexuality? Use an intersectional analysis.

For each of the themes you examine, give 2-3 examples you will use as evidence to support your argument. These examples will consist of details from the episodes (i.e. quotes from the episodes, description of scenes, or description of storylines). You should also note any counter-examples. Note that going one-by-one through the characters is not an acceptable format for this paper. You must choose topics and themes that will allow you to compare and contrast across multiple characters and examples. Below are two examples of how to quote from episodes and cite your quotes:

Example 1:

The workplace romance between Meredith and Derek is the central storyline in *Grey's Anatomy*. In the following exchange, Derek flirts with Meredith:

Derek: It's not the chase.

Meredith: What?

Derek: You and me. It is not the thrill of the chase. It's not a game. It's... it's your tiny ineffectual fists. And your hair.

Meredith: My hair?

Derek: It smells good. And you're very, very ballsy. It keeps me in line.

Meredith: I'm still not going out with you.

Derek: You say that now... ("Winning a Battle, Losing the War")

Example 2:

There are many examples of women being portrayed as stereotypically feminine. In the episode "The Man in the Mud," a male anthropologist asks Angela to take a human skull from a boiler. She refused and stated "Or you could do that for me because I would never, ever do that." She is very stereotypically feminine in the fact that she wants to leave the gory material to the males and does not want to get her hands dirty.

In both examples, the episode title is cited and the main characters' names are stated. Be careful not to include too many long quotes or exchanges between characters as they will take up too much space.

*Conclusion.* In the conclusion, briefly restate the overall argument. Then discuss the implications of what you have written.

Questions to guide discussion (choose one or two points to make)

- What are positive or negative implications of the representations of gender in the workplace you observed?
- How might these messages be interpreted by audiences?
- How might they impact society?
- What can you infer about cultural beliefs or attitudes towards gender and work from your findings about media representations of gender in the workplace?

Remember that the task of this paper is to analyze the media portrayals. However, in the conclusion, you can speculate about the implications of your findings. You might discuss whether or not these portrayals are accurate reflections of the “real world” (you will need evidence from outside sources to support your claims) or speculate about what effects these images might have on the “real world.” Unless you have outside sources to support your claims, be clear that you are speculating and not making empirical claims about the effects of media images.

*References and appendix.* Include a references section *only if* you use sources other than the television series (not recommended). See examples on in-text citations in the guidelines for reading reflections. For formatting the references section, see the “Citing sources in ASA style” handout on D2L. Provide an appendix listing the television episodes you include in your sample.

Use the following format:

Director. Year Aired. “Episode Title” *Series Title* [television program]. Network. Date Aired.

Assignments should show clear and concise writing and appropriate proofreading; assignments will not receive full credit if they show significant problems with grammar, spelling, word use, typos, awkward sentences and/or improper formatting.

## EXTRA CREDIT GUIDELINES

### TASK

Create a PowerPoint presentation based on your midterm paper and present it to the class.

### COMPONENTS

You will prepare an 8-10 minute PowerPoint presentation with 5-10 slides (not including title slides). The presentation will be worth up to 10 points towards your course grade.

- Title slide (1 slide)
  - Include the title of presentation and your name
  - Image for visual interest
- Introduction (1-2 slides)
  - State main argument (For example: “*Grey’s Anatomy* upholds A and B stereotypes but challenges C stereotype about women as workers.”)
  - Describe the data (For example: “I will analyze the first three episodes of *Grey’s Anatomy*, which originally aired in 2005.”)
- Analysis (3-6 slides)
  - Choose a few points from your paper (you will not be able to cover it all)
  - Put key quotes on the slide
  - Add pictures of the characters you are discussing for visual interest
- Conclusion (1 slide)
  - Discuss the implications of your findings
- Title slide (1 slide)
  - Repeat the title slide at the end of presentation

## FINAL EXAM GUIDELINES

### TASK

The take home final will consist of two 1200-1500 word essays that ask you to synthesize the material covered in the readings, documentaries and videos, panels and guest presentations, lectures, and class discussions. The purpose of the assignment is to demonstrate your ability to answer the questions posed using empirical evidence, specific examples, and key concepts from the course material.

- For each essay question, the instructor will pose several guiding questions. Thoroughly answer all the questions posed.
- You must discuss at least six sources for each of the essays but you should refer to all relevant sources. Use only the sources included on the “list of sources” for this assignment.
- In your analysis, you must compare and contrast themes across multiple sources. *Going one-by-one through the sources will not be a successful strategy for this assignment.*
- Use specific examples and quotes from the sources to illustrate and support your argument. Draw on quantitative and qualitative data from the sources to support your claims.
- Be sure to define key concepts in your essays.
- Assignments should show clear and concise writing and appropriate proofreading; assignments will not receive full credit if they show significant problems with grammar, spelling, word use, typos, awkward sentences and/or improper formatting.
- Note that your personal feelings or experiences are not appropriate for a sociological analysis.
- You may use some of the same sources for the two essays.

### SOURCES

The sources for this assignment are the materials covered in the course. You will receive a list of all the sources we have covered this term when you receive the exam questions. Outside sources are not acceptable for this assignment.

All sources should be cited. Any time you take a direct quote, as well as when you summarize or paraphrase an idea from another person, you must cite the source. Failure to cite your sources, whether intentional or not, is plagiarism. Instances of plagiarism will result in failing the assignment and will be reported. You must include a references section that includes all of the sources you cite in your assignment. Label this section “References” and list sources in alphabetical order. The list of sources you will receive will include the full citation and proper formatting of all the sources.

In writing your answers, you are expected to refer to the course material as well as your own notes. You may share class notes and study with classmates up until the last day of class when you receive the final exam questions. *After you receive the questions, you may not share notes, discuss course material, or discuss answers to the final exam questions with classmates.* Sharing answers or plagiarizing from outside sources will result in failure of the exam.

## POLICIES

*Required course materials:* Required course materials are listed on the first page of the syllabus. If you cannot access the readings held by the library through the links provided, navigate to the readings from the library homepage or from a google scholar internet search.

*Note on course content:* Readings and discussions for this course may cover controversial topics related to bodies, sexual practices, pornography, sex work, abusive relationships, sexual assault, gender minority (e.g. transgender and non-binary) and sexual minority (e.g. gay, lesbian, bisexual, queer) identities and experiences, and other topics related to gender and sexualities that some students may be uncomfortable reading and discussing. If you have concerns about the course content generally or any specific topics we may cover, please see the instructor at the start of the term.

*D2L:* We will use D2L extensively in this course. It is your responsibility to be able to access D2L.

- *Course content:* All course material will be posted to D2L.
- *Assignments:* Students will submit all written assignments via the assignments feature of D2L. Guidelines for the writing assignments are included in the syllabus.
- *Quizzes:* Students will complete news pre-test and post-test as well as 10 weekly news quizzes
- *Grades:* See grades for all assignments with the grades feature.

*Email:* The instructor regularly communicates with the class via PSU email so be sure that you are receiving my emails. It is your responsibility to check your email daily Monday through Friday and respond in a timely manner. In emails to the instructor, please put the title of the course in the subject line and sign your emails using your first and last name. Use the email address on the first page of the syllabus. The instructor and TAs will generally respond to email within 24 hours. Emails sent after 5:00pm on Friday will generally be answered by 5:00pm on Monday.

*Academic Honesty:* You are expected to demonstrate complete academic honesty. All work for the course must be completed independently. Please refer to the Student Conduct Code for more detailed information on PSU policies. Cheating or plagiarism will result in failing the assignment and will be reported.

*Plagiarism:* If you use a direct quote (i.e. someone else's words), you must include it in quotation marks and cite the source, including author(s) name(s), the date of publication, and the page number. If you summarize or paraphrase an idea from another person, you must cite the source, including author(s) name(s) and the date of publication. Failure to cite your sources, whether intentional or not, is plagiarism. Instances of plagiarism will result in failing the assignment and will be reported.

*Laptops/tablets/e-readers:* If you prefer to read electronic versions of the readings, you may bring these devices to class to reference the readings during in-class assignments and class discussions. You may also use these devices to take notes in class. However, if you use your device for non-class purposes, you will be asked to put away your device.

*Classroom Conduct:* You must demonstrate the highest level of respect for your peers and for the instructor and TA. All points of view will be welcomed and respected; however, statements or behaviors that are disrespectful towards individuals or groups will not be tolerated. We will practice “calling in” in this course. Behaviors that are distracting to your peers and to the instructor are not acceptable (e.g. coming in late, packing up or leaving early, using electronic devices for non-class purposes, and having side conversations).

*Guests in class:* The instructor does not allow people under age 18 to attend class. If you would like to bring a guest to class who is over 18, please ask the instructor in advance.

*Cancelled Classes:* In the case of inclement weather or other emergencies, please refer to the PSU web page: <http://www.pdx.edu/>. In the event that the instructor has to cancel class, she will email the class as soon as possible. If the instructor has not arrived to class 10 minutes after the scheduled start time, consider class cancelled for the day.

*Absences:* In the event you are absent from class, it is your responsibility to ask a classmate for notes, announcements, and any other missed material. If you have any questions *after* you have checked with a classmate, please see the instructor before or after class or during office hours.

*Late assignments:* Late assignments will be penalized at 10% per day late and late assignments will not be accepted after seven days (final papers will not be accepted after Friday of finals week at 5pm).

*Students with Disabilities:* Students with disabilities who may require accommodations are encouraged to contact the PSU Disabilities Resource Center (DRC) and the instructor at the beginning of the term to arrange accommodations. The DRC is located in 435 Smith and can be contacted at 725-4150 or by email at [drc@pdx.edu](mailto:drc@pdx.edu). Visit their website at <http://www.pdx.edu/drc>.

*Title IX reporting:* As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. As a member of the university community, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals at <http://www.pdx.edu/sexual-assault/get-help> or you may call a confidential IPV Advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus in your D2L.