Course Description

In this course, we will examine current sociological research on gender and work. The major focus of the course will be evaluating the theoretical, methodological, and empirical contributions of the latest scholarship in the area of gender and work. Particular emphasis will be on examining 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 and sexuality in the workplace, and masculinity and femininity at work.

Required Readings

Books may be purchased at the PSU bookstore or online.


You will be required to read peer-reviewed journal articles available online through the PSU library. Use the following direction to access the articles:

* Go to the library web site: [http://library.pdx.edu/](http://library.pdx.edu/)
* Click on “Course Reserves”
* Type instructor's last name (kelly) and click “search”
* Click on the course number (SOC410/510)
* Click “Accept”
* Click on the “Reading folder”
* Enter the password (kelly)
* Open the readings folder
* Click on the file name for the document
COURSE REQUIREMENTS

In-class assignments (30% of course grade): We will regularly have in-class assignments. These will consist of individual writing assignments and small group discussions. 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.

Memos (30% of course grade): A memo is a short critical response to the reading. In each memo, students will first provide a very short overview of the text. Second, students will critique the theoretical, methodological, and substantive contribution of the text. Third, students will provide three discussion questions to pose to the group during the class discussion. Memos must be emailed to the instructor by 9:00am the day the class is scheduled to meet. Undergraduate students will complete three memos (one book and two articles). Graduate students will complete six memos (two books and four articles). Each memo must be 600-800 words (approximately one single spaced page).

Research project (40% of course grade): Students will write an original research paper in which they conduct an analysis of television representations of gender in the workplace. There are three components to the research paper: proposal (10% of course grade), in-class group presentation (10% of course grade), and final paper (20% of course grade).

Extra credit: Students may present their groups research projects at the 2012 PSU Women, Gender, and Sexuality Studies Student Colloquium on Friday, May 4, 2012. I will submit one proposal for all groups. All students are required to give their presentations in class but presenting at the colloquium is optional. Alternatively, students may individually present a paper based on a thesis, dissertation, or a paper written for another class. For students presenting individually, note that proposals are due Friday, April 6. I will provide individual presenters with details on how to submit a proposal. Students presenting at the colloquium will earn up to five points towards their course grades.
POLICIES

D2L: I will post the syllabus, assignment guidelines, and other course materials online. I will also post grades for all assignments online.

Email: I regularly communicate with the class via PSU email so be sure that you are receiving my emails. It is your responsibility to check your PSU email daily during the school week and respond in a timely manner. In emails to me, 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. I 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: I expect complete academic honesty. Please refer to the Student Conduct Code for more detailed information on PSU policies. Cheating or plagiarizing will result in failing the assignment or the course and will be reported.

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. Visit their site at www.pdx.edu/uasc/drc.

Classroom Conduct: I insist that you demonstrate the highest level of respect for your peers and for me. All points of view will be welcomed and respected; however, statements or behaviors that are disrespectful towards individuals or groups will not be tolerated. Behaviors that are distracting to your peers and to me are not acceptable (e.g. coming in late, packing up or leaving early, using cell phones, and having side conversations). I generally will not allow the use of laptops in this class (except for planning group presentations). If you have a compelling reason for needing a laptop, see me to request permission.

Guests in Class: I do 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 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 I have to cancel class I will email the class as soon as possible. If I don’t arrive 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 me before or after class or during office hours.
COURSE OUTLINE

Week 1 (April 2)
No reading due

Week 2 (April 9)

Note: Turn in research proposal in hard copy by April 13 by 5pm (via instructor’s mailbox in Cramer 217).

Week 3 (April 16)

Note: Research proposals will be returned and you will meet with your group to discuss your presentation in class today.

Week 4 (April 23)

Note: You will be creating your group presentation in class today. Come to class prepared to create your portion of your group’s presentation. Bring text and images on a flash drive. At least one member of each group should bring a laptop.

Week 5 (April 30)

Note: Student presentations today (groups presenting at the colloquium)

**Friday May 4 PSU Women, Gender, and Sexuality Studies Student Colloquium**
Week 6 (May 7)


Note: Student presentations today (groups *not* presenting at the colloquium)

Week 7 (May 14)


Week 8 (May 21)


Week 9 (May 28)

No class, no reading due

Week 10 (June 4)


Finals week (June 13)
Make up class Wednesday June 13 12:30 to 2:30


Note: Final papers due in hard copy by Wednesday June 13 at 12:30. Papers may be submitted at the start of class on June 13 or may be submitted early via my mailbox in Cramer Hall 217.
GUIDELINES FOR MEMOS

TASK

The task of the memo is to write a short response paper that engages with the reading to prepare you for the class discussion. You will also write three questions that will be used in the class discussion. Undergraduate students will complete three memos (one book and two articles). Graduate students will complete six memos (two books and four articles). There are a total of two books and fourteen articles assigned for this term; you may choose the readings for your memos.

SOURCES

For memos, the source is the reading selection assigned. You may draw on outside sources in addition to course reading; however, drawing on outside sources is strongly discouraged. You should only incorporate outside sources if it enhances your analysis. Any sources that you consult 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 at the end of the memo only if you use sources other than the course readings. For formatting the references section, see the “Citing sources in ASA style” handout on D2L.

When citing sources in the text, use the last name(s) of the author(s) and year. For memos, you only need to cite the author and year for the reading selection once. If using quotes, include the page number. You may use the title of the article or book in the text if you wish, but this is not necessary. Examples:

In *The Unfinished Revolution*, Gerson (2011) draws on interviews with young men and women to examine attitudes towards marriage, family, and work.

In “Inequality Regimes,” Acker (2006) presents data that demonstrates that there is significant gender inequality in the U.S. labor force.

Acker defined “inequality regimes” as “loosely interrelated practices, processes, actions, and meanings that resulting and maintain class, gender, and racial inequalities within particular organizations” (2006:443).

COMPONENTS OF THE ASSIGNMENT

Summary. The summary should provide a brief overview of the theoretical framework, research methodology, main findings, and overall argument of the article or book. This should be accomplished in one short paragraph. You may return to an analysis of these points in the following paragraphs.

Critique. In your critique of the text, discuss the theoretical, methodological, and empirical contribution of the text. The purpose of the memo is to provide an original and critical response...
rather than a summary of the text. Point out the strengths and weaknesses of the text (but be sure you are not simply summarizing points from the text). Use examples and quotes to support the points of your critique (in this short paper, limit your use of quotes and use only short quotes). Note that your personal experiences or reactions are not appropriate for a sociological analysis.

Discussion questions. Good discussion questions are open-ended and provide an examination of the theoretical, methodological, and empirical contribution of the text. Choosing discussion questions that follow from points that you make in your critique is a good strategy.

Note: Assignments should show clear and concise writing and appropriate proofreading; assignments will be marked down if they show significant problems with grammar, spelling, word use, typos, and/or awkward sentences.

FORMATTING

- Times New Roman, size 12 font
- One inch margins all around
- Paragraphs indented half an inch
- Heading in upper right corner (name, date, assignment name)
- Page number in bottom right corner
- Single spaced
- Article titles in quotes, book titles in italics
- Minimum of 600 words, maximum of 800 words (including discussion questions)

Note: Assignments that are not formatted correctly will not receive full credit.

DUE DATES

Memos must be submitted by 9:00am the day the class is scheduled to meet. Assignments should be sent via email to the instructor.
GUIDELINES FOR RESEARCH PROJECT

TASK

You will conduct an analysis of television representations of gender in the workplace. There are three components to the research project: proposal (10% of course grade), in-class group presentation (10% of course grade) and final paper (20% of course grade).

DATA

The data for this analysis will be one television series that is set in a workplace (e.g. Grey's Anatomy, The Office, CSI). You will watch the first 5 consecutive episodes of 60 minute television shows (10 consecutive episodes of 30 minute shows) from the first season of the series.

SOURCES

You may draw on course readings or outside sources; however, drawing on sources other than your data is strongly discouraged. You should only incorporate outside sources if it enhances your analysis. Any sources that you consult should be cited. Any time you take a direct quote, as well as when you summarizes or paraphrase an idea from another person, you must cite the source. Failure to cite your sources, whether intentional or not, is plagiarism.

FORMATTING

- Times New Roman, size 12 font
- One inch margins all around
- Paragraphs indented half an inch
- Heading in upper right corner (name, date, assignment name)
- Page number in bottom right corner
- Double spaced
- Print double sided if possible
- Episode titles in quotes, series titles in italics
- Proposal: maximum of 3 pages; Research paper: maximum of 12 pages

Note: Assignments that are not formatted correctly will not receive full credit.

DUE DATES

- April 2 in class: Sign up for a topic in class
- April 13 by 5pm: Turn in research proposal in hard copy
- April 16 and April 23 in class: Prepare for group presentations
- April 30 in class: Present in small groups (groups presenting at the colloquium)
- May 4 time TBA: Present in small groups at the PSU WGSS Student Colloquium (optional)
- April 7 in class: Present in small groups (groups not presenting at the colloquium)
- June 13 at 12:30: Final papers due
RESEARCH PAPER PROPOSAL GUIDELINES

COMPONENTS

Introduction. State the research question to examine. In your paper, you must examine some aspect of television representations of gender in the workplace. For example: “In this paper, I will examine the degree to which the portrayal of female characters on Grey’s Anatomy challenges and upholds stereotypes about women as workers.” You may choose to focus on only male characters, only female characters, or both male and female characters. Choose a question that you be able to answer this question fully within the scope of the paper (not too broad or too narrow). You must be able to answer the question using your data. This means your question must focus on the media representations of gender in the workplace (not on the effects of these representations on audiences). Provide a brief summary of your argument you will make. In other words, what is the answer to your research question? For example: “Grey’s Anatomy upholds A, B, and C stereotypes but challenges X and Y stereotypes about women as workers.”

Research design. Describe the sample you will analyze. For example: “I will analyze the first five episodes of Grey’s Anatomy, which originally aired in the 2005-2006 season.” State the research methods you will use to address the question. For example, “I will use qualitative content analysis to examine A, B, and C themes and I will use quantitative content analysis to explore D topic.” State whether you will be examining male characters, female characters, or both and give the total number of characters that will be included in your analysis. Create a table that summarizes the main characters that are employed in the workplace in the series. You should include the series’ main characters’ you may also include characters that are reoccurring in the five episodes you watch. Copy and paste the table below into your document to use as a template.

<table>
<thead>
<tr>
<th>Name</th>
<th>Job Title</th>
<th>Gender</th>
<th>Race/ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meredith Grey</td>
<td>Intern</td>
<td>Female</td>
<td>European American</td>
</tr>
<tr>
<td>Derek Shepard</td>
<td>Attending</td>
<td>Male</td>
<td>European American</td>
</tr>
</tbody>
</table>

Analysis. Develop 3-5 topics or themes to discuss in your analysis. You will explore some of your topics and themes using qualitative content analysis, that is, systematically observing the trends in how characters are portrayed and drawing on discussion of specific examples to illustrate your points. For each of the themes you will examine with qualitative methods, 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. For example, “I will examine aggressive behaviors of the female characters. Examples of female doctors being aggressive include X and Y. An example of a female doctor being passive is Z.” For the proposal, just briefly state the examples you will use, do not describe each one in detail. You should explore at least one theme using quantitative content analysis, that is, counting the number of times a certain event occurs (and since the focus is on gender, you will need note if it occurs more often for male or female characters). For each of the themes you will explore with quantitative methods, state explicitly what you will be coding (i.e. the kind of events that you will tallying or counting). For example,
“I will examine how many medical cases had successful and unsuccessful outcomes and determine whether or not this varied by the gender of the doctor in charge of the case.” For the proposal, you do not need to conduct this analysis or anticipate what the results will be. 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.

Questions to guide topics and themes:

- 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.

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 memos. 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.

Note: Assignments should show clear and concise writing and appropriate proofreading; assignments will be marked down if they show significant problems with grammar, spelling, word use, typos, and/or awkward sentences.
RESEARCH PAPER GUIDELINES

COMPONENTS

Introduction. In the introduction, clearly state your research question and provide an outline of your argument. You should use the text from your proposal in the research paper, revising where needed.

Research methods. Describe the methods and sample used in this paper. You should use the text from your proposal in the research paper, revising where needed. Include the table of characters you created for your proposal. It is up to you where you put it. It might fit best right after your introductory paragraphs, in your discussion of your methods, or at the beginning of your findings section.

Analysis. Discuss 3-5 topics or themes and fully address each one. You should greatly expand on the text from the proposal in your analysis. For each of the topics or themes addressed with quantitative methods, present your results of your analysis. Straightforward quantitative findings can be discussed in the text. More complex quantitative analysis should be presented in a table. For each of the themes examined with qualitative data, give multiple examples (i.e. quotes from the episodes, description of scenes, or description of storylines) to support your argument. Discuss counter-examples where relevant. 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 at 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, the speakers’ names are stated, and the main text is double spaced. In the first example, quotes are single spaced, indented half an inch, with .6 spacing between the speakers. Be careful not to include too many long exchanges as they will take up too much space. In the second example, the quote is short (less than four lines) and so it is included in the text. If you have a long quote by one speaker (more than four lines) you indent and single space the long quote. In this paper you should not be using many long quotes 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. You might discuss the following questions: 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). Include the appendix you created for your proposal.

Note: Assignments should show clear and concise writing and appropriate proofreading; assignments will be marked down if they show significant problems with grammar, spelling, word use, typos, and/or awkward sentences.
SMALL GROUP PRESENTATION GUIDELINES

COMPONENTS

Introduction and research design. In the introduction to the presentation, you need to introduce the series, the characters, and key events or plotlines that will be discussed in the presentation (as needed). Here you will provide an overview of the argument that will be provided in the presentation. Briefly state the methods and sample.

Analysis. Each group member should describe one theme or topic. Findings from quantitative analyses should be presented on a slide (use a table if needed). For each of the themes examined with qualitative data, give multiple examples. Longer quotes and images should be presented on slides.

Conclusion. In the conclusion of the presentation, briefly restate the overall argument. As in the written paper, you may speculate the implications of your findings in the conclusion.

ADDITIONAL INFORMATION

Groups will have 3-5 members and will be assigned based on the series you choose to analyze and whether or not you choose to present at the WGSS colloquium for extra credit.

It is each person’s responsibility to plan his or her part of the presentation. Presentations will be timed and each person must speak for 3-5 minutes (no matter what size the group). You will be evaluated primarily on your own segment of the presentation; however, the overall presentation will also be taken into account. You may use notes or an outline but it is best not read from a script.

Groups are required to use PowerPoint. Your presentation should include: (1) a title slide (with the title of the presentation and names of the group members), (2) an image of the cast of characters, and (3) a slide listing the main themes. If you choose to add to this basic outline, you might include pictures of specific characters as you discuss them, tables (if you include any quantitative analysis), quotes, or a small amount of text outlining key points (no more than two slides per theme and maximum size 28 font).

You will be given time in class on April 16 and 23 to prepare for the presentations. You will use the class time to delegate the parts of the presentation, to brainstorm the strongest themes and examples from all the proposals to use in the presentation, and to construct the PowerPoint presentation. You may meet with your group outside of class but it is not required.