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 Readings

Books may be purchased at the PSU bookstore or online. One copy of each book will be held on reserve in the library.


You will also be required to read selections available online through the PSU library. Use the following direction to access the articles:

* Go to the library web site:  http://library.pdx.edu/
* Click on “Course Reserves”
* Type instructor's last name (Kelly) and click “search”
* Click on the course number
* Click “Accept”
* Click on the “Reading folder” folder
* Enter the password (Kelly) and click “view”
* Click on the subfolder
* Click on the “file name” for the document
COURSE REQUIREMENTS (UNDERGRADUATE STUDENTS)

In-class assignments (40% 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.

Reading responses (30% of course grade): A reading response is a short critical response to the reading. In each reading response, 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. Reading responses must be submitted via email by 9:00am the day the class is scheduled to meet. Each reading response must be 400-600 words. Undergraduate students will complete reading responses for three of the course readings (two articles and one book).

Pride at Work internship OR Take home final (30% of course grade): Students will choose between an internship with the organization Pride at Work and completing a take home final exam.

Pride at Work internship: Students who choose to participate in the internship will spend a minimum of 10 hours working for Pride at Work (PAW), which is an LGBT labor organization. Interns will be involved in an ongoing campaign around transgender health care. Specifically, students will plan and implement an educational event on the PSU campus and will assist PAW, BRO, and other partner organizations plan and implement a day of action in the community. Students’ work will be evaluated based on their first reflection paper (400-600 words), their participation log, their final reflection paper (1000-1200 words), and the instructor’s observation of their participation in PAW throughout the quarter.

Take home final: The take home final will consist of essay questions that require students 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 and will be due in hard copy by Monday March 18 by 5pm.
COURSE REQUIREMENTS (GRADUATE STUDENTS)

*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.

*Leading class discussion (10% of course grade):* Each graduate student will be responsible for leading discussion on one of the empirical readings assigned for the course. You will plan and implement a 30 to 60 minute lesson that incorporates a discussion of your assigned readings as well as introduce supplementary material relevant to the topic of the reading. You will sign up for a reading selection in class on Monday January 14.

*Reading responses (30% of course grade):* A reading response is a short critical response to the reading. In each reading response, 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. Reading responses must be submitted via email by 9:00am the day the class is scheduled to meet. Each reading response must be 400-600 words (approximately one single spaced page). Graduate students will complete reading response for six of the course readings (four articles and one book).

*Pride at Work internship OR Take home final (30% of course grade):* Students will choose between an internship with Pride at work or completing a take home final exam

*Pride at Work internship:* Students who choose to participate in the internship will spend a minimum of 10 hours working for Pride at Work (PAW), which is an LGBT labor organization. Interns will be involved in an ongoing campaign around transgender health care. Specifically, students will plan and implement an educational event on the PSU campus and will assist PAW, BRO, and other partner organizations plan and implement a day of action in the community. Students’ work will be evaluated based on their first reflection paper (400-600 words), their participation log, their final reflection paper (1000-1200 words), and the instructor’s observation of their participation in PAW throughout the quarter.

*Take home final:* The take home final will consist of essay questions that require students to synthesize the material covered the readings, documentaries, lectures, and other sources presented in class. Graduate students will be required to answer a total of four essay questions. Each essay must be 1200-1500 words. The final exam questions will be distributed on the last day of class and will be due in hard copy by Monday March 18 by 5pm.
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: January 7

No reading due prior to first class

Class will meet from 2:00-2:50 in our usual location. From 3:00-4:30 we will attend a lecture titled “The gendered effect of earnings on housework inequality” by Emily Shafer in Smith Hall 296.

Week 2: January 14


Note: students who choose the Pride at Work internship option (rather than the take home final exam option) must commit to the internship and decide on specific roles in class on January 14.

Week 3: January 21

No class, no reading due

Note: Pride at Work internship first reflection paper due in hard copy and via email by Friday January 21 by 5pm.

Week 4: January 28


Week 5: February 4


Week 6: February 11

Week 7: February 18


Week 8: February 25


Week 9: March 4


Note: Pride at Work internship participation log due in hard copy and via email by Friday March 8 by 5pm.

Week 10: March 11


Finals week

Note: Final exam or Pride at Work internship final reflection paper is due in hard copy and via email by Monday March 18 by 5pm.
READING RESPONSE GUIDELINES

TASK

The task of the reading response 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 class discussion.

SOURCES

For reading response, the only 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 reading response only if you use sources other than the course readings.

When citing sources in the text, use the last name(s) of the author(s) and year. For reading responses, 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 “From Glass Ceiling to Inequality Regimes,” Acker (2009) presents data that demonstrates that there is significant gender inequality in the U.S. labor force.

Acker defined “inequality regimes” as “interlinked organizing processes that produce patterns of complex gender, race, and class inequalities” (2009:213).

COMPONENTS OF THE ASSIGNMENT

There are three parts to the reading response: summary, analysis, and discussion questions. Papers must be 400-600 words (approximately one single spaced page), including discussion questions. Part of the assignment is to edit your writing to be as concise as possible.

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

In your critique of the text, discuss the theoretical, methodological, and empirical contribution of the text. The purpose of the reading response 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 feelings or experiences are not appropriate for a sociological analysis.

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.

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.

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
- 400-600 words (including discussion questions)
- See the sample student reading response paper online for further guidance on completing the assignment (incorrectly formatted assignments will lose points)

DUE DATES

Reading responses must be submitted via email to maura2@pdx.edu by 9:00am the day the class is scheduled to meet to discuss that reading selection. Assignments received between 9:00am and 2:00pm on the day class is schedule to meet will be accepted with a 5 point late penalty. Assignments received after 2:00pm will not be accepted.
PRIDE AT WORK INTERNSHIP GUIDELINES

TASK

To participate in an internship with a LGBT labor organization, specifically focused on planning and implementing an educational event on campus and a community event for the national day of action around transgender health care. Participation will be at least 10 hours over the course of the term.

Each intern will take on a specific role (e.g. co-chairing the PSU trans health care event, chair of on-campus publicity committee, social media coordinator). Roles will be decided at the second class meeting. All interns will be members of the planning committee for the PSU trans health care event (PSU students only) and the planning committee for the day of action (PSU students, PAW members, and members of partner organizations). All interns are expected to attend all events listed in the key dates below as well as other planning meetings and work sessions agreed upon by the committees.

COMPONENTS OF THE ASSIGNMENT

First Reflection Paper

In your first reflection paper, reflect on what you bring to this project and what you expect from this experience.

Answer ALL of the following questions
- What do you already know about LBGT and labor organizing? What do you know about the struggle over transgender inclusive health care? Note: No prior knowledge or experience is necessary!
- What do you expect from this experience? What needs to happen for this to be a positive experience for you?
- What are you committing to doing for this project? How will you and I know if you have done your best work?

Formatting for first reflection paper
- 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
- All double spaced with no extra blank lines
- 400-600 words
- Print double sided if possible
- See template for reflection papers on D2L (incorrectly formatted assignments will lose points)
Participation Log

Document all your activities related to the internship. For each entry, give the date, time frame, and a description of what you did. Include all meetings, events, as well as activities such as putting up flyers and giving class talks. Keep your log up to date throughout the quarter.

Formatting for participation log
- Times New Roman, size 12 font
- One inch margins all around
- Heading in upper right corner (name, date, assignment name)
- Record the total number of hours at the start of the log
- Each log entry must include the date, time frame (number of minutes/hours spent on the activity), and brief description of what you did
- Page number in bottom right corner
- Single spaced
- Print double sided if possible
- See template on D2L (incorrectly formatted assignments will lose points)

Final Reflection Paper

Before writing your final reflection paper, re-read your first reflection paper. For the final reflection paper, you do not need to relate everything you did for this project. That information is included in the participation log. In your final reflection paper, reflect on what you learned about transgender health care, LGBT issues, labor issues, and working as an organizer/activist.

Answer ALL of the following questions
- What have you learned since you wrote your first reflection paper? What did you learn about LGBT and labor organizing? What did you learn about trans-inclusive health care?
- What were the most positive aspects of this experience? What were the most challenging aspects of this experience?
- To what degree did you meet the goals for commitment to the project that you described in your first reflection paper? Did you do your best work? What grade would you give yourself for the internship? Consider your work throughout the quarter.

Formatting for final reflection paper
- 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
- All double spaced with no extra blank lines
- 1000-1200 words
- Print double sided if possible
- See template on D2L (incorrectly formatted assignments will lose points)
KEY DATES

- January 29 6-7pm Unite-Here: Monthly PAW meeting (Day of Action on the agenda)
- February 5 6-8pm Unite-Here: BRO trans health care training for PAW
- February 12 6-7pm Unite-Here: Day of Action planning meeting
- February 19 6-7pm Unite-Here: Day of Action planning meeting
- February 26 6-7pm Unite-Here: Monthly PAW meeting (Day of Action on the agenda)
- Day/time/location TBA: PAW/Transgender Law Center webinar on transgender health care
- Week of March 4-8 (date TBA) 6-8pm PSU campus (location TBA): PSU Trans Health Care event
- Week of March 4-8 (date TBA) time and location TBA: Trans Health Care Day of Action

Notes: Training sessions, monthly PAW meetings, and planning meetings will take place at the Unite Here hall (1125 SE Madison St Suite 209). If you participate in the internship, you are expected to attend ALL of the key dates. It will not be acceptable for you to miss more than one training or planning meeting or miss either the PSU trans health care event or the day of action. There are three components of the assignment to be submitted.

DUE DATES

- The first reflection paper is due in hard copy and via email by January 21 by 5pm.
- The log of your participation is due in hard copy and via email by March 8 by 5pm.
- The final reflection paper is due in hard copy and via email by March 18 by 5pm.

In order to receive a grade for the internship assignment, you must submit all three assignments. Late assignments will lower your grade for the internship assignment (30% of the course grade) by 5 points per day late. Late assignments will not be accepted after 5 days (final reflection papers will not be accepted after the end of finals week).

Assignments must submitted in hard copy, either in class, in the instructor’s office (Cramer 217R), or in the instructor’s mailbox (Sociology department lobby, second floor of Cramer Hall 217). Assignments must also be submitted via email to maura2@pdx.edu.
FINAL EXAM GUIDELINES

TASK

The take home final will consist of a series of essays that synthesize the material covered in the readings, documentaries, guest presentations, lectures, and discussions. Undergraduate students will be required to answer two essay questions. Graduate students will complete four essay questions.

The purpose of the assignment is to demonstrate your ability to clearly articulate arguments using empirical evidence, specific examples, and key concepts from the course material. It is important that you show that you can synthesize the course material into cohesive arguments.

SOURCES

The sources for this assignment are the materials covered in the course. You will receive a list of all course readings, documentary titles, lecture titles, and other sources presented in class when you receive the exam questions. Outside sources are not acceptable for this assignment. All sources should be properly 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.

When citing sources in the text, use the last name(s) of the author(s) and year. If using quotes, also 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 “From Glass Ceiling to Inequality Regimes,” Acker (2009) presents data that demonstrates that there is significant gender inequality in the U.S. labor force.

    Acker defined “inequality regimes” as “interlinked organizing processes that produce patterns of complex gender, race, and class inequalities” (2009:213).

    There is still significant gender inequality in the U.S. labor force (Acker 2009; Gerson 2011; Harris and Giuffre 2010).

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.

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. In writing your answers, you are expected to refer to the course readings available from the library.
as well as your own notes on readings and class discussions. You may also refer back to the course material posted on D2L and the documentaries watched in class. Evidence of sharing answers or plagiarizing from outside sources will result in failure of the exam.

COMPONENTS OF THE ASSIGNMENT

For each essay question, the instructor will pose several guiding questions. Thoroughly answer all the questions posed. In each essay you should create a cohesive argument in response to the questions. The purpose of the final exam is to provide a critical response rather than a summary of the sources. 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 quantitative and qualitative data from the sources to support your claims. Use specific examples and quotes from the sources to illustrate and support your argument. Note that your personal feelings or experiences are not appropriate for a sociological analysis. 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.

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
- All double spaced with no extra blank lines
- Each essay should be 1200-1500 words, not including references
- Undergraduates complete two essays, graduates complete four essays
- Print double sided if possible

DUE DATE

You will receive the exam questions the last class, Monday March 11. I will also provide you with hard copies of these guidelines and the list of sources you will use to write your essays. Exams are due Monday March 18 by 5pm. Late exams will be penalized five points per day and late exams will not be accepted after the end of finals week.

Assignments must submitted in hard copy, either in class, in the instructor’s office (Cramer 217R), or in the instructor’s mailbox (Sociology department lobby, second floor of Cramer Hall 217). Assignments must also be submitted via email to maura2@pdx.edu and rjched@pdx.edu.