Sociology 427/527
GENDER AND WORK
Winter 2015
MW 2:00-3:50
Cramer Hall 158

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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.

POLICIES
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 e-reserves. Use the following direction to access the articles:

- Direct link is [http://content.library.pdx.edu/reserves/Winter15/Kelly427/](http://content.library.pdx.edu/reserves/Winter15/Kelly427/) (may not always work, in which case, follow directions below)
- Go to the library web site: [http://library.pdx.edu/](http://library.pdx.edu/)
- Click on Course Reserves
- Search by instructor last name (Kelly)
- Login with your Odin account and Password
- Select “Reading Folder for SOC 427/527”
- Click through to get to reading list
- Click on the pdf link to open the document

Note: All reading selections are held by the library. If you cannot access the readings through the e-reserves using the above directions, navigate to the readings from the library homepage.
Email: I will often send a follow-up email after class and I regularly communicate with students individually via email. My emails will be sent to your PSU email. 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 (not D2L email). 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.

D2L: I will post the syllabus, assignment guidelines, and other course materials online. I will also post grades for all assignments online. Students will submit readings responses, PAW internship final assignments or midterm paper and final exam assignments, and extra credit assignments on D2L (final PAW internship assignments and midterm paper and final exams must also be submitted in hard copy).

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).

Laptops/tablets/e-readers: If you prefer to read electronic versions of articles and/or books, 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.

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.

Absences: In the event you are absent from class, it is your responsibility to carefully read any follow-up emails sent after class and ask a classmate for notes, announcements, and any other missed material. If you have any questions after you have read the follow-up email and checked with a classmate, please see me before or after class or during office hours.

Standard formatting: This formatting is required for all assignments: 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. See standard formatting template on D2L (incorrectly formatted assignments will lose points).
Late assignments: Assignments will be marked down 5% for every weekday late. Assignments will not be accepted after 5 days late or after 5pm on Friday of finals week.

Extra credit: Attend one research presentation for 5 points of extra credit towards your course grade (approved presentations will be posted on D2L) and write a 1000-1200 word critical evaluation of the presentation. For full credit, assignments must be submitted via D2L within 3 days (72 hours) of the presentation. All assignments will be due by Monday March 16 by 5pm.

COURSE REQUIREMENTS (UNDERGRADUATE STUDENTS)

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.

Reading responses (20 points): 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 D2L 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 four of the course readings (two articles and two books).

Pride at Work internship OR paper/final (40 points): Students will choose between an internship with the organization Pride at Work and completing a midterm paper and a take home final exam.

Pride at Work internship: Students who choose to participate in the internship will spend a minimum of 15 hours working for Pride at Work (PAW), which is an LGBT/labor organization. To participate in the internship, students must be available to attend PAW meetings on Monday evenings 6-7pm. Students’ work will be evaluated based on their first reflection paper (400-600 words), due Friday January 9 by 5pm via D2L; their participation log and final reflection paper (1000-1200 words), due in hard copy and via D2L Wednesday March 18 by 5pm; and the instructor’s and graduate student assistant’s observation of their participation in PAW throughout the quarter.

Midterm paper and take home final: 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 in hard copy and via D2L by Friday February 6 by 5pm. 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 in hard copy and via D2L by Wednesday March 18 by 5pm.
COURSE REQUIREMENTS (GRADUATE STUDENTS)

Leading class discussion (10 points): 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 must send an email to the instructor two days before you lead discussion briefly outlining (1) how you plan to integrate discussion into your lesson plan and (2) what your supplementary material will be (e.g. a video clip from popular media, a news article on a current issue). You will sign up for a reading selection in class on Wednesday January 7.

In-class assignments (30 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.

Reading responses (30 points): 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 D2L by 9:00am the day the class is scheduled to meet. Each reading response must be 400-600 words. Graduate students will complete reading response for six of the course readings (four articles and two books).

Pride at Work internship OR paper/final (30 points): Students will choose between an internship with the organization Pride at Work and completing a midterm paper and 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. To participate in the internship, students must be available to attend PAW meetings on Monday evenings 6-7pm. Students’ work will be evaluated based on their first reflection paper (400-600 words), due Friday January 9 by 5pm via D2L; their participation log and final reflection paper (1000-1200 words), due in hard copy and via D2L Wednesday March 18 by 5pm; and the instructor’s and graduate student assistant’s observation of their participation in PAW throughout the quarter.

Midterm paper and take home final: 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 15 points and will be due in hard copy and via D2L by Friday February 6 by 5pm. 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. Graduate students will be required to answer four 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 15 points and will be due in hard copy and via D2L by Wednesday March 18 by 5pm.
COURSE OUTLINE

All readings are due on Monday of the week they are assigned unless students are notified otherwise. Reading responses are due at 9am on the day the reading is due. Undergraduates must complete a total of 4 readings responses (2 articles, 2 books); graduate students must complete 6 readings responses (4 articles, 2 books).

Week 1: January 5 and 7


Notes: No reading due prior to first class. Readings this week are due Wednesday. Graduate students must sign up to lead class discussions in class on Wednesday.

Assignment: Pride at Work internship first reflection paper due via D2L by Friday January 9 by 5pm.

Week 2: January 12 and 14


Notes: On Monday, class will end at 2:50 in order to allow students to attend the talk by sociology job candidate Esther Sullivan at 3:00pm (location TBA). Readings this week will be due on Wednesday.

Week 3: January 21


Note: No class Monday January 19. Readings this week are due Wednesday.

Week 4: January 26 and 28

Week 5: February 2 and 4


Note: On February 4, 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.

Assignment: Midterm paper due via D2L and in hard copy by Friday February 6 by 5pm.

Week 6: February 9 and 11


Week 7: February 16 and 18


Week 8: February 23 and 25


Week 9: March 2 and 4


Week 10: March 9 and 11
Finals week: March 16
Assignment: Final exam or Pride at Work internship participation log and final reflection paper is due in hard copy and via D2L by Wednesday March 18 by 5pm.

Assignment: Extra credit assignments due via D2L Wednesday March 18 by 5pm.
READING RESPONSE GUIDELINES

TASK
The task of the reading response is to write a short response paper in which you engage with the reading and prepares you for the class discussion. You will also write three questions that will be used in class discussion. Each reading response should be 400-600 words (including discussion questions).

SOURCES
For reading response, the only source is the reading selection assigned. You may draw on other course readings or outside sources in addition to the reading selection; however, drawing on outside sources is strongly discouraged. You should only incorporate additional 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 (in quotation marks) or book (in italics) 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: Gender, Class, and Race in Organizations,” Acker (2006) presents data that demonstrates that there is significant gender inequality in the U.S. labor force.

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

There is still significant gender inequality in the U.S. labor force (Acker 2006; Gerson 2011; Harris and Giuffre 2010).

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 methods, and main findings 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. See standard formatting template and sample student reading response paper on D2L (incorrectly formatted assignments will lose points).

DUE DATES

Reading responses must be submitted via D2L by 9:00am the day the class is scheduled to discuss that reading selection (usually Mondays). Assignments received between 9:00am and 2:00pm on the day class is schedule to meet will be accepted with a 5% (.25 point) late penalty. Assignments received after 2:00pm will not be accepted.

Submit your assignment in the appropriate folder (indicated by the last name of the author) in the dropbox of D2L. Be sure to COPY AND PASTE your assignment into the “comments” box as well as ATTACH your word or pdf document.
PRIDE AT WORK INTERNSHIP GUIDELINES

TASK

The task of this assignment is to participate in an internship with Pride at Work, a LGBT labor organization. You will attend an internship orientation, two monthly PAW meetings, and at least two other events/actions (e.g. lecture, rally, phone bank, fundraiser, site visit with a union organizer). You will also work on a project for PAW with the other interns (details TBD). Participation will be at least 15 hours over the course of the term. You will write an initial reflection paper (400-600 words), keep a log of your participation throughout the term, and write a final reflection paper (1000-1200 words).

You must be available on Monday nights to participate in the internship. Key dates are:

- Intern orientation, Monday January 27 at 6pm
- January Pride at Work meeting, Monday January 26 at 6pm
- February Pride at Work meeting, Monday February 23 at 6pm
- Intern planning meetings will also be on Monday evenings (dates and locations TBD by interns)

Intern orientation and Pride at Work monthly meetings will be held at the UNITE HERE Hall (1125 SE Maddison St, Suite 209). Intern planning meetings will be held on campus.

SOURCES

For the reflection papers, you are focusing on your own experiences. You may draw on course readings or outside sources; however, drawing on these sources is strongly discouraged. You should only incorporate these 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 reflection papers only if you use any sources other than your own experiences. See the reading response guidelines for how to cite sources in the text.

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. First reflection papers should be 400-600 words.

Answer ALL of the following questions

- What do you already know about LGBT and labor issues and organizing? 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?

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. See standard formatting template 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 brief description of what you did. Keep your log up to date throughout the quarter. See participation log template on D2L (incorrectly formatted assignments will lose points).

**Types of activities**

- Intern orientation, Pride at Work monthly meetings, and intern planning meetings
- Attend at least two events/actions organized by PAW or partner organizations (see announcements on email list and PAW facebook page [www.facebook.com/prideatworkoregon](http://www.facebook.com/prideatworkoregon))
- One of your events/actions can be a site visits with UNITE HERE organizer Jenn Graham (email her at jennifer@unitehere8.org to set up a time to accompany her as she visits union workplaces and meets with workers)
- Work done outside of meetings to support PAW projects

**Final Reflection Paper**

Before writing your final reflection paper, re-read your first reflection paper. For the final reflection paper, do not need to describe the activities you did for the internship as that information is included in the participation log. In your final reflection paper, reflect on what you learned about LGBT issues, labor issues, and working as an organizer/activist. Final reflection papers should be 1000-1200 words.

Answer ALL of the following questions

- What did you learn about LGBT and labor issues and organizing since you wrote your first reflection paper?
- 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 component* of the course? Consider your work throughout the quarter.

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. See standard formatting template on D2L (incorrectly formatted assignments will lose points).

**DUE DATES**

- The first reflection paper is due via D2L by Friday January 17 by 5pm.
- The log of your participation and the final reflection paper are due in in hard copy and via D2L by Wednesday March 18 by 5pm.

In order to receive a grade for the internship, you must submit all three assignments. Late assignments will lower your grade. First reflection papers will not be accepted after 5 weekdays late; participation logs and final reflection papers will not be accepted after the end of finals week.
Submit all three your assignments in the “Internship or paper/exam” folder in the dropbox of D2L (you can upload multiple documents to the same folder). Participation logs and final reflection papers must also be submitted in hard copy in the instructor’s office (Cramer 217R) or in the instructor’s mailbox (Sociology department lobby, second floor of Cramer Hall 217).
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. 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 television series that is set in a workplace (e.g. Grey’s Anatomy, Scandal, CSI). You will watch the three consecutive episodes of 60 minute television shows (six consecutive episodes of 30 minute shows) from the any season of the series (you may find it easiest to start with the first episode of the series).

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. See the reading response guidelines for how to cite sources in the text.

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 X 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 the 2005-2006 season.”

Analysis. Develop 2-4 topics or themes to discuss in your analysis. Note that your personal feelings or experiences are not appropriate for a sociological 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 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 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. See standard formatting template on D2L (incorrectly formatted assignments will lose points).

DUE DATE

Midterm papers are due Friday February 6 by 5pm. Assignments will be marked down 5% (1 point) for every weekday late. Assignments will not be accepted after 5 weekdays late.

Submit your midterm in the “Internship or paper/exam” folder in the dropbox of D2L (you can upload multiple documents to the same folder). Midterm papers must also be submitted in hard copy in the instructor’s office (Cramer 217R) or in the instructor’s mailbox (Sociology department lobby, second floor of Cramer Hall 217).
FINAL EXAM GUIDELINES

TASK
The take home final will consist of a series of essays that ask you to synthesize the material covered in the readings, documentaries, guest presentations, lectures, and discussions. 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. Undergraduate students will be required to answer two essay questions. Graduate students will complete four essay questions. Each essay should be 1200-1500 words, not including references.

SOURCES
The sources for this assignment are the materials covered in the course. You will receive a list of all course readings, documentary 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 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. See the reading response guidelines for how to cite sources in the text.

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. See standard formatting template on D2L (incorrectly formatted assignments will lose points).
DUE DATE

These guidelines, the exam questions, and the list of sources you will use to write your essays will be posted on D2L immediately after the last class on Wednesday March 11. Exams are due Wednesday March 18 by 5pm. Assignments will be marked down 5% (1 point) for every weekday late. Assignments will not be accepted after Friday of finals week.

Submit your final exam in the “Internship or paper/exam” folder in the dropbox of D2L (you can upload multiple documents to the same folder). Final exams must also be submitted in hard copy in the instructor’s office (Cramer 217R) or in the instructor’s mailbox (Sociology department lobby, second floor of Cramer Hall 217).
GUIDELINES FOR RESEARCH PRESENTATION EXTRA CREDIT ASSIGNMENT

TASK
Attend one research presentation and write a critical evaluation of the presentation. The dates, times, and locations of the presentations (on the PSU campus) will be announced via D2L when available. Extra credit assignments should be 1000-1200 words.

SOURCES
For the extra credit assignment, the only source is the presentation you attend. You may draw on course readings or outside sources in addition to the presentation; however, drawing on additional sources is strongly discouraged. You should only incorporate additional 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 extra credit assignment only if you use sources other than the presentation. See the reading response guidelines for how to cite sources in the text.

COMPONENTS OF THE ASSIGNMENT
Take notes during the presentation. After the presentation, write a 1000-1200 word paper critiquing the presentation using the guiding questions provided.

Address ALL the following questions:

- What was the title of presentation and name of presenter?
- What was the main research question(s)?
- What method(s) was used in the study? Comment on both the strengths and weaknesses of the method(s).
- What were the main findings of the study? Did the findings answer the research question(s)? Comment on both the strengths and weaknesses of the analysis.
- How well did the presenter communicate his or her ideas? Comment on the strengths and weaknesses of his or her oral communication and use of PowerPoint slides.

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. See standard formatting template on D2L (incorrectly formatted assignments will lose points).

DUE DATE
For full credit, assignments must be submitted via D2L within 3 days (72 hours) hours of the end of the presentation. Assignments will be marked down 5% (.25 points) for every weekday late. Assignments will not be accepted after 5 weekdays late. All assignments must be submitted by Wednesday March 18 by 5pm.

Submit extra credit assignments in the “Extra credit” folder in the dropbox of D2L. Be sure to COPY AND PASTE your assignment into the “comments” box as well as ATTACH your word or pdf document.