

Sociology 390, Section 1 • Gender & Work
 Spring 2016
 Course Time/Days: 12-1:15, Tuesday & Thursday
 Course Location: Bryan Hall, Room 305

Instructor: Professor Kmec
 Office: Wilson-Short 217
 Email: jkmec@wsu.edu
 Office Hours: 11-12 Tuesdays and by appointment

This course is designed to familiarize you with issues surrounding gender and work. More than fifty years after the implementation of civil rights legislation designed to close the gap between women and men in the workplace, all women and some men of color continue to earn less than white men, and are segregated in jobs that have less authority, prestige, and autonomy. In this course, we will explore and analyze how these patterns persist and what they mean for the experiences of women and men at work. Some of the subjects we will focus on include the gender gap in pay, occupational sex segregation, employment law, organizational policies/practices, work/family balancing. The course also incorporates readings, assignments, and in-class exercises that provide practical advice to prepare you for entering the world of work after you graduate from WSU.

Expected Learning Outcomes	Method of Evaluation
<p>Diversity. Students will understand, respect and interact constructively with others who have similar and diverse values and perspectives. They will critically assess their own values, cultural assumptions, and biases in relation to those held by others and analyze and critique social and economic inequality, including identifying one's own position within these systems. Students will learn to critically assess the cultural and social underpinnings of knowledge claims about individuals and groups, and their relations to one another. They will learn how to minimize gender-based inequalities.</p>	<p>3 exams, response papers #1-7</p>
<p>Critical Thinking: Students will use reason, evidence, and context to increase knowledge and innovate in imaginative ways. Students will learn how one thinks, reasons, and makes value judgments. They will learn to understand diverse viewpoints, and synthesize existing ideas.</p>	<p>3 exams, response papers #1-7</p>
<p>Effective communication: Students will write, speak, and listen to achieve intended meaning and understanding for intended audiences. They will do this by recognizing how circumstances, background, values, interests, and needs shape communication and how to express concepts, and ideas in coherent and technically correct form. They will practice speaking communication in small groups and active listening.</p>	<p>Essay questions on exams, response papers #1-7/discussion.</p>

Required Course Materials:

Readings posted on course blackboard site (denoted by BB on the course schedule).

We will be using the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or via text. Visit <http://tinyurl.com/THStudentRegistration> for the student quick start guide which outlines how you will register for a Top Hat account and a brief overview of the system. An email invitation will also be sent to your email account.

Top Hat will require a subscription and can be used in other classes with the system. There are three options to choose from: \$24 for 4 months of unlimited access, \$36 for 12 months of unlimited access, or \$72 for lifetime access.

Course Requirements (395 points total):

Exams (300 points or 75% of course grade): There will be three exams throughout the semester. Two of the exams will be in class and consists of short answer questions and essays. The final, administered during the university-scheduled final exam time period (Friday, May 6, 8-10am) will be comprehensive (short answer and essay format) but it will draw more heavily on materials covered in the later part of the course.

Response papers (70 points or 18% of course grade): There will be seven group discussion days throughout the semester with written assignments (completed in class) due on discussion days. You will complete and turn in these assignments via Top Hat. Please bring (or have electronic access to) readings on discussion days. Dates for these are noted in the course calendar below. Response papers cannot be made up; if you are absent on the day a response paper is completed, you will receive a “o” for that paper.

General Participation (25 points or 7% of course grade): Coming to class prepared is essential for doing well in this course. A student can earn points for attendance, attentiveness in class, involvement in class discussions, and participating actively in the group discussion days.

Attendance: Attendance is not required, but highly recommended. If you must miss class, ask a classmate for notes, not the professor or TA. **To ensure accurate grade entry, all formal documentation of missed class(es) due to a university approved reason (e.g., attendance at a sporting event, military training), must be filed with the professor by April 15, 2016.**

Incomplete Grades: Incomplete grades will only be given in emergency situations.

Grading Scale:*

Letter Grade	Percentage	*A grade represents my best professional evaluation of a piece of work. It neither is, nor can be, a judgment about the person who submitted the work.
A	94-100%	
A-	90-93%	
B+	87-89%	
B	84-86%	
B-	80-83%	

C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	60-66%
F	59% or below

Classroom Decorum: I expect students to maintain a high level of professionalism and personal conduct. This means you should treat me, the TA, and other students with respect meaning do not talk with classmates during class, arrive on time, do not leave early, do not send/receive phone calls or text messages during class, or otherwise distract me or your classmates. In turn, I will help create a positive, friendly environment for discussion.

Academic Integrity: If you violate standards of conduct set forth by the university, I will assign you an “F” for the course (a sanction allowed by WAC 504-26-405). I will report all instances of violations of academic integrity, no matter how minor, to the Office of Student Standards and Accountability. Violations of standards of conduct include, but are not limited to: use of unauthorized materials in taking quizzes, tests, or examinations, or giving or receiving unauthorized assistance by any means, including talking, copying information from another student, using electronic devices, or taking an examination for another student; use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; acquisition or possession of tests or other academic material belonging to a member of the university faculty when acquired without their permission; unauthorized collaboration on assignments; intentionally obtaining unauthorized knowledge of examination materials; unauthorized multiple submission of the same work; Fabrication, which includes, but is not limited to: Submitting a false excuse for absence or tardiness or a false explanation for failing to complete a class requirement or scheduled examination at the appointed date and time, engaging in any behavior for the purpose of gaining an unfair advantage specifically prohibited by a faculty member in the course syllabus or class discussion, and Plagiarism which refers to presenting the information, ideas, or phrasing of another person as the student's own work without proper acknowledgment of the source. This includes submitting a commercially prepared paper or or submitting for academic credit any work done by someone else. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (see WAC 504-26-010 for additional violations, <http://apps.leg.wa.gov/wac/default.aspx?cite=504-26-010>).

Reasonable Accommodation: I am committed to providing assistance to help students living with disabilities succeed in this course. Reasonable accommodations are available for students living with a disability. If you need accommodations to fully participate in this class, please schedule an appointment with an Access Advisor at the Access Center (Washington Building 217, 335-3417). All accommodations must be approved through this center.

Classroom Safety: WSU is committed to maintaining a safe environment of its faculty, staff, and students. The university has developed the Campus Safety Plan to ensure this safety (<http://safetyplan.wsu.edu>). It contains a listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. The WSU emergency management website (<http://oem.wsu.edu/emergencies>) provides additional campus safety information.

All students are requested to bookmark on their computers and become familiar with the WSU ALERT system (<http://alert.wsu.edu>) to read about warning and emergency notifications. All students are requested to register their emergency contact information for the Crisis Communication System (CCS). If you need help evaluating your area in terms of safety and emergency management or have any recommendations go here: <http://oem.wsu.edu>.

Course Schedule (Subject to change. Changes announced in class)

Week	Topic	Reading Due (by Tuesday unless otherwise noted)
1	Course introduction	
	TUES: Introduce course, course goals, syllabus review THURS: Understanding what you know about gender & work.	Syllabus
2	Gender & Work: An Overview	
	TUES & THURS: The current state of gender and work including the gender pay gap, gender segregation at work, and gender differences in work status.	Cohen “The Persistence of Workplace Gender Segregation in the US” (BB) “The Simple Truth about the Gender Pay Gap: Fall 2015 Edition” (BB)
3	Gendered organizations	
	TUES: Recognizing gendered organizations THURS: Implications of gendered organizations for workers, Response paper #1	Williams, Mueller, Kilanski “Gendered Organizations in the New Economy” (BB) Britton & Logan “Gendered Organizations: Progress and Prospects” (BB)
4	Gender & Employment law	
	TUES: Gender-based rights at work THURS: Gender-based rights at work, cont., Response paper #2	Hirsh & Cha “Understanding Employment Discrimination: A Multilevel Approach” (BB) (for Thursday) Price Waterhouse case (BB)
5	Bias and Stereotypes at work	
	TUES: Defining and discussing gender bias THURS: Defining and discussing gender bias & Exam Review	“Gender Bias at Work Turns up in Feedback” (BB) “How Artificial Intelligence is Finding Gender Bias at Work” (BB)

		<p>“Why Women are Judged Far More Harshly than Men for Leaving Work Early” (BB)</p> <p>Cuddy “Just Because I’m Nice, Don’t Assume I’m Dumb.” (BB)</p>
6	Negotiations & Opting Out	
	<p>TUES: EXAM #1</p> <p>THURS: Discussion of gender differences in negotiation and who leaves work</p>	<p>Mazei, Huffmeier, Freund, Sthulmacher, Bilke, Hertel “ A Meta-Analysis on Gender Differences in Negotiation Outcomes and Their Moderators” (BB)</p> <p>Kuperberg & Stone “Media Depictions of Women Who Opt Out” (BB)</p>
7	Promotion & Evaluation	
	<p>TUES: The glass ceiling at work: what it is and what it does</p> <p>THURS: Workplace evaluation & Response paper #3</p>	<p>Purcell, MacArthur, & Samblanet “Gender and the Glass Ceiling at Work” (BB)</p> <p>“How Gender Affects perceptions of Team Members’ Expertise: The Case of STEM” (BB)</p>
8	Leadership	
	<p>TUES: Discuss who can lead & Response paper #4</p> <p>THURS: Describe the connection between leadership traits and gender</p>	<p>“What Makes a Good Leader & Does Gender Matter?” (BB)</p> <p>“Research Reveals How Stereotypes about Leadership Hold Women Back” (BB)</p>
9	Work-Life	
	<p>TUES: Trends in work-time and work-life balance & Response paper #5</p> <p>THURS: Strategies for building a better workplace</p>	<p>Winslow-Bowe “Work-Family Intersections” (BB)</p> <p>Perlow & Kelly “Toward a Model of Work Redesign for Better Work and Better Life” (BB)</p>
10	Gender and STEM work	
	<p>TUES: Trends in STEM workforce</p> <p>THURS: Women & men of color in STEM</p>	<p>Charles “What Gender is Science?” (BB)</p> <p>Moss-Racusin, Dovidio, Brescoll, Graham, Handelsman “Science Faculty’s Subtle Bias Favors Men” (BB)</p> <p>Cech “ Understanding the Gender Schema of Female Engineering Students: A Balanced Sex-Type and an Ideal of Autonomy” (BB)</p>

11	Unpaid Work	
	TUES: Who is Doing the Housework?, Exam Review, THURS: EXAM #2	American Time Use Survey Summary (BB)
12	Effective Interventions	
	TUES: Changing the gendered organization & Response paper #6 THURS: A policy round up	Ely & Meyerson “An Organizational Approach to Undoing Gender: The Unlikely Case of Offshore Oil Platforms” (BB)
13	TBA (class choice)	
	TUES: THURS:	Readings to be announced
14	Practical Advice	
	TUES: figuring out what you want THURS: getting what you want	Readings to be announced
15	Wrap-up and Review	
	TUES: Course Summary THURS: Final exam review & Response paper #7	None
FINAL EXAM DATE: Friday, May 6, 8-10 am		

How
to
read

a sociology journal article

As a sociology student, one of the main skills you will be expected to learn will be how to read and understand sociological texts. With practice, you will be able to become proficient in this skill. While you read, write down theories or concepts you do not understand and ask your professor about them. When reading a journal article, you must understand that most follow the same structure:

- Abstract – At the beginning of the paper; briefly summarizes entire article
- Introductory Section – Introduces problem and states paper objectives
- Literature Review – Explains the literature framing the paper
- Data Section – Describes data, methods, and analyses
- Results Section – Explains statistical tests or observations and findings
- Conclusion/Discussion – ties main findings back to the literature review.

The problem being researched is usually explained within the first two pages of the article.

If the study you are reading is QUANTITATIVE: Determine the data being used, the variables being tested (what is the independent variable? what is the dependent variable? what are the control variables?) and how variables are measured. If the study you are reading is QUALITATIVE: Determine the setting being studied, the sample being studied.

Modified from: <http://sociology.uncc.edu/undergraduate/reading-guide-students>