

Sociology 390, Section 1 • Gender & Work
Spring 2017
Course Time/Days: 12-1:15, Tuesday & Thursday
Course Location: Todd 125

Instructor:	Professor Kmec	TA: Christie Miksys
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Office Hours:	1:20-2:30 Tuesdays & by appointment	Office Hours:

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. See Appendix A for a description of the course learning outcomes and methods of evaluation.

Required Course Materials:

Readings posted on the course blackboard site (denoted by BB on the course schedule). See Appendix B for tips on how to read sociology articles.

I use 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 (454 points total):

Exams (300 points or 66% of course grade): There will be three exams throughout the semester (exam #1: 80 points, exam #2, 100 points, exam #3 =120 points). Exams will be in class and consists of short answer questions and short essays. The last exam will be comprehensive. I only give make-up exams in **emergency situations**. Make-up exams will be administered at 8:00 am on Thursdays by a sociology graduate student proctor in Wilson-Short 204.

Response papers (70 points or 15% 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 "0" for that paper.

Book club assignment (84 points or 19% of course grade). See Appendix C and D for details.

NOTE: Coming to class prepared is essential for doing well in this course. I will take attendance daily, using tophat. 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, 2017.**

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 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, 1/10: Introduce course, course goals, syllabus review THURS, 1/12: Understanding what you know about gender & work.	Syllabus
2	Gender & Work: An Overview	
	TUES, 1/17 & THURS, 1/19: 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, 1/24: Recognizing gendered organizations THURS, 1/26: 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, 1/31: Gender-based rights at work THURS, 2/2: 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, 2/7: Defining and discussing gender bias THURS, 2/9: 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) “Why Women are Judged Far More Harshly than Men for Leaving Work Early” (BB) Cuddy “Just Because I’m Nice, Don’t Assume I’m Dumb.” (BB)
6	Negotiations & Opting Out	
	TUES, 2/14: EXAM #1 THURS, 2/16: Discussion of gender differences in negotiation and who leaves work	Mazei, Huffmeier, Freund, Stulmacher, Bilke, Hertel “ A Meta-Analysis on Gender Differences in Negotiation Outcomes and Their Moderators” (BB) Kuperberg & Stone “Media Depictions of Women Who Opt Out” (BB)

7	Promotion & Evaluation	
	TUES, 2/21: The glass ceiling at work: what it is and what it does THURS, 2/23: Workplace evaluation & Response paper #3	Purcell, MacArthur, & Samblanet "Gender and the Glass Ceiling at Work" (BB) "How Gender Affects perceptions of Team Members' Expertise: The Case of STEM" (BB)
8	Leadership	
	TUES, 2/28: Describe the connection between leadership traits and gender & Response paper #4 THURS, 3/2: TBA	"What Makes a Good Leader & Does Gender Matter?" (BB) "Research Reveals How Stereotypes about Leadership Hold Women Back" (BB)
9	Work-Life & Unpaid work	
	TUES, 3/7: Work-life balance & Exam review THURS, 3/9: EXAM #2	Winslow-Bowe "Work-Family Intersections" (BB) American Time Use Survey Summary (BB) Glass, Simon, & Andersson "Parenthood & Happiness: Effects of Work-Family Reconciliation Policies on Happiness in 22 OECD Countries" (BB)
*****SPRING BREAK*****		
10	Gender and STEM Work	
	TUES, 3/21: Trends in STEM workforce & THURS, 3/23: continued, Response paper #5	Charles "What Gender is Science?" (BB) Moss-Racusin, Dovidio, Brescoll, Graham, Handelsman "Science Faculty's Subtle Bias Favors Men" (BB) Cech "Understanding the Gender Schema of Female Engineering Students: A Balanced Sex-Type and an Ideal of Autonomy" (BB)
11	Global Work	
	TUES, 3/28: THURS, 3/30:	TBA
12	Effective Interventions	
	TUES, 4/4: Changing the gendered organization & Response paper #6 THURS, 4/6: Policy round up	Ely & Meyerson "An Organizational Approach to Undoing Gender: The Unlikely Case of Offshore Oil Platforms" (BB) Perlow & Kelly "Toward a Model of Work Redesign for Better Work and Better Life" (BB)
13	Wrap-up	
	TUES, 4/11: Course Summary THURS, 4/13: Class group work day & Response paper #7	TBA
14	Wrap-up	
	TUES, 4/18: Exam Review THURS, 4/20: EXAM #3	None
15	In-class book club presentations	
	TUES, 4/25 & THURS, 4/27	None

APPENDIX A: Table of Expected Learning Outcomes and Evaluation Methods

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, book club blog</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, book club blog and presentation.</p>

APPENDIX B: How to read sociology journal articles

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>

APPENDIX C: Book Club Assignment

Students will select a book from the book list in Appendix D (if a student want to read a book not on the list, s/he must receive permission from the professor) and will be placed into a group of 3 other students. Each book club will read the selected book and meet at least twice in the semester to discuss the book. Each book club will make a presentation to class at the end of the semester and each individual member of the book club will write a blog post about the book.

There are three graded components to this book club assignment.

Book Club Meetings (5 points each for a total of 10 points)

You will be required to meet with your book club group **at least two times** during the semester to discuss the book and plan for your group's presentation. You will submit a typed hardcopy summary of the meetings signed by each group member with the group book club presentation.

Book Club Group Presentation (50 points)

As a group, your book club is responsible for developing a roughly 12-15 minute presentation (to be given to class in Week 15). The presentation should briefly summarize the main points of the book. It should also convey concepts, ideas, points of view that individual group members believe are important for your class peers to know and think about. The group presentation should identify differences and similarities in each member's review/interpretation of the authors' text, and/or your agreement of disagreement with what is conveyed. Demonstrate through your presentation that your group has thought through the implications of the content and connections to course materials, and that you have thoroughly read and discussed the book. Be sure to clearly identify the book you are presenting on, and give credit to the author. Any other sources used in your presentation should be given credit at the end. Also be sure to make an overall recommendation to the class about the book (e.g., highly recommended reading, don't bother reading the book, etc.) and why the group is making that recommendation.

WORDS OF CAUTION: Do NOT simply summarize the book you read. This is not a book report assignment. Rather, think carefully about what you will present about. Select a position or argument about the topic in the book and provide evidence/examples from the book that can support your position. Do not be tempted to read only a portion of the book in preparation. It is important that you read the entire book so that you fully understand the complete message of the author(s). Selecting one section to read and discuss may be tempting, but it may result in a skewed understanding of the message.

Book Club Blog post (24 points)

As an individual, you are responsible for writing a blog post describing a position or concepts from the book that are central to course content. The goal of this blog post is to convey some meaningful concept from the book you read, and/or a presentation about the discussion you had with group members (this might be appropriate if your group has very differing opinions). Please submit your blog post through Blackboard (INSTRUCTIONS TO BE DISCUSSED IN CLASS).

(see next page for grading rubrics)

Grading Rubric for Book Club Group Presentation

	Poor		Excellent	
	0	2	4	6
KNOWLEDGE BASE				
Was a brief yet informative summary of the book given?	⊗	⊗	⊗	⊗
Were concepts/ideas clearly conveyed?	⊗	⊗	⊗	⊗
Was importance of these concepts/ideas conveyed to class?	⊗	⊗	⊗	⊗
Did group identify differences/similarities in group members' interpretation of text?	⊗	⊗	⊗	⊗
Are strong connections to course materials made?	⊗	⊗	⊗	⊗
Did the group make and explain overall book recommendation?	⊗	⊗	⊗	⊗

PRESENTATION SKILLS	0	0.5	1	1.5	2
Were main ideas presented in orderly manner & external sources credited (if app.)?.....	⊗	⊗	⊗	⊗	⊗
Did the presentation fill the time allotted?	⊗	⊗	⊗	⊗	⊗
Were visuals appropriate and helpful to the audience?	⊗	⊗	⊗	⊗	⊗
Did the talk maintain the interest of the audience?	⊗	⊗	⊗	⊗	⊗
Was the presenter responsive to audience questions?	⊗	⊗	⊗	⊗	⊗
Were presenters engaged with audience?	⊗	⊗	⊗	⊗	⊗
Were external sources credited (if applicable)?	⊗	⊗	⊗	⊗	⊗

COMMENTS

TOTAL SCORE _____ / 50

Grading Rubric for Book Club Blog Post

Criteria	Poor			Excellent	Rating
Content & Support (12 points)	Posting shows no evidence of insight, understanding or reflective thought about the topic.	Posting provides minimal insight, understanding and reflective thought about the topic.	Posting provides moderate insight, understanding and reflective thought about the topic.	Posting provide comprehensive insight, understanding, & reflective thought about the topic by ...building a focused argument around a specific issue or ...asking a new related question or ...making an oppositional statement supported by course materials/ related research.	
Voice (8 points)	Postings present no specific viewpoint and no supporting examples or links to websites or documents are provided, or the links selected are of poor quality and do not add any value to the information presented.	Postings present a specific viewpoint but lack supporting examples or links to websites or documents, but not all links enhance the information presented.	Postings present a specific viewpoint that is substantiated by supporting examples and links to websites or documents, but not all links enhance the information presented.	Postings present a focused viewpoint that is substantiated by supporting examples or links to relevant websites or documents that enhance the information.	
Quality of writing (4 points)	Posting contains numerous grammatical, spelling, or punctuation errors. Writing style does not facilitate effective communication.	Posting includes some grammatical, spelling, or punctuation errors that distract the reader.	Posting largely free of grammatical, spelling, or punctuation errors.	Posting is free of grammatical, spelling, or punctuation errors.	
TOTAL SCORE					___/24

APPENDIX D: Book Club Book List

*NOTE: For some books, multiple editions exist. Please read updated version.

Bohnet, Iris. 2016. *What Works: Gender Equality by Design*. Cambridge, MA: Belknap Press.

Boushey, Heather. 2016. *Finding Time: The Economics of Work-Life Conflict*. Cambridge, MA: Harvard University Press.

Clawson, Dan and Naomi Gerstel. 2014. *Unequal Time: Gender, Class, and Family in Employment Schedules*. New York, NY: Russell Sage Foundation.

Crittenden, Anne. 2010. *The Price of Motherhood: Why the Most Important Job in the World is Still the Least Valued*. Picador Press.

Cooper, Marianne. 2014. *Cut Adrift: Families in Insecure Times*. University of California Press.

Damaske, Sarah. 2011. *For the Family? How Class and Gender Shape Women's Work*. Oxford University Press.

Eberstadt, Nicholas. 2016. *Men Without Work: America's Invisible Crisis*. Templeton Press.

Ecklund, Elaine & Anne Lincoln. 2016. *Failing Families, Failing Science: Work-Family Conflict in Academic Science*. New York, NY: NYU Press.

Gerson, Kathleen. 2009. *The Unfinished Revolution: Coming of Age in a New Era of Gender, Work, and Family*. Oxford University Press.

Hays, Sharon. 2003. *Flat Broke with Children: Women in the Age of Welfare Reform*. Oxford University Press.

Hochschild, Arlie Russell. 2001. *The Time Bind: When Work Becomes Home and Home Becomes Work*. Holt Paperbacks. {NOTE: multiple editions exist. Please read the most recently published version}

Hochschild, Arlie R. 2012. *The Second Shift: Working Families and the Revolution at Home*. New York: Avon Books. {NOTE: multiple editions exist. Please read the most recently published version}

Kingsolver, Barbara. 1989 *Holding the Line: Women in the Great Arizona Mine Strike of 1983*. Ithaca, NY: ILR Press.

Lamont, Michele. 2000. *The Dignity of Working Men: Morality and the Boundaries of Race, Class, and Immigration*. Cambridge, MA: Harvard University Press.

Pierce, Jennifer. 1996. *Gender Trials: Emotional Lives in Contemporary Law Firms*. Berkeley: University of California Press.

Rhode, Deborah. 2016. *Women & Leadership*. Oxford University Press.

Rolston, Jessica Smith. 2014. *Mining Coal and Undermining Gender: Rhythms of Work and Family in the American West*. New Brunswick, NJ: Rutgers University Press.

Schlit, Kristen. 2011. *Just One of the Guys? Transgender Men and the Persistence of Gender Inequality*. Chicago, IL: The University of Chicago Press.

Shipler, David K. 2008. *The Working Poor: Invisible in America*. Vintage Press. {NOTE: multiple editions exist. Please read the most recently published version}

Slaughter, Anne-Marie. 2016. *Unfinished Business: Women Men Work Family*. Grantham Book Services.

Strober, Myra. 2016. *Sharing the Work: What My Family and Career Taught Me about Breaking Through (and Holding the Door Open for Others)*. Cambridge, MA: MIT Press.

Thistle, Susan. 2006. *From Marriage to the Market: The Transformation of Women's Lives and Work*. Berkeley: University of California Press.

Williams, Christine. 1995. *Still a Man's World: Men Who Do Women's Work*. Berkeley: University of California Press.

Wingfield, Adia Harvey. 2009. *Doing Business with Beauty: Black Women, Hair Salons, and the Racial Enclave Economy*. Rowman and Littlefield.

Wingfield, Adia Harvey. 2012. *No More Invisible Man: Race and Gender in Men's Work*. Philadelphia, PA: Temple University Press.

Zippel, Katherin. 2006. *The Politics of Sexual Harassment: A Comparative Study of the US, the EU, and Germany*. Cambridge University Press.

Zippel, Katherin. 2017. *Women in Global Science: Advancing Careers Through International Collaboration*. Palo Alto, CA: Stanford University Press.