

Women in the Workplace (PSY/HON 224) 3 credits

Fall 2008 (Thursday 6:30– 9:00 p.m.)

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Description: This course will examine the theory, research, and practice of various issues involving women in the workplace. Topics include: the history of women at work; non-traditional occupations and roles; gender differences in communication, leadership, and work styles; management and associated psychological paradigms; relevant legal and political issues; work-life dilemmas, and personal planning and growth strategies.

Required Texts:

1) Cleveland, J., Stockdale, M., & Murphy, K. (2000). *Women and Men in Organizations: Sex and Gender Issues at Work*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

2) DeLaat, J. (2007). *Gender in the Workplace: A Case Study Approach (2nd edition)*. Thousand Oaks, CA: Sage Publications.

Course Objectives: 1) To examine the theory and background of women in the workplace. 2) To explore relevant research in this area. 3) To critically analyze and debate practices involving women in the workplace.

Course Outcomes: 1) Knowledge of the history of women at work, and traditional and non-traditional occupations and roles. 2) Skills in recognizing and handling gender differences in communication and leadership. 3) Ability to understand and resolve relevant legal and work-life issues. 4) Skills to personally grow and develop for future careers (e.g., oral presentation, writing clearly and persuasively).

Psychology Department Attendance Policy: The Psychology Department is committed to the principle that regular and punctual class attendance is essential to the students' optimum learning and successful academic achievement. Regular class attendance is a student obligation, and students are responsible for all work, tests and written assignments. Therefore, students are expected to be present for all class sessions. The Psychology Department's attendance policy recognizes that there will be times when attendance at class is not possible. You may think of the policy as being similar to the type used in the corporate world where each employee is given a certain number of "personal/sick days." Based on the number of regularly scheduled class meetings, you will be allowed a certain number of absences (see below) with no consequences, no questions asked. In other words, there is no distinction between excused and unexcused absences. You are of course responsible for anything covered during those missed classes, and for submitting assignments on time, regardless of whether or not you attend. Beyond the allowable number of absences, there are consequences that will adversely impact your grade, much as missing too many days of work can adversely impact your employment status. Above all else, you should carefully consider each decision to not attend

class, as once your allotted absences have been used, they are gone. *It is important that students arrive for class on time. Late arrivals are very distracting, not only to the instructor, but also to fellow students. Repeated late arrivals are not acceptable and will be addressed on an individual basis.* It is each student's responsibility to understand this policy and to keep track of absences throughout the semester.

Application to this Class: Formal attendance will be taken during all class sessions. This class meets once per week (14 class meetings). As such, you may miss **2 classes** without penalty. If you miss **3 classes**, your final grade (cumulative percentage of points) will be lowered by 5%. That means that if you have earned 84% of the available points in the class, which is a B grade, you would be lowered to 79%, which is a C+. Likewise, if you have earned 77% of the points available, the penalty would take you down to 72%, which is a C-. As a reminder, a C grade (73%) is required in all Psychology courses. If you miss **4 classes**, you will receive a failing grade for the course. If you miss four classes, you have missed approximately 25% of the class meetings.

Plagiarism and Cheating: All Cedar Crest College students are expected to be familiar with and fully supportive of the college's policy regarding the honor code and academic integrity (e.g., cheating on tests, copying other students' work, plagiarism). These rules apply to the completion of any type of homework, feedback on homework progress, and completion of exams. Any violation will be officially reported to the Provost's Office for inclusion in the student's record and will have the appropriate penalties applied.

Classroom Environment: Appropriate classroom behavior is expected and should be free from distraction (e.g., late arrivals, early departures, inappropriate conversation, cell phone use). Use of computers at times and in manners other than those authorized (e.g., checking e-mail, playing games, web surfing, using printers) is very distracting to others and will NOT be tolerated. Care must be taken to protect the rights of all students and faculty to enjoy a courteous, respectful classroom environment. See CCC's Student Guide for more information regarding the enforcement of these policies.

Disabilities: Students with documented disabilities who may need academic accommodations should discuss these needs with me during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Advising Center.

Student Evaluation:

Tests: Essay tests will be given in the first half of the designated class period to measure your knowledge, understanding, and application of textbook and course material. Make-up exams will be given ONLY with documentation of an excused absence (as approved by the Dean) - NO exceptions. Advanced notice should be given whenever feasible. Documentation must be presented and the make-up exam scheduled as soon as possible.

Case Study Assignments: Possible assignments for each case study will be presented on the first day of class. You must choose the assignments you will complete and notify the professor no later than the third class (**Sept. 11th**).

You must contract to complete 3 case study assignments (e.g., respond on paper to discussion questions, design a program, or prepare and participate in a debate) presented in the DeLaat book. You may choose no more than 1 assignment for each case study. Also, at least one of the 3 assignments must require active participation in class (and not be responding on paper to discussion questions). *For ALL assignments, you must turn in a complete, typed version of the class presentation to receive credit during the class that it is due. **No late assignments will be accepted.***

Investigative Project and Presentation (*Honors Program students only*): The purpose of this project is to provide you with a first-hand experience of the kinds of issues that confront women and men in our society. The projects fall into one of two categories: 1) Archival analyses or quantified inspections of magazines, books, and other types of media. An example may be an analysis of articles or advertisements in a specific type of magazine. 2) Naturalistic observation or recording of behaviors in a natural setting. An example may be the observation of women's and men's assertive behavior in your workplace.

You must test a hypothesis or educated guess about what you might find. You should see me early to discuss the projects. You must turn in your topic and hypothesis on **September 11th** to ensure your topic is appropriate. Also, you must state how you plan to collect data (location, resources, etc.). This project will help you increase your critical thinking skills, learn more about gender-specific behaviors, and increase your written and oral presentation skills. For these projects we must also consider ethical issues (avoiding potential harm, and anonymity). You must not identify which people supplied data (if conducting a naturalistic observation).

The final paper must include the following sections:

- a) Introduction. Use your book, class materials, or PsycINFO to locate previous research on the topic that you are investigating. (You need at least 2 citations from previous research). Describe the findings that the previous research has shown. At the end of the introduction, state your hypothesis(es); that is, what you are investigating or the purpose of your paper (e.g., more magazine ads will portray men as more aggressive than women). (Note: You must specifically define "aggression" in this case.)
- b) Method. This section tells precisely what procedure you followed for your study. Describe the people you observed and location, or the archival material you examined. Include any data collection tools that you created. Be as precise and detailed as possible.
- c) Results. Summarize your findings, giving either averages or frequencies and percentages. A table or graph will be required.

- d) Discussion. Briefly review your results, and discuss what your findings mean (or implications of the data). That is, what implications does it have for people's lives? Provide specific examples (e.g., observations) that can illustrate your major points. Finally, consider what you would examine next if you were to pursue this topic further.
- e) References. Provide the references (author(s) names, date of print, title of article, title of journal/book, publisher and place of publication) for each piece of previous research cited in the Introduction.

You should turn in a typed, double-spaced paper, with any tables, figures, or appendices needed. Pay attention to spelling and grammar. *I'm available throughout the semester to assist with this project as needed.* Your paper (worth up to 70 points) is due in class no later than **November 13th**. Late papers will not be accepted. You'll present your project (worth up to 30 points) to the rest of the class on **December 4th**.

Extra Credit (optional):

Interview- You may conduct a structured interview with a female worker, using specific questions given in class. Type the interviewee's responses and *react to her answers*. The assignment is due in class no later than **November 13th** and is worth up to 5 extra credit points.

Grading: Your grade in this course will be based on the following items and any extra credit that you might earn.

	<i>Traditional/LLL Students</i>	<i>Honors Program Students</i>
Exam #1	50	50
Exam #2	50	50
Exam #3	50	50
Case Study Assignments (30 points each)	90	90
Investigative Project & Presentation		100
	TOTAL 240	340

The final letter grade will be assigned according to CCC's protocol:

A	93.0-100%	B-	80.0-83.3%	D+	67.0-69.9%
A-	90.0-92.9%	C+	76.7-79.9%	D	66.9-60%
B+	86.7-89.9%	C	73.0-76.6%	F	below 60%
B	83.4-86.6%	C-	70.0-72.9%		

The following is a schedule of the topics to be covered on approximate dates.

<i>DATES</i>	<i>TOPIC</i>	Text Chapter	<i>Case Study Number</i>
8/28	Introduction to Women and Men in Organizations Understanding Men's and Women's Experiences: Methods and Theoretical Perspectives	1 2	
9/4	How Stereotypes Affect our Perceptions of Men and Women at Work	3	
	Physical Attractiveness, Interpersonal Relationships And Romance at Work	4	
9/11	Language and Communication Among Organizational Members	5	
	Power and Relationships at Work	6	
9/18	Exam #1		
9/25	Gender Discrimination in the Workplace	7	1
10/2	Gender and the Legal Context in which Men and Women Work	8	
10/9	Sexual Harassment	9	7
10/16	Gender and Leadership	11	3
10/23	Career Issues for Women and Men: Mentoring & Networking	10	4
10/30	Exam #2		
11/6	Entrepreneurism and Change Agents		
11/13	Career Issues for Women and Men: Children and Career Couples (Honors Paper & Extra Credit Assignment Due)	10	5
11/20	Cultural Influences		2 & 6
11/27	No Class- Thanksgiving Holiday		
12/4	Managing Diversity Honors Presentations	13	
Finals Period	Exam #3		