

Sociology 464: Gender & Work

Fall 2015
Fridays 2:00 – 4:50
KAP 141

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Office Hours: FRI 10:00am - 12:00pm

Course Description

What is the extent of gender inequality in the labor market?
Why does inequality in work outcomes, such as promotion and wages, persist?
What happens to men in “women’s” jobs, and vice versa?
How is gender inequality in employment linked to inequality in the home?
How is parenthood implicated in inequalities?
How can organizational and public policies affect inequality?

In this course we’ll learn about the extent of gender inequality in the labor market. We’ll focus on sex segregation, disparities in promotion, the gender wage gap, and the motherhood wage gap in the United States. As we document these inequalities, we’ll learn theories that explain why such disparities persist. We’ll also look to other countries and to the future with a focus on interventions and remedies to reduce disparities.

We study gender inequality in the labor market because whether or not we are employed, what type of work we do, and how much we get paid for it shapes our lives. Work carries both psychic and economic rewards that are distributed unevenly. Not being in the labor force carries risk. If women out of the labor market are depending on a breadwinner, there is a risk that the breadwinner may cease to provide through death, divorce, or unemployment. One cause of the “feminization of poverty” is women without much labor force experience suddenly being without a breadwinner to rely upon. In terms of psychic costs, women out the labor market may have less power or control within relationships, and may be more likely to experience the stress of economic insecurity. Men are also at risk from this arrangement. In the event of divorce, men are more likely to lose children and family, and may lose access to family-based care when ill or elderly. Some men also experience psychic costs (e.g. stress) from being sole providers.

In terms of what type of work we do, research shows that when it comes to the labor market, separate is not equal. “Women’s” jobs generally receive lower pay, prestige, and opportunities for advancement, carrying both economic and psychic costs. Occupational sex segregation may create problems for men too. Some “men’s” jobs carry disproportionate health risks and men’s concentration in manufacturing has made men especially vulnerable to de-industrialization. The accumulated cost of lower labor force involvement, concentration in low-wage jobs, and low pay make women more likely to live in poverty, more likely to raise a child in poverty, and less likely to be economically secure in retirement. Clearly, whether we work, what we do, and how much we get paid has important implications for our lives in both the short- and the long-term.

Student Objectives

During the course we will accomplish at least three learning objectives. By the end of the semester you should be able to:

1. Describe the history and current status of gender stratification in employment in the US, including how inequalities vary by race-ethnicity and class.
2. Apply theoretical perspectives that explain gender inequality in employment to various forms of inequality.

3. Understand why certain programs are or are not successful in reducing inequality.

In addition to accomplishing these substantive goals, the course is designed to give you further instruction and practice in doing sociology, writing, critical thinking, and communication skills. We will spend class time on discussions, group exercises, in-class writing, and lectures.

Required Texts

- Padavic, Irene and Barbara Reskin. (2002). *Women and Men at Work*, 2nd edition. Thousand Oaks, CA: Pine Forge Press.
- Gerson, Kathleen. 2009. *The Unfinished Revolution: Coming of Age in a New Era of Gender, Work, and Family*. Oxford University Press.
- Course readings on Blackboard.

Assignments

You will be expected to complete the following activities in order to accomplish the course objectives and earn your grade in the course. Grades will be determined according to performance on each activity.

1. Reaction Papers – 100 points (10 papers at 10 points each). This is an advanced seminar class and, for it to be successful, it is essential that all students thoughtfully complete all readings prior to class meetings. To achieve this reaction papers are due prior to class, uploaded to BlackBoard by 10am Fridays. Papers must cover the readings for the **entire** week. Papers should be approximately 1 page, typed in 12-point font and single-spaced.
2. Class Facilitator – 25 points. You will sign-up to be a discussion facilitator one week. During class you will be responsible for helping to facilitate discussion of assigned readings.
3. Annotated Bibliography – 25 points. Minimum 10 scholarly sources.
4. Midterm –100 points. In-class multiple choice, short answer, and essay.
5. Final Paper and presentation – 150 points. 12-page research paper.

Grading

Final Course Grades will be awarded on the following scale.

| Letter | Num | % | Point Range | | |
|--------|-----|----|-------------|----|-----|
| A | 4.0 | 94 | 376 | to | 400 |
| A- | 3.7 | 90 | 360 | to | 375 |
| B+ | 3.3 | 87 | 348 | to | 359 |
| B | 3.0 | 83 | 332 | to | 347 |
| B- | 2.7 | 80 | 320 | to | 331 |
| C+ | 2.3 | 77 | 308 | to | 319 |
| C | 2.0 | 73 | 292 | to | 307 |
| C- | 1.7 | 70 | 280 | to | 291 |
| D+ | 1.3 | 67 | 268 | to | 279 |
| D | 1.0 | 63 | 252 | to | 267 |
| D- | 0.7 | 60 | 240 | to | 251 |
| F | 0.0 | 60 | 0 | to | 239 |

Preparation Time

In addition to our three hours of class time each week, as a four-unit course, this class requires approximately nine hours of work to be completed outside of class each week. On average there are about 70 pages of

readings assigned per week – the majority of the readings are original scholarly journal articles which will take longer to read and contemplate than most other readings. I expect that careful reading will require roughly 4 hours per week and an additional hour to compose and revise your weekly reaction paper. Reaction papers count for about one-fourth of your entire course grade; this is a reflection of the high value I place on the time you spend preparing before class. In addition to time spent preparing to facilitate a weekly discussion and preparing for the mid-term, throughout the semester you will dedicate your remaining course prep time to preparing your final paper: an annotated bibliography is due in week 5, a complete draft is due in week 12, a short class presentation is due in week 15, and the final paper is due during the scheduled final exam period.

Policies

Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Use of Technology in the Classroom. Personal computers and wireless Internet are a key part of today's technological culture, but they also can distract you from the class discussion and dampen participation. Please note that computer laptop use is not allowed during discussion. It is far more important to participate than to take typed notes. A few hand-written notes will suffice. After each discussion and lecture session, you may want to take some time to reflect on the learning experience and type up whatever notes seem useful. All communication devices such as cell phones, Blackberries, etc. capable of sending and or receiving electronic communication and all entertainment devices such as iPods or other MP3 players are to be turned off and kept out of sight throughout the class session. Receiving or sending communication or entertainment during class disrupts the learning environment and is rude to those around you. Please see me if you have a legitimate reason to have a cell phone visible on vibrate (e.g., you are the primary caregiver of a child).

Late assignments: No late assignments will be accepted without prior arrangement. Reaction papers are due BY 10AM ON WEDNESDAYS. If you are facing a legitimate crisis that is affecting your attendance or ability to keep up, please talk to me immediately.

Make-up exams/assignments: Make-up exams will only be allowed under special circumstances *if excused before the exam is given*. In-class assignments may not be made-up.

Grade appeals: If you feel you deserve more points than awarded you may appeal your grade. Your appeal, presenting a clear argument as to why more points are merited, must be typewritten and given to me no later than one week after you receive the grade. I will review your appeal and contact you to discuss.

Schedule

Notes: Readings for the entire week must be read PRIOR to class. Bring each reading to class on the day it is listed. Schedule is subject to revision.

WEEK 1 (AUG 28): INTRODUCTION TO GENDER AND WORK

Introduction to gender and work

- Anne-Marie Slaughter's Atlantic article and responses
 - Anne-Marie Slaughter. July/Aug 2012. "Why Women Still Can't Have It All." The Atlantic. <http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/>
 - Rebecca Traister. June 2012. "Can modern women "have it all"? A new Atlantic cover peddles one of the most dangerous myths about modern women." Salon. http://www.salon.com/2012/06/21/can_modern_women_have_it_all/
 - Linda Hirshman. June 2012. "The 'Having-It-All' Crisis Isn't About Women, It's About the 1%." The Atlantic. <http://www.theatlantic.com/business/archive/2012/06/the-having-it-all-crisis-isnt-about-women-its-about-the-1/258894/>

WEEK 2 (SEP 4): HISTORICAL AND THEORETICAL PERSPECTIVES

Gender and work in historical perspective and overview of theoretical explanations

- Padavic, Chapters 1, 2, & 3
- Sign-up for leading article discussion

WEEK 3 (SEP 11): BEFORE WORK: SOCIALIZATION, EDUCATION, AND PREFERENCES

- Kane, Emily (2012). The Gender Trap: Parents and the Pitfalls of Raising Boys and Girls. NYU Press. Chapter 1: Introduction.
- Correll, Shelley (2001). "Gender and the Career Choice Process: The Role of Biased Self Assessments". *American Journal of Sociology* 106(6): 1691-1730. **SKIM 1702-23**
- Damaske, S. (2011). *For the family?: How class and gender shape women's work*. Oxford University Press. Chapter 1: The Need and Choice Myths.
- **Response paper #1 due by 10am to BlackBoard**

WEEK 4 (SEP 18): SEX SEGREGATION

Overview of sex segregation and explanations

- Padavic, Chapter 4
- Correll, Shelley, Stephen Benard, and In Paik (2007). "Getting a Job: Is there a Motherhood Penalty?" *American Journal of Sociology*. 1297-1338 **SKIM 1317-26**
- England, P. (2010). The Gender Revolution Uneven and Stalled. *Gender & Society*, 24(2), 149-166.
- **Response paper #2 due by 10am to BlackBoard**
- **Email Prof. Hook your paper topic**

WEEK 5(SEP 25): PROMOTION, AUTHORITY, AND THE GLASS CEILING/ESCALATORS

- Padavic, Chapter 5
- Williams, Christine (1992). "The Glass Escalator: Hidden Advantages for Men in the 'Female' Professions. *Social Problems* 39(3): 253-267.
- Wingfield, A. H. (2009). Racializing the Glass Escalator Reconsidering Men's Experiences with Women's Work. *Gender & Society*, 23(1), 5-26.
- Schilt, K. (2006). Just one of the guys? How transmen make gender visible at work. *Gender & Society*, 20(4), 465-490.
- **Response paper #3 due**

WEEK 6 (OCT 2): THE PAY GAP

- Padavic, Chapter 6
- Kmec, J. A. (2011). "Are motherhood penalties and fatherhood bonuses warranted? Comparing pro-work behaviors and conditions of mothers, fathers, and non-parents." *Social Science Research* 40(2): 444-459.
- Hodges, M. J. and M. J. Budig (2010). "Who Gets the Daddy Bonus?: Organizational Hegemonic Masculinity and the Impact of Fatherhood on Earnings." *Gender & Society* 24(6): 717-745.
- **Response Paper #4 due**
- **Annotated Bibliography due**

WEEK 7 (OCT 9): INTERSECTIONALITY AND THE DEVALUATION OF CARE WORK

Intersection of Race & Gender

- Browne, Irene and Joya Misra (2003). "The intersection of gender and race in the labor market." *Annual Review of Sociology*, 29: 487-513.

Devaluation of Care Work

- England, Paula et al (2002) "Wages of Virtue: The Relative Pay of Care Work" *Social Problems* 49(4): 455-473. **SKIM 462-8**
- Hondagneu-Sotelo, Pierrette. 2001. Chapter 1: "New World Domestic Order." *Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*.
- **Response Paper #5 due**

WEEK 8 (OCT 16): REMEDIES

Organizational Policies

- Dobbin, Frank, Alexandra Kalev, and Erin Kelly (2007). "Diversity Management in Corporate America". *Contexts* 6(4): 21-27.

Women's Representation

- Andrew M. Penner, Harold J. Toro-Tulla and Matt L. Huffman (2012). Do Women Managers Ameliorate Gender Differences in Wages? Evidence from a Large Grocery Retailer. *Sociological Perspectives* (55): 365-381.

Family Responsibility Discrimination

- Williams, Joan and Stephanie Bornstein (2006). "Caregivers in the Courtroom: the Growing Trend of Family Responsibilities Discrimination". *University of San Francisco Law Review* 41: 171-189.
- **Response Paper #6 due**

WEEK 9 (OCT 23): MIDTERM IN CLASS

WEEK 10 (OCT 30): WORK AND FAMILY – INTRO & PROFESSIONAL WORKERS

- Padavic, Chapter 7 149-165
- Gerson, Kathleen (1997). "An Institutional Perspective on Generative Fathering" pp. 36-51 in A. Hawkins and D. Dollahite (Eds.) *Generative Fathering*. Thousand Oaks, CA: Sage.

- Stone, Pamela and Megan Lovejoy (2004). "Fast-Track Women and the 'Choice' to Stay Home" *Annals of the American Academy of Political and Social Sciences* 596(1): 62-83.
- Webber, G., & Williams, C. (2008). Mothers in "Good" and "Bad" Part-time Jobs Different Problems, Same Results. *Gender & Society*, 22(6), 752-777.
- **Response paper #7 due**

WEEK 11 (NOV 6): WORK AND FAMILY – FRONT-LINE AND LOW-WAGE WORKERS

- Williams, Joan (2010). Chapter 2: "One sick child away from being fired." *Reshaping the Work-Family Debate: Why Men and Class Matter*. Harvard University Press, pages 42-76.
- Hays, Sharon. 2003. Chapter 2: "Enforcing the Work Ethic" (pp 32-61) in *Flat Broke with Children: Women in the Age of Welfare Reform*. Oxford University Press.
- **Response Paper #8 due**

WEEK 12 (NOV 13): FINAL PAPER COMPLETE DRAFT DUE AT 2PM TO BLACKBOARD – NO CLASS

WEEK 13 (NOV 20): GENDER, WORK, & POLICY IN A COMPARATIVE PERSPECTIVE: EUROPE AND N. AMERICA

- Pettit and Hook (2009). Chapters 1 & 2 of *Gendered Tradeoffs: Family, Social Policy, and Economic Inequality in Twenty-One Countries*, p 1-44, Russell Sage.
- Christy Glass and Éva Fodor (2011). Public Maternalism Goes to Market: Recruitment, Hiring, and Promotion in Postsocialist Hungary. *Gender & Society* 25: 5-26.
- Druckerman, Pamela. Chapter 6: "Day care?" (pp. 117-132) *Bringing up Bebe: One American Mother Discovers the Wisdom of French Parenting*. Penguin Press.
- **Response Paper #9 due**

NOVEMBER 27TH – NO CLASS – THANKSGIVING BREAK

WEEK 14 (DEC 4): GENERATIONAL CHANGE IN WORK-FAMILY PERSPECTIVES

- Gerson, Kathleen. 2009. *The Unfinished Revolution: Coming of Age in a New Era of Gender, Work, and Family*. Oxford University Press. Pages 1-14, 103-226.
- **Response Paper #10 due**

FINAL EXAM WEEK: REVISIONS AND PRESENTATIONS

- **Revisions to Final Paper due by FRIDAY, DEC 11th at 2-4PM**

CLASS FACILITATOR

During your chosen class session you will work with me to lead the class discussion. The purpose of this activity is to aid in our collective understanding of the reading materials, to learn to address complex material and issues in an open and sensitive manner, and to gain confidence in leading group discussions.

You are responsible for

- Generating at least two “big picture” questions per reading
 - Feel free to generate additional questions on narrow aspects of the readings, such as study design
- Generating at least two questions that engage multiple readings (e.g., contrasting or integrating findings from two or more readings). This could include readings from the same week or previous class material.

You will be graded on

- how thought provoking your questions are
- how well you gain the interest and participation of your fellow students

Feel free to

- Suggest a film clip
- Tie articles into real life events, including historical events or current new stories

By Thursday at 9:00AM email your discussion questions and any other discussion plans (e.g. film clips) to me. Check your email after 2 PM to see my comments. These are deadlines; if it is helpful to email or discuss your plans earlier, please do so.

TIPS ON LEADING A DISCUSSION

- When asking questions, ask only one question at a time. Don't overload the class with two or three at once.
- Be willing to wait a few seconds for the class to think about the question. Don't jump in too soon.
- Try to ask open-ended questions that don't require classmates to give "the answer" you have in mind.
- At times it may be appropriate to reflect an individual's question back to the class, instead of you answering. For example, "What do you think?" or "How would you or anyone else in the class answer that?" This takes you out of the "expert" role. Don't expect to have all the answers.

SUGGESTIONS ON HOW TO BREAK-DOWN AN ARTICLE

- Thesis: What is the author's primary thesis? (A thesis asserts a specific claim or answers a question.) Summarize this thesis in one sentence.
- Significance: What do you think is significant about this argument? How does it fit with what we already know? Does it contribute a new perspective?
- Evidence: What evidence does the author use to support this thesis? What research could be conducted that would explore this thesis?
- Critique: What is your critique of the author's argument/evidence/conclusions? For example, what are the strong points and why are they strengths? What unstated biases or assumptions does the author incorporate into their argument? Where are the flaws in reasoning and how do they relate to the author's argument?
- Personal response: What is your personal response to the reading? For example, what questions does this reading raise or answer for you? What did this reading make you think about? What did you learn from this reading? How could this reading be applied to real world situations that interest you?
- Question: Select a specific passage from the text that you would like to explore further in the seminar. Note the page number of the passage and write a question you have or a question you would like to hear your classmates discuss about the passage.

REACTION PAPERS

This is an advanced seminar class and, for it to be successful, it is essential that all students thoughtfully complete all readings prior to class meetings. To achieve this reaction papers are due prior to class, uploaded to BlackBoard by 10am Fridays.

- Papers should demonstrate that you read, generally understood the main point, and reflected on/thought about the readings for the week.
- Papers must engage with ***ALL*** of the readings for the week. Ideally, your paper will integrate materials. That is, your response will be based on engaging with multiple readings at once (e.g., contrasting arguments) instead of addressing each article sequentially.
- You may begin by identifying the thesis of each article. What's the point? Note: This will not be as applicable to the Padavic book.
- See suggestions on "How to Break-Down an Article" on the class facilitator instructions. Your response paper may include a combination of personal response, question, critique, significance, and evidence.
- Papers should be approximately 1 page, typed in 12-point font and single-spaced.
- Keep titles and headers to one line. That is, do not pad the page.
- Do not write "so and so in the article titled blah blah blah argues." Use only the author's name – no article titles.

TERM PAPER

Topic

You may choose any topic related to the course that interests you (approval required). Some appropriate topics include: women in non-traditional occupations; gender and STEM (Science, Technology, Engineering, and Math); Title IX and women in sports; gendered divisions of labor in same-sex families; gender, work, and family policy in another country. For more help see the "Choosing a Topic" tab in USC's LibGuides for Organizing Your Social Sciences Research Paper: <http://libguides.usc.edu/writingguide>.

Annotated Bibliography

For the annotated bibliography follow the guidelines available at USC's LibGuides for Organizing Your Social Sciences Research Paper: <http://libguides.usc.edu/writingguide>. See the "Annotated Bibliography" tab. Also see the "Literature Review" tab including sections on distinguishing scholarly from popular sources and citation tracking. For each article/book include the number of citations (Google Scholar is an easy way to do this). You may turn in any of the three types of annotated bibliographies described, but note that the further you go, the further along you will be with your term paper.

Paper

You should approach your paper as a critical sociological review (also referred to as an analytical research paper). Here are two descriptions of this type of paper. The first resource is a more general description of a critical review and the second provides a concrete example of how a thesis statement operates in such a paper (here called an analytical research paper).

<http://writingcenter.unc.edu/handouts/sociology/> (see the section labeled critical review)

"The critical review: The review involves investigating the research that has been done on a particular topic and then summarizing and evaluating what you have found. The important task in this kind of assignment is to organize your material clearly and synthesize it for your reader. A good review does not just summarize the literature, but looks for patterns and connections in the literature and discusses the strengths and weaknesses of what others have written on your topic. You want to help your reader see how the information you have gathered fits together, what information can be most trusted (and why), what implications you can derive from it, and what further research may need to be done to fill in gaps. Doing so requires considerable

thought and organization on your part, as well as thinking of yourself as an expert on the topic. You need to assume that, even though you are new to the material, you can judge the merits of the arguments you have read and offer an informed opinion of which evidence is strongest and why.”

<http://owl.english.purdue.edu/owl/resource/658/02/> (see the section labeled analytical paper)

The following are steps in writing the research paper that you should accomplish before you turn in the paper on April 9th.

1. GETTING STARTED

Where Do I Begin?: <http://owl.english.purdue.edu/owl/resource/658/05/>

Strategies for Pre-Writing: <http://owl.english.purdue.edu/owl/resource/673/01/>

2. WRITING

Thesis Statements: <http://owl.english.purdue.edu/owl/resource/545/01/>

Quoting & Paraphrasing: <http://owl.english.purdue.edu/owl/resource/563/01/>

Plagiarism: <http://owl.english.purdue.edu/owl/resource/589/03/>

Citations (ASA): <http://owl.english.purdue.edu/owl/resource/583/02/>
AND <http://owl.english.purdue.edu/owl/resource/583/03/>

3. REVISING is the process consisting of:

- Major, sweeping, changes to the various drafts of a project
- An evaluation of word choice throughout the project
- The removal paragraphs and sometimes, quite painfully, complete pages of text
- Rethinking the whole project and reworking it as needed

Reverse outline your draft: <http://writingcenter.unc.edu/handouts/reverse-outline/>

4. EDITING is a process interested in the general appearance of a text, and includes the following:

- Analysis of the consistency of tone and voice throughout the project
- Correction of minor errors in mechanics and typography
- Evaluation of the logical flow of thought between paragraphs and major ideas

Paragraphs: <http://owl.english.purdue.edu/owl/resource/606/01/>

Conciseness: <http://owl.english.purdue.edu/owl/resource/572/01/>
AND <http://owl.english.purdue.edu/owl/resource/635/01/>

Read your paper aloud. Seriously, this is important.

This process is best completed toward the final stages of the project, since much of what is written early on is bound to change anyway.

5. PROOFREADING is the final stage in the writing process, and consists of a detailed final reread in order to find any mistakes that may have been overlooked in the previous revisions.

1. Have someone else read your paper.

2. Read your paper aloud a final time.

RESOURCES

General resource on most any writing topic: <http://owl.english.purdue.edu/owl/resource/679/01/>

ADDITIONAL NOTES FOR PAPERS DUE APRIL 9th:

The final paper should be about 12 pages, not counting references or the title page. Use Times New Roman 12 point font throughout and double-space the text. Follow ASA formatting guidelines for in-text citations and references (see links above). Also:

1. Underline your thesis statement.
2. Underline the topic sentence of each paragraph.
3. At the end of the document include:
 - a. Any questions you have.
 - b. A discussion of the strengths and weaknesses you observe in the paper both in terms of content and writing style.

Note revising, editing, and proofreading are different things – and you should do them all!

Do edit for conciseness.

Use quotes sparingly. Use only when someone has said something so eloquently that it loses meaning to paraphrase.

Do not make the mistake of writing a paragraph per source. You are synthesizing and analyzing the research. Look at the literature review sections of articles we've read in class for good examples.

Presentation

Your presentation should be about 7 minutes long (as short as 5 and absolutely no more than 10 minutes). You may use visuals if you like, but this is not required. Visuals could be PowerPoint, handouts, pictures, video clips, really anything that helps illustrate your topic or main ideas. Some of you have topics that very easily lend themselves to the use of interesting visuals, whereas for some of you this would be more difficult. We're doing the presentation before the final paper is due, so use your time creating your presentation to improve your paper. Often, creating the presentation will help you crystallize your most important ideas (and your thesis). For help on presentations see the "Giving an Oral Presentation" tab in USC's LibGuides for Organizing Your Social Sciences Research Paper: <http://libguides.usc.edu/writingguide>.