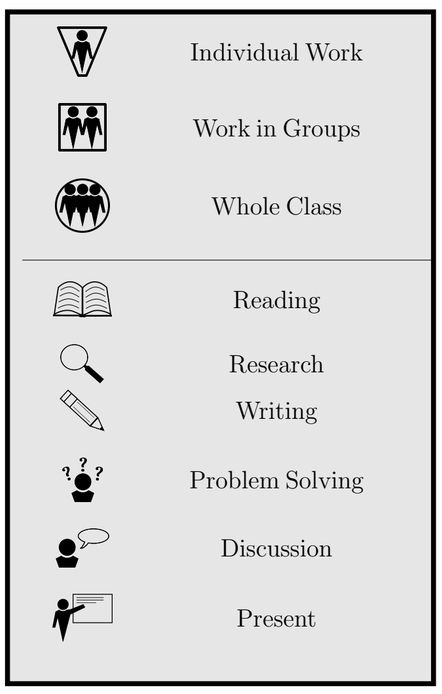
Gender and Job Inequality

By Elliot Kerr

Out of Class

In Class (Instructor)

In Class (Students)



Begin Here.

Students watch the first episode of a tv drama (ex. Madmen) that exposes them to assumptions about social interactions and hierarchies in the workplace.

Students write a film analysis about how the structure of that specific culture in the film influences the division of labor within that workplace in that time period.

Students do a reading about gender roles. Establishing differences between gender and sex and how they are constructed. Students are also provided with statistics regarding occupational segregation to prepare for the activity.

The instructor separates the class into groups of 4-6 and asks them to list 6 characteristics associated with each of the jobs identified on the whiteboard (nurse, engineer, teacher, lawyer, manager, flight attendant).

Students explore and question the stereotypes generally associated with each job in their groups when coming up with their 6 characteristics.

Students then discuss characteristics and qualifications associated with each job as well as what qualifies a person as being competent in the profession.

The instructor stops the discussion and asks the students to indicate which jobs they think pay more.

Students may research the actual pay range of the jobs in order to establish the answer to this question.

Students identify the higher and lower paying jobs and compare their categorizing to what they discussed regarding gender stereotyping in each job. They look for patterns with regards to these gender stereotypes and the way jobs are valued.

Students in the group write down their patterns and reasoning on the white board

After all the groups have written their characteristics and monetary values on the whiteboards the instructor moves the activity to a class-wide discussion.

Each group presents their categorizations and patterns they found (in general) to the class in short 30-60 sec presentations.