COURSE OVERVIEW

This course has two substantive goals. The first goal of this seminar will be to help all students deepen their understanding of classic and contemporary sociological and feminist theories about gender as well as the causes and consequences of inequality. For instance, you will learn to differentiate Weberian from Marxian ways of looking at the causes and consequences of gender inequalities – and you will most certainly learn about the differences and disagreements among feminists regarding ways to minimize said inequalities.

The second goal is to enable students to ground their expertise in contemporary empirical research regarding several substantive areas and social institutions in which gender inequalities remain manifest. Because this is a mixed course enrolling advanced undergraduate and graduate students, the specific secondary goals for each group of students do diverge. If you have minimal background in Sociology, you will find this course challenging. It is designed for budding social scientists, especially those with professional or graduate education plans in academic or applied occupations. If you have no background in sociology, please allow me to advise you to take a different course, such as Sociology 200.

The course seeks to help advanced undergraduate students understand the complexities and intersectional dynamics that shape contemporary gender inequality patterns. In the process, you will learn to examine gender inequality from a variety of theoretical and methodological angles and encounter research dealing with comparative historical and international focus. While we will spend much of our time discussing gender-based inequality, we will also highlight how these phenomena are racialized and class- as well as context-specific. To that end, you will write several short papers and complete a mid-term take-home essay exam.

For graduate students, the secondary goal goes beyond the substantive expertise discussed above. Specifically, the course aims to help graduate students prepare for a prelim or qualifying exam in the areas of gender and/or social stratification. To that end, you will write several short papers and complete a mid-term take-home essay exam. In addition, you will complete a final paper that may take the form of a literature review (e.g., for a thesis or dissertation), grant proposal, or prelim question(s). Please discuss your needs with me well in advance, as this assignment will be tailored to your status in the graduate program.

The structure of the course reflects the following main questions:
1. Week 1: **Introductory lecture** on sociological and feminist explanations for social inequality. In-class discussion and exercises to establish students’ level of expertise. Discussion of internship/professional opportunities for long-range planning.
2. Weeks 2 to 4: What are the main **theoretical frameworks** we can use to explain the causes and consequences of social policy trends and reforms?
3. Weeks 5 and 6: What do we know about, and how can we explain gender inequalities in **education**? What role have political and economic conditions played? What consequences, intentional and otherwise, have educational inequalities by gender had on social stratification at large?
4. Weeks 7 to 9: What do we know about, and how can we explain inequalities in **families** and in the **labor market/work place**? What role have political and economic conditions played? What
consequences, intentional and otherwise, have work-life related gender inequalities had on social stratification at large?

4. Weeks 10 through 12: What do we know about, and how can we explain inequalities in the effects of social policies, specifically welfare, criminal justice, and immigration policies? What consequences, intentional and otherwise, have gender inequalities in these areas had on social stratification at large?

5. Weeks 13 through 16: In this section, we will focus on gender-related inequalities broadly related to the human body: sexuality, human reproduction, and health care. What consequences, intentional and otherwise, have gender inequalities in these areas had on social stratification at large?

COURSE REQUIREMENTS

Ground Rules

UNL does recognize a D- as a passing grade. However, for this course to count towards your major, you must earn a “C” in all aspects of the course, including attendance. Grading scale:

97 – 100% = A+
93 – 96% = A
90 – 92% = A-
87 – 89% = B+
83 – 86% = B
80 – 82% = B-
77 – 79% = C+
73 – 76% = C
70 – 72% = C-
67 – 69% = D+
63 – 66% = D
60 – 62% = D-
57 – 59% = F

Regular attendance in class: If you miss more than three classes during the semester, I reserve the right to lower your grade. Punctuality is key. Late arrival counts as an absence. If you miss a class, it is your responsibility to obtain lecture notes from your fellow students.

Active participation in class: This includes being attentive and participating in class discussions. I expect students to come to class prepared. This includes having read the materials for each class before we meet.

Professionalism: I welcome and encourage input from a wide range of viewpoints. However, I will not tolerate disruptive behavior or discourteous manners and speech. Please TURN OFF your cell phones, pagers, etc. I consider it disruptive, inconsiderate, and disrespectful when these devices go off during class.

I reserve the right to change the syllabus.

Student Code of Conduct: The student code of conduct applies to all aspects of the course, including but not limited to assignments. If you are unfamiliar with it, please visit http://stuafs.unl.edu/ja/code/three.shtml, paying close attention to section 4. By attending this class you agree to adhere to the academic honor code.

Americans with Disabilities Act: Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY. For further information regarding UNL policies in this regard, please visit http://www.unl.edu/equity/ or call (402) 472-2322.

Gender-Neutral Bathrooms: The closest one to the CBA building is Canfield 135. See other gender-neutral bathrooms on campus at involved.unl.edu/unl-gender-neutral-bathrooms.

Lactation Rooms: There is a lactation space in Canfield 24. Additional information about lactation spaces is available at http://www.unl.edu/chancellor/policymemoranda/20090901-Lactation-Policy.
Student learning outcomes will be assessed as follows:

**ALL STUDENTS:**

**Attendance and Participation: 35% of final grade**
As noted above, I expect regular attendance and participation in class discussions (20% of grade). I encourage you to participate actively and constructively. Should imbalances arise (i.e., some students talking a lot and some students never talking), I will actively seek a wider range of participation. Irregular attendance will affect your course grade negatively, as will sheer physical presence combined with mental absence.

All students will participate actively in all classes, even when they are not discussion leaders. Discussion leaders are expected to read all articles and chapters assigned for the week, in advance of the class meeting. This does include the readings listed for graduate students.

Each student will lead discussion at least once, which will seek to integrate the week’s readings and the lecture material presented in preceding weeks. I will pass out a sign-up sheet the first week of class. Depending on class size, I may ask you to pair up as an undergrad/grad team in order to facilitate class discussion. Your performance as a discussion leader will contribute 15% to your final grade.

You will submit a reflection paper on the readings from the week you serve as discussion leader.

**Reflection Papers: 40% of grade**
Students will turn in a total of four reflection papers of the current week's readings. Approximately 5 pages in length, these essays are due on Wednesday at the start of class (typed, double spaced, 1” margins, Times Roman 11). I will not accept late papers. Each of these reflective essays will comprise 10% of your final grade.

#1 will be about the theory readings and is due for everyone on September 23, at the start of class.
#2 will be due the week you are discussion leader, at the start of class.
#3 and #4 will be due at the start of class during weeks of your own choosing. My recommendation: Do not postpone these short papers until the end of the semester. Instead, pick topics of interest to you now and make a commitment to yourself to complete the assignments that week.

I will provide more explicit guidelines in class. But the main goal is to demonstrate not just that you have done the readings (of course you have!). Mere summaries do not suffice. Instead, start with a question and try to answer it with the literature you have read to date. Demonstrate that you understand what you have read – relate the readings to each other (within and across weeks); look for commonalities and differences, e.g., in terms of the research question asked, theoretical framework(s) used, methods/data employed. Where applicable, discuss how each reading might inform your own research project.

All short papers are due by Wednesday, December 9, at the start of class. Please submit electronic copies in word format to rwerum2@unl.edu. I do not accept late papers.

**Undergraduate Students Only:**

**Mid-Term Exam: 25% of grade**
Students will receive a take-home mid-term exam, essay format. It will likely contain several essay questions and provide the opportunity to choose among those questions. Please expect the final product, to be turned in electronically by the beginning of class on Wednesday, October 14, to be approximately 10 pages in length (typed, double spaced, 1” margins, Times Roman 11; bibliography not included). Please submit electronic copies in word format to rwerum2@unl.edu. I do not accept late assignments.
Graduate Students Only:

Final paper: 25% of grade

Approximately 15 pages in length, depending on which type of assignment you choose (prelim, grant proposal, lit review), this research paper is due by Friday, December 12, at 4pm. I will provide more detailed guidelines separately from the syllabus. Please submit electronic copies in word format to rwerum2@unl.edu. I do not accept late assignments.

- To help you get an early start on the final paper, please discuss your paper ideas with me by the end of August. An initial 1-page prospectus (double-spaced) is due by September 23 (Week 5).
- An expanded 5-page prospectus is due on October 21 (Week 9).
- We will likely schedule an extraordinary meeting, outside of regular class time, where we will discuss each graduate student project. Date and time TBA.
- The final paper is due by Friday, December 12, at 4pm.

READINGS

Please note that reading loads can be uneven across weeks – please plan accordingly. You are expected to master comprehension of the readings on your own.

Electronic readings (articles, chapters, excerpts):

Articles are placed on e-reserves and will be made available via our Blackboard site. So are book excerpts, unless they exceed fair use policies, in which case the book is listed in its entirety below. If you have questions regarding the items placed on reserves, either electronically or otherwise, please contact the librarian, Nicole St. Arnold, at nhruska2@unl.edu, or contact me.

The assigned and recommended books should be available at the UNL Bookstore. If not, feel free to order them online with your favorite vendor. Or look for new/used copies online. All books are also on short-term reserve at Love Library.

Required Books:

Recommended Books: (assigned partially, also available on reserves)
**WEEKS 1-4: What are the main theoretical frameworks?**
This section aims to introduce students to the major paradigms in gender theories (feminist and otherwise). Main question: How do we use these theories to explain the persistence of gendered patterns regarding inequalities, rights/entitlements, privileges, and responsibilities? How do we use them to fashion solutions to gender inequality?

---

**WEEK 1**

**August 26**  
**Introduction** and sign-up sheets for leading classes

**Recommended reading for all students:**  

**Recommended Reading for Grad Students:**  

---

**WEEK 2**

**Discussion leader:**

**September 2**  
**Weberian Theories and Liberal Feminism**

**Readings for all:**  
Stanton, Elizabeth Cady. Chs. 9 and 19 in *TEFR*.  
Mill, John Stuart. Ch. 12 in *TEFR*.  
Myrdal, Alva. Ch. 34 in *TEFR*.  
Friedan, Betty. Ch. 40 in *TEFR*.  
Committee on the Status of Women in India. Ch. 45 in *TEFR*.  
(These *TEFR* readings are short, no more than a couple of pages each)


**Readings for Grad Students:**  

---

**WEEK 3**

**Discussion leader:**

**September 9**  
**Marxian/Socialist and Black Feminist Theories**

**Readings for all:**  
Marxian/Socialist Feminist Theories  
Anthony, Susan B. Ch. 13 in *TEFR*.  
Engels, Friedrich. Ch. 16 in *TEFR*.  
Gilman, Charlotte Perkins. Ch. 20 in *TEFR*.  
De Beauvoir, Simone. Ch. 38 in *TEFR*.

assigned readings continued on next page!
**Black Feminist Theories**  
Cooper, Anna Julia. Ch. 18 in *TEFR*.  
Du Bois, W.E.B. Ch. 30 in *TEFR*.  
Combahee River Collective. Ch. 48 in *TEFR*.  
Lorde, Audrey. Ch. 49 in *TEFR*.  

**Readings for Grad Students:**  

---

**WEEK 4**  
**Discussion leader:**

**September 16**  
**Radical Feminist Theories**

**Readings for all:**  
Brownmiller, Susan. Ch. 46 in *TEFR*.  

**Readings for Grad Students:**  

---

**WEEKS 5 and 6: What determines educational experiences and outcomes?**  
In this section we will examine how educational inequality patterns differ at micro (individual), meso (organizational) and macro (structural or policy) levels, and how patterns have changed historically.

---

**WEEK 5**  
**Discussion leader:**

**September 23**  
**Education – Micro Patterns**

**AT START OF CLASS:**  
**THEORY PAPER DUE FOR ALL STUDENTS**  
**1-PAGE PROSPECTUS FOR FINAL PAPER DUE FOR GRADUATE STUDENTS**  
What is your topic and your research question?  
Which literature(s) will you use to ground the project?  
Which methods and data sources do you plan to use?

[assigned readings continued on next page!]
**Readings for all:**

**Readings for Grad Students:**

---

**WEEK 6**

**Discussion leader:**

September 30

**Education – Macro Patterns**

**Readings for all:**

**Readings for Grad Students:**
Mettler, Suzanne. 2005. PLEASE READ “Beyond All Expectations” and “Created with Men in Mind” (ch. 3, pp. 41-58, and ch. 9, pp. 144-162) in *Soldiers to Citizens*. Oxford UP.

---

**WEEKS 7 to 9: What determines gender inequalities in family and labor market experiences and patterns?**

This section is designed to help you understand how micro, meso, and macro dynamics affect work-life balance, and the gender inequalities associated with this concept.

---

**WEEK 7**

**Discussion leader:**

**TAKE-HOME MIDTERM TO BE HANDED OUT AT START OF CLASS ON OCTOBER 7**

October 7

**Family**

**Readings for all:**

[assigned readings continued on next page!]
Readings for Grad Students:

WEEK 8

Discussion leader:

TAKE-HOME MIDTERM DUE AT START OF CLASS ON OCTOBER 14

October 14  Labor Market
Readings for all:

Readings for Grad Students:

FALL BREAK OCTOBER 19-20  --  NO CLASSES

WEEK 9

Discussion leader:

5-PAGE PROSPECTUS FOR GRADUATE STUDENTS DUE AT START OF CLASS
Please provide electronic copies to everyone.
Brief presentations of topics – 5 minutes per student.

October 21  Labor Market
Readings for all:

Readings for Grad Students:
WEEKS 10 to 12: What are the causes and consequences of welfare, criminal justice, and immigration policies?
For the next three weeks, we will explore what has shaped inequalities in these arenas. We will also examine the intended and unintended consequences of policies in these arenas.

---

WEEK 10

Discussion leader:

October 28 Welfare

Readings for all:

Readings for Grad Students:

---

WEEK 11

Discussion leader:

November 4 Crime

Readings for all:

Readings for Grad Students:
Uggen, Chris and Jeff Manza. 2006. PLEASE READ REMAINDER OF Locked Out: Felon Disfranchisement and American Democracy.
WEEK 12

November 11                  Immigration
Discussion leader:

Readings for all:

Readings for Grad Students:

WEEKS 13 to 15: What are the causes and consequences of inequalities in “body politics”?
For the remainder of the semester, we will explore issues related to health care, human sexuality and reproduction.

WEEK 13

November 18                  Sexuality
Discussion leader:

Readings for all:

Please revisit Pateman ..... 

Readings for Grad Students:

WEEK 14                  THANKSGIVING BREAK – NO CLASS ON NOVEMBER 25
WEEK 15

December 2       Human Reproduction
Discussion leader:

Readings for all:
Sanger, Margaret. Ch. 31 in TEFR.
Boston Women’s Health Book Collective. Ch. 43 in TEFR.

Readings for Grad Students:
University of CA Press.

WEEK 16

December 9       Health Care
Discussion leader:

ALL REMAINING SHORT PAPERS DUE BY START OF CLASS ON DECEMBER 9.

Readings for all:

Readings for Grad Students:

December 12       Last day of classes

GRADUATE STUDENT FINAL PAPERS DUE BY 4PM ON DECEMBER 12.
By signing this statement, I acknowledge that I have received and read Dr. Werum’s syllabus. I pledge to follow the rules and norms outlined therein, as well as amplifications explained verbally in class. I understand that breaching the rules may affect my course grade, regardless of my academic performance.

__________________________________                                     ________________
Signature       Date

__________________________________
PRINT NAME