SOCILOGY 495  
Senior Seminar: Gender and Social Policy  
Spring 2015  
Tu/Th 9:30am -10:45am  
304 Oldfather Hall  

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Office Hours  
Tu/Th 1:00pm -3:00pm  
or by appointment  

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COURSE OVERVIEW  
This course has two substantive goals. First, as an ACE 10 course, the main goal of this seminar will be to help you develop and conduct an independent research project.  
Second, the course seeks to provide advanced undergraduate students with a comparative perspective on how states regulate “social policies,” broadly defined. The course focuses on comparative-historical policy trends in the U.S., as well as on comparative-international policy differences (more contemporary). In the process, you will learn to examine social policy issues from a variety of theoretical and methodological angles. For instance, you will learn to differentiate Weberian from Marxian ways of looking at what causes social policy reforms – and you will most certainly learn about the differences and disagreements among feminists regarding social policies considered desirable.  
You will interpret both qualitative and quantitative analyses of what causes policy changes, and you will learn about the anticipated and unanticipated consequences of social policies and reforms. To accomplish this goal, students should expect to READ A LOT of material and be ready to discuss said material in class. More pragmatically, this means that I intend for you to become a policy junkie. Just to be clear: This course reflects my own areas of expertise in the field. While we will spend much of our time discussing gender-based policy formation, implementation and outcomes, we will also highlight how these phenomena are racialized and class- as well as context-specific.  
Ideally, this course will guide you in your future career and/or graduate training choices and is aimed at advanced undergraduate students. But simply being a senior does not suffice. 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 structure of the course reflects the following main questions, intended to help you advance your own research project:  
1. Weeks 1 to 3: What are the main theoretical frameworks we can use to explain the causes and consequences of social policy trends and reforms?  
2. Weeks 4 and 5: Taking an explicitly comparative perspective, what can we discern about the determinants of access to education, across time and space? What role have policies and political conditions played? Who has shaped these policies, their development and implementation? What consequences, intentional and otherwise, have educational policies had on social stratification?  
3. Weeks 6 and 7: Taking an explicitly comparative perspective, what has shaped labor market experiences, across time and space? What role have policies and political conditions played? Who has shaped these policies, their development and implementation? What consequences, intentional and otherwise, have labor market policies had on social stratification?  

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4. Weeks 8 through 13: Taking an explicitly comparative perspective, what has shaped other social policies, ranging from family policy, over welfare and criminal justice policy, to immigration policies? Again, variation across time and space will be a key point of discussion. What role have policies and political conditions played? Who has shaped these policies, their development and implementation? What consequences, intentional and otherwise, have these policies had on social stratification?

5. Weeks 14 through 16: During this part, we will focus on what has shaped policies broadly associated with the human body: health care, reproductive technologies, sexuality. What consequences, intentional and otherwise, have these policies had on social stratification?

### 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-
- 0 – 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](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/](http://www.unl.edu/equity/) or call (402) 472-2322.

**Gender-Neutral Bathrooms:** The closest one to Oldfather is in Andrews Hall. See other gender-neutral bathrooms on campus at [http://www.involved.unl.edu/unl-gender-neutral-bathrooms](http://www.involved.unl.edu/unl-gender-neutral-bathrooms).

**Lactation Rooms:** There is a lactation space in 727A Oldfather, and a family room on the ground floor (North side). Additional information about lactation spaces is available at [http://www.unl.edu/chancellor/policymemoranda/20090901-Lactation-Policy](http://www.unl.edu/chancellor/policymemoranda/20090901-Lactation-Policy).
ACE STUDENT LEARNING OUTCOMES
This course is offered at the ACE 10 level: “Generate a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection.” This class will:
- Provide opportunities to generate your own research question regarding an individual's relationship with society. You will develop an in-depth understanding of the application of sociological theories and sociological methods through the collection or analysis of social data.
- Generate a senior thesis that requires broad knowledge of sociological theory and topics, technical proficiency in conducting a short research project that involves data collection, analysis and interpretation, and the synthesis and presentation of the thesis to other class members.

The goal of this course is to provide you with an overview of this particular substantive area within the discipline of Sociology. This also includes learning about the theories and methods used to conduct research in this substantive field. The course will expose you to current research and literature and to new directions the field is taking. Throughout the semester, you will practice analyzing the readings and other course materials critically, using your ever growing methodological and theoretical know-how.

Student learning outcomes will be assessed as follows:

**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. In those weeks, students are expected to read the articles and book excerpts assigned for Tuesdays. This is an important distinction when compared to being a discussion leader – see below.

Each student will lead a Thursday discussion section, which will seek to integrate the week’s readings and the lecture material presented the preceding Tuesday (15% of grade). The student will be responsible for all the readings assigned that week, including the Thursday readings. I will pass out a sign-up sheet the first week of class. If there are more students than meetings, students will double up and receive a team grade.

You will submit a critical synthesis on the readings from the week you serve as discussion leader.

**Critical Syntheses/Reflection Papers: 30% of grade**
Students will turn in a total of three critical syntheses of the current week's readings. Approximately 5 pages in length, these essays are due on Thursdays at the start of class. I will not accept late papers. Each of these reflective essays will comprise 10% of your final grade.

#1 of these syntheses will be due for everyone on January 29, and will be about the theory readings.
#2 of these syntheses will be due the week you are discussion leader.
#3 of these syntheses will be due on a week of your own choosing. My recommendation: Do not postpone these short papers until the end of the semester, when your energy should be focused on your final research paper.

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, 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.
**Final paper: 30% of grade**

Approximately 15 pages in length, this research paper is **due on April 30, by 4:00 p.m.** I will provide more detailed guidelines in a separate handout. Please submit hard copies to my departmental mail box, 711 Oldfather Hall.

- To help you get an early start on the final paper, please **discuss your paper ideas with me by the end of January**. An initial 1-page prospectus (double-spaced) is due by **February 12 (Week 5)**.
- An expanded 5-page prospectus is due on **March 10 (Week 9)**.
- We will schedule an extraordinary meeting, outside of regular class time, where we will discuss each proposal in small groups right before Spring Break, during the week of March 16-20 (Week 10).
- The final paper is **due by 4:00 p.m. on April 30**. I do not accept late papers.

**CITI Certification: 5% of grade**

As part of your training in sociological methods, you need to acquire competency in research ethics. Completing this assignment will take you several hours. You can complete it at any time in the semester, but it is due no later than **May 2, by 4:00 p.m.** I recommend you block a chunk of time to enable you to prepare properly for the online assignment by first reading the Belmont Report and other readings recommended below. Once you are ready to do the online assignment, please visit the CITI website at [https://www.citiprogram.org/](https://www.citiprogram.org/). Please complete the **Group 2 basic course**. The assignment will also be set up via the course Blackboard site. Please provide me either with a hard copy or with an electronic copy of the completion report (i.e., append the report as a file to verify completion).

To Complete the CITI Group 2 course:

- Complete all **Required** modules at [https://www.citiprogram.org/](https://www.citiprogram.org/).
- If you have not read the **Belmont Report** yet, please review this document and/or copy it for future reference.
- Print a Completion Report and share it with your instructor. An electronic copy will be automatically sent to UNL’s IRB office.

**Required readings:**


**Optional Readings:**


**OHRP Human Subjects Document Library:** [http://www.hhs.gov/ohrp/policy/index.html#topics](http://www.hhs.gov/ohrp/policy/index.html#topics)
READINGS
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. 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 your TA, Michael Leber, at mleber24@gmail.com.

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.

Assigned Books – No one will need to buy/read all of these, though excerpts from all of them are assigned. Which ones you will purchase and read (partly or cover to cover) depends on your project and areas of interest:

AVAILABLE ELECTRONICALLY AT http://0-web.ebscohost.com.library.unl.edu/ehost/ebookviewer/ebook/bmxLYmtfXzE4NzU5MV9fQU41?sid=cf3f918c-31c6-4782-a525-ffe090d3e186@sessionmgr198&vid=0&format=EB&lpid=lp_197&rid=0

Recommended books – summer reading for those with aspirations to go to graduate school:
Morone, James. 2003. Hellfire Nation. Yale UP. (easy to get used copies)
**WEEKS 1-3:**  
What are the main theoretical frameworks?

This section aims to introduce students to the major paradigms in theories of the state (feminist and otherwise). Main question: How do we explain the persistence of (and changes in) gendered patterns regarding rights/entitlements, privileges, and responsibilities?

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**WEEK 1**  
**January 13**  
**Introduction** and sign-up sheets for leading classes (No readings)

**January 15**  
**Introduction**

Readings:
  **Read carefully – this is a VERY dense review article.**
  **Read carefully – this is a VERY dense review article.**

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**WEEK 2**  
**January 20**  
**Theories**

Readings:
  **Read carefully – this is a VERY dense review article.**

**January 22**  
**Theories**  
**Discussion leader:**

Readings (required only for discussion leaders, recommended otherwise):

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**WEEK 3**  
**January 27**  
**Theories**

Readings:

**January 29**  
**Theories**  
**Discussion leader:**  
**THEORY PAPER DUE AT START OF CLASS**

Readings: (required only for discussion leaders, recommended otherwise):
WEEKS 4 and 5: What determines educational experiences and outcomes?
In this section we will examine how education policy differs across countries, and how policies have changed historically in the U.S.

WEEK 4
February 3  Education
Readings:

February 5  Education  Discussion leader:
Readings: (required only for discussion leaders, recommended otherwise):
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.

WEEK 5
February 10  Education

1-page prospectus for final paper due at the beginning of class:
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?

Readings:

February 12  Education  Discussion leader:
Readings: (required only for discussion leaders, recommended otherwise):
**WEEKS 6 and 7: What determines labor market experiences and patterns?**

This section is designed to help you see the “big picture.” We will examine how trends differ across countries, and how they have changed historically in the U.S.

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**WEEK 6**

**February 17**  
**Labor Market**

Readings:


**February 19**  
**Labor Market**  
Discussion leader: Michael Leber

Readings: (required only for discussion leaders, recommended otherwise):


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**WEEK 7**

**February 24**  
**Labor Market**

Readings:


**February 26**  
**Labor Market**  
Discussion leader: 

Readings: (required only for discussion leaders, recommended otherwise):

- Pettit, Becky and Jennifer Hook. 2009. PLEASE READ The Institutional Underpinnings of Gender Inequality” and “The Institutionalization of Gender Inequality in the Work Place.” Ch. 2 (pp. 21-44), and ch. 8 (pp. 167-177) in *Gendered Tradeoffs: Family, Social Policy and Economic Inequality in 21 Countries*. Russell Sage.
WEEKS 8-13: What are the causes and consequences of family, welfare, criminal justice, and immigration policies?

For the next four weeks, we will explore what has shaped policies in these arenas, again from an explicitly comparative perspective. We will also examine the intended and unintended consequences of policy developments.

WEEK 8

March 3       Family
Readings:

March 5       Family
Discussion leader:
Readings: (required only for discussion leaders, recommended otherwise):

WEEK 9

Heads up!!

March 10      Expanded 5-page prospectus of final paper due at start of class.
Please provide electronic copies to everyone.
Brief presentations of topics – 5 minutes per person.

Prepare to provide initial feedback to each other on Thursday, in pre-assigned small group setting.

March 12      Readings:
Please read each other’s prospectus (only those people in the same pre-assigned small group) and provide written feedback. CC me on the feedback you are providing. Meet in small groups to discuss each other’s proposals – instead of class meeting today. Location your choice.
WEEK 10

Small group meetings outside of class to discuss progress made based on feedback provided the previous week. Times and locations TBD.

March 17       Welfare
Readings:

March 19       Welfare
Discussion leader: Michael Leber
Readings: (required only for discussion leaders, recommended otherwise):
Read remainder of books by Quadagno and by Brush.

WEEK 11      Spring Break, March 22-29, no classes

WEEK 12

March 31       Crime
Readings:

April 2        Crime
Discussion leader:
Readings: (required only for discussion leaders, recommended otherwise):

(no need to read the remainder of the Uggen and Manza book)
WEEK 13

April 7  Immigration
Readings:

April 9  Immigration
Discussion leader:
Readings: (required only for discussion leaders, recommended otherwise):

WEEKS 14-16: What are the causes and consequences of “body politics”?
For the next three weeks, we will explore what has shaped policies regarding health care, human sexuality, and reproductive rights and technologies, again from an explicitly comparative perspective. We will also examine the intended and unintended consequences of policy developments.

WEEK 14

April 14  Sexuality
Readings:

April 16  Sexuality
Discussion leader:
Readings: (required only for discussion leaders, recommended otherwise):
WEEK 15

April 21  Human Reproduction

Readings:

April 23  Human Reproduction  Discussion leader:

Readings: (required only for discussion leaders, recommended otherwise):

WEEK 16

April 28  Health Care

Readings:

April 30  Summary and Wrap-Up

No assigned readings

Final Papers due by 4pm today, hard copy.

May 2  Last day of classes
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