Course Summary

This course focuses on stratification in the areas of family, gender and sexuality and takes a cross-national perspective. This course addresses different theoretical perspectives on why societies continue to be stratified and focuses especially on the intersection of economic inequality with the areas of family, gender and sexuality. Topics covered in this course include gendered earnings gaps at the local and global level, the relationship between family and the state, and a comparative view on the role of family as both a resource and an institution that reinforces existing patterns of inequality.

Required Books


Course Objectives

At the end of this course, students will have an good understanding of existing theories and comparative stratification research in the areas of family, gender and sexuality. Ideally, students will be able to identify strengths and weaknesses in existing work and propose further studies to fill gaps in existing research and bridge separate literatures.

Guidelines for Class Participation

This is a discussion based course and regular attendance, reading the assignment readings and engagement in discussion are essential. To ensure a respectful and productive environment in the classroom, my expectations for you are:
- To arrive to class on time, and for all class meetings. It will be difficult to do well in this class without attending regularly.
- To complete the assigned readings before their corresponding date.
- To complete the required written assignments on time.
- To follow University of Utah code for student conduct (see below).

Instructor Responsibilities

My goal is to maintain a classroom atmosphere that is conducive to thinking and learning. I will be available to students outside of the classroom during office hours and through email. I will usually respond to emails within 48 hours.

Evaluation in this course is based on 3 components: attendance and participation, reaction papers, and a final paper.

Course Requirements and Grading (Undergraduate Students)

**Attendance (20%)**: I expect you to attend every class meeting prepared to discuss the assigned readings. Be ready to ask questions about the readings, point out how the readings may contradict each other, or identify weaknesses in the assigned readings.

**Reaction papers (60%)**: For six of the class sessions I expect you to write brief (1 page single spaced, 1 inch margins) reaction papers about the readings. In these, you should very briefly summarize the readings, then engage in a critical analysis. The papers are due at 5 pm the day before class.

Potential examples of critical analysis include:

- Comparing two or more readings from the same week, or comparing them to readings from a previous week
- Assessing strengths and weaknesses in argument and evidence

**Final paper (20%)**: The other major requirement is to write a final paper in which you either perform a literature review on a topic of your choice or you propose a research project that addresses an important gap in the literature (consisting of a literature review and a plan for data collecting data and/or analysis). Other options will be considered on a case-by-case basis, please contact me if you have an idea. Note that these papers may vary widely in form and content, but a typical length may be 5-8 pages double spaced. You should arrange to meet with me to discuss your ideas for your paper as they evolve, and please send me a one-page (double-spaced) written proposal by March 1, with at least two sources. A first draft of the paper is due on April 1 (midnight), so I can provide you feedback for the final paper, due May 1 (midnight).

Attendance: 20 points
Reaction papers: 60 points
Final paper: 20 points

For final letter grades, convert your accumulated points into a percentage and use the following breakdown:

- **A**: 93-100%
- **A-**: 90-92%
- **B+**: 87-89%
- **B**: 83-86%
- **B-**: 80-82%
- **C+**: 77-79%
- **C**: 73-76%
- **C-**: 70-72%
- **D+**: 67-69%
- **D**: 63-66%
- **D-**: 60-62%
- **F**: 0-59%

### Course Requirements and Grading (Graduate Students)

**Attendance (30%)**: I expect you to **attend** every class meeting prepared to discuss the assigned readings. During two class session you will **lead discussion**, on your own or together with another student (this will depend on enrollment). Discussion leaders are in charge of keeping the flow of the discussion, relate participants’ comments to each other and prepare criticism of the readings and questions for the class to discuss. You will also present your paper at the final class meeting.

**Reaction papers (30%)**: For **six** of the class sessions I expect you to write brief (1 page single spaced, 1 inch margins) **reaction papers** about the readings. In these, you should **very briefly** summarize the readings, then engage in a critical analysis. **The papers are due at 5 pm the day before class.**

Potential examples of critical analysis include:

- Identifying general sociological theories or concerns to which the readings contribute and why
- Comparing two or more readings from the same week, or comparing them to readings from a previous week
- Assessing strengths and weaknesses in argument and evidence
- Applying theories or ideas from readings to your own work or to areas of sociology that are ostensibly unrelated

You will also provide feedback to the paper draft of one of your class mates (1 page, single spaced), which counts as a seventh reaction paper.

**Final paper (40%)**: The other major requirement is to write a research paper in which you do one of the following: report the results of an empirical study or propose a research project that addresses an important gap in the literature. Other options will be considered on a case-by-case basis, please contact me if you have an idea.) Note that these papers may vary widely in form.
and content. For instance, if you write an empirical paper, it may take the form of a short research note (about 7,500 words), a longer manuscript (up to 15,000 words), or something else. You should arrange to meet with me to discuss your ideas for your paper as they evolve, and please send me a one-page (single-spaced) written proposal by March 1. A first draft of your paper is due on April 1 (midnight), the final paper is due May 1 (midnight).

**Important Dates**

- March 1: One page paper proposal due
- April 1: Paper draft due
- May 1: Final paper due

Following the Student Code, I adopt a zero tolerance policy for academic misconduct. “Academic misconduct,” according to the University of Utah student code, “includes, but is not limited to, cheating, misrepresenting one’s work, appropriately collaborating, plagiarism, and fabrication or falsification of information...it also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.” For detailed definitions and possible academic sanctions please see: [http://www.admin.utah.edu/ppmanual/8/8-10.html](http://www.admin.utah.edu/ppmanual/8/8-10.html)

**Americans with Disabilities Act (ADA)**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.
Course Schedule (readings TBA), subject to change

1/13 Introduction: Theories of Inequality and Stratification
1/20 Gender Inequality I: Gender and Citizenship
1/27 Gender inequality II: Economic Inequality
2/3 Family and Inequality I: Opportunities, Access and Family structure
2/10 Family and Inequality II: The Impact of Family Structure on Economic Well-being, Health, and Life Chances
2/17 Inequality and Sexuality: The Neglected Dimension
2/24 The Role of the State. Globalization and the Economy
3/10 No class (paper drafts due)
3/17 Intersections: Family and Gender: The Example of Care work
3/24 No class (spring break)
3/31 Intersections: Gender and Sexuality: Bodies
4/7 Social Movements
4/21 Presentations