

GNDR 3635: The Price of Gender: Inequality at the Intersection of Family, Gender and Sexuality

Fulfills QI Requirement

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Course Summary

This course focuses on inequalities the areas of family, gender and sexuality and examines the role of society in shaping these inequalities. We address why gender, sexuality and marriage remain important dimensions of inequality, and if and how the state comes into play. We specifically examine how these three dimensions help us understand existing economic inequalities. Topics covered in this course include gendered earnings gaps at the local and global level, the relationship between family and the state, the role of marriage in efforts to alleviate poverty, and the role of the state in the regulation of sexuality. This course fulfills the QI requirement and we will explore ways to understand quantitative research findings and use graphs and tables to communicate findings to others, using the substantive examples from the course readings.

Course Objectives

At the end of this course, students will have a good understanding of research at the intersection of gender, sexuality, family and inequality and be able to interpret and produce simple graphs and tables.

- Students will be able to interpret graphs and tables of statistical findings.
- Students will be able to create simple graphs and tables to communicate descriptive statistics.
- Students will understand the importance of societal context for issues of gender and are able to point out the current and future challenges of research in this area.

Required Readings

Book

Powell, Brian, Catherine Bolzendahl, Claudia Geist, and Lala Carr Steelman. 2010. *Counted Out: Same Sex Relations and Americans' Definitions of Family*. New York: Russell Sage Foundation CO

Articles

Articles will be made available through Canvas. See course schedule for details.

Guidelines for Class Participation

This is a discussion based course and regular attendance, reading the assignment readings and engagement in discussions is 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

Attendance (15%): 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. We may have very brief (easy) quizzes based on the readings at the beginning of class to get discussion started. If it is your turn to be “leader of the day” you need to have at least one question and one criticism of the assigned readings.

Reaction papers (25%): For **six** of the class sessions I expect you to write brief (2 page double 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 on Canvas)**

Potential examples of critical analysis include:

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

Your reaction paper can focus on **one** of the readings in weeks with multiple chapters or papers. But you need to address the other reading(s) in a way that shows your comprehension, for example through a brief contrast with the reading on which you focus.

Graph and Table Assignments (25%)

There will be SIX assignments for you to practice your skills at interpreting and processes quantitative information. Based on in-class discussions of graphs and tables you will be asked to create graphs based on tables in class-readings, create tables based on graphs in readings, and create Tables and graphs based on supplemental sources to be distributed in class. The Excel and Word skills necessary to create these graphs and tables will be built in the course, but basic familiarity with the programs will be helpful.

Final paper (35%): The other major requirement is to write a final paper in which you perform a literature review on a topic of your choice and present at least TWO simple graphs and/or tables using data relevant to your topic. A typical paper will be 8 to 10

pages double spaced, including graphs, tables, and references. 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 before [DATE HERE], with at least two scholarly references and one data source. Your paper presentation is part of your final paper grade (25%). The final paper is due on [DATE HERE] (6 pm, to be submitted on Canvas).

Only papers that demonstrate a good comprehension of the readings AND thoughtful analyses will be awarded an A.

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, inappropriately 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>

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.

Tentative Class Schedule

Links to articles will be made available through Canvas

1/9

Introduction and overview, primer on Graphs and Tables

1/11, 1/18

A Primer on Gender, Sexuality, and Research on Marriage and Family

Risman, B. 2004. Gender as a social structure. *Gender & Society*, 18, 429.

Biblarz, T. J. & Savci, E. 2010. Lesbian, Gay, Bisexual, and Transgender Families. *Journal of Marriage and Family*, 72, 480-497.

- Basic issues in descriptive statistics: Means and standard deviations

1/23, 1/25

A Primer on Inequality Research

Grusky, D. B. 1994. Chapter 1 in: Social Stratification: Class, Race, and Gender in Sociological Perspective. Boulder, CO: Westview.

- Presenting descriptive statistics: Interpreting tables

1/30

The Price of Love 1: Marriage and Economic Inequality

Gibson-Davis, C. M., Edin, K. & McLanahan, S. 2005. High hopes but even higher expectations: The retreat from marriage among low- income couples. *Journal of Marriage and the Family*, 67, 1301- 1312.

- Presenting descriptive statistics: Creating tables

2/1

The Price of Love 1: Marriage and Economic Inequality

Lichter, D. T., Graefe, D. R. & Brown, J. B. (2003). Is Marriage a Panacea? Union Formation Among Economically Disadvantaged Unwed Mothers. *Social Problems*, 50, 60-86. Brines, J. & Joyner, K. (1999). The Ties That Bind: Principles of Cohesion in Cohabitation and Marriage. *American Sociological Review*, 64, 333-355.

- Using graphs to communicate information (I)

2/6,

The Price of Love 2: State Regulation of Access to Marriage

Waldijck, Kees. 2005. Others May Follow: The Introduction of Marriage, Quasi-Marriage, and Semi-Marriage for Same-Sex Couples in European Countries. *Judicial Studies Institute Journal*. 5. 104-127.
Brumbaugh, Stacey M., Laura A. Sanchez, Steven L. Nock, and James D. Wright. 2008. Attitudes Toward Gay Marriage in States Undergoing Marriage Law Transformation. *Journal of Marriage and Family*, 70, 345-359.

- Using graphs to communicate information (II)

2/8

The Price of Love 2: State Regulation of Access to Marriage (continued)

2/13

Living and Loving Unequally 1: Family and Sexuality

CO Chapters 1, 2

- Interpreting simple and complex graphs

2/15

Living and Loving Unequally 1: Family and Sexuality

CO Chapter 5

- Creating better pie charts

2/22,

Living and Loving Unequally 2: Family, Sexuality, and other Divisions

CO Chapters 3, 4

- Creating bar charts

2/27

Living and Loving Unequally 2: Family, Sexuality, and other Divisions

CO Chapter 6

- New graphing options

2/29

Meet and discuss final paper and paper proposal

3/5

The Price of Gender and Family 1: Gender Pay Gap

Budig, M. J. & England, P. (2001). The wage penalty for motherhood. *American Sociological Review*, 66, 204-225.

Philip N. Cohen and Matt L. Huffman (2007) Working for the Woman? Female Managers and the Gender Wage Gap. *American Sociological Review* 681-704

- A primer on regression tables (I)

3/7

The Price of Gender and Family 1: Gender Pay Gap

Reskin, Barbara. 1993. "Sex Segregation of the Workplace." *Annual Review of Sociology* 19241-70.

Macpherson, David and Hirsch, Barry. 1995. "Wages and Gender Composition: Why Do Women's Jobs Pay Less." *Journal of Labor Economics* 13426-71.

- A primer on regression tables (II)

Spring Break

3/19

The Price of Gender and Family 2: Combining Family and Work

Glass, Jennifer. 2004. "Blessing or Curse? Work-Family Policies and Mother's Wage Growth.", *Work and Occupations* 31: 367-394.

Rippeyoung, Phyllis L. F. and Mary Noonan. 2012. "Is Breastfeeding Truly Cost Free? Income Consequences of Breastfeeding for Women." *American Sociological Review* 77(2):

- Using graphs to represent complex findings (I)

3/21

The Price of Gender and Family 2: Combining Family and Work

Richard A. Berk and Sarah Fenstermaker Berk. 1983 . Supply-Side Sociology of the Family: The Challenge of the New Home Economics *Annual Review of Sociology* , Vol. 9, (1983), pp. 375-395

Geist, Claudia and Philip. N. Cohen. "Headed Toward Equality? Housework

Change in Comparative Perspective.” *Journal of Marriage and Family* 73: 832-844.

- Using graphs to represent complex findings (II)

3/26,

The Price of Gender and Family 2: Combining Family and Work

Hochschild, A.R. 2001. *The time bind: when work becomes home and home becomes work*. Chapters will be posted on canvas.

- Finding data for your final paper

3/28

Living Unequally: Gender, Family, and Inequality

Van der Lippe, T. & Van Dijk, L. 2002. “Comparative Research on Women's Employment.” *Annual Review of Sociology*: 221-242.

Stier, H., Lewin-Epstein, N. & Braun, M. 2001. “Welfare Regimes, Family-Supportive Policies, and Women's Employment Along the Life- Course.” *American Journal of Sociology* 106: 1731-

- Using official data sources

4/2

Orloff, A. 1996. Gender and the Welfare State. *Annual review of Sociology* 22:51-78

4/4

No class

Individual consultations about final paper part 1

4/9

Living Unequally: International Comparisons/The State

Frank, D. & McEneaney, E. 1999. The individualization of society and the liberalization of state policies on same-sex sexual relations, 1984-1995. *Social Forces*, 77, 911-943.

- Graphs in the media (I)

4/11

Living Unequally: The Role of Globalization

Villarreal, A. & Yu, W. H. 2007. Economic globalization and women's employment: The case of manufacturing in Mexico. *American Sociological Review*, 72, 365-389

Meyer, L. B. 2003. “Economic Globalization and Women's Status in the Labor Market: A Cross-National Investigation of Occupational Sex Segregation and Inequality.” *Sociological Quarterly* 44: 351-383.

- Graphs in the media (II)

4/16,

The future of Family: Will Family Always be Linked to Inequality?

Folbre, Nancy. 2002. *The Invisible Heart*. New York: The New Press.

Chapters will be posted in Canvas

- Lying with statistics (I)?

4/18

The future of Inequality. How will gender, sexuality matter in the future?

CO Chapter 8

- Lying with statistics (II)?

4/23

No class

Individual consultations about final paper part 2

4/25

Paper Presentations

5/1

Final Paper due (6 pm)