

THE UNIVERSITY OF CALGARY  
FACULTY OF SOCIAL SCIENCES  
DEPARTMENT OF SOCIOLOGY

Sociology 493.05 (Winter 2008)  
Special Topics in Work: Families and Work

**INSTRUCTOR:** Dr. Jean E. Wallace  
**OFFICE:** Social Sciences 914  
**OFFICE HOURS:** Friday, 2:00-3:00, or by appointment  
**PHONE:** 220-6515  
**E-MAIL:** jwallace@ucalgary.ca (for administrative questions or concerns only)

**CLASS:** Tuesday and Thursday, 12:30-1:45  
Scurfield Hall 262

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**COURSE OBJECTIVES:** The purpose of this course is to critically review the theoretical and empirical literature regarding important topics related to families and work. We will examine a variety of subjects addressing the interface of work and family in terms of paid and unpaid work.

**COURSE REQUIREMENTS:** Your grade for this course will be based on three essay assignments. All three essays will be based on lectures and the assigned readings. You will be asked to write a research note based on the readings and you will be required to interpret data and statistical findings. You will be accountable for materials that are assigned, regardless of whether or not they are discussed in class. As well, you will be accountable for information covered in class that is not reviewed in the readings.

**BREAKDOWN OF THE GRADE COMPONENTS:**

Component	Date	Weight
Essay #1	Receive Essay Assignment: February 7 <sup>th</sup> Essay Due: February 28 <sup>th</sup> (in class by 1:45)	30%
Essay #2	Receive Essay Assignment: March 20 <sup>th</sup> Essay Due: April 3 <sup>rd</sup> (in class by 1:45)	40%
Essay #3	Receive Essay Assignment: April 15 <sup>th</sup> Essay Due: April 24 <sup>th</sup> (SS 914 by noon)	30%

**LECTURE SCHEDULE AND REQUIRED READINGS:** Listed below are the readings assigned by topic and date. Expected lecture dates for the topics are listed below, although unexpected circumstances may require some changes. You should read the required readings prior to their designated class and bring those articles to class for review and discussion. Power Point outlines will be available on Blackboard prior to the relevant class.

**SECTION I: THE WORK-FAMILY INTERFACE**

**January 15 and 17: Introduction and a Classic Approach to Work and Family**

- (1) Pleck, J.H. (1977). The Work-Family Role System. *Social Problems*, 24 417-427.
- (2) Eagle, B.W., and E. W. Miles, and M.L. Icenogle (1997). Interrole Conflicts and the Permeability of Work and Family Domains: Are there Gender Differences? *Journal of Vocational Behavior*, 50:168-184.

**January 22 and 24: Work-Family Conflict Issues**

- (3) Greenhaus, J.H., and N.J. Beutell (1985). Sources of Conflict Between Work and Family Roles. *Academy of Management Review*, 10:76-88.
- (4) Glass, J. (2000). Envisioning the Integration of Family and Work: Toward a Kinder, Gentler Workplace. *Contemporary Sociology*, 29:129-143.

**January 29 and 31: Role Stereotypes and Role Meaning**

- (5) Cuddy, A.J.C., Fiske, S.T., and Glick, P. (2004). When Professionals Become Mothers, Warmth Doesn't Cut the Ice. *Journal of Social Issues*, 59:263-274.
- (6) Simon, R.W. (1995). Gender, Multiple Roles, Role Meaning, and Mental Health. *Journal of Health and Social Behavior*, 36:182-194.

**February 5 and 7: Parenthood, Work Effort and Productivity**

- (7) Bielby, D.D., and W.T. Bielby (1988). She Works Hard for the Money: Household Responsibilities and the Allocation of Work Effort. *American Journal of Sociology*, 93:1031-1059.
- (8) Wallace, J.E., and M. Young (2007). Parenthood and Productivity: A Study of Demands, Resources and Family-Friendly Firms. *Journal of Vocational Behavior*.

**SECTION II: BALANCING WORK AND FAMILY****February 12 and 14: Family-Friendly Jobs**

- (9) Glass, J., & Fujimoto, T. (1995). Employer Characteristics and the Provision of Family Responsive Policies. *Work and Occupations*, 22:380-411.
- (10) Blair-Loy, M., & Wharton, A.S. (2002). Employees' Use of Work-Family Policies and the Workplace Social Context. *Social Forces*, 80:813-845.

**February 19 and 21: Reading Week****February 26 and 28: Work-Family Culture**

- (11) Clark, S.C. (2001). Work Cultures and Work/Family Balance. *Journal of Vocational Behavior*, 58:348-365.
- (12) Thompson, C.A., Beauvais, L.L., & Lyness, K.S. (1999). When Work-Family Benefits are not Enough: Work-Family Conflict. *Journal of Vocational Behavior*, 54:392-415.

**March 4 and 6: Are Work-Family Benefits Fair?**

- (13) Parker, L., and T.D. Allen (2001). Work/Family Benefits: Variables Related to Employees' Fairness Perceptions. *Journal of Vocational Behavior*, 58:453-468.
- (14) Hegtvodt, K.A., Clay-Warner, J., and Ferrigno, E.D. (2002). Reactions to Injustice: Factors Affecting Workers' Resentment Toward Family-Friendly Policies. *Social Psychology Quarterly*, 65:386-400.

**March 11 and 13: Coping Strategies**

- (15) Wallace, J.E. (2005). Job Stress, Depression, and Work-to-Family Conflict: A Test of the Strain and Buffer Hypotheses. *Industrial Relations*, 60:510-539.
- (16) Becker, P.E. and P. Moen (1999). Scaling Back: Dual Earner Couples' Work-Family Strategies. *Journal of Marriage and the Family*, 61:995-1007.

**March 18 and 20: Alternate Work Arrangements**

- (17) Tausig, M., & Fenwick, R. (2001). Unbinding Time: Alternate Work Schedules and Work-Life Balance. *Journal of Family and Economic Issues*, 22:101-119.

**SECTION III: UNPAID WORK AND FAMILY ISSUES****March 25 and 27: Family and Care-Giving**

- (18) Marks, N.F. (1998). Does it Hurt to Care? Caregiving, Work-Family Conflict, and Midlife Well-Being. *Journal of Marriage and the Family*, 60:951-966.
- (19) Riley, L.A., & Glass, J.L. (2002). You Can't Always Get What You Want – Infant Care Preferences and Use Among Employed Mothers. *Journal of Marriage and the Family*, 64:2-15.

**April 1 and 3: Division of Tasks in Dual-Earner Couples**

- (20) Presser, H.B. (1994). Employment Schedules among Dual-Earner Spouses and the Division of Household Labor by Gender. *American Sociological Review*, 59: 348-364.

(21) Kroska, A. (2004) Divisions of Domestic Work: Revising and Expanding the Theoretical Explanations. *Journal of Family Issues*, 25:900-932.

**April 8 and 10: Why is the Household Division of Labor Perceived to be Fair?**

(22) Thompson, L. (1991). Family Work: Women's Sense of Fairness. *Journal of Family Issues*, 12:181-196.

(23) Baxter, J. (2000). The Joys and Justice of Housework. *Sociology*, 34:609-631.

**April 15 and 17: The Costs of Housework**

(24) Noonan, M.C. (2001). The Impact of Domestic Work on Men's and Women's Wages. *Journal of Marriage and the Family*, 63:1134-1145.

**GRADING SYSTEM:** Grades are entered as raw scores into the grading system. Your final letter grade is computed based on the weighted sum of your raw scores. The letter grade descriptions listed below are from the University of Calgary calendar.

Excellent, superior performance:	A+ = 95-100%	A = 85%-94%	A- = 80%-84%
Good, above average performance:	B+ = 77%-79%	B = 73%-76%	B- = 70%-72%
Satisfactory, basic understanding:	C+ = 67%-69%	C = 63%-66%	C- = 60%-62%
Minimal pass, marginal performance:	D+ = 55%-59%	D = 50%-54%	
Unsatisfactory performance:	F = 0%-49%		

**ADDITIONAL INFORMATION:**

- You must provide advance notice to the instructor if you are unable to complete the essay assignments on time. All requests for deferral of an essay due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the physical or emotional problem rather than after recovery. Deferred essays may be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferred essay due date. Deferred essays will not be granted if it is determined that just cause is not shown by the student.
- The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside instructor's office, the department office, etc. Term assignments must be returned to students individually, during class or during the instructor's office hours; if students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.
- Academic Accommodation: Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 295, telephone 220-8237). Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. **It is the student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**
- Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. As a result, cheating or plagiarism on any assignment or examination are regarded as serious academic offenses. Students are advised to consult the University Calendar which presents a Statement of Intellectual Honesty and definitions and penalties associated with plagiarism, cheating, and other academic misconduct.
- The University of Calgary provides a safewalk service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the "Help" phones located around Campus.
- Sociology Web Page: <http://www.soci.ucalgary.ca>

- **Handing in Papers Outside of Class, Return of Final Papers, and Release of Final Grades:**
  - When students are unable to submit papers at class, they should make arrangements to hand in their papers directly to the instructor or teaching assistant rather than at the Sociology Department main office.
  - Final papers will not be returned through the Sociology Department main office. The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, (i.e., outside an instructor's office, the department office, etc.). Students who want their final papers returned by mail must attach a stamped, self-addressed envelope with the paper. Otherwise final papers will only be available for pick-up during the instructor's office hours at the end of this term or the beginning of the next term.
  - Final grades are not posted by the Sociology department. They are only available online.