

**THE UNIVERSITY OF CALGARY
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF SOCIOLOGY**

**Sociology 493.5 (Winter 2018)
Special Topics in the Sociology of Work: Families and Work**

INSTRUCTOR: Dr. Jean E. Wallace
CLASS: Tuesday and Thursday, 12:30-1:45 in Science A, Room 121
OFFICE: Social Sciences 914
OFFICE HOURS: Tuesday and Thursday 11:00-12:00, after class or by appointment
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(for administrative questions or concerns only with Soci 493 in the subject header)

COURSE DESCRIPTION: In this course, we will emphasize the unique perspective sociology offers to the study of work and families. We will examine classic and contemporary research that explores the intersection of work and family and how these experiences differ for women and men. We will pay particular attention to paid work, family roles and the division of household labor as individuals struggle to meet their time demands, reduce conflicting demands and attempt to achieve a balance between them. In doing so, we will critically review the theoretical and empirical literatures regarding these topics as they relate to families and work.

LEARNING OUTCOMES: At the end of this course, students will:

- understand the importance of the sociology of work and families.
- be able to effectively present, interpret, and critique qualitative and quantitative research findings on families and work from a sociological perspective.
- understand how individuals experience work and family differently depending on various statuses (e.g., gender, parental status, employment status).
- be more familiar with published research in the sociology of work and families.

COURSE REQUIREMENTS: Grades for this course will be based on one in-class quiz, two take-home essays, two reflective memos, an in-class presentation and class participation. All of these requirements will be based on lectures and the assigned readings. You will be required to interpret data and statistical findings in the context of theoretical arguments. 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 any additional information covered in class that is not covered in the readings.

BREAKDOWN OF THE GRADE COMPONENTS:

Component	Date	Weight
In-Class Quiz	January 23 rd	10%
Take-Home Essay #1	Receive Essay Assignment: February 15 th Essay Due: March 8 th (in class by 12:30)	30%
Take-Home Essay #2	Receive Essay Assignment: March 15 th Essay Due: March 29 th (in class by 12:30)	30%
2 Reflective Memos	January 9 th to April 5 th (worth 5% each)	10%
In-Class Presentation	April 10 th and 12 th	10%
Class Participation	January 9 th to April 12 th	10%

LECTURE SCHEDULE AND REQUIRED READINGS: Listed below are the readings assigned by topic and date. In addition, the links for the articles are also provided. You will need your UCID number and password to login to the University of Calgary library to access the articles. It is your responsibility to locate and download all articles from the University of Calgary library. 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. Summary Power Point outlines will be available on D2L prior to the relevant class.

SECTION I: INTRODUCTION TO WORK AND FAMILY AND SOME CLASSICS**January 9 and 11: Introduction and a Classic Approach to Work and Family**

(1) Pleck, J.H. (1977). The Work-Family Role System. *Social Problems*, 24:417-427.

<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/pdfplus/800135.pdf>

(2) Frone, M., Russell, M. and Cooper, L. (1992). Prevalence of Work-Family Conflict: Are Work and Family Boundaries Asymmetrically Permeable? *Journal of Organizational Behavior*, 13(7):723-729.

<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/pdfplus/2488392.pdf>

January 16 and 18: Classic Research on 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.

<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/pdfplus/258214.pdf>

(4) Voydanoff, P. (1988). Work Role Characteristics, Family Structure Demands, and Work/Family Conflict. *Journal of Marriage and the Family*, 50, 749-762.

<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/pdfplus/352644.pdf>

January 23: In Class Quiz (10%)

SECTION II: WORK TIME AND FAMILIES**January 25: Work and Family Research in the 21st Century**

(5) Bianchi, S.M. and M.A. Milkie (2010). Work and Family Research in the First Decade of the 21st Century. *Journal of Marriage and the Family*, 72: 705-725.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=51516278&site=ehost-live>

January 30 and February 1: Overwork and its Implications

(6) Jacobs, J.A. & Gerson, K. (2001) Overworked Individuals or Overworked Families? Explaining Trends in Work, Leisure, and Family Time. *Work and Occupations*, 28, 40-63.

<http://wox.sagepub.com.ezproxy.lib.ucalgary.ca/content/28/1/40.full.pdf+html>

(7) Cha, Y. (2013). Overwork and the Persistence of Gender Segregation in Occupations. *Gender & Society*, 27(2): 158-184.

<http://gas.sagepub.com.ezproxy.lib.ucalgary.ca/content/27/2/158.full.pdf+html>

February 6, 8 and 13: Reducing Work Hours

(8) Gareis, K. C., & Barnett, R. C. (2002). Under What Conditions do Long Work Hours affect Psychological Distress? A Study of Full-Time and Reduced Hours Female Doctors. *Work and Occupations*, 29:483-497.

<http://wox.sagepub.com.ezproxy.lib.ucalgary.ca/content/29/4/483.full.pdf+html>

(9) Becker, P.E. and P. Moen (1999). Scaling Back: Dual Earner Couples' Work-Family Strategies. *Journal of Marriage and the Family*, 61:995-1007.

<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/pdfplus/354019.pdf>

(10) Barnett, R. C., Gareis, K. C., & Brennan, R. T. (2008). Wives' Shift Work Schedules and Husbands' and Wives' Well-Being in Dual-Earner Couples with Children: A Within-Couple Analysis. *Journal of Family Issues*, 29:396-422.

<http://jfi.sagepub.com.ezproxy.lib.ucalgary.ca/content/29/3/396.full.pdf+html>

February 15: Writing Workshop

(11) How to write a literature review, how to writing introductions and conclusions, the difference between a results section and a discussion section, and when do you cite or quote and what is plagiarism? [available on D2L]

February 20 and 22: Reading Week**SECTION III: BALANCING WORK AND FAMILY ROLES****February 27, March 1 and 6: Role Meanings and Stereotypes**

(12) Simon, R.W. (1995). Gender, Multiple Roles, Role Meaning, and Mental Health. *Journal of Health and Social Behavior*, 36:182-194.

<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/pdfplus/2137224.pdf>

(13) 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.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=14989722&site=ehost-live>

(14) Evans, J.A. (2002). Cautious Caregivers: Gender Stereotypes and the Sexualization of Men Nurses' Touch. *Journal of Advanced Nursing*, 40(4): 441-448.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=7731026&site=ehost-live>

March 8 and 13: Parenthood and Work Effort

(15) Wallace, J.E., & M. Young (2008). Parenthood and Productivity: A Study of Demands, Resources and Family-Friendly Firms. *Journal of Vocational Behavior*. 72:110-122.

<http://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S000187910700098X>

(16) Kaufman, G., & Uhlenberg, P. (2000). The influence of parenthood on the work effort of married men and women. *Social Forces*, 78, 931 – 949.

<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/pdf/3005936.pdf>

March 15: Balancing Professional Careers

(17) Wallace, J.E. (2004). Motherhood and Career Commitment to the Legal Profession. In N. DiTomaso and C. Post (Eds.), *Research in the Sociology of Work, Volume 14: Workforce Diversity* (pp. 219-246). Amsterdam: JAI Press/Elsevier Science. [available on D2L]

(18) Jovanovic, A. and J.E. Wallace (2013). Lean on Me: An Exploratory Study of the Spousal Support Received by Physicians. *Psychology, Health & Medicine*, 18, 543-551.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=90430284&site=ehost-live>

SECTION IV: THE DIVISION OF HOUSEHOLD LABOUR

March 20 and 22: Housework, Gender and Attitudes

(19) Bianchi, S.M., Sayer, L.C., Milkie, M.A., and J. P. Robinson (2012). Housework: Who Did, Does, or Will Do It, and How Much Does it Matter? *Social Forces*, 91(1): 55-63.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=85099006&site=ehost-live>

(20) Craig, L., Powell, A., and J.E. Brown (2015). Co-resident Parents and Young People Aged 15-34: Who Does What Housework? *Social Indicators Research*, 121: 569-588.

<http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1007/s11205-014-0643-5>

March 27 and 29: Housework and Gender Display

(21) Sullivan, O. (2011). An End to Gender Display Through the Performance of Housework? A Review and Reassessment of the Quantitative Literature Using Insights from the Qualitative Literature. *Journal of Family Theory and Review*, 3: 1-13.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=65007941&site=ehost-live>

(22) Goldberg, A.E. (2013). “Doing” and “Undoing” Gender: The Meaning and Division of Housework in Same-Sex Couples. *Journal of Family Theory & Review*, 5: 85-104.

<http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1111/jftr.12009/epdf>

April 3 and 5: Housework in Same-Sex Couples

(23) Kelly, M. & Hauck, E. (2015). Doing Housework, Redoing Gender: Queer Couples Negotiate the Household Division of Labor. *Journal of GLBT Family Studies*, 11 :438-464.

<http://web.b.ebscohost.com.ezproxy.lib.ucalgary.ca/ehost/pdfviewer/pdfviewer?vid=5&sid=8fbcde8d-4399-477e-823f-f010baaa2c77%40sessionmgr120>

(24) Civettini, N. (2016) Housework as Non-Normative Gender Display among Lesbians and Gay Men. *Sex Roles*, 74: 206-219.

<http://link.springer.com.ezproxy.lib.ucalgary.ca/10.1007/s11199-015-0559-9>

April 10 and 12: In-Class Presentations (10%)

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

- **Deferrals:** You must provide advance notice to the instructor if you are unable to write an exam or submit an essay on its designated date. All requests for deferral of an exam or 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 exams or essay may be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, work schedules or misreading of the syllabus are not valid reasons for requesting a deferred exam or essay. Deferred exams or essays will not be granted if it is determined that just cause is not shown by the student and you will receive a 0 for that component of the course.
- If you have missed a test for a legitimate reason, the instructor can require you to write a make-up-test as close in time to the original test as possible or the instructor may choose to transfer the percentage weight to another course component. The make-up test may be a different format (e.g., essay, oral) than the original test at the discretion of the instructor. The scheduled date and location of the make-up exam will be at the convenience of the Sociology Department. Please note that requests to defer a final examination or to defer term work past the end of a term go through the Undergraduate Programs Office (UPO) and must be processed by the deadlines that are established in the U of C Calendar. The forms you need are:

Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar's Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at:

<https://www.ucalgary.ca/registrar/student-forms>

Deferred Term Work Form: Deferral of term work past the end of a term also requires a form to be filled out. It's available at

https://www.ucalgary.ca/registrar/files/registrar/deferred_termwork15_0.pdf

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

- There are no re-writes on any exams or essays in this class and no extra credit work will be given. If you anticipate any difficulties meeting any of the class requirements, please make sure to discuss your concerns with the professor before the exam is scheduled or the essay is due.
- If you must miss class, borrow the notes from one of your classmates. Try early on in the course to set up a "buddy system" to help each other in the event of missed classes. See the professor to clarify anything you do not understand.
- **Grade Reappraisal:** Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.
- **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. Grades are not available through email, phone or the Sociology office. They are available on D2L only. When students are unable to submit papers in class, they should make arrangements to hand in their papers directly to the instructor rather than at the Sociology Department main office.
- **Student Representation:** The 2017-18 Students' Union VP Academic is Tina Miller (suvpaca@ucalgary.ca).
For more information, and to contact other elected officials with the Student's Union, please visit this link: <https://www.su.ucalgary.ca/about/who-we-are/elected-officials/>
You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/ombuds/contact>
- **Academic Accommodation:** The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy. Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.
- **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. Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct: <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

- **Ethics Research:** Students are advised that any research with human subjects, including any interviewing (even with friends and family), opinion polling, or unobtrusive observation, must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.
- The U of C provides a **safewalk** service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 403-220-5333. Campus Security can also be contacted from any of the “Help” phones located around Campus.
- Cell phones, pagers, Blackberries, internet surfing, watching videos, playing computer games, checking e-mail, text messaging, and listening to music are disruptive to the class. **Please be courteous to your classmates and professor and turn off all such devices before the class starts.** Laptop computers are to be used exclusively for the purposes of taking notes during class. Using your laptop for purposes other than taking notes (e.g., watching videos, playing solitaire, etc.) will be considered disruptive behavior. Students violating the policy will be asked to cease doing so and may be disallowed from using a laptop in future classes. Recording devices may be used only if you have permission from the professor.
- **E-mail:** Feel free to contact me over email at any time. Please put the course name and number in your email’s subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. All emails violating customary email conventions will be ignored. All other emails will be answered within one business day. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining assignments or exams. If you have a course-related question, please check the course outline first. Questions that can be answered by consulting the course outline will not be answered. Also, please e-mail me for administrative purposes only, for example to set up an appointment. Please do not use e-mail as a replacement for an office visit, if there is something you want to discuss. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.
- The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor. Final Grades are not posted by the Sociology Department. They are only available online.
- **Emergency evacuations:** In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point Social Science Food Court.