



Sociology 372/472
Women's Studies 372
Work and Family: U.S. and Abroad
Fall 2008
MW 12:30-1:45
Mather Memorial 125

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Course Description:

Traditional conceptualizations of work and family emphasized distinctions between the public sphere (economy) and the private sphere (family), but the separation of the public sphere of paid work and the private sphere of the family has proved to be a false dichotomy. What happens at work does indeed influence what happens at home, and vice versa. In this course, we shall explore the interface between these two institutions that so dramatically shape our lives. We shall use our sociological imaginations to trace the impact of this interface on our own biographies. We shall examine the ways in which work and family are gendered institutions, but we shall also see that gender structures our experience of work and family in different ways depending upon our racial or ethnic background, our social class, our age, and our partner preference. Using a life course perspective, we shall also examine the impact of historical context on work-family experiences. After identifying challenges posed by the permeable boundaries between work and family, we shall explore work-family policy in the U.S. and in other countries.

Course Requirements:

To complete this course, you must satisfy the following requirements:

1. Homework Assignments---worth 60% of your grade. I want students to work together and to think deeply and critically about the assigned readings. While there will be some lecturing (mainly at the beginning of the semester and class sessions), most of the course will be run as a seminar where students engage in discussion and question asking. Consequently, you are expected to read and think about the assigned materials before coming to class. In order to facilitate that process, I am placing much emphasis on weekly homework assignments. Note there are assignment options for 9 weeks; you are expected to complete 5.
2. Biographical Project---worth 30% of your grade. The primary purpose of this interview project is to have you “do sociology” so that you can develop a deeper understanding and appreciation of the complicated, reciprocal relationship between work and family systems. You will write a final paper (worth 30% of your grade) that relates individual biography to issues and themes addressed in this class (e.g., women’s entrance into the workforce, the glass ceiling, the maternal wall, the wage penalty for motherhood, the “orientation model” of choice, the second shift, occupational sex segregation, family-friendly policies, etc.).
3. Attendance and Class Participation---worth 10% of your grade. Attendance and active participation in regular class sessions is required. Unexcused absences will result in grade penalties. Positive contributions to class discussions will also be a factor in the determination of this grade element.

Grades---The following equation will be used to calculate grades:
 $(\text{HMWK SCORE}) (.60) + (\text{PROJECT SCORE})(.30) + (\text{ATTENDANCE})(.10) = 100 \text{ pts.}$

The grading scale is as follows: 90+ = A; 80-89 = B; 70-79 = C; 60-69 = D; 59 or below = F.

Academic Integrity---Because trust is essential for true learning, academic dishonesty should not be tolerated by students and will not be tolerated by the instructor. Students found guilty of any form of academic dishonesty may receive an "F" in the assignment involved or in the course as a whole. Additional penalties may be imposed through the campus judicial process.

Plagiarism---The following guidelines are adapted from Prof. Vernon Lidtke of The Johns Hopkins University (courtesy of Prof. Ken Ledford, Dept. of History, CWRU):

The term plagiarism covers a multitude of sins. It involves the theft of words, ideas or conclusions from another writer. If an academic paper gives the impression that the writer is himself or herself the author of words, ideas or conclusions that are in fact the product of another person's work, the writer of that paper is guilty of plagiarism. In the following cases, such a misleading impression is given:

1. Failure to give credit for ideas, statements of fact, or conclusions derived from another writer.
2. Failure to use quotation marks when quoting directly from another writer, whether an entire sentence or only a phrase is quoted. In addition, all quotations must always be cited with page numbers.
3. Close and extended paraphrase of another writer even if credit is given in a citation.
4. Citing a source that is quoted or cited by another author but that has not been examined by the writer of the paper.

These examples do not exhaust the forms that plagiarism may take. Plagiarism is committed whenever and however a writer appears to take credit for work done by another. An entire paper may be plagiarized, as when a student submits a paper written by someone else, or plagiarism may be limited to a single page. While plagiarism may be more or less extensive in a paper, it is always a fraud, and it is always a most serious offense.

Plagiarism need not be deliberate; it may be committed unintentionally through carelessness or ignorance. Since accidental plagiarism in a paper is indistinguishable from deliberate dishonesty, a student must be alert to avoid the sort of carelessness or ignorance that may leave him or her open to a charge of having plagiarized another's work. The safest rule to follow is: *When in doubt, cite.*

The penalty in this course for plagiarism is a grade of "F" on the paper, and it will be calculated as a zero ("0") into the student's final grade. All cases of plagiarism will be reported to the Dean of Undergraduate Studies as prescribed in *General Bulletin*.

A final note about the **Internet**: Unfortunately, the Internet is contributing to a rise in plagiarism. However, sophisticated search engines are available for Professors to check the authenticity of student work.

Student Responsibility---Regular attendance is crucial to performance in the class. Also, it will be your responsibility to keep abreast of any changes in reading assignments or due dates, which will be announced in class. We will **start classes on time**, and finish on time. Students are expected to be just as courteous. Also, please turn off cell phones (and all other objects that ring, beep or otherwise distract) during class times. 📞

Disability Statement---If you have a physical, sensory, medical or learning disability that inhibits learning under usual circumstances, please inform me. I will make whatever adjustments are necessary to improve the learning environment. In addition, please be sure to contact Susan Sampson, the Coordinator of Disability Services, 470 Sears Building, 368-5230 (sms17@po.cwru.edu).

Office Hours---Please make use of my office hours! I enjoy talking with students about course materials or any other topic that a student wishes to discuss. If my listed hours are not convenient, feel free to make an appointment.

📖 **REQUIRED READING MATERIALS:** The following materials are available at the campus bookstore.

Blackboard PDF articles, denoted as BB on the reading list.

De Graaf, John. (Ed.) 2003. *Take Back Your Time: Fighting Overwork and Time Poverty in America*. San Francisco: Berrett-Koehler Publishers, Inc.

Edin, Kathryn and Maria Kefalas. 2007. *Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage*. Berkeley: University of California Press.

Garey, Anita Ilt. 1999. *Weaving Work and Motherhood*. Philadelphia: Temple University Press.

Hirshman, Linda R. 2006. *Get to Work . . . And Get a Life Before It's Too Late*. New York: NY: Penguin Books.

📁📁 **Course Schedule of Topics and Readings** 📁📁

(Any revisions, and there will be some, to be announced in class)

Week Of:

Aug. 25

I AN OVERVIEW OF WORK AND FAMILY

Linking History and Biography: A Sociological Approach to Work & Family

READ: Chapter 16, “When We Had Time” by B. Hunnicutt [de Graaf]

Coontz: “The American Family”[BB]

Sept. 1

Monday: LABOR DAY HOLIDAY! LABOR DAY HOLIDAY! LABOR DAY HOLIDAY!



Wednesday: READ: Chapter 2, “Understanding the Diversity of Work in the 21st Century and Its Impact on the Work-Family Area of Study.” By Wharton [BB]

Sept. 8

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🎬 FILM: “Rosie the Riveter”

Chapter 3, “Understanding Diversity of Families in the 21st Century and Its Impact on the Work-Family Area of Study.” by Marks [BB]

Sept. 15

II THEORETICAL APPROACHES TO WOMEN, WORK AND FAMILY

Functionalist vs. Social Structural Approaches to Women and Work

READ: Chapter 1: “Models of Women and Work” and

Chapter 2: “A Brief History of Working Women” by Hesse-Biber and Carter [BB]

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Sept. 22

Gender Inequality at Work and at Home: Economic, Legal and Sociological Perspectives

READ: Chapter # 3: “Economic and Legal Explanations” by Hesse-Biber and Carter

Excerpt from *Unbending Gender* by Joan Williams

Excerpt from *The Price of Motherhood* by Anne Crittendon

Excerpt from *The Wage Penalty for Motherhood* by Budig & England

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Sept. 29

Gender Inequality and Socialization

Excerpt from *Hard Choices*, by Kathleen Gerson [BB]

III WORK/FAMILY: Real People, Lived Experiences

READ Chapters 1-3, Weaving Work and Motherhood by Garey
Excerpt from *The Second Shift*, by Arlie Hochschild [BB]

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Oct. 6 When Home Becomes Work and Work Becomes Home
READ Chapters 4-6, Garey
Excerpt from *The Time Bind*, by Arlie Hochschild [BB]

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Oct. 13 Life Course and Global Perspectives
READ Chapters 7-8, Garey
“The Nanny Dilemma” by Susan Cheever [BB]
“The Care Crisis in the Philippines: Children and Transnational Families in the New Global Economy” [BB]

Oct. 20
d d d FALL BREAK Monday! FALL BREAK Monday!! d d d

Wed. assignment: READ “The Feminization of Poverty: A Global Perspective”, by Hinze and Aliberti [BB]

Oct. 27 IV RACE, CLASS, GENDER, PARENTHOOD, CAREERS AND JOBS

READ Kerry Daly: “Meanings of Family Time for Fathers” [BB]
Scott Coltrane: “What about fathers? Marriage, Work and Family in Men’s Lives” [BB]
Promises I Can Keep by Edin & Kefalas: Introduction, Chapter 1

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Nov. 3 READ *Promises I Can Keep* by Eden & Kefalas: Chapters 5-6, Conclusion

Nov. 10 READ *Get to Work . . . and Get a Life Before It’s Too Late* by Hirshman

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Nov. 17 V ISSUES AND POLICY FOR THE NEW MILLENIUM

Workplace and Cultural Solutions
READ: Part 8, Workplace Solutions in de Graaf
Part 9, Rethinking Patterns of Culture in de Graaf

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🎬 FILM: "Momsrising.org"

Nov. 24 Public Policy Solutions
READ: Part 10, Changing Public Policy
Chapter 8, "Changing the Lives of Working Women."
Coontz: "Uncle Sam Should Give Families a Hand"

✍️✍️✍️ Reaction Paper #9 DUE Monday

Dec. 1 STUDENT REFLECTIONS
Course Wrap-Up
[NO READINGS]

Dec. 12 ✍️✍️✍️ FINAL PAPER DUE 10:00 (Mather Mem. 125)

"Who said you should be happy? Do your work." Colette

"Man may work from sun to sun, but women's work is never done." Anon.

"Work, the object of which is to serve one's self, is the lowest. Work, the object of which is merely to serve one's family, is the next lowest. Work, the object of which is to serve more and more people in widening range . . . is social service in the fullest sense, and the highest form of service we can reach." Charlotte Perkins Gilman

"The pitcher cries for water to carry/and a person for work that is real." Marge Piercy

"I often wonder whether men and women really suit each other. Perhaps they should live next door and just visit now and then." Katherine Hepburn