

# Work, Family, and Gender

SOCI 3503 R01  
Spring 2020  
M/Th 2:30 – 3:45  
Keating 214

Prof. Matthew Weinschenker  
Dealy 402B, x0724  
weinschenker@fordham.edu  
Office Hours: M/Th 1:00 – 2:15,  
Th 4:00 – 5:15, and by appt.

## DESCRIPTION

In this course, we examine the interlocking relationships between two key institutions in society: the workplace and the family. Although the course material is written by authors with diverse points of view, emphasis will be placed on viewing work and family issues through a sociologically-informed gender lens. Thus, we will emphasize how gender structures shape work and family arrangements, and also question whether changing workplaces and families might have the power to reshape gender norms.

This course has several objectives.

1. You will understand the ways that paid employment and family life interact, conflict with, and facilitate one another.
2. You will become familiar with the ways that employers and public policies address (or do not address) the needs of working families.
3. You will be able to employ a sociological perspective on gender to understand and critique work and family arrangements, and to identify possibilities for change.

## REQUIRED MATERIALS

Most of the readings for this course may be found on the course's Blackboard page.

In addition, there is one book to purchase.

Sweet, Stephen A. 2014. *The Work-Family Interface: An Introduction*. Thousand Oaks, CA: Sage Publications. (Available at the University Bookstore. A discounted e-book version is available from [vitalsource.com](http://vitalsource.com).)

You must *bring all assigned readings to class* on the days scheduled for discussion. You are allowed to use a laptop or another electronic device to access online readings.

## ASSIGNMENTS AND GRADING

1) Three papers. Instructions for each will be provided at the appropriate time.

a) Division of labor study (20% of grade). You will interview a partnered or formerly partnered individual about the past and present division of work and family responsibilities in his or her household, and write a paper in which you integrate this information with course material.

b) Workplace study (20%). You will research family-supportive benefits offered by two organizations in a single sector of the economy, and compare and contrast them in a written report.

c) Public policy study (25%). You will research two public policy proposals that could lessen Americans' work-family challenges, and write a report evaluating which one would better meet the needs of working families.

2) Social annotation of readings with Perusall (15%). Perusall, which is integrated into Blackboard, is a tool for social annotation of readings. You will annotate selected readings by adding questions or comments about the text, or by responding to classmates' annotations.

3) In-class presentation of readings and discussion leadership (10% of grade). Each student will prepare and participate in one group presentation during the semester. The presentations should be concise (about 15 minutes prior to questions).

- *Briefly* introduce the key points of the day's readings – you should assume that students have done the reading already so you should highlight key points; you should *not* give a full outline of the reading.
- Discuss how the readings contribute to the course's theme and to other readings. You are welcome to bring in a discussion of other materials related to your readings, for example, a film, current event, or a recent newspaper article.
- Provide at least three questions for class discussion, and lead the discussion of your questions. The questions raised are a key part of your presentation. Be sure to ask questions that are open-ended enough to facilitate conversation and debate about the readings. In your questions, feel free to relate the reading to experiences in contemporary society and/or your own personal experiences.
- Everyone in the group should participate during the presentation.

4) Participation (10%). In addition to social annotation and participation in the formal oral presentation, students are expected to participate in class discussion and activities. At the same time, I recognize that some students are more comfortable speaking up than others. I will award full credit for a *moderate* level of participation. If you hardly ever contribute to class, your course grade will be reduced. It is possible to get extra credit if your participation shows excellent preparation and forethought.

## Assignment and grading policies

1. To receive a passing grade, you must submit each paper.
2. All assignments must be completed and handed in during class on the due date shown on the schedule, unless you are instructed otherwise. A paper will be penalized one full grade for each class it is late. The penalties are cumulative if an assignment is several classes late.
3. Scheduled exams can be made up on a different date only by prior arrangement with the instructor or because of special contingencies such as illness or family emergency.

## EXPECTATIONS

You are expected to do the reading by the dates indicated on the attached class schedule and to come to class prepared to participate. Keeping up with the reading is simply the only way to do well in this course. There is too much reading to try to “catch up” when an assignment is due.

Because regular attendance is essential to mastering the material, a role will be taken each day. You are allowed three unexcused absences with no questions asked. Each additional unexcused absence will translate to a two-point deduction from your final grade. Being ten or more minutes late three times will count as an absence. Of course, excused absences are allowed as defined by university policy. It is your responsibility to provide documentation that an absence is excused. No matter the reason for an absence, you are responsible for material from the missed class.

A note about courtesy:

Although this course focuses on facts, we will discuss topics about which many people hold strong opinions. You are encouraged to express your ideas candidly, and to disagree with one another. While doing so, however, you must keep in mind that you are expected to show respect for one another and for the diversity of people and ideas in the world around you.

Discrimination, harassment, or global generalizations against others on the basis of race, creed, national or ethnic origin, age, religion, disability, sex, sexual orientation, gender identity and expression will not be tolerated.

I also expect you to use facts learned in the course to back up any opinions you express. The hope is that you will learn to become a more informed and effective participant in debates about issues related to work, family, and gender.

## TECHNOLOGY

1. You are welcome to use your laptop or tablet device to access course readings and/or take notes during class. However, in order to promote your own learning and to respect that of your fellow students, you may not use class time for other activities on the computer, such as checking email, instant messaging, surfing the internet, or completing work for another course. Failure to follow this rule may result in the loss of the privilege to bring a laptop or electronic device to class. Similarly, cell phones should be silenced and put away during class (this includes texting). If you expect an important phone call or message during class, please let me know ahead of class; in such cases, you are welcome to check your phone outside of the classroom.

2. I will only send course related email messages to Fordham email addresses. It is your responsibility to regularly check your Fordham account for course-related communications. Email is the preferred way to get in touch with me, your professor.

### ACADEMIC INTEGRITY

Academic integrity is required of all students. Academic dishonesty includes cheating, fabrication, plagiarism, and facilitating dishonesty. Most plainly, it means that I expect you to do your own work! Violations will result in a formal report being filed with the Department Chair and the Dean. It is also likely to result in a “0” or an “F” on a specific exam or assignment – or a failure for the whole course. Information about academic honesty is available on Fordham’s website, and it is your responsibility to read this material and comply fully with it:

[HTTP://WWW.FORDHAM.EDU/INFO/24933/UNDERGRADUATE\\_ACADEMIC\\_INTEGRITY\\_POLICY](http://www.fordham.edu/info/24933/undergraduate_academic_integrity_policy)

You are also encouraged to consult me when in doubt about whether something is allowed.

### REASONABLE ACCOMMODATIONS

Under the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973, all students, with or without disabilities, are entitled to equal access to the programs and activities of Fordham University. If you believe that you have a disability that may interfere with your ability to participate in the activities, coursework, or assessment of the object of this course, you may be entitled to accommodations. Please schedule a meeting to speak with someone at the Office of Disability Services (Rose Hill - O’Hare Hall, Lower Level, x0655).

Whether or not you have documented accommodations, your success in this class is important to me. If there are aspects of the course that are not accessible to you, please let me know as soon as possible so that we can work together to develop strategies to meet both your needs *and* the requirements of the course.

## COURSE SCHEDULE

Work, Family, and Gender SOCI/WMST 3503

Revised January 16, 2020

You are responsible for doing the reading before class on the listed date.

M 1/13	Course introduction
Th 1/16	The evolution of work-family arrangements Sweet, <i>The Work-Family Interface</i> , ch. 1 Guest appearance by Shawn Hill, Instructional Technology: Introduction to social annotation with Perusall
M 1/20	<i>No class (MLK, Jr. Day)</i>
Th 1/23	Sociological approaches to gender <b>Perusall:</b> Wade and Ferree, <i>Gender: Ideas, Interactions, Institutions</i> , chapter 6 (“Inequality: Men and Masculinities”) and chapter 7 (“Inequality: Women and Femininities”)
M 1/27	Sociological approaches to gender, cont. <b>Group presentation #1</b> Wade and Ferree, <i>Gender: Ideas, Interactions, Institutions</i> , chapter 4 (“Performances”) Tichenor, <i>Earning More and Getting Less</i> , pp. 33-45 only (not the entire PDF)
Th 1/30	Gender and family care <b>Perusall:</b> Hays, <i>The Cultural Contradictions of Motherhood</i> , pp. 1-9 Margolies, “My Mother’s Hip”
M 2/3	Diversity of work and family arrangements <b>Group presentation #2</b> Sweet, <i>The Work-Family Interface</i> , ch. 2 Kalleberg, “Dimensions of Polarity”
Th 2/6	Social class and work time <b>Perusall:</b> Clawson and Gerstel, <i>Unequal Time</i> , ch. 6
M 2/10	Gender and employment <b>Group presentation #3</b> England, “How Have the Lives of Women and Men Changed in the Last 50 Years?” Minnotte and Legerski, “Sexual Harassment in Contemporary Workplaces: Contextualizing Structural Vulnerabilities”
Th 2/13	Documentary: <i>Frontline: Weinstein</i> <b>Division of labor study due</b>
M 2/17	<i>NO CLASS (Presidents’ Day)</i>

Tu 2/18	Nonstandard and precarious employment Presser, Harriet B. 2004. "The Economy that Never Sleeps" <b>Perusall:</b> Henly, Shaefer, and Waxman, "Nonstandard Work Schedules: Employer- and Employee-Driven Flexibility in Retail Jobs"
Th 2/20	Personal responses <b>Group presentation #4</b> Sweet, <i>The Work-Family Interface</i> , ch. 3 Hansen, <i>Not-So-Nuclear Families</i> , ch. 1
M 2/24	Responses to work-family conflict across the socioeconomic spectrum Stone, "The Rhetoric and Reality of 'Opting Out'" <b>Perusall:</b> Dodson and Bravo, "When There Is No Time or Money: Work, Family, and Community Lives of Low-Income Families"
Th 2/27	Work-life conflict and delayed adulthood Furstenberg, et al, "Growing Up Is Harder to Do" <b>Perusall:</b> Newman, "Ties that Bind: Cultural Interpretations of Delayed Adulthood in Western Europe and Japan"
M 3/2	The role of employers <b>Group presentation #5</b> Sweet, <i>The Work-Family Interface</i> , ch. 4 Hill et al, "Defining and Conceptualizing Workplace Flexibility."
Th 3/5	Employer frontiers Dominus, Susan. 2016. "Rethinking the Work-Life Equation." Selections from <i>Working Mother</i> magazine
M 3/9	The limits of employer policy <b>Perusall:</b> Bornstein, "The Legal and Policy Implications of the 'Flexibility Stigma'." Lambert, Haley-Lock, and Henly, "Schedule Flexibility in Hourly Jobs: Unanticipated Consequences and Promising Directions"
Th 3/12	Military families <b>Group presentation #6</b> Castenada & Harrell, "Military Spouse Employment: A Grounded Theory Approach to Experiences and Perceptions," skip bottom of 403 ("These reasons did not tend to vary...") until 406 ("Spouses Also Offered Suggestions...") Waliski, Bokony, and Kirchner, "Combat-related Parental Deployment: Identifying the Impact on Families with Preschool-age Children," 653-662 only
M 3/16 & Th 3/19	<i>Spring Recess</i>
M 3/23	Fathers and masculinity Harrington et al, <i>The New Dad: A Portrait of Today's Father</i> <b>Perusall:</b> Williams, <i>Reshaping the Work-Family Debate</i> , ch. 3

Th 3/26	Film: <i>Chain of Love</i> <b>Workplace study due</b>
M 3/30	Work-family at the intersections of race/ethnicity and documentation status <b>Group presentation #6</b> Dow, “Integrated Motherhood: Beyond Hegemonic Ideologies of Motherhood” Dreby, “Negotiating Work and Parenting over the Life Course: Mexican Family Dynamics in a Binational Context”
Th 4/2	LGBQ+ work-family issues <b>Perusall:</b> Downing and Goldberg, “Lesbian Mothers’ Constructions of the Division of Paid and Unpaid Labor” Pichler and King, “Heterosexism and Work-Family Issues”
M 4/6	Work and family in later life <b>Perusall:</b> Moen, <i>Encore Adulthood</i> , pp. 63-74 and 107-129
Th 4/9 & M 4/13	<i>Easter Recess</i>
Th 4/16	U.S. and international work-family policy Sweet, <i>The Work-Family Interface</i> , ch. 5 Clawson and Gerstel, “Caring for Our Young: Child Care in Europe and the United States”
M 4/20	U.S. work-family policy, cont. <b>Perusall:</b> Boushey, “The Role of the Government in Work-Family Conflict” Halpern-Meekin et al, “A Hand Up for Lower-Income Families”
Th 4/23	Culture and international work-family policy <b>Perusall:</b> Collins, “Who to Blame and How to Solve It: Mothers’ Perceptions of Work–Family Conflict Across Western Policy Regimes.” Skim from the end of 2 (“Gender, Policy, and Mothers’ Work-Family Conflict”) until 9 (“Findings”).
M 4/27	Challenges and solutions in the developing world <b>Perusall:</b> Heymann, <i>Forgotten Families</i> , chs. 2 and 7
Th 4/30	Course wrap-up Sweet, <i>The Work-Family Interface</i> , ch. 6
Th 5/7	<b>Public policy study due by 1:30 PM</b>

## LIST OF COURSE READINGS

These citations are formatted according to ASA (American Sociological Association) style. They may be copied and pasted into the reference list of your paper.

- Bornstein, Stephanie. 2013. "The Legal and Policy Implications of the 'Flexibility Stigma'." *Journal of Social Issues* 69:389-405.
- Castenada, Laura Werber, and Margaret C. Harrell. 2008. "Military Spouse Employment: A Grounded Theory Approach to Experiences and Perceptions." *Armed Forces and Society* 34:389-412.
- Clawson, Dan and Naomi Gerstel. 2014. *Unequal Time: Gender, Class, and Family in Employment Schedules*. New York: Russell Sage Foundation.
- Collins, Caitlyn. 2019. "Who to Blame and How to Solve It: Mothers' Perceptions of Work-Family Conflict Across Western Policy Regimes." *Journal of Marriage and Family*. <https://doi-org.avoserv2.library.fordham.edu/10.1111/jomf.12643>
- Dodson, Lisa and Ellen Bravo. 2005. "When There Is No Time or Money: Work, Family, and Community Lives of Low-Income Families." Pp. 122-155 in *Unfinished Work: Building Equality and Democracy in an Era of Working Families*, edited by J. Heymann and C. Beem. New York: The New Press.
- Dominus, Susan. 2016. "Rethinking the Work-Life Equation." *The New York Times Magazine*. February 25. Retrieved December 14, 2017 (<http://nyti.ms/1RpGTJC>).
- Dow, Dawn Marie. 2016. "Integrated Motherhood: Beyond Hegemonic Ideologies of Motherhood." *Journal of Marriage and Family* 78:180-196.
- Downing, Jordan B. and Abbie E. Goldberg. 2011. "Lesbian Mothers' Constructions of the Division of Paid and Unpaid Labor." *Feminism & Psychology* 21: 100-120.
- Dreby, Joanna. 2009. "Negotiating Work and Parenting over the Life Course: Mexican Family Dynamics in a Binational Context." Pp. 190-218 in *Across Generations: Immigrant Families in America*, edited by N. Foner. New York: New York University Press.
- England, Paula. 2016. "How Have the Lives of Women and Men Changed in the Last 50 Years?" Pp. 273-277 in *The Sociology Project 2.0: Introducing the Sociological Imagination*, edited by J. Manza. New York: Pearson.
- Furstenberg, Frank F., Jr., Sheela Kennedy, Vonnie C. McLoyd, Ruben G. Rumbaut, and Richard A. Settersten, Jr. 2004. "Growing Up Is Harder to Do." *Contexts* 3(3): 33-41.
- Hansen, Karen V. 2005. *Not-So-Nuclear Families: Class, Gender, and Networks of Care*. New Brunswick, NJ: Rutgers University Press.
- Harrington, Brad, Fred Van Deusen, Jennifer Sabatini Fraone, and Iyar Mazar. 2015. *The New Dad: A Portrait of Today's Father*. Boston: Boston College Center for Work and Family. Retrieved



December 7, 2017 ([http://www.bc.edu/content/dam/files/centers/cwf/research/publications/researchreports/The%20New%20Dad%202015\\_A%20Portrait%20of%20Todays%20Fathers](http://www.bc.edu/content/dam/files/centers/cwf/research/publications/researchreports/The%20New%20Dad%202015_A%20Portrait%20of%20Todays%20Fathers)).

- Hays, Sharon. 1996. *The Cultural Contradictions of Motherhood*. New Haven, CT: Yale University Press.
- Hays, Sharon. 2003. "Off the Rolls: The Ground-Level Results of Welfare Reform." *Dissent* 50: 48-53.
- Heymann, Jody. 2006. *Forgotten Families: Ending the Growing Crisis Confronting Children and Working Parents in the Global Economy*. New York: Oxford University Press.
- Kalleberg, Arne. 2011. "The New Age of Precarious Work." Ch. 4 in *Good Jobs, Bad Jobs: The Rise of Polarized and Precarious Employment Systems in the United States, 1970s to 2000s*.
- Minnotte, Krista Lynn, and Elizabeth M. Legerski. 2019. "Sexual Harassment in Contemporary Workplaces: Contextualizing Structural Vulnerabilities." *Sociology Compass*.  
<https://doi.org/10.1111/soc4.12755>
- Moen, Phyllis. 2016. *Encore Adulthood: Boomers on the Edge of Risk, Renewal, and Purpose*. New York: Oxford University Press.
- Newman, Katherine S. 2008. "Ties that Bind: Cultural Interpretations of Delayed Adulthood in Western Europe and Japan." *Sociological Forum* 23: 645-669.
- Presser, Harriet B. 2004. "The Economy that Never Sleeps." *Contexts* 3: 42-49.
- Stone, Pamela. 2007. "The Rhetoric and Reality of 'Opting Out'." *Contexts* 6: 14-19.
- Tichenor, Veronica Jaris. 2005. *Earning More and Getting Less: Why Successful Wives Can't Buy Equality*. Piscataway, NJ: Rutgers University Press.
- Wade, Lisa, and Myra Marx Ferree. 2014. *Gender: Ideas, Interactions, Institutions*. New York: W.W. Norton.
- Waliski, Angie, Patti Bokony, and Joann E. Kirchner. 2012. "Combat-related Parental Deployment: Identifying the Impact on Families with Preschool-age Children." *Journal of Human Behavior in the Social Environment* 22:653-670.
- Williams, Joan. 2010a. "The Odd Disconnect: Our Family-Hostile Public Policy." Pp. 196-219 in *Workplace Flexibility*, edited by K. Christensen and B. Schneider. New York: Cornell University Press.
- Williams, Joan. 2010b. *Reshaping the Work-Family Debate: Why Men and Class Matter*. Cambridge, MA: Harvard University Press.