Work, Family, and Gender

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

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weinshenker@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.


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 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

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

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>M 1/13</td>
<td>Course introduction</td>
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<td>Th 1/16</td>
<td>The evolution of work-family arrangements</td>
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<td></td>
<td>Sweet, <em>The Work-Family Interface</em>, ch. 1</td>
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<td>Guest appearance by Shawn Hill, Instructional Technology: Introduction to social annotation with Perusall</td>
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<tr>
<td>M 1/20</td>
<td>No class (MLK, Jr. Day)</td>
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<tr>
<td>Th 1/23</td>
<td>Sociological approaches to gender</td>
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<td><strong>Perusall</strong>: Wade and Ferree, <em>Gender: Ideas, Interactions, Institutions</em>, chapter 6 (“Inequality: Men and Masculinities”) and chapter 7 (“Inequality: Women and Femininities”)</td>
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<td>M 1/27</td>
<td>Sociological approaches to gender, cont.</td>
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<td><strong>Group presentation #1</strong></td>
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<td>Wade and Ferree, <em>Gender: Ideas, Interactions, Institutions</em>, chapter 4 (“Performances”)</td>
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<td>Tichenor, <em>Earning More and Getting Less</em>, pp. 33-45 only (not the entire PDF)</td>
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<td>Th 1/30</td>
<td>Gender and family care</td>
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<td><strong>Perusall</strong>: Hays, <em>The Cultural Contradictions of Motherhood</em>, pp. 1-9</td>
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<td>Margolies, “My Mother’s Hip”</td>
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<td>M 2/3</td>
<td>Diversity of work and family arrangements</td>
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<td><strong>Group presentation #2</strong></td>
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<td>Sweet, <em>The Work-Family Interface</em>, ch. 2</td>
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<td>Kalleberg, “Dimensions of Polarity”</td>
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<td>Th 2/6</td>
<td>Social class and work time</td>
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<td><strong>Perusall</strong>: Clawson and Gerstel, <em>Unequal Time</em>, ch. 6</td>
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<td>M 2/10</td>
<td>Gender and employment</td>
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<td><strong>Group presentation #3</strong></td>
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<td>England, “How Have the Lives of Women and Men Changed in the Last 50 Years?”</td>
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<td>Minnotte and Legerski, “Sexual Harassment in Contemporary Workplaces: Contextualizing Structural Vulnerabilities”</td>
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<td>Th 2/13</td>
<td>Documentary: <em>Frontline: Weinstein</em></td>
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<td><strong>Division of labor study due</strong></td>
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<td>M 2/17</td>
<td>NO CLASS (Presidents’ Day)</td>
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<td>Th 2/20</td>
<td>Personal responses</td>
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<td>Th 2/27</td>
<td>Work-life conflict and delayed adulthood</td>
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<td>M 3/2</td>
<td>The role of employers</td>
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<td>Th 3/5</td>
<td>Employer frontiers</td>
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<td>M 3/16 &amp; Th 3/19</td>
<td>Spring Recess</td>
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<td>M 3/23</td>
<td>Fathers and masculinity</td>
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| Th 3/26  | Film: *Chain of Love*  
Workplace study due                                                                 |
| M 3/30   | Work-family at the intersections of race/ethnicity and documentation status  
**Group presentation #6**  
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  
**Perusall:** 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  
**Perusall:** Moen, *Encore Adulthood*, pp. 63-74 and 107-129 |
| Th 4/9 & M 4/13 | *Easter Recess* |
| Th 4/16  | U.S. and international work-family policy  
Sweet, *The Work-Family Interface*, 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.  
**Perusall:** Boushey, “The Role of the Government in Work-Family Conflict”  
| Th 4/23  | Culture and international work-family policy  
**Perusall:** 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  
**Perusall:** Heymann, *Forgotten Families*, chs. 2 and 7 |
| Th 4/30  | Course wrap-up  
Sweet, *The Work-Family Interface*, ch. 6 |
| Th 5/7   | **Public policy study due by 1:30 PM** |
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.


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


