ITHACA COLLEGE

SYLLABUS
Department of Sociology
Spring 2025
SOCI 24800
Work and Life

Course Information

This course is designed to develop understandings of the complex relationships that exist between employment and life quality. Our interest is to identify promising strategies, policies and practices that can lead to enhancements in individual lives, organizational performance, and national economic security. Students will engage with essential readings in the work-family field of inquiry, identify reliable facts based on rigorous scholarly studies, and compose letters to their future selves. Additionally, students will use AI to identify work-life concerns/solutions and refine their writing skills. Students will have opportunity to publish their research on the Work and Family Researchers Network website.

Prerequisites/Restrictions: SOCI 10100 Introduction to Sociology Credits: 4

Course Meeting Time(s) and Location(s):

9:00-10:10 MWF Friends 304

Required Texts

- Pillemer, Karl. 2012. *30 Lessons for Living : Tried and True Advice from the Wisest Americans*. 2012. Deckle Edge. 9780452298484
- Sweet, Stephen. 2014. *The Work-Family Interface: An Introduction*. Sage. 9781452268781

Credit Hour Expectations for Time Spent and Grading System

Below are the points that are assigned to different course components. Detailed instructions for each assignment is presented on the course Canvas website.

- Letters to Future Self Assignment (5 submissions 8 points each) 40 points
- Peer Reviews of Letters to Future Self Assignment (5 submissions 2 points each) 10 points
- Fast Facts Article Summaries (10 submissions, 3 points each) 30 points
- Fast Facts Publication 8 points
- Fast Facts Presentation 2 points
- Attendance 10 points

Students will be guided to perform work both inside class and outside of class. To foster participation, some assignments will be performed within specific class periods and within the classroom itself, with deadlines to match. Students should expect to spend 2 hours on work outside of class for every one hour spent in class. On a weekly basis that would be three hours and thirty minutes in class, and seven hours outside of class. In class instruction will be primarily in the form of interaction with the professor and fellow students and composition of assignments. Work outside of class will involve reading assignments and completing the assignments listed above.

Final Point Accumulations Generate the Following Grades:

94% - 100 %	A	74% - 76.9%	C
90% - 93.9%	A-	70% - 73.9%	C-
87% - 89.9%	B+	67% - 69.9%	D+
84% - 86.9%	B	64% - 66.9%	D
80% - 83.9%	B-	60% - 63.9%	D-
77% - 79.9%	C+	59.9% and lower	Fail

Faculty Contact Information:

Professor: Stephen Sweet (call me Steve please)
E-Mail: ssweet@ithaca.edu
Phone: 607-379-1415 9am-5pm weekdays
Office Hrs: M,W,F 10:15-10:45am, M,F 12:45-1:30pm or by zoom by appointment.
Office: Muller 211

Student Learning Outcomes:

Students will develop understandings of concerns central to work-life and work-family areas of study, including conceptual understandings, theoretical understandings, risks, consequences, policies, and strategies of enacting change at personal, organizational, and national levels. Students will learn effective means of engaging with AI. Students will learn how to locate and present reliable information generated from existing social scientific research.

Attendance/Participation:

Students are strongly encouraged to attend all classes.

In the time of Covid, and even in more predictable circumstances, there are many reasons why a student (or the professor!) might not be able to make it to class. Nonetheless, we need to be co-present in order to engage in frank discussions of ideas, entertain questions, and share experiences. This is how attendance works. It will count as 10 percent of your grade. If you attend all or nearly all of the classes and actively participate, you will earn full credit. You must come to class on time and stay through the entire class to receive credit. To receive credit, at the beginning of each class your professor will provide an answer to a "quiz" posted on Canvas. You will log in the answer and then credit will be recorded. The quiz will "disappear" after the first 5 minutes of class, so you must come on time to receive credit.

To petition for an excused absence, you simply need to click on one of the URLs below and register why you missed that class or left class early. So long as your personal situation allows you to, **you must register the reason for the absence within 72 hours of its occurrence and (if the absence is preventable) how you will address that concern so that you do not miss future classes.** It is that easy.

Below is the system for assigning attendance/preparedness grades

# Unexcused Absences	# Points
0-2	10
3	7
4	5
5-7	0
8+	Course failure (also see below)

January 24 – March 7 Absence Petitions
https://ithaca.qualtrics.com/jfe/form/SV_0q6YG04EAtaVgNw

March 17 – May 5 Absence Petitions
https://ithaca.qualtrics.com/jfe/form/SV_eFMBAM2knQvw114

There are circumstances where students may have individual absences that are excusable, but when accumulated and excessive, adversely impact learning to the extent that students are not able to receive instruction/content needed to pass the course. If a student misses 12 or more classes (the equivalent of 4 weeks), irrespective of the reasons for those absences, a grade of F will be assigned. In such circumstances students are encouraged to withdraw from the class or seek a medical withdraw from the class within the withdraw timeframe.

Assignments

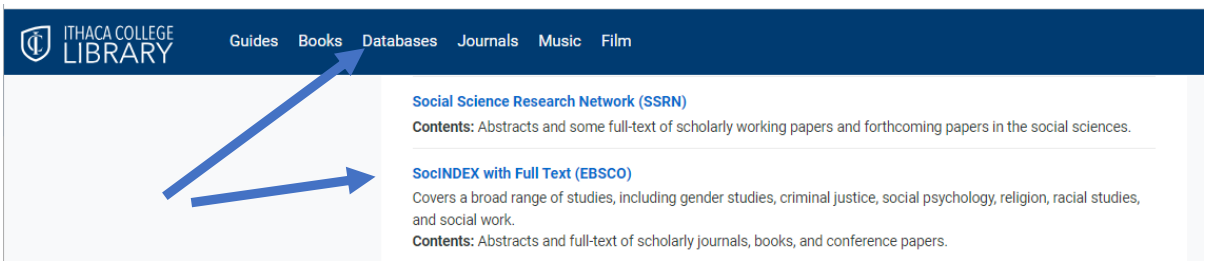
Week 1: **Salutations and Overview**

W Jan 22 Salutations

F Jan 24 Explore the Work and Family Researchers Network website wfrn.org for ½ hour. Be prepared to identify a core concept or concern and explain its importance to the class.

Week 2 **Researching Work-Family Concepts and Concerns**

M Jan 27 Work-Family Interface – Preface and Introduction. Consider one work-life concern and try to locate one article on that concern in advance of class using the SocINDEX database from the College Library website (see below). Give that article a light read and be prepared to discuss its contribution.



W Jan 29 Mollick – Co-Intelligence Living and Working with AI (available on Canvas)

F Jan 31 In advance of class, play with Copilot for ½ hour for any work-family topics you wish to explore.

- Try to debate with it.
- Ask it for facts.
- Ask it for lists.
- Ask it for advice.
- Ask it to speak in different roles/capacities
- Ask it to do something it shouldn't do.
- Try to trick it.

Week 3 **Work-Life In Historical Perspective**

M Feb 3 Work-Family Interface Cpt 1 "Origins of Contemporary Work-Family Dilemmas"
Rybczynski-Waiting for the Weekend (Available on Canvas)

W Feb 5 Gratton – Immigration, Culture and Child Labor in the United States, 1880-1920 (available on Canvas

F Feb 7 Work-Family Interface Cpt 2 "Diversity of Work, Family and Work-Family Arrangements

Week 4 **What Do You Want From Life?**

M Feb 10 Pillemer 30 Lessons for Living. Read any 2 of these chapters Cpt 1, Cpt 2, Cpt 3, Cpt 4.

W Feb 12 Pillemer 30 Lessons for Living. Read any 2 of these chapters Cpt 5, Cpt 6, Cpt 7, Cpt 8.

F Feb 14 DUE IN ADVANCE OF CLASS– Letter to Self Assignment 1
In class work – Peer Reviews due by end of class.

Week 5	**Career Diversities and Career Selection**
M Feb 17	Work-Family Interface Cpt 3 "Individual and Family Frontiers"
W Feb 19	Cech – The Trouble with Passion (available on Canvas)
F Feb 21	DUE IN ADVANCE OF CLASS– Letter to Self Assignment 2 In class work – Peer Reviews due by end of class.
Week 6	**Valuing Caregiving**
M Feb 24	Crittenden-The Price of Motherhood
W Feb 26	Collins – Making Motherhood Work Cpt 1 SOS
F Feb 28	No Class – Steve is Away DUE IN ADVANCE OF CLASS– Letter to Self Assignment 3 In class work – Peer Reviews due by end of class.
Week 7	**Gender Roles At Home and in the Workplace**
M Mar 3	Correll, Bernard and Paik – Getting a Job: Is There a Motherhood Penalty? Hodges and Budig – Who Gets the Daddy Bonus?
W Mar 5	Padavic- Explaining The Persistence of Gender-Inequality - The Work-Family Narrative as a Social Defense Lengersdorf and Meuser – Involved Fatherhood: Source of New Gender Conflicts?
F Mar 7	In advance of class identify your Fast Facts project topic. It must be a topic that is different than those listed on this webpage. Look to these as examples of what you will compose. https://wfrn.org/fast-facts/ In class work- Finding References for Fast Facts Assignment
Week 8	**Spring Break (aaaaahhhhh!)**
Week 9	**Time, Schedules and Flexibility**
M Mar 17	Work-Family Interface Cpt 4 Employer Frontiers: Organizational Intransigence and Promising Practices
W Mar 19	Sweet - Explaining Organizational Variation in Flexible Work Arrangements Swanberg – A Question of Justice – Disparities in Access to Flexible Work DUE – Fast Facts Reference Lists
F Mar 21	DUE IN ADVANCE OF CLASS– Letter to Self Assignment 4 In class work – Peer Reviews due by end of class.
Week 10	**Finding Boundaries**
M Mar 24	Kreiner - Balancing Borders and Bridges Negotiating the Work Home Interface
W Mar 26	Kossek – Knowing Your Flexstyle
F Mar 28	DUE IN ADVANCE OF CLASS– Letter to Self Assignment 5 In class work – Peer Reviews due by end of class.
Week 11	**Mental and Physical Health**
M Mar 31	Surgeon General's Report – Parents Under Pressure Smith-Appleson – Assessing Extreme Loneliness of Immigrant Farm Workers
W Apr 2	Behson - The Whole Person Workplace Cpt 1, Cpt 8, Cpt 9 (Available on Canvas)
F Apr 4	DUE - Article Summaries 1-5
Week 12	**Insecurity and Dual Career Logistics**
M Apr 7	Sweet – Dual Earners Preparing for Job Loss

W Apr 9 Vallas and Christin – Work and Identity: How Precarious Workers Respond to 'Personal Branding' Discourse (Available on Canvas)
F Apr 11 DUE - Article Summaries 6-10

Week 13 Family Supports In Comparative Perspective
M Apr 14 Swisher – The Family Friendly Community
Pruitt – Rural Families and Work-Family Issues
W Apr 16 Work-Family Interface Cpt 5 – Global Perspectives on the Work-Family Interface: International Comparative Analysis and Transnational Relationships
F Apr 18 DUE Fast Facts Initial Submission

Week 14 Organizational Change
M Apr 21 Kelly and Moen – Overload Cpt 4: Dual-Agenda Work Redesign
Williams and Lambert – Stable Scheduling Study Report
W Apr 23 Rogers – Diffusion of Innovation
F Apr 25 DUE IN ADVANCE OF CLASS– Letter to Self Assignment 6
In class work – Peer Reviews due by end of class.

Week 15 Global Concerns
M Apr 28 Heymann - The Impact of Migration on the Well-being of Transnational Families
Hochschild – The Nanny Chain
W Apr 30 Farista and Jaga - Workplace Breastfeeding as Foodwork in Organizational Settings
F May 2 DUE IN ADVANCE OF CLASS– Letter to Self Assignment 7
In class work – Peer Reviews due by end of class.

Week 16 This is the end
M May 5 DUE - Fast Facts Final Version
Please reflect on this course, its successes and ways that it can be improved.

Final exam: There is no final exam, but Steve will be available for consultation at the scheduled final exam times. Thursday May 8, 10:30-1pm

College Academic Policies and Resources

Attendance Policy

Current Ithaca College Attendance Policy

Students at Ithaca College are expected to attend all classes, and they are responsible for work missed during any absence from class. At the beginning of each semester, instructors must provide the students in their courses with written guidelines regarding possible penalties for failure to attend class. These guidelines may vary from course to course but are subject to the following conditions:

- In accordance with Federal Law, students with a disability documented through Student Accessibility Services (SAS) may require reasonable accommodations to ensure equitable access. A student with an attendance accommodation, who misses a scheduled course time due to a documented disability, must be provided an equivalent opportunity to make up missed time and/or coursework within a reasonable time-frame. An accommodation that affects attendance is not an attendance waiver and no accommodation can fundamentally alter a course requirement. If a faculty member thinks an attendance-related accommodation would result in a fundamental alteration, concerns and potential alternatives should be discussed with SAS.

- In accordance with New York State law, students who miss class due to their religious beliefs shall be excused from class or examinations on that day. The faculty member is responsible for providing the student with an equivalent opportunity to make up any examination, study, or work requirement that the student may have missed. Any such work is to be completed within a reasonable time frame, as determined by the faculty member.

- Any student who misses class due to a family or individual health emergency or to a required appearance in a court of law shall be excused. If the emergency is prolonged or if the student is incapacitated, the student or a family member/legal guardian should report the absence to the Dean of Students or the Dean of the academic school where the student's program is housed. Students may consider a leave of absence, medical leave of absence, selected course withdrawals, etc., if they miss a significant portion of classwork. (Note: Graduate students may not take a leave of absence.)

- A student may be excused to participate in local, state, or federal elections. The student is responsible to make up any work that is missed due to the absence. Any such work is to be completed within a reasonable time frame, as determined by the faculty member.

A student may be excused for participation in College-authorized co-curricular and extracurricular activities if, in the instructor's judgment, this does not impair the specific student's or the other students' ability to succeed in the course.

For all absences except those due to religious beliefs, the course instructor has the right to determine if the number of absences has been excessive in view of the nature of the class that was missed and the stated attendance policy.

Students should notify their instructors as soon as possible of any anticipated absences.

Accommodations for Students via Student Accessibility Services

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, reasonable accommodations will be provided to qualified students with documented disabilities through an interactive process. Students seeking accommodations must register with Student Accessibility Services and provide appropriate documentation before accommodations can be provided. Please note that accommodations are not retroactive, so timely contact with Student Accessibility Services is encouraged. To discuss accommodations or the accommodation process, students should schedule to meet with a SAS specialist. 607-274-1005 | sas@ithaca.edu.
Students may register with SAS at the following link:
https://elbert.accessiblelearning.com/Ithaca/ApplicationStudent.aspx

Ithaca College Standards of Academic Conduct

The Ithaca College Policy Manual describes the Standards of Academic Content embedded in the Student Code of Conduct. It is the responsibility of every student and faculty member to be familiar with, and comply with, these expectations for rigor, authenticity, trust, and honesty in academic work. You may find the full policy at the following web link:
https://www.ithaca.edu/policy-manual/volume-vii-students/71-general-student-policies/714-standards-academic-conduct
We will discuss this policy more thoroughly in our course. As the Policy Manual states, "Because Ithaca College is an academic community, ignorance of the accepted standards of academic honesty in no way affects the responsibility of students who violate standards of conduct in courses and other academic activities."

Use of AI in this Class

Actual intelligence is valued. There is no harm in using artificial intelligence intelligently. There is great potential harm in using artificial intelligence unintelligently.

Mental Health and Stress Management Support via CAPS:

The Ithaca College Center for Counseling and Psychological Services (CAPS) promotes and fosters the academic, personal, and interpersonal development of Ithaca College students by providing short-term individual, group, and relationship counseling, crisis intervention, educational programs to the campus community, and consultation for faculty, staff, parents, and students. Their team of licensed and licensed-eligible professionals value inclusivity, and they are dedicated to creating a diverse, accessible, and welcoming environment that is safe and comfortable for all those they serve and with whom they interact. CAPS sees students in-person at their offices in the Hammond Health building (side entrance), but Telehealth meetings through Zoom can be arranged in some circumstances.
Staff in the office will answer questions by phone at 607-274-3136; please leave a voicemail if you do not reach a live person. You can also reach the office via email at counseling@ithaca.edu. CAPS hours remain Monday-Friday 8:30 a.m. to 5:00 p.m. After-hours connections to a live counselor are available by calling the CAPS number and following the prompts.

In the event I suspect you need additional support, expect that I will express to you my concerns. It is not my intent to know the details of what might be troubling you, but simply to let you know I am concerned and that help, if needed, is available. Remember, getting help is a smart and courageous thing to do.

Title IX

Please note that if you disclose a pregnancy or pregnancy related condition or an experience related to sex-based harassment (including sexual assault, dating violence, and/or stalking, sexual harassment or sex-based discrimination), your professor will inform the Title IX Coordinator (Linda Koenig), of all relevant information, including your name. The college will take initial steps to address the incident(s), protect, and, support those directly affected, and enhance the safety of our community. The Title IX Coordinator will work with you to determine the best way to proceed. Information shared in class assignments, class discussions, and at public events do not constitute an official disclosure, and faculty and staff do not have to report these to the Title IX Coordinator. Faculty and staff should be sure that access to campus and community resources related to sexual misconduct are available to students in the case these subjects do arise. Any other disclosure to faculty and staff needs to be reported to the Title IX Coordinator. Title IX Coordinator email: share@ithaca.edu.
For more information: https://www.ithaca.edu/share.

Academic Advising Availability

Students are asked to consult with their faculty advisor, or the advising contact within their school, for all advising matters. Faculty advisors will be able to assist students with most advising questions, or they may collaborate with the dean's office for more complicated matters.
Students can find the name of their assigned faculty advisor in Homer or in Degree Works.

Basic Needs Awareness

Access to basic needs such as food and safe shelter are vital to your successful academic experience. If you are experiencing challenge affording groceries, accessing sufficient food to eat every day, or finding stable, safe housing, I want you to be aware of resources available to all members of our Ithaca College community. You can learn more about these resources at the following links. You may also reach out to the Dean of Students for support.
Working for Food Security (food resources)
https://www.ithaca.edu/student-affairs-and-campus-life/working-food-security
Financial Security Support (a range of resources)
https://www.ithaca.edu/student-affairs-and-campus-life/supporting-financial-security

Bias Impact Reporting Form

The Bias Impact Reporting Form is intended to provide students, staff, and faculty with a centralized way of accessing resources if they experience or witness a bias incident on campus, via social media, virtually, or at a college-affiliated event. This process is a tool that is being used in addition to formal complaint options. The information submitted is

used to identify patterns of behavior and address areas where culture is counter to the College's values of respect, accountability and equity. The reports will help the college to be more strategic when educating and/or preventing acts of bias in the future.
The Bias Impact Reporting Form is not an immediate response service and may take up to three (3) college business days to receive confirmation of submission. The information you provide in this form will be forwarded to members of the Bias Impact Resource Team.

Diversity, Equity, and Inclusion
Ithaca College values diversity because it enriches our community and the myriad experiences that characterize an Ithaca College education. Diversity encompasses multiple dimensions, including but not limited to race, culture, nationality, ethnicity, religion, ideas, beliefs, geographic origin, class, sexual orientation, gender, gender identity and expression, disability, and age. We are dedicated to addressing current and past injustices and promoting excellence and equity. Ithaca College continually strives to build an inclusive and welcoming community of individuals with diverse talents and skills from a multitude of backgrounds who are committed to civility, mutual respect, social justice, and the free and open exchange of ideas. We commit ourselves to change, growth, and actions that embrace diversity as an integral part of the educational experience and of the community we create.
Please learn more about Ithaca College's commitment to diversity, equity, and inclusion:
https://www.ithaca.edu/diversity-and-inclusion/diversity-statement

We are each responsible for recognizing one another and the many identities that make-up our community at Ithaca College. In committing to diversity, equity, inclusion, and belonging, we must also make the time to learn how hateful ideologies like racism, antisemitism, homophobia, agism, ablism, xenophobia manifest in ourselves and in the lives of those we encounter, from everyday microaggressions to the larger systemic violence that is built into the worlds we navigate.

Contrary to many misperceptions about the college experience, the "real world" is not just out there, waiting; it is also right here in Ithaca, on our campus. We must go beyond acknowledging injustices and inequities**, and share responsibility and accountability** for advancing diversity, equity, inclusion, and belonging in all its forms while lifting up students, staff, and faculty from historically underrepresented and underserved communities. To create a more vibrant a future, we must be courageous and tireless in building an intentional community of mutual respect. We must encounter one another and engage in rich, collaborative, intersectional partnerships that uphold values in authenticity and strengthen our shared humanity.

Honest dialogue around diversity, equity, inclusion, belonging and accessibility can be challenging and uncomfortable, and it is necessary in preparing our students for success in an ever-evolving global society**.**

Health and Safety
Syllabus - Health and Safety Statement_Current.docx

Religious Observances
At Ithaca College, we uphold diverse religious and spiritual traditions - each with its own set of beliefs, practices, and observances that are part of our community. If you anticipate needing accommodations for attending class, taking exams, or submitting assignments due to a religious observance, you can work directly with me to accommodate your needs. Please share the potential dates with me so we can plan for your success in our class.

The Office of Religious and Spiritual Life is also available to support you as you navigate your religious observances at IC. If you have questions or suggestions, please contact the Office of Religious and Spiritual Life at spirituallife@ithaca.edu. More information on religious observances and accommodations at IC is available here.

Tutoring and Academic Enrichment Services

As a supplement to faculty advising and office hours, Tutoring and Academic Enrichment Services offers exceptional peer resources free of charge. Learning Coaches provide content-specific peer tutoring in a variety of courses. Peer Success Coaches mentor students who wish to develop collegiate-level academic and social engagement skills. To access these courses and for more information, please visit https://www.ithaca.edu/tutoring-services.

Writing Center

Located in 107 Smiddy Hall, the Writing Center provides students with the opportunity to work on effective strategies for all types of written work including essays, research papers, cover letters, applications, and creative writing. Students in all disciplines — humanities and sciences, business, health sciences and human performance, communications, and music — can bring assignments at any stage in their process, whether prewriting, drafting, or editing, and in one-on-one conferences, they will receive guidance on the writing, revising, and editing process so that they can develop confidence as independent thinkers and writers. The Writing Center is staffed by trained peer tutors as well as Department of Writing faculty. The Writing Center offers Zoom tutoring as well as in-person appointments. More information about the Center's hours, policies, and appointments is available at 607-274-3315, or consult the Writing Center webpage.