Fall 2008
Room 212 C. Wimberly Hall
9:55-10:50 MWF
University of Wisconsin-La Crosse

Instructor: Enilda A. Delgado
Office: 437-B Carl Wimberly Hall
Webpage: www.uwlax.edu/faculty/delgado

Office Hours: Mondays and Wednesdays 11:00-11:40 a.m. or by appointment.

Required Texts/ Articles:
- Most readings are found on D2L.

Expectations
Students are expected to come to class prepared to discuss the assigned readings. Students are expected to come to class on time and stay the entire course length. Students are also expected to participate in the class discussions. Attendance will be taken each class period and it will be used at the end of the semester to better assess students with borderline grades.

Course Description
This course will explore the sociological impact of work and life demands in contemporary American society. Special emphasis will be given to how gender, sexual orientation, social class, race and ethnicity, and family structure affect individuals’ ability to balance the demands of work and life.

Course Objective
It is my objective that upon completion of this course you will be able to:
- Comprehend and apply terms and concepts introduced in the course reading material.
- Analyze the conflict experienced by individuals, families, workplaces, communities and society-at-large when attempting to balance work and life.
- Apply sociological theory as a way to better understand differences in the stress and demand of work and life by race, class, gender, sexual orientation and family structure.
- Understand the impact public policy has had and will have in alleviating or aggravating the conflicting demands of work and life.
- Use the knowledge gained in this course for practical use in the development of your own personal work/life plan.
Disability Access

Any student with a documented disability (e.g., physical, learning, psychiatric, vision, or hearing) who needs to arrange reasonable accommodations must contact the instructor and the Disability Resource Services Office (165 Murphy Library) at the beginning of the semester. Students who are currently using the Disability Resource Services office will have a copy of a contract on file in the Disability Resource Services office that verifies that they are qualified students with disabilities.

Academic Misconduct (Cheating and Plagiarism)

Academic misconduct is a violation of the ASA code of ethics and the student honor code. Plagiarism, including inadequate referencing or citation of other research is unacceptable. All work handed in for this class must be the students’ own individual work. Plagiarism or cheating in any form may result in failure of the assignment or exam, failure of the course, and may include harsher sanctions. Refer to the Eagle Eye at http://www.uwlax.edu/StudentLife/academic_misconduct.htm for a detailed definition of academic misconduct. For helpful information on how to avoid plagiarism, go to http://www.uwlax.edu/MurphyLibrary/research/plagiarism.html.

Course Requirements:
You are expected to have all readings completed before each class meeting, in order to participate in class discussions. In addition, you are required to complete the following assignments and tests.

1. **Three tests** worth 80 points each.
   These will be made up of essay, short answer and multiple-choice questions about the readings and class discussions.
   - Exam # 1: Monday, September 29
   - Exam # 2: Friday, October 24
   - Exam # 3: Saturday, December 13, 10 a.m.- noon

2. **Writing Assignments** worth 60 points.
   - Assignment # 1: What is Work? - 5 points
   - Assignment # 2: Intergenerational Interviews- 25 points
   - Assignment # 3: Child Care – 20 points
   - Assignment # 4: Gender and Division of Work Exercise - 10 points

3. **Group Project and Presentation - Organizational Analysis of Work Family Policies / Culture** - This project is worth 60 points. Groups of 2-3 students will select an employer (firm, organization, agency) for which graduates from Sociology programs will likely work. Each group will be responsible to **interviewing an employer and an employee within the same workplace.**
   Each group will prepare a questionnaire as a guideline for interviews with administrators and employees to find out the family-work policies available and the perceptions of managers and employees about these policies. Whenever possible, corroborate the policies and availability of benefits from the employer’s website. Summarize the findings in a paper no longer than 5 pages. Please attach the survey questionnaires to your final paper. The final paper is due on Friday, December 5th. Panel presentations of 5-10 minutes will take place the last three days of the semester.

4. **Discussion Leader** (Individual Exercise): To encourage analysis and discussion of the readings, each of you will have the opportunity to present a summary and lead the discussion of **TWO** assigned readings. You may not reschedule if you are absent or unprepared for the day you are scheduled. You will turn in a detailed summary of the reading along with **2-3 questions** that will the used to generate class discussion. **This is to be submitted on the D2L dropbox by midnight on the Sunday immediately preceding your discussion date.** I will post the reading summaries on D2L. I will then count on you to be responsible as a co-discussant of the reading in the classroom. Each paper and discussion is worth a total of 20 points. You must be present the day of your reading is discussed in order to receive credit.
<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>240 points</td>
</tr>
<tr>
<td>Written Assignments</td>
<td>60 points</td>
</tr>
<tr>
<td>Group Project/Presentation</td>
<td>60 points</td>
</tr>
<tr>
<td>Discussion Leader</td>
<td>40 points</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>400 points</strong></td>
</tr>
</tbody>
</table>

**TENTATIVE COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) September 3 &amp; 5</td>
<td><strong>Sept. 3: Introduction to the Course</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Introduction/Historical Foundation: Work</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td></td>
<td>✓ TEXT: Drago, 2007: p. 25-29</td>
</tr>
<tr>
<td></td>
<td>✓ Crittenden, A. “How Mothers’ Work was “Disappeared””</td>
</tr>
<tr>
<td></td>
<td>✓ Meyer, S. “The Evolution of the New Industrial Technology”</td>
</tr>
<tr>
<td></td>
<td><strong>Exercise 1 DUE September 5: What is Work?</strong></td>
</tr>
<tr>
<td>(2) September 8, 10, 12</td>
<td><strong>Introduction/Historical Foundation: Family</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td></td>
<td>✓ TEXT: Drago, 2007: p. 30-32</td>
</tr>
<tr>
<td>(3) September 15, 17, 19</td>
<td><strong>Trends in Work, Family and Leisure Time</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td></td>
<td>✓ TEXT: Drago, 2007: p. 32-38</td>
</tr>
<tr>
<td></td>
<td>✓ Riche, M.F. 2006 “Demographic Implications for Work-Family Research”</td>
</tr>
<tr>
<td>(4) September 22, 24, 26</td>
<td><strong>Theoretical Perspectives on Work and Life</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td></td>
<td>✓ TEXT: Wallen: Chapter 3: Social-Scientific Perspectives</td>
</tr>
<tr>
<td></td>
<td>✓ Gerstel, N. and N. Sarkisian. 2006. “Sociological Perspectives on Families and Work: The Import of Gender, Class, and Race”</td>
</tr>
<tr>
<td></td>
<td>✓ Braveman, H. “The Division of Labor”</td>
</tr>
<tr>
<td></td>
<td><strong>Exercise 2 DUE September 22: Intergenerational Interviews</strong></td>
</tr>
</tbody>
</table>
**EXAM # 1 (Monday, September 29)**

**Overworked, Overspent or Leisurely Americans?**
- Schor: “The Overspent American”
- Jacobs and Gerson. 2004. “Overworked Americans or the Growth of Leisure?”
- Warrens: “The Two-Income Trap- Introduction”
- Hoschshild: “The Third Shift”:
- Presser. 2006. “Toward a 24 Hour Economy: The U.S. Experience and Implications for the Family”

---

**EXAM # 2: Friday, October 24**

**The Career Mystique**
- TEXT: Moen and Roehling. 2004. “Learning the Career Mystique: Where do Values and Expectations come from?” (Ch. 2)
- TEXT: Moen and Roehling. 2004. “Do Young Adults Still Believe in the Career Mystique?” (Ch. 3)
- TEXT: Moen and Roehling.2004. “If Real Work is Paid Work, Can New Parents Follow the Career Mystique?” (Ch. 4)
- TEXT: Moen and Roehling. 2004. “Living the Career Mystique: Making It, Giving Up, or Slipping Behind?” (Ch. 5)
- TEXT: Moen and Roehling. 2004. “Life Midcourse: Are Retirement or Second Acts Inevitable, Desirable, or Even Possible?” (Ch. 6)

In-class exercise: Work and Family Role Strains

---

**Social Norms and The Care Gap, The New Gender Gap and The Income Gap**

**Exercise 3 - DUE Monday October 13: Child care**

---

Finish material not yet covered and review

**EXAM # 2: Friday, October 24**

---

**Diversity in Work and Family: Gender and Sexual Orientation**
- Hoschshild: The Time Bind: Men”
- Crittenden. “Introduction” from The Price of Motherhood

**Exercise 4 – DUE Wednesday, October 29: Gender and Division of Work Exercise**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| (10) Nov. 3, 5, 7 | **Diversity in Work and Family: Race and Class** | - TEXT: Wallen: Chapter 9: Diversity, Disability, and Equal Opportunity  
- Hays, S. “Flat Broke with Children: Enforcing the Work Ethic”  
- Ehrenreich: “Maid to Order: The Politics of Other Women’s Work”  
- TEXT: Drago: Chapter 7: “A Balanced Life for All”  
- TEXT: Moen and Roehling: Chapter 8: “Beyond the Career Mystique: Recasting the Lockstep Life Course”  
- Jacobs and Gerson “Where do we Go From Here” |
| (14) Dec. 5, 8, 10 | **Presentations** | - Group Projects DUE Friday, December 5th |
|             |                                           | Final Exam: Saturday, December 13: 10 a.m. – noon. |