COURSE CONTENT AND LEARNING OBJECTIVES

This course has an international focus and is organized around issues and areas of the world. We will cover the material in several parts. We will first examine the theoretical and empirical issues relevant to the sociological study of gender-work-family intersections, such as gender inequality, time poverty, paid and care work, childcare, dual-earner couples, the feminization of poverty, and relevant work/family policies. Attention will be given to historical and cultural context, empirical research findings, and theoretical developments. Next, we will focus on current research on gender, work and family in the U.S. and finally, move on to selected nations in Europe as well as the developing world. **Students should learn to:**

- understand key concepts related to gender, work, and family in historical and comparative perspective
- understand current empirical patterns related to variations in work and family related issues for women and men around the world
- analyze, compare, synthesize, and critique scholarly work in this research area
- ask and answer important questions related to American policy based on international comparisons

According to the dictionary, a seminar is "a group of advanced students studying with a professor, each doing some original research and all exchanging results by informal presentations, reports and discussion." Thus, this seminar is intended to be a participatory experience. It includes lectures, discussions, films, and written analytic exercises. These activities are aimed at sharpening critical thinking, debating, and writing skills. Another agenda is that students will apply social science methodology to examine and understand how societal structures affect their lives in a "gendered" fashion. The international nature of the course exposes students to a variety of cultural patterns in the links among household, economy, and society. Students are encouraged to examine and question structures of dominance inherent in work and family systems, which are maintained through economic and cultural forces. Intellectual curiosity, initiative, eagerness to learn, and willingness to work hard will be rewarded. I am hoping we can establish a comfortable learning environment based on cooperation, mutual respect, and collaboration rather than competition. One goal for this course is to create a sense of community. In order to accomplish this, students need to take a productive role in your educational experience and actively engage in this class.

COURSE REQUIREMENTS

Readings

3. Additional Readings are available on e-reserves or under Course Documents on Blackboard (BB)
**Readings, Class Participation, and Attendance**

The readings are assigned for each class meeting and students are expected to be familiar with the material when it is assigned. Students must attend class regularly, inform the instructor of scheduling problems, and be prepared to summarize and critique the assigned readings. The instructor reserves the right to ask students specific questions about the assigned materials. During the semester I may e-mail you additional articles relevant to the class (or post them on BB).

For each assigned reading or webpage students prepare **written reactions**, focusing on what they think is the “best” and “worst” part of the reading; this entails answering the following 2 questions (TYPED):

1. WHAT was the most important or interesting sentence/statement/argument in the reading and WHY do you think this is the case? Include author and page number.
2. WHICH sentence/statement/argument in the reading do you like least/disagree with/find upsetting and WHY? Include author and page number.

These reactions will form the basis for in-class discussion and will be collected several times in the semester. Graduate students are expected to produce more insightful reactions than undergraduates. They vary in points for a cumulative semester maximum of 100 possible points.

**Take Home Essay Exams**

At two times indicated on the schedule, all students turn in take-home essays consisting of answers to questions about materials covered in class, focusing especially on the readings. They will be accepted in typed hard copy format; I accept electronic copies via e-mail only in exceptional circumstances. Handwritten work will NOT be accepted (no exceptions). Graduate students are expected to discuss more readings in a more thorough manner than undergraduates.

**Research Paper**

All students enrolled in this class have to complete a research paper. Students are expected to work on improving their writing skills by writing and revising frequently. All written assignments are graded based on content and writing. Students will select a country of interest **not covered in class**, and for which sufficient data are available. The research question of the paper may focus on historical patterns, policies, and/or current statistics on gender, work and family characteristics. The webpage browsing assignments for the first few weeks are designed to aid students in their choice of country and issue. Specifically, this research paper can take any of the following forms:

a. **You examine a specific research question involving a gender, work and family issue historically (changes over time) for a country not covered in class.**

b. **You examine existing contemporary data to answer a research question about an aspect of gender, work and family for a country not covered in class.**

c. **You compare two countries, at least one of which is not covered in class, with respect to a research question related to gender, work and family, either historically or in the present.**

Students have to submit a paper topic outline for approval by the date specified on the syllabus. This outline should cover (1) the main country/ies you wish to examine (choose one that is not covered by course readings and for which lots of data are available), (2) your research question and focus, (3) the types of data and variables you will examine to answer your questions, and (4) a tentative list of data, internet, and recent scholarly literature sources.

**Students enrolled in SOCY/WMST 433 (undergraduates)** will turn in parts of the paper (drafts) on the due dates to get suggestions for revision of the drafts via **peer review** in class (5pts each, part of participation grade). The parts are **Introduction** (states the issues studied, research question, and explains in context why it is important), **Literature Review** (reviews previous studies dealing with the topic and relates them to this paper), **Data Analysis** (shows the relevant data from various sources that were used to answer the research
question and explains how the data are relevant), and Conclusion (pulls the paper together and states how the research question was answered). The final paper with all parts is due at the end of the semester.

Undergraduates have to review at least 10 recent scholarly research articles related to the research question. The completed paper will have at least 15 pages, including data tables and reference list. I expect all work to be original with sole authorship of the course participants. The paper should follow ASA referencing guidelines and be formatted like a sociological research paper. It should employ non-sexist language, and address the issues clearly and succinctly. Both content and writing style will be graded. More information on the paper and writing resources are on BB under Assignments and country info is under Course Information.

Students enrolled in SOCY/WMST 633 (graduate students) will also participate in peer reviews of draft versions of the Introduction, Literature review, Data analysis, and Conclusion of their paper at specific dates (5pts each, part of participation grade). They are expected to review at least 20 recent sources, and turn in a graduate quality research paper (about 25 pages including tables and references). They are also required to present their paper in class using Power Point for another grade at the end of the semester (15-20 minutes).

I expect all work to be of professional quality and original with sole authorship of the course participants. The paper should follow ASA referencing guidelines and be formatted like a sociological research paper. It should employ non-sexist language, and address the issues clearly and succinctly. More information on the paper and writing resources are on BB under Assignments and country info is under Course Information.

**Book Review**

Graduate students (everyone enrolled in the graduate version of the course) also have to write a short book review (about 5 typed, double-spaced pages) about a book you will read. You will select your book from those on the syllabus (each has a date associated with it on the syllabus) in the first class period. You will write the review according to specifications on blackboard. This is not simply a book report or book summary. Do not use materials from professional book reviews. You must provide a critical assessment of the arguments and/or data presented in the book. You will present the book review in class on the date indicated on the schedule. Details and examples of book reviews are on Blackboard under assignments.

**Extra Credit**

You may receive a maximum of 10 extra credit points by (1) bringing in newspaper/magazine clippings dealing with a work-family issue, including your brief written (typed) comments on how they are relevant to the course (2 points for each); (2) writing a reading reaction on any articles I send you via email that are not part of the regular assignments – some are on BB under food for thought (5 points for each); (3) attending a relevant event and writing about the experience as needs be approved by the professor and points will be discussed then; or (4) by keeping a "course journal", which contains your personal reactions to readings, films, discussions and other related materials related to your "learning" about the issues (up to 20 points).

**EVALUATION**

Final grades are determined by the total number of points earned in the semester based on one (1) research paper, two (2) take home exams, and reactions to readings and participation. Graduate students also have to present their paper and write one (1) book review. Participation in class meetings (regular attendance, timely completion of assignments and exercises) will decide borderline grades. Excessive absences or tardiness will affect your final grade negatively. If, at any time during the semester you encounter difficulties or special circumstances, contact the instructor immediately in order to work out solutions as soon as possible.

The points for the final grade are calculated as follows:

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<th>UG/433</th>
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<tr>
<td>1 Research Paper</td>
<td>@ 100 points=</td>
<td>100(15 pgs)</td>
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<tr>
<td>2 Take home exams</td>
<td>@ 50 points=</td>
<td>100</td>
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Assessment of course work
In general you can expect a B grade if you attend class regularly, participate, complete good assignments on time, and produce a well-written, solid research paper and exams. Especially insightful in-class participation, extra effort, and excellent written work will increase the grade. Sloppy and/or late work, infrequent class attendance and participation, and lack of effort to improve writing will reduce the grade. Specifically, an A means excellent work, which demonstrates comprehensive command of course content, exceptional ability to apply concepts, superior ability to organize and express ideas in writing, and critical thinking, good attendance and participation. A B means good work, which demonstrates solid command of course content, good ability to apply concepts, good organization and expression of ideas in writing, regular attendance and participation. A C means fair work, implying acceptable command of course content, basic ability to apply concepts, and moderate organization and expression of ideas in writing, moderate attendance and participation. A D means marginal work, with little command of course content, some ability to apply concepts, and very limited ability to organize and express ideas in writing, irregular attendance and participation. An F means unacceptable work and implies lack of command of course content, inability to apply concepts or to organize and express ideas in writing, lack of attendance and participation.

POLICIES
Students are required to use Blackboard (BB). It is the students’ responsibility to become informed on how to use BB. Make sure your UMBC email account is working and you check your e-mail and BB periodically for posted messages and announcements regarding assignments and schedule changes. You are responsible for being informed about any scheduling changes or announcements about assignments made in class, on Blackboard, or via e-mail. Plan ahead in completing the assignments. For your own protection, photocopy all assignments before turning them in. Always make sure you have a duplicate file of your work on disk.

Make-up exams are only given with a valid reason and evidence thereof (such as a doctor's note, dated accident report, obituary notice, etc.) for missing the scheduled exam. It is the responsibility of the student to prepare assigned materials on time and to discuss problems with deadlines with the instructor. Deadlines for assignments missed without promptly (contact the instructor as soon as possible) presenting a valid excuse and conference with the instructor will be counted as "0" points for the assignment (no exceptions).

Academic Misconduct
By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC’s scholarly community in which everyone’s academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct can result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook or the UMBC Policies section of the UMBC Directory. I will assume that all enrolled students are familiar with the policy. Academic misconduct may include but is not limited to the following (adapted from UMBC’s policy):

- Cheating: Using or attempting to use unauthorized material, information, or study aids in any academic exercise, such as exams, quizzes, papers, homework, etc. That includes copying information from classmates’ papers, homework, exams, quizzes, etc.
Fabrication: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise, such as exams, quizzes, papers, homework, etc.

Facilitating academic dishonesty: Intentionally helping or attempting to help another commit an act of academic dishonesty.

Plagiarism: Representing the words or ideas of another as one’s own in any academic exercise. That means that ANYTIME you use the exact words from a published source (including the internet), you have to put them into quotation marks and attach in parentheses the page number and all biographical source information. If you use the contents of any published source (including the internet) by PARAPHRASING it, you still have to acknowledge it in parentheses.

Buying papers on the internet or elsewhere and turning them, or any parts of them, in as one’s own original work constitutes cheating. Turning in a paper that was authored by another person in total or part also constitutes cheating.

MA in Applied SOCY
The Master of Arts degree in Applied Sociology is open to students in all majors. The program focuses on health, aging, and gender and diversity, preparing students for careers as research analysts in federal and state health and aging agencies, and research organizations in the Baltimore-Washington area. The program is 30 credits and a few assistantships are available that require 20 hours work per week and provide tuition remission, health insurance, and a stipend. All courses are offered in the evening. The department also offers a combined BA/MA degree program in which admitted students take up to 9 graduate credits as undergraduates that count toward the MA degree. The department also offers a 12 credit graduate certificate in the non-profit sector which can be taken as part of the MA degree or separately. If interested contact Professor William Rothstein, Graduate Program Director at rothstei@umbc.edu.

COURSE SCHEDULE OF TOPICS, ACTIVITIES AND ASSIGNMENTS
Readings are due on the date they are mentioned on the schedule, i.e., read Ollenburger, etc. and browse web pages by February 6.

Week 1: 1/30
Introduction to the course
Goals of the course; introductions; book selection
Overview of effective researching and writing about gender, work and family issues

- Start reading, browsing the internet, and write reactions for next time!

Week 2: 2/6
Studying gender, work and family intersections sociologically
Definitions of concepts - gender, work, family, time

- Browse the following webpages on developing nations for possible paper ideas:
  - http://hrw.org (go to “women’s rights”)
  - http://www.un.org/womenwatch/ (under directory of UN resources go to “women of the world”, “statistics and indicators” and “thematic issues”)
  - http://www.fao.org/Gender/gender.htm (gender and food security)
  - http://www.library.northwestern.edu/govpub/resource/internat/women.html (resources on int’l women’s issues)
  - ** those interested in Africa or Middle East go to: http://gender.pogar.org/links.asp (Programme on the governance in the Arab regions)
Turn in typed reactions to all readings (10 pts):

**Week 3: 2/13**

**Historical developments in work and family policy**

The separation of paid work and care work: the “value” of care work

Turn in typed reactions to all readings (10 pts):

**Week 4: 2/20**

**Effects of the "gendered" economy and family policy**

Trends in employment and leisure time: Feminization of poverty

Book review: Thistle Susan. 2006. *From marriage to the market. The transformation of women’s lives and work.*

- Paper topic outline due
- **Read:**
  - J&G p.1-58
  - H&W p.11-74

*Film clip shown in class: Staying at home*

**Week 5: 2/27**

**Effects of the "gendered" economy and family policy**

US Policies for dual earner families and their children


- **Read:**

- J&G p. 59-118
- H&W 159-195

**Week 6: 3/6**  
**International perspectives on work and family policy**  
Fathers, mothers and family policy  

- Take Home Essay 1 due (includes all materials up to and including week 5)
- Read the following two articles and turn in a typed reaction to them (10 pts):
  - Karen Christopher “Family-friendly Europe”  
  - Carol Hyman “U.S. has higher birth, marriage rates than Western Europe, despite lack of family-friendly policies”  

- Read:
  - H&W p.99-142; 255-285
  - Fertility, Contraception, and Fatherhood. CDC Report, 2006. pdf file on BB

**Week 7: 3/13**  
**Comparative family policy**  
Examples from Scandinavia: Norway and Sweden  

- Turn in a typed reaction to all readings (10 pts):
  Social and labor market policy in Sweden:  

- Read:
  - H&W p. 337-358; 197-227
  - J&G p.119-147

**Week 8: 3/17-25**  
Spring Break – Enjoy!!

**Week 9: 3/27**  
**Western Europe: The example of Germany**  
Work and family pre- and post-unification

- Turn in typed reading reactions to all readings (10 pts):
  - Adler, Marina A. 2002. “German unification as a turning point in East German women’s life course.” Sex Roles 47:83-98  
    E-reserves
  - H&W p.229-253
  - J&G p.148-202

*Film clip shown in class: My Second Life*

**Week 10: 4/3**  
**Examples from Eastern Europe**  
Developments after socialism  
ขนาดใหญ่Peer review of drafts “Introduction” and “Literature Review” (5 pts)

Read:
- H&W p.287-313

Film clip shown in class: Sex slaves from Eastern Europe

Week 11: 4/10  Introduction to the post-colonial world
Issues and trends related to colonialism, imperialism, and globalization
- Browse at least 3 articles (under current) on this website and turn in typed reaction to them (10 pts):
  http://www.globalpolicy.org/socecon/inequal/index.htm
- Read:

Film clip shown in class: Sweatshops in Bangladesh

Week 12: 4/17  Developing countries: Examples from Asia
Control over women in China, India, and Sri Lanka
- Turn in reading reactions to all readings (10 pts):
  - Miller, Barbara D. “Female infanticide and child neglect in rural north India.” E-reserves
  - Stone, Linda and Caroline James. “Dowry, bride burning, and female power in India.” E-reserves
  - Philips, Amali. “Rethinking culture and development.” Oxfam publication. pdf file on BB

Film clip shown in class: Dying for sex

Week 13: 4/24  Developing countries: Examples from the Middle East
Women and war: Iraq and Afghanistan (before and after 9/11/2001)
- Turn in reading reactions to all readings (10 pts):
  - On the situation of women in Afghanistan (RAWA) http://www.rawa.org/wom-view.htm
  - “Beaten Afghan brides” and “The winners are the warlords” in Afghanistan folder on BB

Film clip shown in class: Women in Afghanistan

Week 14: 5/1  Developing countries: Examples from South America and Africa
Control over women in Mexico, and Sub-Saharan Africa
- Peer review of drafts “Data Analysis” and “Conclusion” (5pts)
- Turn in reading reactions to all readings (10 pts):
  - Jorgensen, Sierra. “Maquiladoras and the Exploitation of Women's Bodies” on BB
SOCY/WMST 433/633: Gender, Work and Family

- Akpan, Eno-Obong. Early marriage in eastern Nigeria and the health consequences of VVF among young mothers. Oxfam publication. pdf file on BB
- White, Marceline. “Look FIRST from a gender perspective: NAFTA and the FTAA.” Oxfam publication. pdf file on BB

Film clip shown in class: The killing in Sudan

Week 15: 5/8 Globalization
Strategies for empowerment and global change
Book review: Wichterich, Christa. 2000. The globalized woman
Student presentations – bring some goodies to share!
  - Take Home Essay 2 due (includes materials for week 6 through week 15)

Week 16: 5/15 Last day of class
Student presentations - bring some goodies to share!
  - Research Paper due

GET INVOLVED...
The world is run by those who show up
Book List for the Book Review

Heymann’s research, documented in detail and revealing interviews and case histories shows a widening gap between working families and the health and development of children. Her findings make clear that labor and family policies as well as corporations are not accommodating family needs.

Thistle Susan. 2006. *From marriage to the market. The transformation of women’s lives and work.* The University of California Press.
In this timely study a broad comparative analysis of African American women’s and white women’s changing relationship to home and work over the past forty years provides an overview of how this shift is influencing the shape of families and the American economy.

The author takes a hard look at the state of feminism in the US. She is concerned that young women do not describe themselves as feminists and that minority women feel alienated from the movement. She outlines a new vision of feminism – a call for workplaces that understand the needs of families and a society that values family work. She proposes a set of practical policies and legal initiatives that respect employment and housework.

This anthology looks at the key policy issues related to fathers. Both men’s financial support for kids and lack of support for their care work is discussed.

Featuring essays by experts from a variety of fields, *Women and Welfare* represents an interdisciplinary, multi-methodological, and multicultural feminist approach to recent changes in the welfare regimes of Western industrialized nations. The broad perspective, from the philosophical to the quantitative, provides an excellent overview of the subject and the most recent scholarly literature. The volume offers a cross-cultural analysis of welfare "reform" in the 1990s, visions of a "woman-friendly" welfare state, and theoretical and policy questions feminists and concerned others should be asking.

This book presents concrete examples of what is being done in countries, communities and enterprises around the world in order to help workers to be better able to reconcile work and family responsibilities such as caring for children and the elderly.

This anthology presents case studies of women around the world. Their voices and situations are described in ethnographic fashion and explain how globalization is a women’s issue.

The author examines the underside and human side of development – this feminist analysis tries to understand the technical debates about globalization. She combines theoretical, empirical and political perspectives and discusses development and economic restructuring and feminist economics.


The author shows how globalization – growth without jobs in the North and structural adjustment in the south and privatization affects women. Feminization of employment creates a new underclass of low paid labor – women workers 0 in many countries. She uses a mixture of case studies, examples and quotations to illustrate the processes.


This ethnography shows the lives of Chinese women in their late teens and early twenties who move from rural villages to work in urban industrial factories.


This book comprehensively and effectively highlights pressing problems confronting women and children in Africa. It is written and edited by African-based Africans, making them visible.