This seminar focuses on the intersections of family and work in post-industrial society. The course will provide graduate students and advanced undergraduate students with an analytic framework for understanding how social inequalities in race, class, and gender shape experiences in families and the workplace. Topics include working families and the time-squeeze; work-family conflict; the effects of marriage, motherhood, and fatherhood on women’s and men’s economic wellbeing; gender, power, and the household division of labor; childcare and eldercare; labor market discrimination against caregivers; the global economy; gender inequality in earnings; job segregation; the effects of work and family experiences on health and wellbeing; and corporate and government responses to work-family conflict. We will explore answers to important questions, such as why women and men continue to work in very different types of jobs. What happens to men who “do women’s work?” Why are mothers discriminated against in the labor market? Why do women pay an earnings penalty for motherhood? And what happens to men when they have children? Are they rewarded by employers and co-workers? Who benefits from particular family and work arrangements and at whose expense? What determines an individual’s power within their family, and how does power affect family experiences? What happens when wives out-earn their husbands? This course begins with an analysis of the family-work nexus from a historical perspective and ends with an analysis of possibilities for change.

The course is organized as a small seminar. Students must do all of the readings ahead of time and come prepared to take the lead in class discussions. The objectives are for students to understand the field of work and family and the development of conceptual and methodological debates, evaluate the merits and limitations of work-family scholarship, collaborate with other seminar members during class discussions, and develop analytic, writing, and communication skills.

**COURSE READINGS**

Many readings are available on our course’s blackboard website. The following books are available for purchase at the University Bookstore:


**COURSE REQUIREMENTS**

**Seminar Participation.** The vitality of our small seminar depends on every student’s active participation and the fruitful exchange of ideas. Needless to say, you are expected to attend all of our scheduled classes and to do all reading ahead of time. Participation will be evaluated based on your knowledge of the assigned
readings, the quality and relevance of the questions and comments that you offer during class discussions, and your overall sense of responsibility for collaborative learning. If you have concerns about seminar participation, please schedule a meeting with me during the first week of class.

**Discussion Leading.** Students will lead a class discussion once during the semester. Leaders should organize their thoughts ahead of time and come prepared to guide the entire discussion with a list of thoughtful questions and comments. What are the key issues that we should focus on? How do this week’s readings relate to our previous class discussions? What questions will engage all of the students in the class? Leaders must also spend a couple of minutes summarizing the main findings of the readings that are optional for undergraduates (to bring undergraduates up to speed, so to speak). Make sure to provide a summary of the research question, methods, theories, findings, and limitations. These summaries should be limited to five minutes (at the most).

**Reflection Memo.** Students will prepare one short memo during the course of the semester. The memo should be written following the class discussion that you led, and it should summarize and evaluate the seminar discussion. What were the key conceptual issues? What questions remain unanswered? The memo should be about two pages double-spaced. It should be clear, concise, and (obviously) proofread. Grammar should be at the graduate level (or at the advanced undergraduate level for our advanced undergraduates).

**Paper or Exam.** Students can choose to write a seminar paper or take exams during the course of the semester. For simplicity, we'll call these the “paper route” and the “exam route.” Details on each route are below. You must submit a brief (less than one paragraph) statement on your chosen route by October 5. Once you choose your route, you’re stuck with it.

### The Paper Route:

Your seminar paper can take the form of an analytic literature review, a book review that you will submit to a sociology journal, a full research proposal, an empirical research paper, or an annotated syllabus related to the sociology of work and family. Whatever you choose, the paper must be around 15 to 20 pages (not including the syllabus for those taking that route). The paper must be related to our course, and it must incorporate course readings as well as additional articles or books. The goal is for you to produce a high quality paper that serves your academic and professional needs. For example, I urge undergraduate students to submit their course paper to our department’s undergraduate journal, Perspectives. I urge our graduate students to present their research at the 2010 ESS meeting (to be held in Boston in March). The annotated syllabus is of use for those developing a teaching portfolio.

You will submit a one to two paragraph proposal of your paper. You will also submit a first draft of your paper for peer review. Your final paper will be due on December 14. You must submit your proposal, first draft, and the peer review that you received with your final paper.

### The Exam Route:

You will take three exams throughout the semester. Each exam will be administered on Blackboard. Once you open the exam on Blackboard, you will have two hours to complete it. Please construct your exam answers in a word processing document that you save and then paste into Blackboard at the end (this way, you have your saved answers). Each exam will ask you to answer two out of three essay questions. The exams are closed book and closed note, and rest assured – the essay questions will not focus on minute details of each reading. Nevertheless, in order to do well on the exams you must know the following: each reading's research question, main argument, research methods, findings, and potential limitations. You must also know how the readings are conceptually linked to each other and to larger family, work, and inequality issues. Because the exams are administered
outside of our classroom on Blackboard, you must adhere to a strict honesty pledge and not discuss exam questions with any classmates until each exam is over. If you discuss the exams or if you even hear about students discussing the exams and do not come speak to me, you will receive a failing grade for the course.

**Peer Review.** Everyone will provide comments on another classmate’s first draft of their paper (even if you have taken the exam route). You will receive detailed guidelines on the peer review in class.

**Final Grade Components for the Exam Route:**
- Seminar participation ........................................ 25%
- Discussion leading........................................... 5%
- Reflection memo ............................................. 10%
- Statement on chosen “route” .......................... 5%
- Peer review ................................................. 10%
- Exam 1 ..................................................... 15%
- Exam 2 ..................................................... 15%
- Exam 3 ..................................................... 15%

100%

**Final Grade Components for the Paper Route:**
- Seminar participation ........................................ 25%
- Discussion leading........................................... 5%
- Reflection memo ............................................. 10%
- Statement on chosen “route” .......................... 5%
- Peer review ................................................. 10%
- Paper proposal .............................................. 5%
- First draft .................................................. 10%
- Final draft .................................................. 30%

100%

**Due Dates for the Exam Route:**
- October 5: Statement on “route”
- October 14-16: Exam 1
- November 3-5: Exam 2
- November 23: Peer review
- December 10-12: Exam 3
- Plus your own dates for leading discussion and submitting your reflection memo.

**Due Dates for the Paper Route:**
- October 5: Statement on “route”
- October 26: Paper proposal
- November 16: First draft
- November 23: Peer review
- December 14: Final draft
- Plus your own dates for leading discussion and submitting your reflection memo.

**ADDITIONAL COURSE POLICIES**
Flexibility. The syllabus is a working document, and it may change over the course of the semester. I value academic integrity, but I am also reasonable. If the workload begins to feel too intense, please voice your concerns and constructive suggestions during our class and we will work toward a group consensus and future plan.

Academic Honesty. University policies on academic honesty must be observed in all work done in this course. Academic misconduct will result in a failing grade for the course and a report to your academic dean.

Students with a Disability. If you are a student with a documented disability who will require accommodations in this course, please register with Disability Services for Students in the Memorial Union Building, Room 118 (862-2607) for assistance in developing a plan to address your academic needs.

Blackboard Site. Our course blackboard site contains the syllabus, supplementary readings, and other important course documents. If you need any help accessing the blackboard site, please see the University’s Blackboard help page at http://at.unh.edu/pad/bbhelp.html

COURSE SCHEDULE

August 31 Course Introduction

September 7 University Holiday: No Class

September 14 Setting the Stage: Family, Work, and Gender


September 21 Family and Work Theories


September 28 The Family-Work Nexus for Faculty and Students


October 5  The Time Squeeze and Working Class Families


October 12  Fall Break: No Class

October 13  Motherhood, Fatherhood, and Marriage: Economic Outcomes

• Exam 1: Exam takers – you must take this exam on Blackboard on Wednesday, October 14, Thursday, October 15, or Friday, October 16. After Friday, the exam will close. Remember – you have two hours to take it once you open the Blackboard exam, and you must maintain a strict honesty pledge. The exam covers course concepts and readings from August 31 to October 13 (including October 13).


Additional Recommendations:


October 19 Gender, Power, and the Household Division of Labor


Additional Recommendations:


### October 26 Men, Family, and Work

- Due: Paper proposal


Additional Recommendations:


### November 2 Paid Carework Debates

- Exam 2: Exam takers – you must take this exam on Blackboard on Tuesday, November 3, Wednesday, November 4, or Thursday, November 5. After Thursday, the exam will close. Remember – you have two hours to take it once you open the Blackboard exam, and you must maintain a strict honesty pledge. The exam covers course concepts and readings from October 19 to November 2 (including November 2).


Additional Recommendations:

November 9  
**Gender Inequality at Work**


November 16  
**Family, Work, Health, and Wellbeing**

- Due: First draft of your paper.


**November 23**  
**Sex Work**

- Due: Peer review of your classmate’s paper.


**November 30**  
**Family, Work, and Corporate Culture**


**December 7**  
**Student Presentations**

**December 10-12**  
**Exam 3**

- Exam takers – you must take this exam on Blackboard on December 10, December 11, or December 12. After December 12, the exam will close. Remember – you have two hours to take it once you open the Blackboard exam, and you must maintain a strict honesty pledge. The exam covers course concepts and readings from November 9 to December 7 (including December 7).

**December 14**  
**Final Papers Due**
Possible Changes – To Be Decided During the First Class

Many students enrolled in this course have taken our graduate-level Sociology of the Family course and our graduate-level Gender, Work, and Policy course. I have attempted to not repeat readings from those courses in our current course. In Gender, Work, and Policy many students read *Domestica*, which I would have assigned for this course. If you haven’t read this book, you may want to. It focuses on transnational family and work arrangements and the reproduction of inequalities.

We cannot possibly cover all work, family, and inequality topics in one semester. Among many other issues, here are some notable omissions in the current syllabus:

- Work, family, and inequality in later life (i.e., caregiving, retirement, economic security in old age)
- Work, family, and inequality from a cross-cultural perspective

If we want to read something on work and family cross-culturally, I suggest:


If we want to read something on the US labor market, I suggest:

- Barbara Ehrenreich’s *Bait and Switch* or *Nickel and Dimed*.

If we want to read more on gender, power, and the household division of labor, I suggest:


If we want to read a “classic” or “emerging classic” in work and family, I suggest:

- *The Time Bind*
- *The Cultural Contradictions of Motherhood* by Sharon Hays
- *Black Feminist Thought* by Patricia Hill Collins.