COURSE CONTENT AND OBJECTIVES
I have three broad objectives for this class. It is my hope that in this class you will: (1) become familiar with the research on a range of topics in the area of family and work, (2) develop a comprehensive understanding of a few topics in the field, and (3) formulate a research proposal for investigating research questions on that topic. I have developed the requirements for the course with these objectives in mind.

COURSE FORMAT
The course is organized as a seminar. This means that thoughtful and active participation by everyone, every week, is essential. In order for the discussions to be productive, it is essential that everyone comes to class: (1) having finished the reading, (2) having thought about the reading material (reactions to the theories, findings, methods), and (3) willing to share questions, comments, and ideas with other students.

To facilitate this process, each student is responsible for preparing two discussion questions each week. In addition, each student is required to give a brief presentation and facilitate discussion twice during the semester. The facilitator is expected to give a presentation identifying the key points/ideas/findings from that week’s reading and direct a discussion addressing other students’ questions.

REQUIREMENTS
You can earn up to 200 points in this class. These are obtained through five requirements:

1. Discussion Questions. Each week (except week 13 and the week you present), you are required to submit two thoughtful discussion questions related to the readings. The questions are due at 4:00 on Monday and should be submitted to me over email. The 12 weeks of questions are worth a total of 30 points (15% of the final grade). I will send out everyone’s questions to the entire class by about 4:30 on Monday.

2. Two Seminar Facilitations. You are required to give a 40-45 minute presentation and facilitate discussion twice during the semester. You should present the key points from the readings and facilitate discussion related to the discussion questions submitted over email. Each presentation is worth 20 points (40 total points; 20% of the final grade).

3. Participation. This includes attending each week’s class meeting and meaningfully contributing to each week’s discussion in a way that indicates you have read and thought about the material. For week 13, students should come to class prepared to discuss their take-home exams and their developing research proposal (30 points, 15% of final grade).

4. Exam. A take-home exam is due on November 22. I will give you a list of essay questions on November 15, so you will have a full week to prepare answers to the questions (50 points, 25% of final grade).

5. A Research Proposal. The proposal is due at 4:00 on Monday, December 13. The paper should be a 11-14 page research proposal. Further information about this requirement will be provided in class (50 points, 25% of final grade).
Discussion Questions
I expect you to incorporate at least three of the readings in your discussion questions. If you cannot do this with two questions, then include a third question. Below are some questions to keep in mind as you take notes on the reading and develop your discussion questions. These questions are not intended to be sample discussion questions; they are far too general for that. Instead, they are intended to focus your thinking as you work to develop discussion questions.

1. Theoretical issues: What is the theoretical framework of the study? What underlying theoretical assumptions are made? How does this theory relate to other theories in sociology or other theories we’ve discussed? Is there adequate empirical grounding for the theoretical conclusions that are drawn? Do the author’s findings call into question or support a theoretical claim or claims?

2. Empirical/substantive issues: What are the research questions driving the study? Are these important questions? How will they contribute to theory development? What “gap” in the literature does this study address? What are the policy implications of the findings?

3. Methodological issues: What are the strengths and weaknesses of the study’s methodological approach? Does the methodology provide a clear way to address the research question? Do the research methods give you confidence in the conclusions? Does this research method suggest ways that other studies could be improved methodologically?

Late Assignments or Exams
In the interest of fairness to all students, I will not accept late discussion questions, and I will not extend the date of a presentation. In addition, I will take 10% for each day (including weekend days) that an exam or proposals is late. If you hand in the exam or proposal on the day it is due but after the time that day that it is due (start of class for the exam and 4:00 pm for the proposal), it will count as a day late. I will make exceptions to this policy only if you have a documented medical or family problem that prevents you from completing the work. Contact me as soon as possible after you learn that you have a problem preventing you from completing an assignment.

Disability Accommodation
Students in need of disability accommodations should contact Suzette Dyer, Director of the Disability Resource Center (phone: 325-3852; email: drc@ou.edu). The DRC is located at 620 Elm Avenue, Suite 166, at the Goddard Health Center. For more information, visit the DRC online (http://drc.ou.edu).

Academic Misconduct
As you know, plagiarism, cheating, and other forms of academic misconduct are extremely serious offenses. You are responsible for knowing and understanding the university policies regarding academic misconduct. These can be found at: http://www.ou.edu/provost/pronew/content/integritymenu.html. Two documents on this website are especially important: “A Student’s Guide to Academic Integrity” and “Academic Misconduct Code.” I strongly urge you to read both. If you are not sure you understand what constitutes cheating or plagiarism, please see me.

Religious Holidays
It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. If you plan to observe a religious holiday when class is scheduled, please notify me during the first week of classes.
**REQUIRED READINGS**

All but two of the readings are journal articles, and I will upload these onto D2L. The two books—Heise’s *Expressive Order* and Hochschild’s *The Second Shift*—are available for purchase at the OU bookstore and at amazon.com. Heise’s book is also available for copy in Kaufman 330.

**COURSE OUTLINE, ASSIGNED READINGS, AND DUE DATES**

**Week 1 (August 23): Introduction to the Class**

**Week 2 (August 30): The Division of Labor in the Home**


**No Class on September 6–Labor Day**

**Week 3 (September 13): Family Labor as Doing Gender: Part I**


**Week 4 (September 20): Family Labor as Doing Gender: Part II**


**Week 5 (September 27): Motherhood and Wages**


**Week 6 (October 4): Fatherhood and Wages and Work Effort**


**Week 7 (October 11): The Effects of Work on Marital Satisfaction and Marital Stability**


**Week 8 (October 18): Work and Family Violence**


**Week 9 (October 25): Family, Work, and Health**


**Week 10 (November 1): Cross Cultural Examinations of the Division of Housework**


Hook, Jennifer. 2010. “Gender Inequality in the Welfare State: Sex Segregation in Housework, 1965-


**Week 11 (November 8): Attitudes about Gender, Work, and Family**


**Week 12 (November 15): Kin Support**


**Week 13 (November 22):** Take-home exam due. Submit before class in the D2L drop-box. Class will focus on a discussion of exams and research proposals.

**Week 14 (November 29): Using Affect Control Theory and EPA Profiles in Work and Family Research**


**Week 15 (December 6): Family Policy and the Future**


**Monday, December 13, 4:00 pm. Final paper is due.** Submit through D2L drop-box, which runs it through turnitin.com.
Additional Readings That May Be Useful

On Writing Research Articles


Reviews of Family and Work Literatures
The following readings are not required; however, I recommend them as a resource to you as you begin to learn the different perspectives, debates, and issues within this literature.


