COURSE DESCRIPTION

This course focuses on the interrelationships between work and family, with special attention given to gender as a significant factor affecting the nature of these relationships. Both paid and unpaid work are included for study. The required readings for the course are multidisciplinary; e.g. sociology, demography, history, economics, and political science.

Specific issues to be addressed include: theoretical perspectives on gender; conceptual, theoretical, and research issues in the study of work and family; the family wage economy during early industrialization; the role of the media in generating gender, work, and family norms; racial, ethnic, and international differentiation in gender, work, and family roles; parental employment, fatherhood, and childrearing; causes and consequences of gender differences in the household division of labor; and international perspectives on gender economic inequality with a focus on Europe.

This is the core required course for students specializing in Gender, Work, and Family. Students who seek more in-depth study of policy issues are encouraged to supplement this course with that on Work and Family Policy.

REQUIRED BOOKS


REQUIRED ARTICLES/PAPERS

A set of required readings (*) will be available for you on a CD-Rom in pdf format. Other readings (**) can be photocopied individually from a set of readings available.
COURSE REQUIREMENTS

Class participation: Students are expected to do all required readings prior of class. Class sessions will be used to discuss assigned readings. What do they say—or neglect to say—about gender, work, and family interrelationships? What is the methodological approach? What are the substantive findings? How do they bear on public policy? The active participation of all members of the class is essential to the course’s success. Therefore, it is important that you do all the assigned readings and come to class prepared to discuss and debate the issues raised in them. By noon Tuesday before each class, students will send via email to the professor and all other students at least one issue per article they feel merits detailed discussion in class. (When a complete book is assigned, special instructions will be given for preparation of class discussion.)

Short papers: Students are required to submit 3 short papers (5-6 pages, double-spaced) that reflect on relevant distributed questions. Papers should address readings assigned for the day on which the paper is due as well as previously assigned readings, as appropriate. However, your answers to the questions should NOT be a summary of particular readings, but rather offer a critical assessment of what you have read in the context of the questions asked. Due dates for these papers are indicated on the course outline.

Seminar paper: Students are expected to write in-depth research proposal on a specific gender, work, and family issue (see next page for details). Students should meet privately with the professor to gain approval of the topic, during office hours noted above or by appointment, by February 15, and preferably sooner—with a preliminary bibliography to show that research on this issue is available. A complete literature review is due on March 15. Seminar papers will be presented briefly in class on May 3 and May 10, and due in final form on May 12. [See next page for further details.]

Grading: The final grade will be based on the following weighting scheme: class participation, including submitted discussion questions (35%), short papers (30%), seminar paper (35%).

Note: there will be no midterm or final exam in this course.

Please note: Students will not be penalized because of observances of their religious beliefs; assignments missed because of a conflict in this regard can be made up within a reasonable time. Also, students with disabilities should inform the professor of any special needs at the beginning of the semester.
GUIDELINES FOR SEMINAR PAPER

The seminar paper is to be a **research proposal** addressing a specific question of interest relating to the intersection of gender, work, and family. The paper is to include: (a) an extensive literature review on the issue; (b) clear articulation as to what your proposed study would contribute that is not in the literature and its limitations; (c) a methods section that includes the data source you will use, the precise sample you will draw from this data source, and the exact questions for your variables in this data source; and (d) a specification of the overriding thesis and a listing of specific hypotheses to be tested, drawing upon the variables you have specified in these hypotheses if a quantitative analysis, or the hypotheses you want to explore if a qualitative study.

For the intensive literature review section, be sure to rely on research and writing in books by social scientists, scholarly journals, governmental research reports, and papers delivered at professional meetings. Use primary sources that you have read; avoid secondary references (i.e., others referring to the primary sources). The emphasis should be on empirical research and theoretical explanations. Minimize use of newspapers and popular magazines; use them only when necessary for up-to-date factual information not available in other sources.

Final papers should be about 20 pages (not counting references or tables for empirical analysis, which should be typed on separate pages with sources fully identified).

*From the administration:* The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [http://www.studenthonor council.umd.edu/whatis.html](http://www.studenthonor council.umd.edu/whatis.html).

Students should also be aware that plagiarizing includes copying sentences verbatim from other sources without putting them in quotations and acknowledging their source. An alternative is to paraphrase (changing more than one or two words) and give the source.
COURSE CALENDAR AND REQUIRED READINGS

JAN 25  COURSE OVERVIEW AND DISCUSSION

Video on work and family

FEB 1  THE ISSUE OF SEPARATE SPHERES

[All readings for this week provided to class.]


FEB 8  CONCEPTUAL AND THEORETICAL ISSUES


FEB 15 CONCEPTUAL AND THEORETICAL ISSUES CONTINUED

DUE: APPROVAL OF SEMINAR PAPER TOPIC AND A PRELIMINARY BIBLIOGRAPHY


FEB 22 ECONOMIC AND SOCIOLOGICAL CONCEPTS: NEOCLASSICAL, MARXIST AND FEMINIST

DUE: SHORT PAPER #1


MAR 1  HISTORICAL PERSPECTIVES: INDUSTRIALIZATION IN EUROPE AND THE U.S.


MAR 8  WORLD WAR II, GENDER, AND THE MEDIA


Film viewing of Rosie the Riveter in class. [Call #: D810.W7L53 1987]

MAR 15  OCCUPATIONS, EARNINGS, AND THE WAGE GAP

DUE: COMPLETE LITERATURE REVIEW FOR SEMINAR PAPER


MAR 22  SPRING BREAK  [NO CLASS]
MAR 29  RACE, GENDER, WORK, AND FAMILY IN THE U.S.

DUE: SHORT PAPER #2


All students are to read Chapters 1 and 2 of above book. In addition, each student will be assigned one of the remaining chapters of the book relating to a particular ethnic group, and should do about two additional (self-selected) readings on the topic for this ethnic group. A summary of these readings should be written as a short paper, and presented orally in class.

APR 5  GENDER, WORK (PAID AND UNPAID), AND FAMILY BALANCE


APR 12  PARENTAL EMPLOYMENT AND THE CARE OF CHILDREN


**MAY 3** CLASSROOM PRESENTATIONS OF SEMINAR PAPERS

**MAY 10** CLASSROOM PRESENTATIONS OF SEMINAR PAPERS

================ALL SEMINAR PAPERS DUE on Friday MAY 12================