Course Description: The movement of mothers into the work force. Growing numbers of single parents raising children without a spouse. Increasing demands facing high-skill workers and poorer job prospects facing low-skill workers, especially men without a high school degree. These demographic and economic forces are reshaping the boundaries between family and work life. Today, a majority of American children are raised by dual-earner couples or single parents who combine family and work rather than devoting themselves to one or the other. These parents also face an increasingly globalized, high-tech work world. “Family and Work” will trace the evolution of the relationship between family and work in the 20th-century U.S. and explore the current work-family landscape. Among the issues this class will explore are: the growth and impact of maternal employment; race-, class- and gender-related diversity in parents’ experiences combining family and work; the expansion of paid “care work” traditionally performed by (unpaid) mothers; how America’s working parents spend their time and how much of that time their children receive; and differences between government policies on work and family in the U.S. compared to other nations.
Course Objectives: By the end of this course, students will:

1. Have a solid understanding of the evolution of the relationship between family and work life in the 20th century U.S.;
2. Be familiar with a variety of methods and perspectives sociologists apply in studying these changes, including quantitative and qualitative approaches;
3. Be able to identify the structure, analytic methods, key variables and central arguments in social science literature, including empirical journal articles, literature reviews and book chapters;
4. Know how to search for social science literature on a given topic and use that literature to address a research question;
5. Gain exposure to the ways that race, class and gender shape parents’ experiences combining family and work;
6. Be able to articulate differing academic perspectives on why gender continues to exert a profound influence on parents’ experiences combining family and work;
7. Recognize the role of national policies in shaping opportunities and constraints facing working parents in the U.S. and in other developed countries.

Course Policies:

- **Blackboard**: Announcements and about half of the readings will be posted on Blackboard. All assignments must be posted to Blackboard. Assignments will not be accepted via email. Students are expected to check Blackboard weekly, including postings of their grades and comments, and to notify the instructor promptly of any concerns. ([http://blackboard.syr.edu/](http://blackboard.syr.edu/))

- **Preparing for class**: All assigned reading for the week must be completed before the week’s first class meeting on Tuesday. Reading responses must be posted to Blackboard by 11am the Monday before each Tuesday class. Assignments posted up to 24 hours late will be marked down one point. Students turning in assignments more than 24 hours late risk receiving a zero. Student-posted discussion topics and questions must be read before Thursday in preparation for class discussion. Students are responsible for making sure each assignment is posted under the correct Blackboard date and heading and for notifying me of any assignments that are posted late. Always bring the week’s readings, your responses and the list of discussion topics and questions to class; we will need them for class discussion.

- **Missing class**: Students who miss class should check Blackboard for new announcements and borrow notes from a classmate. Students who have additional questions after checking Blackboard and borrowing notes are welcome to come to office hours.
Classroom etiquette:
- Students are expected to come to class on time and to stay until class ends. Walking in and out of class is not permitted.
- You are welcome to bring a drink to class, but food is prohibited.
- The use of cell phones, pagers, laptops and other electronic devices is prohibited. Make sure you turn them off before you come to class. Exceptions will be made only to accommodate disabilities and must be pre-approved by the instructor.

Reconsideration of grades: Students are welcome to request reconsideration of grades. However, the instructor reserves the right to adjust grades up or down.

Required Reading: Workplace/Women’s Place: An Anthology, 3rd Edition, 2006, edited by Paula J. Dubeck & Dana Dunn, Roxbury Publishing, Los Angeles, is available from the University Book Store & Follett’s Orange Book Store. A copy will also be available on reserve at Bird Library. Additional required journal articles are posted on the course Blackboard site (http://blackboard.syr.edu/).

Assignments:

1. Opening Assignment (worth 5 points): This assignment is designed to help me get to know you and to help you become familiar with the Sloan Work-Family website, which we will use throughout the semester. This assignment requires posting a 700-to-800 word essay about the way that work and family responsibilities were handled in your own family when you were growing up and how you hope to combine – or not combine – work and family yourself. Before you begin writing, take a look at the Sloan website, http://wfnetwork.bc.edu/academics.php. On the left-hand side of the page, click on “Topics Pages.” Read about any two topics that interest you. Be sure to take a look at some of the drop-down menus on the topics pages you choose, such as “Statistics,” “Definitions,” “Overviews,” or “Encyclopedia.” In your essay, identify and discuss the two topics you explored on the web site. How did these two issues affect you growing up? How do you imagine yourself handling these issues if you have children or other family members to care for down the road? This essay must be posted to Blackboard by 6 a.m. Thursday Jan. 17.

2. Weekly reading responses (8 responses worth 5 points each for a total of 40 points): Responses must be posted to Blackboard by 11am on Mondays and should not exceed two single-spaced pages. Each week, I will pose one or two questions about the assigned readings. Students will post their responses to Blackboard. Each response should answer the questions I pose and pose at least one question or raise at least one substantive point about the readings that you would like to discuss in class. Put your question or discussion topic at the bottom of your response and identify it with the heading “discussion question/topic.” Discussion questions and topics will be posted on Blackboard for everyone to read in preparation for Thursday class discussion. Writing forces me to think more deeply about what I read. My hope is that writing responses will help you engage with the material. Memos must be posted to Blackboard by 11am on the Monday before our Tuesday class meeting. This will allow time for me to take your responses into account in planning for class and time for you to read over other students’ questions and comments before Thursday’s class discussion. You choose which 8 weeks you write responses and which 5 weeks you skip (excluding the 1st and 15th weeks) You are expected to have read and thought about the readings and other students’ comments and to participate in class discussion every week. It is your responsibility to check grades weekly on Blackboard to make sure you have received credit for 8 responses by the semester’s end.
3. **In-class quizzes** (2 quizzes worth 10 points each for a total of 20 points): These closed-book quizzes on Feb. 14 and April 3 will focus on skills necessary for effective and efficient reading of social science literature. Each exam will consist of short-answer questions. Make-up exams will be allowed only under extraordinary circumstances. Requests for make-ups must be communicated to me by email at least 24 hours prior to the scheduled exam.

4. **Final paper** (30 points): The final paper, due by 4 p.m. Tues. May 1, provides an opportunity for students working in pairs to research a work-family topic of their choice. As part of this research, students will make two in-class presentations and turn in an annotated bibliography and outline. Detailed instructions will be provided on Blackboard and in class.

5. **Class participation** (5 points): Participation in class discussion over the semester will constitute five percent of your grade. Participation grades will be based on the content as well as the frequency of your comments in class and will reflect your preparedness for class. To receive a 5, you must read and think over your fellow students’ questions and discussion topics and bring a copy of them to class with you for our Thursday class discussions.

6. **Attendance:** Regular attendance in class is required as stated in the Section 2.0 of the Syracuse University Bulletin Academic Rules and Regulations.

**Final Grades:** The assignments have a combined value of 100 possible points. Alphabetical grades will be assigned using the scale below. No additional extra credit will be given, and grades will not be curved.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95.00 – 100;</td>
</tr>
<tr>
<td>A-</td>
<td>90.00 - 94.99</td>
</tr>
<tr>
<td>B+</td>
<td>87.00 – 89.99</td>
</tr>
<tr>
<td>B</td>
<td>83.00 – 86.99</td>
</tr>
<tr>
<td>B-</td>
<td>80.00 – 82.99</td>
</tr>
<tr>
<td>C+</td>
<td>77.00 – 79.99</td>
</tr>
<tr>
<td>C</td>
<td>73.00 – 76.99</td>
</tr>
<tr>
<td>C-</td>
<td>70.00 – 72.99</td>
</tr>
<tr>
<td>D</td>
<td>60.00 – 69.99</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60.00</td>
</tr>
</tbody>
</table>

**Academic Integrity:** The Syracuse University Academic Integrity Policy holds students accountable for the integrity of the work they submit. Students should be familiar with the Policy and know that it is their responsibility to learn about instructor and general academic expectations with regard to proper citation of sources in written work. The policy also governs the integrity of work submitted in exams and assignments as well as the veracity of signatures on attendance sheets and other verifications of participation in class activities. Serious sanctions can result from academic dishonesty of any sort.

For more information and the complete policy, see [http://academicintegrity.syr.edu](http://academicintegrity.syr.edu)
**Disability Services:** Students who may need academic accommodations due to a disability are encouraged to discuss their needs with the instructor at the beginning of the semester. In order to obtain authorized accommodations, students should be registered with the Office of Disability Services (ODS), 804 University Avenue, Room 309, 315-443-4498 and have an updated accommodation letter for the instructor. Accommodations and related support services such as exam administration are not provided retroactively and must be requested in advance.

For more information about services and policy, see Office of Disability Services

Syracuse University
Office of Disability Services
804 University Avenue Room 309
Syracuse, New York 13244-2330
Phone: Voice: (315) 443-4498
TDD: (315) 443-1371
E-Mail: odssched@syr.edu
Schedule:

- Dates are tentative. Any changes in the schedule will be announced in class and posted on Blackboard (http://blackboard.syr.edu/).
- All reading for a given week must be completed prior to the week’s first class meeting on Tuesday.
- Readings preceded by an “R” are required. Those preceded by an “S” are suggested. Blackboard is abbreviated as “B,” Reader as “Rdr.”

Week 1: Jan. 15 & 17  Introduction: Family and Work in Popular Culture and in Social Science

The opening assignment must be posted to Blackboard by 6AM Jan. 17 (Bring a copy to class on Jan 17, too.)

Week 2: Jan. 22 & 24  How “Family and Work” Came to Be United

Week 3  Jan. 29 and Jan. 31  The Contemporary Work-Family Landscape: Juggling Work and Family

Week 4: Feb. 5 & 7  Gender Differences in Employment: Where Do They Come From?
1. (R) Orenstein. “Shortchanging Girls” Pp. 28-36. (Rdr)

Term paper topic and draft of main argument due by 11am Feb. 6 on Blackboard. (Instructions are posted below.)

Week 5: Feb. 12 & 14  Gender Differences in the College Experience and Quiz 1 (February 14)
Week 6: Feb. 19 & 21  Workplace Inequalities: Gender and Race

Partial annotated bibliography due by 11 am Feb. 20 on Blackboard. In-class presentations begin. (Instructions are posted with the assignment.)

Week 7: Feb. 26 & 28  The Diverse Experiences of Upper-Class Working Women and Men

Week 8: March 4 & 6  The Diverse Experiences of Middle- and Lower-Class Working Women and Men

Week 9: March 18 & 20  What Explains the Gender Pay Gap?

Complete annotated bibliography and outline due on Blackboard by 11 am March 19. (Instructions posted on Blackboard.)

Week 10: March 25 & 27  How Does Maternal Employment Affect Families?
Week 11: April 1 & 3 The Division of Household Labor and Quiz 2 (April 3)

Week 12: April 8 & 10 Can Women And Men Have It All? The Limits of Time

Final paper drafts due on Blackboard by 11 am April 9. (Instructions posted on Blackboard.)

Week 13: April 15 Work-Family Policy (No April 17 class)

Week 14: April 24 Student Reading Picks and Final Presentations (No April 22 class due to Mayfest)
Final paper presentations begin.
1. (R) ????????
2. (R) ????????

Week 15: April 29 Wrap Up and Final Presentations
Final paper presentations continued.

Final papers must be posted to Blackboard by 3 p.m. May 1. In addition, a hard copy of the final paper must be turned in to my box at the Center for Policy Research, 426 Eggers Hall, also by 3 p.m. May 1.
Additional Assignments Using the Sloan Work and Family Research Network Topics Pages

Weekly Responses

Week 3 Response: Go to the Sloan website (http://wfnetwork.bc.edu/academics.php) and open the Topics Page titled “Flexible Work Schedules.” Click on “Encyclopedia” and read the first entry titled “Boundary/Border Theory and Work-Family Integration” to answer the weekly response question: How might having access to flexible work schedules help and hinder the parents described by this week’s authors? On balance, would the advantages of flexible scheduling outweigh the potential disadvantages? Why or why not?

Week 8 Response: Go to the Sloan website (http://wfnetwork.bc.edu/academics.php) and open the Topics Page titled “Low Wage Workers.” Click on “Encyclopedia” and read the first entry titled “Low-Level Jobs and Work-Family Studies” to answer the weekly response question: Which pitfalls of low-wage jobs described in the encyclopedia entry are experienced by the workers described by this week’s authors, and how are these workers affected?

Week 13 Response: Go to the Sloan website (http://wfnetwork.bc.edu/academics.php) and open the Topics Page titled “Gender and the Use of Workplace Policies.” Click on “Encyclopedia” and read the entry titled “Perceived Usability of Work/Family Policies” to answer the weekly response question: What is “perceived usability” and how does it affect the workers described in this week’s readings?

Term Paper

Assignment 1, Identifying and Defining Your Topic and Main Argument: The Topics Pages on the Sloan Work-Family site are a useful source for selecting a topic and formulating a main argument. Take a look at the site before you begin. You are not limited to the topics identified by Sloan but are free to draw on them. To begin, peruse the Topics Pages or other sections of the Sloan web site to come up with ideas for your paper topic. Once you’ve identified a likely topic, search the Sloan data base or other data bases discussed in class to identify two scholarly empirical articles relevant to your topic. Avoid topics for which you have trouble identifying relevant empirical articles as you will ultimately need 10 articles for the completed paper. Once you’ve ascertained that the topic is feasible, take a look at some “Definitions” on the Sloan Topics Pages and use these as a model to develop a definition of your topic. Then, formulate a tentative argument about your topic. Your assignment must identify and define your topic, specify a tentative main argument about your topic and include complete citations for two articles relevant to your topic.