

**Women, Work and Family
SOCY 61—Spring 2014**

**10A, T/TH 10-11:50PM
X-period: W 3:00-3:50**

Professor: Kristin Smith

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Office: 109 Silsby Hall

Office hours: T/TH 12-1:00PM
Fridays, by appointment only

Course description:

Work, family life, and gender have dramatically changed over the past half century in the United States. Five decades ago most mothers with young children did not work in the paid labor force. Today, the majority of mothers with young children, even mothers with infants, work for pay. Most men express interest in becoming involved fathers, not just breadwinners, and most young adults—both women and men—expect to derive a sense of identity, personal fulfillment, support, and economic well-being from both their paid work and their family life. Many, however, experience difficulties in meeting these various obligations and find it challenging to balance their work and family responsibilities. This course provides a sociological perspective on these challenges and on women's and men's work and family experiences in the contemporary United States.

In particular, we will explore the nature, extent, and consequences of gender inequality in society. Changing gender roles will be examined in relation to class and race, changing demographics, the socialization process, the experience of women in the family, and the experience of women as paid and unpaid workers in varying international contexts. Finally, we shall analyze work and family conflict, looking at gender inequality, consequences for families and employers, policy, and implications for social structural change.

Course Readings

Textbooks:

The following books are required, and can be purchased from the Dartmouth Bookstore or Wheelock Books. They are also on reserve in Baker/Berry library.

Bianchi, Suzanne, Lynne Casper, and Rosalind Berkowitz King. 2005. Work, Family, Health and Well-Being. Mahwah: Lawrence Erlbaum Associates.

Gerson, Kathleen. 2010. Unfinished Revolution: How a New Generation is Shaping Family, Work and Gender in America. Oxford: Oxford University Press.

Kunin, Madeleine. 2012. The New Feminist Agenda: Defining the Next Revolution for Women, Work, and Family. White River Junction: Chelsea Green Publishing.

Stone, Pamela. 2008. Opting Out? Why Women Really Quit Careers and Head Home. Berkeley: University of California Press.

Wharton, Amy. 2012. The Sociology of Gender: An Introduction to Theory and Research. Walden: Wiley-Backwell Publishing.

Other reading materials:

Required textbook reading will be supplemented with relevant journal articles and other materials available on blackboard or at the library.

Course Requirements

Active Participation. This course is reading and writing intensive and is organized as a seminar. The active participation of all members of the class is essential to the course's success. It is vital that students read all the assigned readings and come to class prepared to take the lead in class discussions and debate the issues raised in the readings. Students are expected to not only read, but also reflect upon the assigned readings before coming to class. All students will be expected to understand key concepts from all reading materials. As part of student engagement in the class, it is mandatory that all outside distractions are turned off prior to coming to class (this includes cell phones and other electronic devices).

Discussion Leaders. To facilitate discussion, we as a class will post reflection questions for all to consider as we read the course material. Students will lead a class discussion once or twice during the term. Discussion 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? Discussion leaders should prepare at least two questions to engage all of the students in the class.

Reflection papers. Students will prepare short reflection papers during the course based on course material and class discussions. The reflection paper topic and details on the assignment will be handed out one week prior to the due date. Papers should be about 2-4 pages double spaced. Students may use the course materials, but may also need to research the issue further and at a minimum, papers should have at least five references. It should be clear, concise and proofread. Grammar counts.

Exam: Exams are independent work ONLY. You are encouraged to study for the in-class mid-term with other students from class, but the exam is completely independent.

Final Research Paper: Students will complete a substantive research paper. The proposal, topic and reference list of a minimum of 15 references will be approved by the instructor. Details for the research paper will be handed out during the course.

Students will be graded on **class participation** overall. Class attendance, quality of discussion questions, contributions to in-class discussions, and participation in group activities all contribute to your class participation grade. Class discussion should incorporate the material in the readings, rather than be based on personal or anecdotal experience. Students are encouraged to bring in media coverage of issues relevant to the course throughout the term. Because it is necessary to be in class to participate, **missing more than three class periods without a valid excuse, approved by me, means you cannot receive any better than a C for your class participation part of the grade.**

The final grade will be determined based on the following weighting scheme:

- Class participation: 10%
- Discussion leader: 10%
- Issue papers: 30%
- Mid-term exam: 20%
- Final research paper: 30%

Students with disability. Students with learning, physical, or psychiatric disabilities who will be taking this course and may need disability-related classroom accommodations are encouraged to make an appointment to see me as soon as possible, by the end of the second week of classes (January 18, 2013). All discussions will remain confidential, although the Student Disability Services office may be consulted to discuss appropriate implementation of any accommodation requested. Also, stop by the Academic Skills Center in 301 Collis Center to register for support services.

Tutorial assistance. For individual peer tutorial assistance with papers, research, and new media projects, students may use RWIT, the Student Center for Research, Writing, and Information Technology. Make appointments online at www.dartmouth.edu/~rwit, or drop by the Center at Baker-Berry Library, Level One, from 4 to 6PM and 7 to 10PM, S-Th.

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 and a report to your academic dean.

Classroom discussion: Focused class discussion is possible only if people are willing to abide by the conventions of civilized discourse. All points of view must be expressed politely and with due respect for the differing opinions of others.

Course Schedule

INTRODUCTION

Tuesday, March 25: What is Gender?

Wharton, Chapters 1, 2, 3

McCabe. 2011. Gender in Twentieth Century Children's Books.

Section I: Social Construction of Gender

Thursday, March 27: Social Construction, Doing Gender, and Theoretical Explanations

Kramer, 2005. Chapter 3

Wharton, Chapter 5

Berkowitz and Ryan, 2011. Bathrooms, Baseball, and Bra Shopping

Kane. 2000. No Way my Boys are Going to be Like That!

Additional: Kramer, 2005. Chapter 2

Section II: Changes in the Family and Work

Tuesday, April 1: Changing Families

Bianchi, 2011. Changing Families, Changing Workplaces

Wharton, 2012, Chapter 4. Work and Family as Gendered Institutions

In Bianchi et. al., 2005.

Bianchi & Raley. Chapter 2. Time Allocation in Families.

Smock & Noonan. Chapter 23. Gender, Work and Family Wellbeing in the US.

Additional: Goldin, 2006. The Quiet Revolution that Transformed Women's Employment, Education and Family.

Thursday, April 3: Changing Work Patterns & Gender Roles

Sherman, 2011. Men Without Sawmills

Cha, 2010. Reinforcing Separate Spheres

Mattingly & Smith, 2010. Changes in Wives Employment

In Bianchi et. al., 2005.

Glass. Chapter 15. Sociological Perspectives on Work and Family

GUEST LECTURE & DISCUSSION: Members from the Dutch Theater Jakop Ahlbom Company who are performing Lebensraum at the HOP

DUE 4/3: REFLECTION PAPER #1

Tuesday, April 8: Men, Family and Work

Shows and Gerstel. 2009. Fatherhood, Class and Gender
Arrighi and Maume. 2000. Workplace Subordination and Men's Avoidance
Glauber, 2008. Race and Gender in Families and at Work
Chesley, 2011. Stay-at-home Fathers and Breadwinning Mothers

Thursday, April 10: The Time Squeeze

Edlund, 2007. The Work Family Time Squeeze.
Offer and Schneider, 2011. Revisiting the Gender Gap in Time Use Patterns
In Bianchi et. al., 2005.
Presser. Chapter 3. Embracing Complexity

Section III: Stalled Revolution? New Revolution?

Tuesday, April 15: Growing up in Changing Families

Gerson, 2010. Unfinished Revolution. Chapters 1-4

Additional: Hochchild. 2007. The Second Shift

DUE: REFLECTION PAPER # 2

Thursday, April 17: Facing the Future I

Gerson, 2010. Unfinished Revolution. Chapters 5-7
In Bianchi et. al., 2005.
Crouter & McHale. Chapter 4. Work, Family and Children's Time

Tuesday, April 22: Facing the Future II

Gerson, 2010. Unfinished Revolution. Chapters 8 & 9
Galinsky, 2007. What Children Think
In Bianchi et. al., 2005.
Schneider & Waite. Chapter 5. Timely and Timeless

Thursday, April 24: In-class Mid-term exam

Section IV: Work and Family as Gendered Institutions

Tuesday, April 29: Pull of Family

Stone, 2008. Opting Out. Chapters 1-3
Hakim, 2002. Lifestyle Preferences as Determinants of Women's Labor Market Careers

Thursday, May 1: Push of Inflexible Workplace*

Stone, 2008. *Opting Out*. Chapters 4-6 & 9

Additional: Stone, Chapters 7 & 8

Tuesday, May 6: Gender Inequality

Cotter, Hermsen and Vanneman. 2011. *The End of the Gender Revolution?*

Schilt, Kristen. 2006. *Just One of the Guys?*

Tichenor, 2005. *Maintaining Men's Dominance*

Mattingly & Smith, 2010.

Additional: Cotter, Hermsen and Vanneman. 2006. *Gender Inequality at Work*

Section V: Workplace Flexibility and Work and Family Policy

Thursday, May 8: Job Flexibility & Schedule Control

Golden, 2010. *What Are We Trading for Job Flexibility*

Lyness et. al. 2012. *It's All About Control*

In Bianchi et. al., 2005.

Kossek. Chapter 7. *Workplace Policies & Practices*

Thompson et. al. Chapter 8. *Work-family Culture*

Tuesday, May 13: Workplace Flexibility

Williams and Boushey, 2010. *The Three Faces of Work-Family Conflict*

In Bianchi et. al., 2005.

Perry-Jenkins. Chapter 29. *Work in the Working Class*

Henly & Lambert. Chapter 30. *Nonstandard Work and Child Care Needs*

Burton et. al. Chapter 31. *Health and Mothers Employment in Low-income*

DUE 5/13: REFLECTION PAPER #3

Thursday, May 15: Work and Family Policy I

Kunin, 2012. *The New Feminist Agenda*. Chapters 1-6

Nelson, 2011. *Job Characteristics and Economic Survival Strategies*

Tuesday, May 20: Work and Family Policy II

Kunin, 2012. *The New Feminist Agenda*. Chapters 7-13

Thursday, May 22: Research Paper Presentations

In Bianchi et. al., 2005.

Chapter 33. *Forging the Future*

Tuesday, May 27: Research Paper Presentations

Saturday, May 31: Final Research Paper DUE 3PM

Policy on Late Papers

Discussion papers handed in any time after the beginning of the class in which they are due will receive a full letter grade reduction, meaning that the highest possible grade you can get on a late paper is a B. I will deduct an additional half a letter grade for each additional class period your paper is late. **Any paper more than two weeks late will not be accepted.**

Extensions may be given for extreme individual circumstances. If you are having problems completing an assignment, for whatever reason, it is best to talk with me as soon as possible. Talk to me after class, come to see me in my office during office hours, or email me and we can set up a time to meet. I may be able to help you get the paper done on time, and I will be more sympathetic than if I hear of your problem the day before or the day the assignment is due. **Please note that talking with me will not necessarily lead to an extension.**

Also note that computer failure is never considered a justifiable excuse for a paper extension. Computers sometimes freeze or breakdown; power outages happen. The best way to deal with these possibilities is to **save your work, and save often.**