

## Work, Family, and Gender (EP-3) - draft syllabus

SOCI 3503 / WMST 3503  
Summer Session I 2019  
MTWR 9:00 – 12:00  
Room TBA

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Office hours by appt

### DESCRIPTION

In this course, we examine the interlocking relationships between two key institutions in society: the workplace and the family. Although the course material is written by authors with diverse points of view, emphasis will be placed on viewing work and family issues through a sociologically-informed gender lens. We will emphasize how gender structures shape work and family arrangements, and also question whether changing workplaces and families might have the power to reshape gender.

This course has several objectives.

1. You will understand the ways that paid employment and family life interact, conflict with, and facilitate one another.
2. You will become familiar with the ways that employers and public policies address (or do not address) the needs of working families.
3. You will be able to employ a sociological perspective on gender to understand and critique work and family arrangements, and to identify possibilities for change.
4. This is also an Eloquentia Perfecta course, so a further objective is to improve your written and spoken expression. Through writing and revising papers, editing the work of others, and participating in classroom exercises, you will gain tools to improve your academic writing. Through delivering oral presentations, critiquing the presentations of others, and participating in a debate, you will gain tools to improve your formal speaking.

### REQUIRED MATERIALS

Most of the readings for this course may be found on the course's Blackboard page.

In addition, there is one book to purchase.

Sweet, Stephen A. 2014. *The Work-Family Interface: An Introduction*. Thousand Oaks, CA: Sage Publications. (Available at the University Bookstore. A discounted e-book version is available from [www.vitalsource.com](http://www.vitalsource.com).)

You must *bring all assigned readings to class* on the days scheduled for discussion. You are allowed to use a laptop or another electronic device to access online readings.

## ASSIGNMENTS AND GRADING

1. Three 4-6 page papers. Instructions for each will provided at a later date.

- i. Division of labor study (20%) + oral presentation (5%)
- ii. Workplace study (20%) + peer reviews (5%)
- iii. Public policy study (20%) + panel discussion (5%)

2. Participation (10%). A number of structured opportunities for participation, such as peer review of classmates' papers and oral presentations are built into the course. I also expect participation in class discussion. At the same time, I recognize that some students are more comfortable speaking up than others. I will award full credit for a *moderate* level of participation. If you hardly ever contribute to class discussion, your course grade will be reduced. It is possible to get extra credit if your participation shows excellent preparation and forethought.

3. In-class presentation of readings and discussion leadership (15% of grade). Each student will prepare and participate in one group presentation during the semester. The group will present on the day's material, and will also be responsible for helping to lead that day's discussion. The presentations should be concise (no more than 15 minutes prior to questions). In your presentation you are expected to do the following things:

- *Briefly* introduce the key points of the reading materials – you should assume that all students have done the reading already so you should highlight key points; you should *not* give a full outline of the reading.
- Discuss how the readings relate to the course's theme and to other readings.
- Provide the class with at least three questions for class discussion. The questions raised are a key part of your presentation. Be sure to raise questions that are open-ended enough to facilitate conversation and debate about the readings. In your questions, feel free to relate the reading to experiences in contemporary society and/or your own personal experiences.
- You are welcome to bring in a discussion of other materials related to your readings, for example, a film, current event, or a recent newspaper article that is related to the readings you will be discussing.
- You are expected to coordinate the presentation with your group outside of class, and everyone in the group should speak during a part of the presentation.

Note: There are no in-class exams in this course.

### Assignment and grading policies

1. To receive a passing grade, you must submit each paper.
2. All assignments must be completed and handed in during class on the due date shown on the schedule, unless you are instructed otherwise. A paper will be penalized one full grade for each class it is late, and a late draft will result in a penalty on the final paper grade. The penalties are cumulative if an assignment is several classes late.
3. Scheduled exams can be made up on a different date only by prior arrangement with the instructor or because of special contingencies such as illness or family emergency.

## EXPECTATIONS

You are expected to do the reading by the dates indicated on the attached class schedule and to come to class prepared to participate. Please keep in mind that summer courses pack an entire semester's material into five short weeks. I have pared the reading list down to a bare minimum. Nevertheless, you should expect to put in an intensive effort. Please plan to budget time for reading and writing before each and every class session. Keeping up with the reading is simply the only way to do well in this course.

Because regular attendance is essential to mastering the material, a role will be taken each day. You are allowed two unexcused absences with no questions asked. 3 or more unexcused absences will result in a five-point deduction from your final grade. Being ten or more minutes late three times will count as an absence.

Of course, excused absences are allowed as defined by university policy. It is your responsibility to provide documentation that an absence is excused. No matter the reason for an absence, you are responsible for material from the missed class.

A note about courtesy:

Although this course focuses on facts, we will discuss topics about which many people hold strong opinions. When it is appropriate, you are welcome to express your opinions. I ask everyone to please be respectful of each other's viewpoints. I will endeavor to do the same. I also strongly encourage you to use facts learned in the course to back up the opinions you express. The hope is that you will learn to become a more informed and effective participant in debates about issues related to work, family, and gender.

## TECHNOLOGY

1. I occasionally need to send email to the entire class. I do this using Blackboard, which sends messages to the account designated as your "preferred email address" in Fordham's system. (By default, this is your Fordham.edu account.) *It is your responsibility to regularly check this account* for course-related communications.
2. Email is the most effective way to get in touch with me, your professor. I usually respond to messages no later than the next school day (and sometimes much sooner). Please do not expect me to check email on the weekends.
3. As a courtesy to your fellow students, please silence your electronic devices during class.

## REASONABLE ACCOMMODATIONS

Under the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973, all students, with or without disabilities, are entitled to equal access to the programs and activities of Fordham University. If you believe that you have a disabling condition that may interfere with your ability to participate in the activities, coursework, or assessment of the object of this course, you may be entitled to accommodations. Please schedule an appointment to speak with someone at the Office of Disability Services (Rose Hill - O'Hare Hall, Lower Level, x0655 or at Lincoln Center – Room 207, x6282).

## ACADEMIC INTEGRITY

1. All assignments submitted for credit must be *your own work*. As stated in the Arts and Sciences Policy on Academic Integrity (<http://www.fordham.edu/Audience/handbooks.shtml#6>),

Plagiarism occurs when individuals attempt to present as their own what has come from another source....whether such theft is accidental or deliberate. Examples of plagiarism include, but are not limited to 1) Failing to acknowledge the ideas of another person, whether or not such ideas are paraphrased, from whatever source...; 2) Attempting to rewrite borrowed material by simply dropping a word here and there, substituting a few words for others, or moving around words or sentences; 3) Failing to place quotation marks around borrowed material in the approved style; 4) Presenting, as one's own an assignment, paper, or computer program partially or wholly prepared by another person.

2. You are prohibited from providing or receiving unauthorized assistance on examinations, quizzes, or in the fulfillment of any course requirement.

Violation of these rules, or any other violation of academic integrity, will result in a formal report being filed with the Department Chair and the Dean. It is also likely to result in a "0" or an "F" on a specific exam or assignment – or a failure for the whole course. When in doubt about whether something is allowed, please come see me!

## COURSE SCHEDULE – DRAFT (TENTATIVE)

Work, Family, and Gender SOCI/WMST 3503

You are responsible for doing the reading before class on the listed date. Please note that the final syllabus will list pages you can skip in the longer readings below.

Tu 5/28	Course introduction
W 5/29	Sociological approaches to gender Selections from Wade and Ferree, <i>Gender: Ideas, Interactions, Institutions</i>
Th 5/30	Gender + housework Selections from Hays, <i>The Cultural Contradictions of Motherhood</i> Downing and Goldberg, “Lesbian Mothers’ Constructions of the Division of Paid and Unpaid Labor”

M 6/3	Work-family arrangements Sweet, <i>The Work-Family Interface</i> , ch. 1 Ruggles, “Patriarchy, Power, and Pay: The Transformation of American Families, 1800-2015”
Tu 6/4	<b>Draft division of labor study due</b> Film (TBD)
W 6/5	Diversity of work-family arrangements Sweet, <i>The Work-Family Interface</i> , ch. 2 Gerson and Jacobs, “The Work-Home Crunch”
Th 6/6	Personal responses to work-family problems Sweet, <i>The Work-Family Interface</i> , ch. 3 Stone, “The Rhetoric and Reality of ‘Opting Out’” Dodson and Luttrell, “Families Facing Untenable Choices”

M 6/10	<b>Final division of labor study due</b> Oral presentations
Tu 6/11	Employer frontiers Sweet, <i>The Work-Family Interface</i> , ch. 4 Dominus, Susan. 2016. “Rethinking the Work-Life Equation.” Selections from <i>Working Mother</i> magazine
W 6/12	The limits of employer policy Pitt-Catsoupes and Googins. “The Paradox of Corporate Solutions: Accomplishments, Limitations, and New Opportunities” Bornstein, “The Legal and Policy Implications of the ‘Flexibility Stigma’.”
Th 6/13	<b>Draft workplace study due</b> Peer review day

M 6/17	Fathers and masculinity Harrington et al, <i>The New Dad: A Portrait of Today's Father</i> Williams, <i>Reshaping the Work-Family Debate</i> , ch. 3
Tu 6/18	<b>Final workplace study due</b> Film (TBD)
W 6/19	Work-family at the intersections of race/ethnicity and documentation status Dow, "Integrated Motherhood: Beyond Hegemonic Ideologies of Motherhood" Dreby, "Negotiating Work and Parenting over the Life Course: Mexican Family Dynamics in a Binational Context"
Th 6/20	Work-family policy Sweet, <i>The Work-Family Interface</i> , ch. 5 Williams, "The Odd Disconnect: Our Family-Hostile Public Policy"

M 6/24	Work-family policy, cont. Sweet, <i>The Work-Family Interface</i> , ch. 6 Additional reading TBD
Tu 6/25	<b>Draft public policy study due</b> Panel discussion
W 6/26	Student choice day!
Th 6/27	<b>Final public policy study due by 12:00 PM</b>