

UNIVERSITY OF BRITISH COLUMBIA
FMST 442

Families and Work

Term 1 2014

Tuesdays and Thursdays 12:30-2pm

Location: Buchanan D314

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Office hours: Thursdays 2-3pm or by appointment ANSO 2321

Course Description

Family and work are key social institutions, and they are most certainly not separate spheres. In this course we will explore interrelations between family and work from a variety of perspectives. The approach will be chiefly sociological, but will range from broad historical-comparative examinations of welfare-state policies to in-depth qualitative accounts that allow insight into the day-to-day realities of work and family today. Along the way, we will explore the implications of changes in family forms and workplace organization, the evolution of gendered, classed, and raced ideals and practices shaping divisions of paid and unpaid labour, and how changes in workplace and government policy might ease tensions between work and family lives. Throughout the course a key focus will be the relationship between work and family intersections, wellbeing, and inequalities.

Course Format

The class meets twice a week (Tuesday and Thursday), for an hour and a half each meeting. The course is designed as a seminar – I will lecture on occasion, but mostly we will work together to review concepts, share ideas, make new connections, follow-up on insights & arguments as well as encourage and support each other in learning sometimes difficult ideas.

Required Texts

There are two required texts, which will be available at the bookstore. All other readings are available online through the library.

- Krull, Catherine and Sempruch, Justyna (2011). *Life in the Balance? Reopening the Family-Work Debate* University of Toronto Press.
- Pratt, Geraldine (2012). *Families Apart: Migrant Mothers and the Conflicts of Labour and Love*. University of Minnesota Press.

Assignments, Evaluation, and Grading Procedures

Participation	15%
Critical commentary	5%
Discussion item	5%
Tests	15%
Group project	25%
Final paper	35%

Participation

This is an interactive class, and its success depends on your active participation. *You* play a critical role in setting the tone and energy of the class. Participation entails coming to class, paying attention to the discussion, and not only speaking up, but doing so in a way that reveals that you have thought about the readings and what other students are saying. It is our joint responsibility to ensure that discussion is respectful and considerate, and that the class is a space in which everyone feels comfortable expressing their views. To facilitate peer-to-peer learning, I will also set up a class discussion board. While posting to the discussion board is not a requirement, thoughtful participation in this forum may also positively influence your participation grade. *To ensure good discussions, you are expected to have completed the week's readings prior to class on Tuesdays.*

Critical commentary and discussion item

Critical commentary: To facilitate good seminar discussions, you will be writing a commentary on one week's reading. Commentaries will help me measure your comprehension of reading materials and critical skills, as well as your ability to make comparisons and connections across readings. They will also provide a starting point for class discussion, and will be read and evaluated not only by myself but also by other students.

Commentaries be approximately **one page** and should focus on one or more topics of interest from the readings. Carefully consider the author's argument, and the evidence s/he brings to bear for that argument. What is the author's main point(s)? Does it make sense? What are the implications of such an argument? Of the other authors we have discussed, who might agree or disagree and why? Could the argument help explain things we have talked about with respect to readings? Does the evidence support the argument? These are some of the questions you can use to provide a starting point for your commentary. End your commentary with a question that makes clear what topic you think we should discuss. These questions are an important part of the commentary, and of my evaluation of it. Think hard about what you want to ask. Good questions focus on core and critical issues or make connections between different readings. The best will prompt extended discussion. Don't waste your question focusing on a small detail or tangential point that can be easily answered in a sentence or two.

Your commentary will be evaluated on how well it demonstrates your comprehension of the readings, your critical analysis, and how useful your questions are for guiding discussions. It will be worth 5% of your final grade.

Commentaries are due in class Tuesday so that I will have time to read them before Thursday's class. In class on Thursdays, you will be presenting your commentary to a small discussion group, and then directing the subsequent discussion. **It is therefore critical that you attend class when your discussion question is due – failure to do so without an approved and documented excuse will result in failure of this component of the class.**

Discussion item: One time in the term you will also be asked to bring some “item” or “artifact” to class for class discussion. You may bring whatever you like—a magazine, a photograph, a news item, a link to an online video—as long as your “item” relates to the subject matter we are covering that week. You should also be prepared to explain why your item is relevant to our material and have a question (or several) for the class to consider related to your item. You will be expected to submit a short write-up related to your “item.” The discussion item will be worth 5% of your final grade.

There will be a sign-up sheet distributed in class so that you can select the week and day that your commentary and discussion item are due.

Quizzes

Frequent testing has been shown to be an excellent tool to facilitate student learning. Instead of a midterm or final, we will be having regular, unscheduled, in-class tests. These tests will be short and will typically consist of short answers that evaluate your understanding of key findings and core concepts covered in the readings. They will ensure that everyone is not only keeping up but mastering the literature as we progress through the class. I may, on occasion, assign a short homework assignment in lieu of a quiz.

Group project

In this project you will work together to describe and analyze how public policy shapes work-family linkages in a particular country. Each group will work on a different country, and will submit both a write-up and present their basic findings to the class. I recognize that it can be difficult to co-ordinate group work, so we will devote considerable in-class time to working on the project.

Final paper

The final course assignment is a 10-12 page term paper. You will be able to choose your own topic, provided it is clearly relevant to the course. Topics must be pre-approved by me.

Course Policies, Expectations and Responsibilities

Attendance

Although I will not take attendance, I expect you to come to class, and I will not allow make-up quizzes or accept homework outside of class. I do recognize that perfect attendance is not always possible or desirable. If you are sick and contagious, please stay home. I will drop the two lowest scored quizzes with the understanding that this should cover for missing class due to run of the mill sickness over the course of the semester. If you have a more serious issue that is affecting your attendance in an ongoing way please let me know and arrange for the appropriate documentation.

Early Alert

During the term, I will do my best to reach out and offer support If I am concerned about your academic performance or wellbeing. I also encourage you to come and speak with me if you need assistance.

In addition, I may identify my concerns using Early Alert. The program allows academic, financial, or mental health concerns to be identified sooner and responded to in a more coordinated way. This provides you with the earliest possible connection to resources like academic advising, financial advising, counselling, or other resources and support to help you get back on track.

The information is treated confidentially and is sent because I care about your academic success and wellbeing. For more information, please visit earlyalert.ubc.ca.

Accommodation

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. **Please let me know in advance, preferably in the first week of class, if you will require any accommodation on these grounds.**

Late Policy

Late assignments will result in a 2% penalty for each day late (up to a maximum 50% deduction) **unless** arrangements for an extension have been made ahead of time or you present me with a medical certificate.

Plagiarism and Academic Dishonesty

Plagiarism is a serious offense and will be treated as such. If you cheat or plagiarize, I WILL report you to the Academic Integrity Program. It is your responsibility to know what constitutes plagiarism. If you are unsure, please consult the following site:

<http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>

Students agree that by taking this course the term paper will be subject to submission for textual similarity review to Turnitin.com for detection of plagiarism. All submitted

papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com website: www.turnitin.com

Grade Appeals

Students should retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked assignments with me, providing they apply to do so within a month of receiving their final grades.

I take grading very seriously, and make every effort to provide you with a grade that honestly reflects the quality of your work. Criteria for grading each assignment will be provided – please carefully consider the criteria on which grading is based before asking for a review of a grade. In general, grades depend not only on comprehension of the material, but also critical and original analysis, clear and concise writing with no irrelevant material, and (to a lesser extent) spelling, grammar, and punctuation at a university level. If, after having read the comments and re-reading your answer, you believe the grade does not adequately reflect the quality of your work, return the assignment to me with short, specific, written comments arguing for why you think you deserve a higher grade. **It is best to do this within a week of the time the test/paper/assignment is returned.**

Schedule of Readings FMST 442

Week 1 (Sept 4): Course introduction

- Krull, Catherine (2011). "Destabilizing the Nuclear Family Ideal: Thinking beyond Essentialisms, Universalism, and Binaries" Ch. 1 in Krull, C. and J. Sempruch eds. A Life in Balance?: Reopening the Family-work Debate, Univ of British Columbia Pr

Week 2 (Sept 9,11) Work-family and gendered employment – policy aspects

- Albanese, Patrizia "Addressing the Interlocking Complexity of Paid Work and Care: Lessons from Changing Family Policy in Quebec" Ch. 8 in Krull, C. and J. Sempruch eds. A Life in Balance? Reopening the Family-work Debate, Univ of British Columbia Pr.
- Baker, Maureen (2011) "Maternal Employment, Childcare, and Public Policy" Ch. 3 in Krull, C. and J. Sempruch eds. A Life in Balance? Reopening the Family-work Debate, Univ of British Columbia Pr.
- Mandel, H. (2011). "Rethinking the Paradox: Tradeoffs in Work-Family Policy and Patterns of Gender Inequality". *Community, Work, and Family*. 14(2): 159-176.

Week 3 (Sept 16,18) – Work-family and gendered employment inequality– contd.

- Correll, S., S. Benard, and I. Paik. (2007). "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology* 112(5): 1297–1338
- Glauber, Rebecca (2012). "Women's Work and Working Conditions: Are Mothers Compensated for Lost Wages?" *Work and Occupations* 39(2): 115-138.
- Hodges, M.J. & M.G. Budig. 2010. "Who Gets the Daddy Bonus?: Organizational Hegemonic Masculinity and the Impact of Fatherhood on Earning". *Gender and Society* 24(6), 717-745

Week 4 (Sept 23,25): Household dynamics and unpaid work

- Moore, M. (2008). "Gendered Power Relations among Women: A Study of Household Decision Making in Black, Lesbian Stepfamilies." *American Sociological Review* 73(2): 335-356.
- Lareau, A. and E. B. Weininger (2008). "Time, Work, and Family Life: Reconceptualizing Gendered Time Patterns through the Case of Children's Organized Activities." *Sociological Forum* 23(3): 419-454.

Week 5 (Sept 30,Oct 2): Unpaid care work and contribution

- Mandell, Nancy and Wilson, Sue. (2011). "Intergenerational care-work: Mothering, Grandmothering, and Eldercare" Ch. 2 in Krull, C. and J. Sempruch eds. A Life in Balance? Reopening the Family-work Debate, Univ of British Columbia Pr
- Baines, Donna and Freeman, Bonnie (2011). "Work, Care, Resistance, and Mothering", Ch. 4 in Krull, C. and J. Sempruch eds. A Life in Balance? Reopening the Family-work Debate, Univ of British Columbia Pr.

- Kershaw, Paul (2011). “The Politics and Power in Caregiving for Identity: Insights for Indian Residential School Truth and Reconciliation” *Social Politics* 18(4): 572-97

Week 6 (Oct 14,16): Work and care – challenges for low income families

- Dodson, L. and J. Dickert (2004). "Girls' Family Labor in Low-Income Households: A Decade of Qualitative Research." *Journal of Marriage and Family* 66(2): 318-332.
- Little, M. (2011) “The Increasing Invisibility of Mothering” Ch. 11 in in Krull, C. and J. Sempruch eds. A Life in Balance? Reopening the Family-work Debate, Univ of British Columbia Pr.
- Pulkingham, J., S. Fuller, et al. (2010). "Lone motherhood, welfare reform and active citizen subjectivity." *Critical Social Policy* 30(2): 267-291

Week 7 (Oct 21,23): Work and care in elite jobs

- Williams, J.C., M. Blair-Loy, and J.L. Berdahl. 2013. "Cultural schemas, social class, and the flexibility stigma." *Journal of Social Issues* no. 69 (2):209-234.
- Mason, M.A., and M. Goulden. 2004. "Marriage and baby blues: Redefining gender equity in the academy." *The Annals of the American Academy of Political and Social Science* no. 596 (1):86-103.
- Schieman, S., Y.K. Whitestone, and K. Van Gundy. 2006. "The nature of work and the stress of higher status." *Journal of health and social behavior* no. 47 (3):242-257.

Week 8 (Oct 7,9): Focus on Fathers

- Cooper, M. (2000). Being the “go-to guy”: Fatherhood, masculinity, and the organization of work in Silicon Valley. *Qualitative Sociology*, 23(4), 379-405.
- Shows, C. and N. Gerstel (2009). "Fathering, Class, and Gender." *Gender & Society* 23(2): 161-187.
- Doucet, A. (2011). “What impedes Fathers’ Participation in Care Work? Theorizing the Community as an Institutional Arena” Ch. 7 in Krull, C. and J. Sempruch eds. A Life in Balance? Reopening the Family-work Debate, Univ of British Columbia Pr.

Week 9 (Oct 14, 16) Changing employment relations and work-family

- Duffy, Ann and Norene Pupo (2011) “Employment in the New Economy and the Impact on Canadian Families” Ch. 6 in Krull, C. and J. Sempruch eds. A Life in Balance? Reopening the Family-work Debate, Univ of British Columbia Pr.
- Duxbury, L. and R. Smart (2011). The “Myth of Separate Worlds: An Exploration of How Mobile Technology has Redefined Work-Life Balance” in Creating Balance? S. Kaiser, M. J. Ringlstetter, D. R. Eikhof and M. Pina e Cunha, Springer Berlin Heidelberg: 269-284. (available online through the library)

- Strazdins, L., M. S. Clements, et al. (2006). "Unsociable Work? Nonstandard Work Schedules, Family Relationships, and Children's Well-Being." *Journal of Marriage and Family* 68(2): 394-410.

Week 10 (Oct 28,30): *Group project presentations*

Week 11 (Nov 4,6): Global divisions of reproductive and caring labour

- Pratt, Geraldine (2012). *Families Apart: Migrant Mothers and the Conflicts of Labour and Love*. University of Minnesota Press.

Week 12 (Nov 11,13): Organizational responses to work/family

- Brescoll, Victoria L. and Jennifer Glass (2013) "Ask and Ye Shall Receive? The Dynamics of Employer-Provided Flexible Work Options and the Need for Public Policy" *Journal of Social Issues* 69(2) 367-388.
- Kelly, E. L., S. K. Ammons, et al. (2010). "Gendered Challenge, Gendered Response." *Gender & Society* 24(3): 281.
- Blair-Loy, Mary and Amy Wharton. 2002. "Employees' use of Work-Family Policies and the Workplace Social Context." *Social Forces* 80(3): 813-845.

Week 13 (Nov 25, 27): Wrap up

- McDaniel, Susan. (2011) "Epilogue: A Feminist Vision for Caring-Employment Integration in Canada" in Krull, C. and J. Sempruch eds. *A Life in Balance? Reopening the Family-work Debate*, Univ of British Columbia Pr.
- Kershaw, Paul (2006) "Carefair: Choice, Duty, and the Distribution of Care" *Social Politics* 13(3): 341-371.