

Department/Program: Sociology

Year: W 2012-2013

Course Title: FMST 442 Families and Work

Course Schedule: Tuesday/Thursday 2:00-3:30

Location(s): AnSo 202

Instructor: Dr. Phyllis J. Johnson

Office location: AnSo Building 2122

Office phone: 604-822-4300

Office hours: Tu/Th 4-5 pm or by appointment

E-mail address: phyllis.johnson@ubc.ca

Course Description (from calendar):

The effect of combining family and work roles.

Prerequisites and/or Course Restrictions (from calendar):

SOCI 200 and at least one additional course in social science.

Format of the course: Lecture with class discussion and participation expected each class session.

Required and Recommended Reading:

Required: Readings listed on course outline are available through UBC Library e-journals.

Course Assignments, Due dates and Grading:

Media Project (group)	25%	Oct. 23 & 25, 2012
Paper	50%	December 3, 2012
Participation activities	25%	Discussions; overall participation

Course Policies:

Attendance:

The calendar says: Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes. **I require documentation, e.g., signed medical note, if assignments are missed due to illness/accidents.**

Specific Accommodations:

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 your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date

Late assignments:

Marks for papers are reduced by 10% for each day late. **The written portion of the participation credit will not be accepted late.**

Academic Dishonesty:

Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

Records, Final Marks, and Review of Assigned Standing. 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 examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Directions for Assignments

Discussion Participation and Written Participation Credit Activity

This class combines lecture with discussion. The expectation is that the assigned readings will have been read and summarized in preparation for contributing to each day’s discussion/in-class activities. In reading the articles, identify the research questions or hypotheses, describe the methods briefly, note the key findings of the study, and reflect on the information noting how it relates to previous weeks’ readings, how it agrees or disagrees with what you had believed or known about a topic, and questions that reading it raised for you. Come to class with this information SUMMARIZED and ACCESSIBLE on your computer or hard copy so that we can have a thoughtful discussion.

Four out of six designated participation credit activities will be handed in for marking. The dates and readings are Sept. 13, Sept. 27, Oct. 11, Nov. 1, Nov. 8, and Nov. 15. The written portion is to be handed in at the beginning of class. Limit the write-up to three pages maximum, double-spaced, 1-inch margins and 12-point font. Include the citation for the article. The write-up includes answers to these three questions for your assigned reading:

1. What are the central ideas (2 or 3 ideas/findings) you would want to explain in a workshop for an appropriate audience. Explain why these would be key ideas. For example, the first participation activity reading might be useful background for a workshop with university students; the next one might be useful for a workshop with dual career couples. You will need to define the appropriate audience for each set of readings. For the first participation activity reading, you might want to address this question: What strategies might work to facilitate career and partner choice? For the remaining readings, you might address this question: What have you learned from the readings that might help your selected audience combine work and family effectively, i.e., what works and/or what doesn’t based on current research?
2. What additional questions did you have as you read the research article, that is, questions or ideas that should be addressed in future research?
3. What are the potential limitations to the results, as well as strengths, given the research methods used?

Reminder: The written portion is only one of the components that make up the participation mark; it is important that you contribute to the in-class discussions throughout the term.

Media Project: A Group Project

Working in groups of five or six, design a project to look at how one media source portrays the topic of work and family life and their interaction. Then contrast that portrayal with how work and family are portrayed in what we have studied in this course. After conducting your analysis of a media source, your group will give a 15 minute presentation on some highlights, using audiovisuals as appropriate. A written summary of the project (maximum of 5 pages double-spaced) is to be turned in the day of the presentation. A group mark will be provided for this project. Please try to distribute the workload among the group members. I have suggested some ways to distribute it, but do what works best for your group. **By Sept 20th decide your group and by Oct. 2nd, give me a brief summary of your proposed project.**

Potential media sources include but are not limited to: television (soap operas or prime time viewing), magazines (women's, parenting, news), internet sources, movies, or novels.

Once the project focus has been decided and approved, each group member will look through about 2 hours worth of material, forming an impression of the content based on the group's research hypotheses and the questions listed below. (Note. Visual media probably should be recorded so that you can go back to it for another look).

Each person could write up answers with examples for the following six questions and these could then be compiled by **two group** members who identify the patterns within the answers and circulate these by email to the rest of the group.

Potential points to consider in analyzing the media source for work and family roles:

1. Are men and women in similar roles, different roles; is there a situation of men (or women) in the more powerful job positions, or is it fairly balanced?
2. How is family life portrayed for men and women?
3. Are there examples of work and family interacting?
4. Are conflicts in work and family life evident? What type?
5. How are work and family conflicts handled?
6. What type of support do men and women seem to have in getting their work and family roles accomplished?

Next, relate the media information to what we know about work and family roles based on our course readings. You might want **two of the group** to do this part and circulate it for comments. These two should have the project ready for submitting when the presentation is given (**All materials will be due on Oct. 25th even if your group presents on the 23rd.**)

7. How accurately do these media images reflect work and family roles as discussed in the research readings? Cite lectures and readings to support your statements. For example, if all of the women in your media source are in professional jobs; based on class information and Statistics Canada data, what percentage of women are in professions?
8. Comments, concerns, suggestions, given your topic and your group's views about it.

Presentation: (2 people put together and give the 15 minute presentation).

Term Paper: Critical Review of Literature
Implications for Future Research & Work-Family Policy/Practice
[Due Monday, December 3rd by 4:30 pm.](#) Deliver it to the paper drop off box in the AnSo Building. Please keep a copy (electronic) of your paper.

Specific Directions for Paper

1. Locate a minimum of 15 peer reviewed journal articles on the topic. The articles should be a report of a research study rather than a review of already published research. If appropriate, incorporate course readings, but these do not count in the 15 articles. Governmental reports of research or book chapters may also be used if they report on empirical research.
2. After you have read the articles, summarize the research presenting an organized critical review of the literature. In writing this review, include an introduction outlining the focus of the paper followed by theoretical perspectives and research findings on the topic. Take care in crediting the work of others by citing sources used. Also, paraphrase the information instead of extensive reliance on quoting. Do not plagiarize or copy the information, or use papers prepared for other courses.
3. Next, include a section identifying ideas for future research. These ideas should emerge as limits in the research you have summarized and/or as ideas that the researchers identified (cite sources).
4. Then identify and explain the potential role of policies (workplace and/or governmental) for the topic (use websites and information from your research articles). Note: the Hegwisch & Gornick (2011) required reading (assigned for Nov. 22nd) may be helpful for identifying potential impact of policies or implications for policy. If policies are not relevant, then include implications for practice.
5. Finally, provide a conclusion relating back to the focus of the paper.
6. The final paper should be a maximum of **15 pages double-spaced using Times New Roman 12-point font.** (The reference list does not count in these pages). Use the **American Psychological Association 6th edition citation style.**

Marking Criteria for Paper

1. Was the topic selected closely enough related to the course content?
2. Was the review of literature well written in terms of grammar, punctuation, spelling, and was the review organized logically with subheadings as needed?
3. Was the information summarized adequately, providing an integrated critical review of the research findings?
4. Were references/sources cited frequently enough and accurately? Were references current, within the past ten years preferably? Were peer reviewed journal articles used?
5. Did the summary of future research seem to flow naturally from the research or were the ideas somewhat unrelated to the research reviewed?
6. Were implications for workplace and/or governmental policies (or practice) described as appropriate for the topic?
7. Were theoretical perspectives identified?

To Receive an "A":

Well-done on all aspects: 1) grammar, writing style, and organization; 2) summarized current research effectively, providing information about findings and methods used to obtain the findings; 3) presented a critical review of literature; 4) provided future research ideas that related to limits in the research summarized; and 5) identified implications for appropriate policies or practice.

To Receive a "B":

Acceptable writing style; research was reviewed but findings were presented more study by study without providing a summary or integration of the research; limited in presenting a critical review; future research ideas given, but not related enough to the research summarized; limited discussion of policy or practice implications; sources not cited adequately, and/or sources selected were limited or not current.

To Receive a "C":

Limitations in writing style; topic selected had limited relationship to the course content; summaries of research lacked completeness and were not well-organized; little or no citing of sources used; selection of research cited was limited and not current; limited in future research and policy explanation. The more areas that are limited, the lower the mark, with a "D" or "F" possible if each area mentioned above is limited.

Required Readings & Course Topics by Class Session/Week

Week 1, September 6

Overview of Course

Week 2 September 11 & 13

Sept. 11 Historical Overview of Family & Work

Lecture, videos

Sept. 13 Present Day Expectations about Family/Work Roles

1. Deutsch, F. M., Kokot, A. P., & Binder, K. S. (2007). College women's plans for different types of egalitarian marriages. *Journal of Marriage and Family*, 69, 916-929.
2. Orrange, R. M. (2002). Aspiring law and business professionals' orientations to work and family life. *Journal of Family Issues*, 23 (2), 287-317.

Participation Credit Activity #1 due Sept. 13; Surname A-H: Reading #1; K-Z, Reading #2

Week 3 September 18 & 20

Sept. 18 Paid & Unpaid Work Trends; Model

3. Beaujot, R., & Liu, J. (2005). Models of time use in paid and unpaid work. *Journal of Family Issues*, 26 (7), 924-946.

Sept. 20 Unpaid Work Theory/Measurement

4. Offer, S., & Schneider, B. (2011). Revisiting the gender gap in time-use patterns: Multitasking and well-being among mothers and fathers in dual-earner families. *American Sociological Review*, 76, 809-833. Doi: 10.1177/0003122411425170

Form groups for Media Analysis by Sept. 20

Week 4 September 25 & 27

Sept. 25 Division of Labor in Household Work

Sept. 27 Meaning of Family Time

5. Daly, K. J. (2001). Deconstructing family time: From ideology to lived experience. *Journal of Marriage and Family*, 63, 283-294.
6. Lareau, A., & Weinger, E. B. (2008). Time, work, and family life: Reconceptualizing gendered time patterns through the case of children's organized activities. *Sociological Forum*, 23, 419-454

Participation Credit Activity#2 Due Sept 27

Week 5 October 2 & 4

Oct. 2 Work-Family Conflict/Balance (Theory/Measurement)

7. Moen, P. (2011). From 'work-family' to the 'gendered life course' and 'fit': five challenges to the field. *Community, Work & Family*, 14 (1), 81-96.

Oct. 4 Individual/Family Coping Strategies

8. Haddock, S. A., Zimmerman, T. S., Current, L. R., & Ziemba, S. J. (2001). Ten adaptive strategies for family and work balance: Advice from successful families. *Journal of Marital and Family Therapy*, 27, 445-458.

Media project decided Oct. 2

Week 6 October 9 & 11

Oct. 9 Individual/Family Coping Strategies: Stay-at-Home Dads

9. Doucet, A. (2004). "It's almost like I have a job, but I don't get paid": Fathers at home reconfiguring work, care, and masculinity. *Fathering*, 2 (3), 277-303.

Oct. 11 Stay-at-Home Moms: Opting Out?

10. Stone, P., & Lovejoy, M. (2004). Fast-track women and the "choice" to stay home. *Annals of the American Academy of Social Sciences*, 596, 62-83.
11. Kuperberg, A., & Stone, P. (2008). The media depiction of women who opt out. *Gender and Society*, 22, 497-517.

Participation Credit Activity # 3 Due Oct 11

Week 7 October 16 & 18

Oct. 16 Individual & Family Coping Strategies: Outsourcing Labour and Buying Services

12. Groves, J.M., & Lui, L. (2012). The 'gift' of help: Domestic helpers and the maintenance of hierarchy in the household division of labour. *Sociology*, 46(1), 57-73.

Oct 18 Work-Life Issues of Those Performing the Outsourcing

Video , Lecture

Week 8 October 23 & 25

Media Projects Presented

13. Scharer, E., Kim, D.D., Lin, K.-M., & Liu, Z. (2006). Working hard or hardly working? Gender, humor and the performance of domestic chores in television commercials. *Mass Communication & Society*, 9(2), 215-238.

Week 9 October 30 & November 1

Oct. 30 Workplace Strategies for Managing Work-Family; Home-based work

14. Haddock, S. A., Zimmerman, T. S., Ziemba, S. J., & Lyness, K.P. (2006). Practices of dual earner couples successfully balancing work and family. *Journal of Family and Economic Issues*, 27(2), 207-234.

15. Osnowitz, D. (2005). Managing time in domestic space: Home-based contractors and household work. *Gender & Society*, 19 (1), 83-103.

Nov. 1 Part-time Work

16. Higgins, C., Duxbury, L., & Johnson, K. L. (2000). Part-time work for women: Does it really help balance work and family? *Human Resource Management*, 39 (1), 17-32.

17. Buehler, C., & O'Brien, M. (2011). Mothers' part-time employment: Associations with mother and family well-being. *Journal of Family Psychology*, 25, 895-906.

Participation Credit Activity #4 due Nov. 1; Surname A-H, Reading #1; K-Z, Reading #2

Week 10 November 6 & 8

Nov. 6 Family Friendly Workplaces: Availability & Use

18. Parker, L., & Allen, T. D. (2001). Work/Family benefits: Variables related to employees' fairness perceptions. *Journal of Vocational Behavior*, 58, 453-468.

Nov. 8 Family Friendly Workplace Policy: Impact on Work-Family

19. Estes, S. B., Noonan, M. C., & Maume, D. J. (2007). Is work-family policy use related to the gendered division of housework? *Journal of Family and Economic Issues*, 28, 527-545.

Participation Credit Activity #5 due Nov. 8; Reading #19

Week 11 November 13 & 15

Nov. 13 Social Policies & Work-Family: Canadian Maternity/Parental Leave Canada in Comparative Context

20. Ray, R., Gornick, J. C., & Schmitt, J. (2010). Who cares? Assessing generosity and gender equality in parental leave policy designs in 21 countries.

Nov. 15 Variables Influencing Parents' Decisions about Taking Leaves

21. McKay, L., & Doucet, A. (2010). 'Without taking away her leave': A Canadian case study of couples' decisions on fathers' use of paid parental leave. *Fathering*, 8(3), 300-320. Doi: 10.3149/fth.0803.300

Participation Credit Activity #6 due Nov. 15, Reading #21

Week 12 November 20 & 22

Nov. 20 Workplace & Social Policies: Child Care

Nov. 22 Impact of Work-Family Policies on Women's Employment

22. Hegewisch, A., & Gornick, J. C. (2011). The impact of work-family policies on women's employment: A review of research from OECD countries, *Community, Work & Family*, 14 (2), 119-138.

Week 13 November 27 & 29

Nov. 27 Valuing Household Production, Elder Care

23. Zukewich, N. (2003). Unpaid informal caregiving. *Canadian Social Trends*, Autumn, 14-18.

Nov. 30 Workplace & Social Policies: Compassionate Care, Eldercare

24. Lan, P.-C. (2002). Subcontracting filial piety: Elder care in ethnic Chinese immigrant families in California. *Journal of Family Issues*, 23(7), 812-835.

Final Papers Due: December 3, 2012. Deliver to the Essay Drop-off Box in the ANSO Building (near the departmental office) by 4:30 pm.