

**University of Calgary  
Faculty of Social Sciences  
Department of Sociology**

**Sociology Department Home Page: <http://www.soci.ucalgary.ca>**

**Sociology 403.06  
Fall, 2007**

**SPECIAL TOPICS IN GENDER RELATIONS  
*Gender, Families and the Division of Labour***

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**COURSE OVERVIEW AND OBJECTIVES**

Family life is sustained by two main forms of work, which have been summarized as *earning* and *caring*. There is a significant gender dimension to the way this work is divided: men are most often associated with the earning work, and women with the caring. The negotiation of this division, within families, is guided by broad cultural expectations about gender, and shaped by structural constraints. But it is also fluid, contextual and subject to change. In this course we will explore the linkages between paid work and family responsibilities, and the ways gender plays in to decisions in individual families about how earning and caring work is divided.

**TEXT**

Readings to accompany class discussion topics have been collected in a course pack available from the University of Calgary bookstore. There is no assigned textbook.

**COURSE REQUIREMENTS AND GRADING**

Grade components for this course include a mid-term exam (on Oct. 24) and a Registrar-scheduled final exam, as well as a research paper (due Dec. 10). The exams will be non-cumulative, and will be made up of essay questions only. Exams will be based on course readings, and all class materials, including lectures, discussions, films and guest speakers. More information will be provided about the paper once the class is under way. But in brief it will require the synthesis of information from a series of academic sources, on a topic to be developed in consultation with the instructor. A two-part proposal for the paper will also be

required. The first part, a summary of a research article, will be due by Oct. 10. The final proposal will be due by Nov. 7. A small component of the course grade will be awarded for participation in class discussion (including leadership in selected topics), and informal “tutorial” participation during the development of the research paper and/or exam preparation. The grade components and their value are as follows:

Mid-term exam . . .	30%
Article summary . . .	5%
Paper proposal . . . .	5%
Research paper . . . .	25%
Final exam . . . . .	25%
Participation . . . . .	10%

## **EXAM AND ASSIGNMENT POLICIES**

You must provide *advance* notice to the instructor if you are unable to take an exam. All requests for deferral of an examination due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the physical or emotional problem rather than after recovery. Deferred exams may be allowed in the following circumstances: illness, domestic affliction or religious conviction. If you have missed an exam for a legitimate reason, you will be able to write a “make up” exam as close to the original exam as possible. The date and location will be at the convenience of the Sociology Department. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferred exam. Deferred exams will not be granted if it is determined that just cause is not shown by the student. Extensions on research papers will be given only for legitimate reasons (e.g. illness) which can be documented. Otherwise, late papers will incur a penalty of 5% per day.

## **RESEARCH ETHICS**

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Departmental Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

## **ACADEMIC MISCONDUCT**

Plagiarism and cheating are regarded as a serious academic offences. Students are advised to consult the University Calendar, which presents a Statement of Intellectual Honesty and definitions and penalties associated with cheating, plagiarism, and other academic misconduct. Information on plagiarism and how to avoid it will be provided in class along with information about the research paper.

## **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY (FOIP)**

FOIP legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside an instructor’s office or the Department main office. Term assignments must be returned to students individually, during class, or during the instructor’s office hours; if a student is unable to pick up her/his assignment s/he may provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

## **HANDING IN AND RETURN OF PAPERS, RELEASE OF FINAL GRADES**

1. When students are unable to submit papers at class, they should make arrangements to hand in their papers directly to the instructor rather than at the Sociology Department main office.
2. Final papers will not be returned through the Sociology Department main office. The Freedom of Information and Protection of Privacy (FOIP) legislation (see above) does not allow this. Students who want their final papers returned by mail may, as noted above, attach a stamped, self-addressed envelope with the paper. Otherwise final papers will be available for pick-up only during the instructor's office hours at the end of this term or the beginning of the next term.
3. Final grades are not posted by the Sociology Department. They are only available online.

## **ACADEMIC ACCOMMODATION**

Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 295, telephone 220-8237). Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. **It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**

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### ***SAFEWALK***

*The University of Calgary provides a "safe walk" service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the "Help" phones located around Campus.*

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## COURSE SCHEDULE

The following is a tentative schedule of topics for discussion. Please note that the schedule may change if discussions and emerging interests during the term suggest that other topics may also be relevant. The reading numbers come from the readings list which follows (and which is also in the course pack).

<i>Week</i>	<i>Topic</i>	<i>Readings</i>
1 (Sept. 10, 12)	Introduction	1
2 (Sept. 17,19)	Historical context	2, 3
3 (Sept. 24, 26)	The contemporary scene	4, 5, 6
4 (Oct. 1, 3)	Focus on fatherhood	10, 11, 12, 13
5 (Oct. 10)	Focus on motherhood <i>(Article summary due by Oct. 10)</i>	7, 8, 9
6 (Oct. 15, 17)	Family gender regimes (1)	14, 15, 16
7 (Oct. 22, 24)	<i>Review (Mid-term exam Oct. 24)</i>	
8 (Oct. 29, 31)	Family gender regimes (2)	17, 18, 19
9 (Nov. 5, 7)	Work-family balance <i>(Paper proposal finalized by Nov. 7)</i>	22, 23, 24
10 (Nov. 14)	Disruptions and difficulties	20, 21
11 (Nov. 19, 21)	Going against the grain	25, 26, 27
12 (Nov. 26, 28)	Looking ahead (1)	28, 29
13 (Dec. 3, 5)	Looking ahead (2)  <i>(Research paper due Dec. 10)</i>  <i>(Registrar-scheduled final exam)</i>	30

## READINGS

1. Bradbury, B. 2001 "Social, economic and cultural origins of contemporary families". In *Families: Changing Trends in Canada*, 4<sup>th</sup> edition (pp. 69-95). M. Baker (ed.) Toronto: McGraw-Hill Ryerson.
2. Crompton, S. and M. Vickers. 2000. "One hundred years of labour force". *Canadian Social Trends*, Summer, pp. 2-13. Ottawa: Statistics Canada. Catalogue # 11-008.
3. Arnup, K. 1994. *Education for Motherhood*. Chapter 2 (pp. 32-56). Toronto: University of Toronto Press.
4. Luxton, M. and J. Corman. 2001. *Getting By in Hard Times: Gendered Labour at Home and On the Job*. Chapter 2 (pp. 36-63). Toronto: University of Toronto Press.
5. Silver, C. 2000. "Being there: The time dual-earner couples spend with their children". *Canadian Social Trends*, Summer, pp. 26-29. Ottawa: Statistics Canada. Catalogue # 11-008.
6. Beaujot, R. 2000. *Earning and Caring in Canadian Families*. Chapter 4 (pp.129-1740). Peterborough: Broadview Press.
7. Hays, S. 1996. *The Cultural Contradictions of Motherhood*. Chapter 5 (pp. 97-130). New Haven: Yale University Press.
8. Ranson, G. 2004. "Paid work, family work and the discourse of the 'full-time mother'" (pp. 87-97). In *Mother Matters: Motherhood as Discourse and Practice*. A. O'Reilly (ed.) Toronto: Association for Research on Mothering.
9. Wall, G. 2004. "Is your child's brain potential maximized?: Mothering in an age of new brain research". *Atlantis*, 28, 2: 41-50.
10. Brotherson, S., D. Dollahite and A. Hawkins. 2005. "Generative fathering and the dynamics of connection between fathers and their children". *Fathering*, 3, 2 :1-28.
11. Townsend, N. 2002. *The Package Deal: Marriage, Work and Fatherhood in Men's Lives*. Chapter 3 (pp. 50-80). Philadelphia: Temple University Press.
12. Shimoni, R., D. Este and D. Clark. 2003. "Paternal engagement in immigrant and refugee families". *Journal of Comparative Family Studies*, 34 (4): 555-568.
13. Christiansen, S. and R. Palkovitz. 2001. "Why the 'good provider' role still matters: providing as a form of paternal involvement". *Journal of Family Issues*, 22, 1: 84-106.
14. Fox, B. 2001. "The formative years: How parenthood creates gender". *Canadian Review of Sociology and Anthropology*, 38, 4: 373-390.
15. Coltrane, S. 2000. "Household labor and the routine production of gender". In *The Gendered Society Reader* (pp 167-187). M. Kimmel (ed.) New York: Oxford University Press.

16. Dienhart, A. 2001. "Make room for daddy: The pragmatic potentials of a tag-team structure for shared parenting". *Journal of Family Issues*, 22, 8: 973-999.
17. Dunne, G. 2000. "Opting into motherhood: Lesbians blurring the boundaries and transforming the meaning of parenthood and kinship". *Gender & Society*, 14, 1: 11-35.
18. Blain, J. 1993. "'I can't come in today, the baby has chickenpox!' Gender and class processes in how parents in the labour force deal with the problem of sick children". *Canadian Journal of Sociology*, 18, 4: 405-429.
19. Deutsch, F. 2002. "Halving it all: the mother and Mr. Mom" (pp. 113-138) In *Families at Work: Expanding the Boundaries*. N. Gerstel, D. Clawson and R. Zussman (eds.) Nashville: Vanderbilt University Press.
20. Taylor, V. 1996. *Rock-A-By Baby: Feminism, Self-Help and Post-Partum Depression*. Chapter 2 (pp. 24-58). New York: Routledge.
21. Roy, K. 2004. "You can't eat love: Constructing provider role expectations for low-income and working-class fathers." *Fathering*, 2, 3: 253-276.
22. Man, G. 2003. "The experience of middle-class women in recent Hong Kong Chinese immigrant families in Canada" (pp. 222-241). In *Voices: Essays on Canadian Families*. M. Lynn (ed.) Scarborough: Nelson Thomson.
23. Hochschild, A. 1997. *The Time Bind*. Chapter 4 (pp. 35-52 + 2 pp. notes). New York: Henry Holt and Company.
24. Ranson, G. 2001. "Men at work: Change – or no change? – in the era of the 'new father'". *Men and Masculinities*, 4, 1: 3-26.
25. 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.
26. Risman, B. and D. Johnson-Sumerford. 1998. "Doing it fairly: A study of post-gender families". *Journal of Marriage and the Family*, 60: 23-40
27. Gatrell, C. 2005. *Hard Labour: The Sociology of Parenthood*. Chapter 8 (pp. 149-182). Maidenhead: Open University Press.
28. Coltrane, S. 2004. "Elite careers and family commitment: It's (still) about gender". *Annals of the American Association of Political and Social Science*, 596: 214-220.
29. Gerson, K. 2002. "Moral dilemmas, moral strategies, and the transformation of gender: Lessons from two generations of work and family change". *Gender & Society*, 16, 1: 8-28.
30. Lorber, J. 2005. *Breaking the Bowls: Degendering and Feminist Change*. Chapter 2 (pp. 39-68). New York: W.W. Norton and Company.