

**THE UNIVERSITY OF CALGARY
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF SOCIOLOGY**

**Sociology 493.05 (Fall 2009)
Special Topics in Work: Families and Work**

INSTRUCTOR: Alyssa Jovanovic

OFFICE: Social Sciences 914

OFFICE HOURS: Monday, 11:00-12:00, or by appointment

PHONE: 403-220-6515

E-MAIL: ajborkos@ucalgary.ca (for administrative questions or concerns only)

CLASS: Monday, Wednesday and Friday, 10:00-10:50
Science A Building 147

Emergency Evacuation: In the case of fire or other emergency evacuation of this classroom/lab, please proceed to the assembly point by the Food Court in the Professional Faculties Building

COURSE OBJECTIVES: The purpose of this course is to critically review the theoretical and empirical literature regarding important topics related to families and work. We will examine a variety of subjects addressing the interface of work and family in terms of paid and unpaid work.

COURSE REQUIREMENTS: Your grade for this course will be based on three take home exams. All three exams will be based on lectures and the assigned readings. For each exam, you will be asked to answer two questions in essay format based on the readings. You will be accountable for materials that are assigned, regardless of whether or not they are discussed in class. As well, you will be accountable for information covered in class that is not reviewed in the readings.

BREAKDOWN OF THE GRADE COMPONENTS:

| Component | Date | Weight |
|-------------------|--|--------|
| Take Home Exam #1 | Receive Assignment: October 2 Essay Due: October 16 (in class by 10:50) | 40% |
| In Class Exam | November 2 | 20% |
| Take Home Exam #2 | Receive Assignment: November 27 Essay Due: December 11 (SS 914 by noon) | 40% |

LECTURE SCHEDULE AND REQUIRED READINGS: Listed below are the article readings assigned by topic and date. Expected lecture dates for the topics are listed below, although unexpected circumstances may require some changes. You should read the required readings prior to their designated class and bring those articles to class for review and discussion. Power Point outlines will be available on Blackboard prior to the relevant class.

NOTE: There are no required texts for this course. Rather than have each of you purchase a course reader, I have decided to provide either a direct link to the article, or all the information necessary to find each article online. Therefore, you can print it off if you wish, or read it from your computer.

- 1) You will need your UCID number and password to login to access the articles.
- 2) If you cannot access an article through the link provided, you are expected to download the article yourself through the University of Calgary library.
- 3) It is your responsibility to obtain each article before the designated class and the exams.

SECTION I: THE WORK-FAMILY INTERFACE**September 9 and 11: Introduction and a Classic Approach to Work and Family**

(1) Pleck, J.H. (1977). The Work-Family Role System. *Social Problems*, 24 417-427.
<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/pdfplus/800135.pdf>

September 14, 16 and 18: Classic Research on Work-Family Conflict Issues

(2) Frone, M., Russell, M. and Cooper, L. (1992). Prevalence of Work-Family Conflict: Are Work and Family Boundaries Asymmetrically Permeable? *Journal of Organizational Behavior*, 13(7):723-729.
<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/pdfplus/2488392.pdf>

(3) Greenhaus, J.H., and N.J. Beutell (1985). Sources of Conflict Between Work and Family Roles. *Academy of Management Review*, 10:76-88.
<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/pdfplus/258214.pdf>

(4) Voyandoff, P. (1988). Work role characteristics, family structure demands, and work/family conflict. *Journal of Marriage and the Family*, 50, 749-762.
<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/pdfplus/352644.pdf>

September 21, 23, 25: Role Stereotypes and Role Meaning

(5) Cuddy, A.J.C., Fiske, S.T., and Glick, P. (2004). When Professionals Become Mothers, Warmth Doesn't Cut the Ice. *Journal of Social Issues*, 59:263-274.
<http://www.sanchezlab.com/pdfs/Cuddy2001.pdf>

(6) Simon, R.W. (1995). Gender, Multiple Roles, Role Meaning, and Mental Health. *Journal of Health and Social Behavior*, 36:182-194.
<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/pdfplus/2137224.pdf>

September 28, 30 and October 2: Dual Earner Couples: Division of Tasks

(7) Thompson, L. (1991). Family Work: Women's Sense of Fairness. *Journal of Family Issues*, 12:181-196.
<http://pao.chadwyck.co.uk/PDF/1250611363755.pdf>

(8) Suitor, J.J., D. Melcom, and I.S. Feld (2001). Gender, Household Labor, and Scholarly Productivity Among University Professors. *Gender Issues*, 19: 50-67.
<http://www.springerlink.com.ezproxy.lib.ucalgary.ca/content/9tx4nculha0l53af/fulltext.pdf>

October 5, 7 and 9: Outcomes of Work-Family Conflict

(9) Wallace, J.E. (2005). Job Stress, Depression, and Work-to-Family Conflict: A Test of the Strain and Buffer Hypotheses. *Industrial Relations*, 60:510-539.
<http://proquest.umi.com.ezproxy.lib.ucalgary.ca/pqdweb?index=7&did=931612321&SrchMode=3&sid=1&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1250611603&clientId=12303&aid=1>

(10) Glass and Fujimoto. (1994). Housework, Paid Work, and Depression Among Husbands and Wives. *Journal of Health and Social Behavior*, 35:179-191.
<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/pdfplus/2137364.pdf>

October 12: Thanksgiving No Class

SECTION II: WORKPLACE SUPPORT

October 14 and 16: Family-Friendly Jobs

(11) Glass, J., & Fujimoto, T. (1995). Employer Characteristics and the Provision of Family Responsive Policies. *Work and Occupations*, 22(4):380-411.
(Available online via UC library)

(12) Blair-Loy, M., & Wharton, A.S. (2002). Employees' Use of Work-Family Policies and the Workplace Social Context. *Social Forces*, 80:813-845.
<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/pdfplus/3086458.pdf>

October 19, 21, 23: Work-Family Culture

(13) Clark, S.C. (2001). Work Cultures and Work/Family Balance. *Journal of Vocational Behavior*, 58:348-365.
(Available online via UC library)

(14) Thompson, C.A., Beauvais, L.L., & Lyness, K.S. (1999). When Work-Family Benefits are not Enough: The Influence of Work-Family Culture on Benefit Utilization, Organizational Attachment, and Work-Family Conflict. *Journal of Vocational Behavior*, 54:392-415.
(Available online via UC library)

October 26, 28 and 30: Are Work-Family Benefits Fair?/Alternative Work Arrangements

(15) Parker, L., and T.D. Allen (2001). Work/Family Benefits: Variables Related to Employees' Fairness Perceptions. *Journal of Vocational Behavior*, 58:453-468.
(Available online via UC library)

(16) Hegtvedt, K.A., Clay-Warner, J., and Ferrigno, E.D. (2002). Reactions to Injustice: Factors Affecting Workers' Resentment Toward Family-Friendly Policies. *Social Psychology Quarterly*, 65:386-400.
<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/pdfplus/3090109.pdf>

(17) Tausig, M., & Fenwick, R. (2001). Unbinding Time: Alternate Work Schedules and Work-Life Balance. *Journal of Family and Economic Issues*, 22:101-119.
<http://www.springerlink.com.ezproxy.lib.ucalgary.ca/content/j0p1860766615035/fulltext.pdf>

November 2: In Class Exam

SECTION III: INDIVIDUAL COPING AND SUPPORT

November 4 and 6: Experiencing Work-Family Conflict

(18) Uhlenberg and Cooney. (1990). Male and Female Physicians: Family and Career Comparisons. *Social Science and Medicine*, 30(3):373-378.
(Available online via UC library)

(19) Swanson, V., Power, K. and Simpson, R. (1998). Occupational Stress and Family Life: A Comparison of Male and Female Doctors. *Journal of Occupational and Organizational Psychology*, 71:237-260.
(Available online via UC library)

November 9: Coping Strategies

(20) Becker, P.E. and P. Moen (1999). Scaling Back: Dual Earner Couples' Work-Family Strategies. *Journal of Marriage and the Family*, 61:995-1007.
<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/pdfplus/354019.pdf>

November 11-15: Reading Days

November 16, 18 and 20: Social Support

(21) Thoits, P. (1986). Social Support as Coping Assistance. *Journal of Consulting and Clinical Psychology*, 54(4):416-423.

(Available online via UC library)

(22) Flaherty, J. & Richman, J. (1989). Gender differences in the perception and utilization of social support: Theoretical perspective and an empirical test. *Social Science & Medicine*, 28, 1221-1228.

(Available online via UC library)

November 23, 25 and 27: Who Are the Best Supporters? (Part 1)

(23) Suitor, J., Pillemer, K, and Keeton, S. (1995). When experience counts: The effects of experiential and structural similarity on patterns of support and interpersonal stress. *Social Forces*, 73(4), 1573-1588.

<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/pdfplus/2580459.pdf>

(24) Janning, Michelle (2006). Put Yourself in My Work Shoes. Variations in Work-Related Spousal Support for Professional Married Coworkers. *Journal of Family Issues*, 27:85-109.

<http://jfi.sagepub.com.ezproxy.lib.ucalgary.ca/cgi/reprint/27/1/85>

November 30, December 2 and 4: Who Are the Best Supporters? (Part 2)

(25) Ezzedeen, S. and Ritchey, K. (2008). The Man Behind the Woman. A Qualitative Study of the Spousal Support Received and Valued by Executive Women. *Journal of Family Issues*, 29(9):1107-1135.

<http://jfi.sagepub.com.ezproxy.lib.ucalgary.ca/cgi/reprint/29/9/1107>

(26) Schwarzer, R., and Guitierrez-Dona, B. (2005). More Spousal Support for Men than Women: A Comparison of Sources and Types of Support. *Sex Roles*, 52, 523-532.

<http://www.springerlink.com.ezproxy.lib.ucalgary.ca/content/h1110v403r585427/fulltext.pdf>

December 7: Review Session

GRADING SYSTEM: Grades are entered as raw scores into the grading system. Your final letter grade is computed based on the weighted sum of your raw scores. The letter grade descriptions listed below are from the University of Calgary calendar.

| | | | |
|-------------------------------------|--------------|-------------|--------------|
| Excellent, superior performance: | A+ = 95-100% | A = 85%-94% | A- = 80%-84% |
| Good, above average performance: | B+ = 77%-79% | B = 73%-76% | B- = 70%-72% |
| Satisfactory, basic understanding: | C+ = 67%-69% | C = 63%-66% | C- = 60%-62% |
| Minimal pass, marginal performance: | D+ = 55%-59% | D = 50%-54% | |
| Unsatisfactory performance: | F = 0%-49% | | |

ADDITIONAL INFORMATION:

- If at all possible you must provide *advance* notice to the instructor if you are unable to take a test or pass in an assignment or essay on time. All requests for deferral of a course component 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. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

If you have missed a test for a legitimate reason, the instructor can require you to write a "make up" test as close in time to the original test as possible or can choose to transfer the percentage

weight to another course component. If the instructor schedules a “make up” test for you, its date and location will be at the convenience of the Sociology Department.

Please note that requests to defer a final examination or to defer term work past the end of a term go through the Undergraduate Programs Office (UPO) and must be processed by the deadlines that are established in the U of C Calendar. You can find the forms you need online:

Deferred Term Work Form:

<http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf>

You must submit these deferral forms to the Social Sciences Associate Dean (Students) through the UPO office: Undergraduate Programs Office, 4th Floor, MacEwan Student Centre. Only the Associate Dean approves requests for deferrals which extend beyond the end of a term. Instructors are not involved in such decisions. To make an appointment with the Associate Dean, phone (403) 220-8155.

- The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside instructor’s office, the department office, etc. Term assignments must be returned to students individually, during class or during the instructor’s office hours; if students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.
- 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 the student’s responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**
- Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. As a result, cheating or plagiarism on any assignment or examination are regarded as serious academic offenses. Students are advised to consult the University Calendar which presents a Statement of Intellectual Honesty and definitions and penalties associated with plagiarism, cheating, and other academic misconduct.
- The University of Calgary provides a safewalk 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.
- Sociology Web Page: <http://www.soci.ucalgary.ca/>

Handing in Papers Outside of Class, Return of Final Papers, and Release of Final Grades:

- When students are unable to submit papers at class, they should make arrangements to hand in their papers directly to the instructor or teaching assistant rather than at the Sociology Department main office.
- Final papers will not be returned through the Sociology Department main office. The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, (i.e., outside an instructor’s office, the department office, etc.). Students who want their final papers returned by mail must attach a stamped, self-addressed envelope with the paper. Otherwise final papers will only be available for pick-up during the instructor’s office hours at the end of this term or the beginning of the next term.
- Final grades are not posted by the Sociology department. They are only available online.