

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

**Sociology 493.01 (Fall 2011)  
Special Topics in the Sociology of Work: Families and Work**

**INSTRUCTOR:** Dr. Jean E. Wallace  
**OFFICE:** Social Sciences 914  
**OFFICE HOURS:** Tuesday and Thursday 12:30 – 1:30, or by appointment  
**PHONE:** 403-220-6515  
**E-MAIL:** jwallace@ucalgary.ca (for administrative questions or concerns only)  
**CLASS:** Tuesday and Thursday, 11:00 - 12:15 in Science A, Room 119

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**COURSE OBJECTIVES:** The purpose of this course is to critically review the theoretical and empirical literatures regarding topics related to families and work. A key objective of this course is for students to learn how to interpret and evaluate theoretical arguments, hypotheses and research findings, particularly those published in quantitative articles. This will be achieved by reviewing and discussing articles in detail in class and by students demonstrating their skills in interpreting theoretical arguments and research findings in class discussions, quizzes and take-home essay assignments.

**COURSE REQUIREMENTS:** Your grade for this course will be based on two in-class quizzes, two take-home essays and class participation. All quizzes and essays will be based on lectures and the assigned readings. You will be required to interpret data and statistical findings in the context of theoretical arguments. 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:**

<b>Component</b>	<b>Date</b>	<b>Weight</b>
In-Class Quiz #1	September 27 <sup>th</sup>	10%
Take-Home Essay #1	Receive Essay Assignment: October 20 <sup>th</sup> Essay Due: November 3 <sup>rd</sup> (in class by 12:15)	35%
Take-Home Essay #2	Receive Essay Assignment: November 17 <sup>th</sup> Essay Due: December 1 <sup>st</sup> (in class by 12:15)	35%
In-Class Quiz #2	December 8 <sup>th</sup>	10%
Class Participation	September 13 <sup>th</sup> to December 8 <sup>th</sup>	10%

**LECTURE SCHEDULE AND REQUIRED READINGS:** Listed below are the readings assigned by topic and date. In addition, the links for the articles are also provided. You will need your UCID number and password to login to the University of Calgary library to access the articles. It is your responsibilities to locate and download all articles from the University of Calgary library. 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.

## SECTION I: INTRODUCTION TO WORK AND FAMILY AND SOME CLASSICS

### September 13 and 15: 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>

(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>

### September 20 and 22: Classic Research on Work-Family Conflict Issues

(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 27: In Class Quiz (10%)

## SECTION II: WORK TIME AND FAMILIES

### September 29 and October 4: Work and Family Research in the 21<sup>st</sup> Century

(5) Bianchi, S.M. and M.A. Milkie (2010). Work and Family Research in the First Decade of the 21<sup>st</sup> Century. *Journal of Marriage and the Family*, 72: 705-725.

<http://web.ebscohost.com.ezproxy.lib.ucalgary.ca/ehost/pdfviewer/pdfviewer?vid=4&hid=11&sid=6bd074b2-b9db-46b5-9f33-d850cb3df30d%40sessionmgr15>

(6) Voydanoff, P. (2005). Toward a Conceptualization of Perceived Work-Family Fit and Balance: A Demands and Resources Approach. *Journal of Marriage and the Family*, 76:822-836.

<http://web.ebscohost.com.ezproxy.lib.ucalgary.ca/ehost/pdfviewer/pdfviewer?vid=3&hid=11&sid=6bd074b2-b9db-46b5-9f33-d850cb3df30d%40sessionmgr15>

### October 6 and 11: Work Time and Families

(6) Jacobs, J.A. & Gerson, K. (2001) Overworked Individuals or Overworked Families? Explaining Trends in Work, Leisure, and Family Time. *Work and Occupations*, 28, 40-63.

<http://wox.sagepub.com.ezproxy.lib.ucalgary.ca/content/28/1/40.full.pdf+html>

(7) 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>

### **October 13, 18 and 20: Reducing Work Hours**

(8) Gareis, K. C., & Barnett, R. C. (2002). Under What Conditions do Long Work Hours affect Psychological Distress? A Study of Full-Time and Reduced Hours Female Doctors. *Work and Occupations*, 29:483-497.

<http://wox.sagepub.com.ezproxy.lib.ucalgary.ca/content/29/4/483.full.pdf+html>

(9) 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>

(10) Barnett, R. C., Gareis, K. C., & Brennan, R. T. (2008). Wives' Shift Work Schedules and Husbands' and Wives' Well-Being in Dual-Earner Couples with Children: A Within-Couple Analysis. *Journal of Family Issues*, 29:396-422.

<http://jfi.sagepub.com.ezproxy.lib.ucalgary.ca/content/29/3/396.full.pdf+html>

## **SECTION III: BALANCING WORK AND FAMILY ROLES**

### **October 25, 27 and November 1: Role Meanings and Stereotypes**

(11) 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>

(12) 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>

(13) Wallace, J.E. (2004). Motherhood and Career Commitment to the Legal Profession. In N. DiTomaso and C. Post (Eds.), *Research in the Sociology of Work, Volume 14: Workforce Diversity* (pp. 219-246). Amsterdam: JAI Press/Elsevier Science. [available on Blackboard]

### **October November 3 and 8: Parenthood, Work Effort and Productivity**

(14) Wallace, J.E., & M. Young (2008). Parenthood and Productivity: A Study of Demands, Resources and Family-Friendly Firms. *Journal of Vocational Behavior*. 72:110-122.

[http://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science?\\_ob=MIimg&\\_imagekey=B6WMN-4R7NR7C-2-](http://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science?_ob=MIimg&_imagekey=B6WMN-4R7NR7C-2-)

[3&\\_cdi=6939&\\_user=1067480&\\_pii=S000187910700098X&\\_origin=search&\\_coverDate=02%2F29%2F2008&\\_sk=999279998&\\_view=c&\\_wchp=dGLbVzW-zSkWA&\\_md5=8887d544de1c952c5e1fb2e6528a4c29&\\_ie=/sdarticle.pdf](http://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science?_ob=MIimg&_imagekey=B6WMN-4R7NR7C-2-3&_cdi=6939&_user=1067480&_pii=S000187910700098X&_origin=search&_coverDate=02%2F29%2F2008&_sk=999279998&_view=c&_wchp=dGLbVzW-zSkWA&_md5=8887d544de1c952c5e1fb2e6528a4c29&_ie=/sdarticle.pdf)

(15) Kaufman, G., & Uhlenberg, P. (2000). The influence of parenthood on the work effort of married men and women. *Social Forces*, 78, 931 – 949.

<http://web.ebscohost.com.ezproxy.lib.ucalgary.ca/ehost/pdfviewer/pdfviewer?vid=3&hid=24&sid=0035c322-5fab-471a-990c-1441eb709308%40sessionmgr13>

### **November 10: Reading Days**

**November 15 and 17: Gender and Time Use Across Domains**

(16) Sayer, L. C. (2005). Gender, Time, and Inequality: Trends in Women's and Men's Paid Work, Unpaid Work, and Free Time. *Social Forces*, 84, 285 – 303.

<http://web.ebscohost.com.ezproxy.lib.ucalgary.ca/ehost/pdfviewer/pdfviewer?vid=3&hid=24&sid=0035c322-5fab-471a-990c-1441eb709308%40sessionmgr13>

(17) Wallace, J.E. & Young, M.C. (2010). Work Hard, Play Hard? A Comparison of Male and Female Lawyers' Time in Paid and Unpaid Work and Participation in Leisure Activities. *Canadian Review of Sociology*, 47:27-47.

<http://web.ebscohost.com.ezproxy.lib.ucalgary.ca/ehost/pdfviewer/pdfviewer?vid=3&hid=11&sid=6291c6ed-3771-48f0-98ca-870f4010227b%40sessionmgr11>

**SECTION IV: CONSEQUENCES OF THE DIVISION OF HOUSEHOLD LABOUR****November 22 and 24: Housework and Earnings**

(21) Noonan, M.C. (2001). The Impact of Domestic Work on Men's and Women's Wages. *Journal of Marriage and the Family*, 63:1134-1145.

<http://web.ebscohost.com.ezproxy.lib.ucalgary.ca/ehost/pdfviewer/pdfviewer?vid=5&hid=19&sid=19a0482c-ade0-4575-95de-c358d1486d5b%40sessionmgr13>

(22) Killewald and Gough (2010) impact of wives earnings on housework [housework folder]

[http://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science?\\_ob=MIimg&\\_imagekey=B6WX8-50THX7F-2-&\\_cdi=7152&\\_user=1067480&\\_pii=S0049089X10001742&\\_origin=&\\_coverDate=11%2F30%2F2010&\\_sk=999609993&\\_view=c&\\_wchp=dGLbVlz-SkWb&md5=4c9ca833b04b09e8e25630d29bcfdda6&ie=/sdarticle.pdf](http://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science?_ob=MIimg&_imagekey=B6WX8-50THX7F-2-&_cdi=7152&_user=1067480&_pii=S0049089X10001742&_origin=&_coverDate=11%2F30%2F2010&_sk=999609993&_view=c&_wchp=dGLbVlz-SkWb&md5=4c9ca833b04b09e8e25630d29bcfdda6&ie=/sdarticle.pdf)

**November 29 and December 1: Attitudes towards Housework**

(24) Spitze, G. and Loscocco, K.A. (2000). The Labor of Sisyphus? Women's and Men's Reactions to Housework. *Social Science Quarterly*, 81:1087-1100.

<http://web.ebscohost.com.ezproxy.lib.ucalgary.ca/ehost/pdfviewer/pdfviewer?vid=5&hid=19&sid=5700df55-68de-498e-b6de-8ccf8b3166a0%40sessionmgr15>

(24) Ogletree, S.M., and Worthen, J.B. (2008). Housecleaning Attitudes and Intimate Relationships. *Journal of Couple and Relationship Therapy*, 7:136-149.

<http://web.ebscohost.com.ezproxy.lib.ucalgary.ca/ehost/pdfviewer/pdfviewer?vid=6&hid=19&sid=5700df55-68de-498e-b6de-8ccf8b3166a0%40sessionmgr15>

**December 6: Housework and Psychological Distress**

(25) Tao, W., Janzen, B.L., & Abonyi, S. (2010). Gender, Division of Unpaid Family Work and Psychological Distress in Dual-Earner Families. *Clinical Practice & Epidemiology in Mental Health*, 6:36-46.

<http://www.benthamscience.com/open/cpemh/articles/V006/36CPEMH.pdf>

**December 8: In Class Quiz (10%)**

**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:**

- You must provide advance notice to the instructor if you are unable to take a test or complete the essay assignments on time. All requests for deferral of an essay 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 essays may 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 deferred essay due date. 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 Department of Sociology.
- Deferral of term work past the end of a term also requires a form to be filled out. It’s available at <http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf> Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students)
- 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.**
- Emergency Evacuations: In the case of fire or other emergency evacuation of this classroom/lab, please proceed to the assembly point by the Social Science Food Court (primary assembly point) or the ICT Food Court (alternate assembly point).
- 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.

- Handing in papers outside of class, return of final papers, and release of final grades: 1) When students are unable to submit papers in class, they should make arrangements to hand in their papers directly to the instructor or teaching assistant. Papers will not be accepted in the main Sociology Department office; 2) Final papers will not be returned through the main Sociology Department office. The Freedom of Information and 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 be available for pick-up only during the instructor's office hours at the end of this term or at the beginning of the next term; and 3) Final grades are not posted by the Sociology Department. They are available only online.
- 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>