

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

**Sociology 601.02 (Winter 2016)  
Seminar in Special Topics in Sociology: Work, Families and Health**

**INSTRUCTOR:** Dr. Jean E. Wallace  
**OFFICE:** Social Sciences 914  
**OFFICE HOURS:** Tuesday and Thursday 12:30 – 1:30, after class or by appointment  
**PHONE:** 403-220-6515  
**E-MAIL:** jwallace@ucalgary.ca (for administrative questions or concerns only)  
**CLASS:** Tuesday and Thursday, 2:00-3:15 in Science A, Room 119

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**COURSE OBJECTIVES:** The purpose of this seminar is to critically review the theoretical and empirical literatures regarding topics related to families, work and health. 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, memos and critical essay assignments.

**COURSE REQUIREMENTS:** Your grade for this course will be based on two memos, two critical essays and class participation. 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>Due Date</b>	<b>Weight</b>
Memo #1	January 26 <sup>th</sup>	10%
Critical Essay #1	March 10 <sup>th</sup>	35%
Critical Essay #2	April 5 <sup>th</sup>	35%
Memo #2	April 12 <sup>th</sup>	10%
Class Participation	January 12 <sup>th</sup> to April 12 <sup>th</sup>	10%

**Memos:** You will write two memos: one on work-family conflict and health and the other on housework and health. These memos are 5 pages maximum and worth 10% each. In these memos, please provide a summary of the recent research that has been carried out on each topic. For each topic: (1) briefly describe the popular theoretical explanations in this area; (2) identify the key variables and measures of health that have been examined; and (3) briefly summarize empirical findings relevant to these key health variables and work-family conflict (Memo #1) or housework (Memo #2) and the theories they support. Attach an annotated bibliography for a maximum of 10 key articles for each memo. Please submit the memos electronically by 2:00 on their due date.

**Critical Essays:** You will write critical two essays: one on work time and health and the other on work and family roles and health. These essays are 15 pages maximum and worth 35% each. In these essays, please provide a critical review of the relevant theories and recent research that has been carried out on each topic. For each topic: (1) briefly describe the popular theoretical explanations in this area; (2) identify the key variables and measures of health that have been examined; and (3) briefly summarize and discuss how the empirical findings relevant to these key health variables and work time (Essay #1) or work and family roles (Essay #2) relate to relevant theoretical arguments in the literature. For Essay #1, in regards to work time and health, you should discuss the differences between and issues related to: work hours and workload; objective and subjective time pressures; work overload and role overload; and strategies to manage or reduce work time. Pay attention to any theoretical and empirical findings relevant to gender differences in work time and its impact on health. For Essay #2, in regards to work and family roles and health, be sure to discuss how work and family roles differ for women and men as well as how the work and family roles differentially affect one another for women and men. Also, explore and discussed how work and family roles may differentially impact on women and men's health. Please submit the essays electronically by 2:00 on their due date.

**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 responsibility 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. Summary Power Point outlines will be available on D2L prior to the relevant class.

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

### **January 12 and 14: 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>

### **January 19 and 21: 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>

### **January 26: Work-Family Conflict and Health Memo**

## SECTION II: WORK TIME AND FAMILIES

### January 28 and February 2: 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://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=51516278&site=ehost-live>

(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://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/pdf/3600241.pdf>

### February 4 and 9: Overwork and its Implications

(7) 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>

(8) Cha, Y. (2013). Overwork and the Persistence of Gender Segregation in Occupations. *Gender & Society*, 27(2): 158-184.

<http://gas.sagepub.com.ezproxy.lib.ucalgary.ca/content/27/2/158.full.pdf+html>

### February 11: Reducing Work Hours

(9) 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>

### February 16 and 18: Reading Week

### February 23 and 25: Reducing Work Hours Continued

(10) 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>

(11) 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

### March 1, 3 and 8: Role Meanings and Stereotypes

(12) 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>

(13) 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://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=14989722&site=ehost-live>

(14) Evans, J.A. (2002). Cautious Caregivers: Gender Stereotypes and the Sexualization of Men Nurses' Touch. *Journal of Advanced Nursing*, 40(4): 441-448.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=7731026&site=ehost-live>

### **March 10, 15 and 17: Parenthood and Work Effort**

(15) 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/article/pii/S000187910700098X>

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

<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/pdf/3005936.pdf>

(17) 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 D2L]

### **March 22: Women in a Man's World and Men in a Woman's World**

(18) Ranson, G. (2005). No Longer "One of the Boys": Negotiations with Motherhood, as Prospect or Reality, among Women in Engineering. *Canadian Review of Sociology and Anthropology*, 42(2): 145-166.

<http://search.proquest.com.ezproxy.lib.ucalgary.ca/docview/234926965/fulltextPDF?accountid=9838>

(19) Ranson, G. (2012). Men, Paid Employment and Family Responsibilities: Conceptualizing the "Working Father". *Gender, Work and Organization*, 19(6): 741-761.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=82729595&site=ehost-live>

## **SECTION IV: THE DIVISION OF HOUSEHOLD LABOUR**

### **March 24 and 29: Housework, Gender and Attitudes**

(20) Bianchi, S.M., Sayer, L.C., Milkie, M.A., and J. P. Robinson (2012). Housework: Who Did, Does, or Will Do It, and How Much Does it Matter? *Social Forces*, 91(1): 55-63.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=85099006&site=ehost-live>

(21) Craig, L., Powell, A., and J.E. Brown (2015). Co-resident Parents and Young People Aged 15-34: Who Does What Housework? *Social Indicators Research*, 121: 569-588.

<http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1007/s11205-014-0643-5>

### **March 31 and April 5: Housework and Gender Display**

(22) Sullivan, O. (2011). An End to Gender Display Through the Performance of Housework? A Review and Reassessment of the Quantitative Literature Using Insights from the Qualitative Literature. *Journal of Family Theory and Review*, 3: 1-13.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=65007941&site=ehost-live>

(23) Banerjee, P. (2015). When Men Stay Home: Household Labor in Female-Led Indian Migrant Families. In B. Risman and V. Rutter (Eds.), *Families as They Really Are* (pp. 500-517), Norton & Co. [available on D2L]

(24) Banerjee, P. (2013). An Immigrant Wife's Place? In the Home, According to Visa Policy (Ms. Magazine blog)

<http://msmagazine.com/blog/2013/06/19/an-immigrant-wifes-place-in-the-home-according-to-visa-policy/>

#### April 7: Housework and Health

(25) Polachek, A.J., and J.E. Wallace (2015). Unfair to Me or Unfair to My Spouse: Men's and Women's Perceptions of Domestic Equity and How They Relate to Mental and Physical Health. *Marriage & Family Review*, 51(3): 205-228.

<http://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1080/01494929.2015.1031420>

#### April 12: Housework and Health Memo

**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 write an exam or submit an essay on its designated date. All requests for deferral of an exam or 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 exams or essay may be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, work schedules or misreading of the syllabus are not valid reasons for requesting a deferred exam or essay. Deferred exams or essays will not be granted if it is determined that just cause is not shown by the student and you will receive a 0 for that component of the course. 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 the instructor may choose to transfer the percentage weight to another course component. The make-up test may be a different format (e.g., essay, oral) than the original test at the discretion of the instructor. The scheduled date and location of the make-up exam 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 Final Exam Application:*

[http://www.ucalgary.ca/registrar/files/registrar/APP%20FOR%20DF%20EXAM\\_0.pdf](http://www.ucalgary.ca/registrar/files/registrar/APP%20FOR%20DF%20EXAM_0.pdf)

*Deferred Term Work Form:*

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

You must submit these deferral forms to the Faculty of Arts 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.

- There are no re-writes on any exams or essays in this class and no extra credit work will be given. If you anticipate any difficulties meeting any of the class requirements, please make sure to discuss your concerns with the professor before the exam is scheduled or the essay is due.
- If you must miss class, borrow the notes from one of your classmates. Try early on in the course to set up a “buddy system” to help each other in the event of missed classes. See the professor to clarify anything you do not understand.
- **Grade Reappraisal:** Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one’s mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a re- assessed grade may be raised, lowered, or remain the same.
- **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. Grades are not available through email, phone or the Sociology office. They are available on Blackboard only. When students are unable to submit papers in class, they should make arrangements to hand in their papers directly to the instructor rather than at the Sociology Department main office.
- **Academic Accommodation:** Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at [http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf).
- **Student Representation:** The 2015-16 Students’ Union VP Academic is Stephan Guscott: email: [suypaca@ucalgary.ca](mailto:suypaca@ucalgary.ca). The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: [arts1@ucalgary.ca](mailto:arts1@ucalgary.ca), [arts2@ucalgary.ca](mailto:arts2@ucalgary.ca), [arts3@ucalgary.ca](mailto:arts3@ucalgary.ca), and [arts4@ucalgary.ca](mailto:arts4@ucalgary.ca). You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/provost/students/ombuds/role>
- **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 403-220-5333. Campus Security can also be contacted from any of the “Help” phones located around Campus.
- Cell phones, pagers, Blackberries, internet surfing, watching videos, playing computer games, checking E-mail, text messaging, and listening to music are disruptive to other students in class. **Please be courteous to your classmates and professor and turn off all such devices before the class starts.** Laptop computers are to be used exclusively for the purposes of taking notes during class. Using your laptop for purposes other than taking notes (e.g., watching videos, playing solitaire, etc.) will be considered disruptive behavior. Students violating the policy will be asked to cease doing so and may be disallowed from using a laptop in future classes. Recording devices may be used only if you have permission from the professor.

- **E-mail:** Feel free to contact me over email at any time. Please put your course number and section in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. All emails violating customary email conventions will be ignored. All other emails will be answered within one business day. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining assignments or exams. If you have a course-related question, please check the course outline first. Also, please e-mail me for administrative purposes only, for example to set up an appointment. Please do not use e-mail as a replacement for an office visit, if there is something you want to discuss. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.
- **Emergency evacuations:** In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point Social Science Food Court.
- Sociology Web Page: <http://www.soci.ucalgary.ca>