Gender, Work and Family  
SOCY 61—Spring 2016  
Course meets in Room 102, Dartmouth Hall

**Professor:** Kristin Smith  
Kristin.E.Smith@Dartmouth.edu  
Kristin.smith@unh.edu  
**Office:** 124 Silsby Hall

**10A, T/TH 10-11:50PM**  
**X-period: W 3:00-3:50**  
**Office hours:** T/TH 12-1:00PM  
Wednesdays, by appointment only

---

Course description:
Work, family life, and gender have dramatically changed over the past half century in the United States. Five decades ago most mothers with young children did not work in the paid labor force. Today, the majority of mothers with young children, even mothers with infants, work for pay. Most men express interest in becoming involved fathers, not just breadwinners, and most young adults—both women and men—expect to derive a sense of identity, personal fulfillment, support, and economic well-being from both their paid work and their family life. Many, however, experience difficulties in meeting these various obligations and find it challenging to balance their work and family responsibilities. This course provides a sociological perspective on these challenges and on women's and men's work and family experiences in the contemporary United States.

In particular, we will explore the nature, extent, and consequences of gender inequality in society. Changing gender roles will be examined in relation to class and race, changing demographics, the socialization process, and the experience of women and men as paid workers and unpaid caregivers in the family. Finally, we shall analyze work and family conflict, looking at gender inequality, consequences for families and employers, policy, and implications for social structural change.

Course goals and objectives:
By the end of the course, students will be able to:

1. Students can identify, define and illustrate basic concepts, theories, and research techniques related to the sociological study of gender, work and family.
2. Students can apply these concepts, theories and techniques and analyze connections between them for various race, ethnic, and class groups in society.
3. Students can assess the potential effectiveness of various work and family related policy solutions, including the implications for gender, race and class inequities.
4. Students can write a well-organized paper around a well-supported argument.
5. Students can write and think critically via class discussions, research projects, written assignments, and exams about the concepts, theories, and techniques in the field.
Course Readings

Textbooks:
The following books are required, and can be purchased from the Dartmouth Bookstore or Wheelock Books. They are also on reserve in Baker/Berry library.


Other reading materials:
Required textbook reading will be supplemented with relevant journal articles and other materials available on blackboard or at the library.

Course Requirements

Active Participation. This course is reading and writing intensive and is organized as a seminar. The active participation of all members of the class is essential to the course’s success. It is vital that students read all the assigned readings and come to class prepared to take the lead in class discussions and debate the issues raised in the readings. Students are expected to not only read, but also reflect upon the assigned readings before coming to class. All students will be expected to understand key concepts from all reading materials. As part of student engagement in the class, it is mandatory that all outside distractions are turned off prior to coming to class (i.e., cell phones and other electronic devices).

Discussion Questions. To stimulate class discussion, every student will post a very brief discussion question regarding two readings per class. The posts should be one to three sentences per reading, and should be posted by NOON the day prior to class. This will give me and the discussion leader time to read the posts before class. Discussion leaders must read the posts prior to class (Please see me on the first day of class if you anticipate a
problem with this course requirement). Ten percent of your final grade is based on the quality of your posts.

**Discussion Leaders.** Students will lead a class discussion once or twice during the term. Discussion leaders should organize their thoughts ahead of time and come prepared to guide the entire discussion with a list of thoughtful questions and comments. What are the key issues that we should focus on? How do this week’s readings relate to our previous class discussions? Discussion leaders should prepare at least two questions to engage all of the students in the class.

**Reflection/Issue Papers.** Students will prepare short reflection papers during the course based on course material and class discussions. The reflection paper topic and details on the assignment will be handed out one week prior to the due date. Papers should be between 2-4 pages double spaced, 12 point font. Students may use the course materials, but may also need to research the issue further and at a minimum, papers should have at least five references.

**Final Research Paper:** Students will complete a substantive research paper. The proposal, topic and reference list of a minimum of 15 references will be approved by the instructor. Details for the research paper will be handed out during the course.

Students will be graded on **class participation** overall. Class attendance, quality of discussion questions, contributions to in-class discussions, and participation in group activities all contribute to your class participation grade. Class discussion should incorporate the material in the readings, rather than be based on personal or anecdotal experience. Students are encouraged to bring in media coverage of issues relevant to the course throughout the term. Because it is necessary to be in class to participate, **missing more than three class periods without a valid excuse, approved by me, means you cannot receive any better than a C for your class participation part of the grade.**

**The final grade will be determined based on the following weighting scheme:**

- Class participation: 10%
- Discussion questions: 10%
- Discussion leader: 10%
- Reflection papers: 40%
- Final research paper: 30%

**For all papers and exams:**

An “A” response paper or exam will:

- Present an insightful, exciting, smart reflection and a new way to think about the material at hand.
- Display critical thinking and avoid overly simplistic description or summary.
- Present an argument that flows logically and is reasonable and identifiable.
- Make novel connections to other ideas that we have developed in class.
Have excellent sentence structure, grammar, correct use of punctuation, no spelling errors, no comma splices, and no run-on sentences.

**Course guidelines and policies**

**Honor principle:**
Examinations and assignments will be conducted in accord with the principles of academic honor detailed in the Dartmouth Organization, Regulations and Courses. Academic misconduct will result in a failing grade and a report to your academic dean. Students are encouraged to read Dartmouth’s statement on Sources and Citations: [http://www.dartmouth.edu/~writing/sources](http://www.dartmouth.edu/~writing/sources)

**Religious holidays:**
Some students may wish to take part in religious observances that occur during the academic year. If you have a religious observance that conflicts with your participation in the course, please meet with me as soon as possible to discuss appropriate accommodations.

**Students with disabilities:**
Students with learning, physical, or psychiatric disabilities who will be taking this course and may need disability-related classroom accommodations are encouraged to make an appointment to see me as soon as possible, by the end of the second week of classes. All discussions will remain confidential, although the Student Disability Services office may be consulted to discuss appropriate implementation of any accommodation requested. Also, stop by the Academic Skills Center in 301 Collis Center to register for support services.

For individual peer tutorial assistance with papers, research, and new media projects, students may use RWIT, the Student Center for Research, Writing, and Information Technology. Make appointments online at [www.dartmouth.edu/~rwit](http://www.dartmouth.edu/~rwit), or drop by the Center at Baker-Berry Library, Level One, from 4 to 6PM and 7 to 10PM, S-Th.

**Missed classes:**
Students should notify the instructor of any anticipated absences. In the event that you miss a class for any reason, you are responsible for getting class notes from another student. As a general policy, I do not make my notes available. After you review your classmate’s notes, I would be happy to meet with you to talk about the material or answer questions about anything that is unclear. If you miss more than three days of class, you will lose an entire letter grade, and your grade will decrease by one step (e.g., B to B-) for each additional absence, regardless of your performance on other activities and assignments. Class attendance counts toward your participation grade.
**Classroom discussion:** Focused class discussion is possible only if people are willing to abide by the conventions of civilized discourse. All points of view must be expressed politely and with due respect for the differing opinions of others.

**Late submissions and make-up exams:**
The submission of assignments, exams and papers is expected on the indicated “due date” during that day’s class meeting (unless otherwise stated). Requests for extensions beyond the submission date should be made prior to the due date. Please note that grades on non-approved late submissions will be penalized. Any work turned in more than 10 minutes after the start of class is considered late and the grade will be reduced by one step (i.e., from a B to B-). The grade will be reduced by an additional step for each day it is late. Papers turned in after class begins are considered one day late. Papers turned in the day after class are considered two days late. A make-up exam will only be offered due to emergencies. If the make-up exam is missed for any reason the student will receive a zero for the exam.

**Classroom etiquette:**
Disruptions to class negatively affect everyone’s ability to learn. Everyone should arrive to class on time and not leave early. If you must arrive late or leave early, please notify the instructor in advance and sit by the door to minimize disruptions. It is inappropriate to use cell phones or use laptops for activities outside of taking notes (such as email, facebook, shopping, etc.). Sidebar discussions with fellow students are disruptive to the professor. Students will be offered a short break (5 minutes) during the course. Students should respect the time frame and return to class within the time allotted.

**Late Papers:**
Discussion papers handed in any time after the beginning of the class in which they are due will receive a full letter grade reduction, meaning that the highest possible grade you can get on a late paper is a B. I will deduct an additional half a letter grade for each additional class period your paper is late. Any paper more than two weeks late will not be accepted.

Extensions may be given for extreme individual circumstances. If you are having problems completing an assignment, for whatever reason, it is best to talk with me as soon as possible. Talk to me after class, come to see me in my office during office hours, or email me and we can set up a time to meet. I may be able to help you get the paper done on time, and I will be more sympathetic than if I hear of your problem the day before or the day the assignment is due. Please note that talking with me will not necessarily lead to an extension.

Also note that computer failure is never considered a justifiable excuse for a paper extension. Computers sometimes freeze or breakdown; power outages happen. The best way to deal with these possibilities is to save your work, and save often.
Course Schedule

This syllabus is a working document; it may change over the course of the term.

Tuesday, March 29: Course Introduction

Section I: Social Construction of Gender

Thursday, March 31: Theoretical Explanations

Tuesday, April 5: Theoretical Explanations

Additional:

Section II: Caring Labor

Thursday, April 7: Care Work
- Brown, Tamara Mose, Raising Brooklyn. Chapters 1-2

Tuesday, April 12: Care Work and Wages
- Brown, Tamara Mose, Raising Brooklyn. Chapters 3-5

Thursday, April 14: Care Work
- Brown, Tamara Mose, Raising Brooklyn. Chapters 6-7

Section III: Family, Work & Gender

Tuesday, April 19: REFLECTION PAPER # 1

Tuesday, April 19: The Work Family Interface
• Mills, Maura. Gender and the Work-Family Experience. Chapters 1, 2, 4, 5
• Glass. 2005. Sociological Perspectives on Work and Family, in In Bianchi et. al. Chapter 15

Additional:

Thursday, April 21: Employment and Earnings
• Browne, Irene. Latinas and African American Women at Work. Chapter 2, 4, 5
  One of the following: Chapter 1 or 3

Tuesday, April 26: Gender Inequality
• Rupp et. al. 2014. Queer Women in the Hook Up Scene
• Schilt, Kristen. 2006. Just One of the Guys?


Section IV: Occupational Variation, Race, and the Work-Family Interface

Thursday, April 28: Occupational Variation
• Mills, Maura. Gender and the Work-Family Experience
  Chapters 3, 15, 16, 17
Tuesday, May 3: Occupational Variation and Race
- Bell and Nkomo, Our Separate Ways, Chapters 1, 3

Thursday, May 5: Occupational Variation and Race
- Bell and Nkomo, Our Separate Ways, Chapters 5-8
- Browne, Irene. Latinas and African American Women at Work. Chapter 10

Section V: Gender, Power & Work

Tuesday, May 10: REFLECTION PAPER # 2

Tuesday, May 10: Men, Family and Work
Shows and Gerstel. 2009. Fatherhood, Class and Gender
Chesley, 2011. Stay-at-home Fathers and Breadwinning Mothers
Sherman, 2011. Men Without Sawmills
Cha, 2010. Reinforcing Separate Spheres

Thursday, May 12: Gender and Power in relationships
- Solomon et. al, 2005. Money, Housework, Sex and Conflict

Additional: Arrighi and Maume. 2000. Workplace Subordination and Men’s Avoidance

Tuesday, May 17: Housework, Marital Satisfaction, and Sex

Additional readings:

Section VI: Workplace Flexibility and Work and Family Policy

Thursday, May 19: REFLECTION PAPER # 3

Thursday, May 19: Job Flexibility & Schedule Control
• Mills, Maura. Gender and the Work-Family Experience
• Levs, Josh. All In. Part I: The Parental Leave Battle. Pages 1-90

Additional:

Tuesday, May 24: Work and Family Policy
• Levs, Josh. All In.
  o Part II: Beyond Leave (Pages 93-118)
  o Part IV: Fatherlessness (Pages 138-181)

Additional:
Williams and Boushey, 2010. The Three Faces of Work-Family Conflict
Section VII: Paper Presentations

Thursday, May 26: Research Paper Presentations

Tuesday, May 31: Research Paper Presentations

Saturday, June 3, 2016: Final Research Paper DUE 3PM