

Work, Families and Public Policies

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Classroom: SS 2114
Class Time: Wed 10 a.m. to 12 p.m.
Office Hours: by appointment
Class website: <https://portal.utoronto.ca>

Course Description, Course Objectives, and Prerequisites

The arrival of children in any family has a profound impact on the lives of the adults who care for them, including the time spent on paid and unpaid work. Who cares for small children? What are the implications of care work for social and economic inequalities across gender, social class, race, ethnicity and sexuality? This class takes the experiences of parents in Canada and the U.S. as a starting point. We will discuss cross-national comparative research from on how national policy and cultural contexts produce divergent experiences among parents, and how these contexts mediate inequalities based on gender and parenthood.

The readings and lectures include cross-national and historical comparisons. Comparing social inequalities across countries and their development over time shows us that inequalities are not a given, but subject to change. Comparisons also further our understanding of how social policies can contribute to social change, as well as the maintenance of inequalities.

The class combines different ways of approaching the material to accommodate various learning styles: This includes individual reading of assigned texts, writing assignments, classroom discussions and in-class activities, lectures, along with movie/video clips.

Course objectives

In this course, you will develop:

1. your understanding of the major patterns of gender, race/ethnicity and class-based inequalities in the division of paid and unpaid work in North America and cross-nationally,
2. knowledge of different government and employer-based policies,
3. your ability to critically assess the impact of social policies on inequalities between different social groups,
4. knowledge of the theoretical approaches and research methods applied in this field of sociology,
5. and ability to identify the central arguments in a text, as well as the strengths and weaknesses of the arguments made by an author/authors

Prerequisite

The prerequisite to take SOC498H1F is a SOC course at the 300+ level. Students without this/these prerequisite/s will be removed at any time discovered and without notice.

Course Requirements

Class Participation. This class is held as a seminar, which means that we will spend significant portions of the class time discussing the assigned texts. On average we will read approximately 45-50 pages of material per week (sometimes less, sometimes more). It is critical that you keep up with these readings and come prepared to discuss the assigned texts so that everyone is able to contribute. Your class participation grade will be based on A) active **participation in class discussions**, and B) **attendance**. Class attendance is mandatory. Absences require valid, documented excuses (see classroom policies on page 4). (5% for each 4-week block of the course, in total 15% of final grade)

Memos. Over the course of the semester, you will write (at least) 6 one-page, single-spaced reflection papers, 3 before and 3 after the mid-term. Choose and discuss two of the weeks' readings in-depth, connect the readings to one another, to other class material and to your prior knowledge and experiences. These memos will be a useful tool to jog your memory about the readings when preparing for the mid-term test or writing other assignments. See pages 5-7 of the syllabus for detailed information on these reflection papers. The memos are due on the day before the class, i.e. on Tuesday evening at 5 p.m. (Each memo worth 5%, in total 30% of final grade)*

Midterm Test. There will be one in-class test at the midpoint of the semester. The test will consist of 3 short answer questions and 2 longer answer questions. You will be asked to synthesize the course materials, and class discussions to fully answer the questions. Readings, lectures and film clips watched in class are part of the test material. This test is "open book": You may use hard copies of the assigned readings, and a "cheat-sheet" (a print-out of two pages of typed notes, or two pages of hand-written notes). (20% of final grade)

Term paper and short in-class presentation. You will write a 2000-2500 word paper on a work-family policy related topic. This will include three lower-stakes writing assignments over the course of the semester, including a short outline of the paper (*worth 2% of final grade*), an annotated bibliography (*worth 3% of the final grade*) and a first full draft of the paper (*worth 5% of the final grade*). I would also like to meet with everyone at least once during the semester to discuss the paper (after the outline is due). The final version of the course paper (*worth 15% of the final grade*) is due at the end of the semester on Monday, December 5th 2016 by 9 p.m. Each student will give a short 5-10 minute presentation of the key points of the paper during the last class session (*worth 5% of the final grade*). There will be a separate handout with more detailed instructions. (*In total 30% of final grade*)

Short homework assignments. From time to time I will ask you to complete short homework or in-class assignments. You will receive full credit for completing them. (5% of final grade)

* **Extra credit.** You have the option to write extra weekly memos. These memos still have to be completed on-time. I will count the 6 memos with the highest grades. There will be no other options for extra credit.

I use the standard university grade scale:

Percentage	Letter Grade	Grade Point Value	Percentage	Letter Grade	Grade Point Value
90-100	A+	4.0	67-69	C+	2.3
85-89	A	4.0	63-66	C	2.0
80-84	A-	3.7	60-62	C-	1.7
77-79	B+	3.3	57-59	D+	1.3
73-76	B	3.0	53-56	D	1.0
70-72	B-	2.7	50-52	D-	0.7
			0-49	F	0.0

Required Materials

Required readings are available electronically on the course website.

Academic Integrity

Academic integrity is required of all students at the University of Toronto. If you are unsure about some aspects of academic integrity, please do not hesitate to talk to me. Academic dishonesty includes cheating, fabrication, plagiarism, and facilitating dishonesty. Know where you stand by reading the "[Code of Behaviour on Academic Matters](#)" in the Calendar of the Faculty of Arts and Science. **It is your responsibility to read this material and comply fully with it.**

Students who commit an academic offence face serious penalties. University policy requires cases of academic dishonesty to be reported to the department chair and the university. You find additional information on the university's rules and expectations about academic integrity [here](#).

Avoid plagiarism by citing properly. The university offers excellent writing support at [college writing centers](#), and provides [writing advice](#) online, including resources that explain [how not to plagiarize](#). See also referencing guidelines included on page 7 in the syllabus.

Communication and Assignment Submission

Communication

Please use your University of Toronto [email](#) to communicate with me with regard to [personal matters](#). I will do my best to respond to your emails within 24 hours from Monday to Friday between 9 a.m. and 5 p.m.

To clarify questions regarding the [syllabus](#), [assignments](#), as well as substantive questions about [assigned texts](#) ahead or after class, please use the designated [discussion boards on the course website](#). Other students may have the same or similar questions. Using discussion boards ensures that everybody has equal access to the same information.

Please do not hesitate to come and talk to me if you have any questions or concerns about the class, or if you need assistance. My [office hours are by appointment](#). The best way to set up a meeting is to email me.

Assignment Submission

All writing assignments should be submitted [on the course website](#) according to the deadlines outlined for each assignment. Please DO NOT email or put any written assignments, including memos, under the door to my office.

Please note: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to **Turnitin.com** for the detection of plagiarism. All submitted papers will be included as source documents in the **Turnitin.com** reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the **Turnitin.com** service are described on the **Turnitin.com** web site.

Assignments not submitted through *Turnitin* will receive a grade of zero (0 %) unless a student instead

provides, along with their paper, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via *Turnitin*) is in place because, strictly speaking, using *Turnitin* is voluntary for students at the University of Toronto.

Late Policy for Term Paper and Mid-term Make-up Test

Late submission of the term paper assignments will result in a 2% deduction for each day the assignment is late (up to a maximum of 50% of the grade) **unless** arrangements for an extension have been made ahead of time and given the necessary documentation.

If you cannot attend the mid-term test class session on October 26th, please let me know ahead of time via email or in person. We will schedule an alternative date for you to take the test. It is your responsibility to bring the necessary documentation (see also "Missing a class" below).

Classroom Policies

1. **Class culture:** In this class we will discuss issues that may challenge existing perceptions. Sometimes there may be different opinions among class members. Different experiences and opinions are learning opportunities for everyone in the class. It is important that we collectively create an environment in which everybody feels comfortable and safe to voice their opinion without fear of repercussions. Respecting each other's opinions is crucial for your participation in this class.
2. **Missing a class:** Please let me know in advance (in person, or via e-mail) if you are going to miss a class. It is your responsibility to bring the necessary documentation. In case of illness, you must supply a duly completed Verification of Student Illness or Injury form (available at www.illnessverification.utoronto.ca). A doctor's note is not acceptable. The form must be placed in a sealed envelope, addressed to the instructor, and submitted in class or during office hours. If a personal or family crisis prevents you from meeting a deadline, you must get a letter from your college registrar. The letter must be placed in a sealed envelope, addressed to the instructor, and submitted during class or office hours.
3. If you **require accommodations** or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.
4. **Use of technology:** Please turn your mobile phone off or on silent before class. On the first day of class, we will discuss the use of technology in the classroom. All class members will be required to follow the agreed upon rules.

Memos

You will write **6 one-page, single-spaced reflection papers (memos)** reflecting on **2 of the week's readings**. Choose any 3 weeks before the midterm and any 3 weeks after the midterm to write a memo.

- Put your name, the date, student ID, and the number of the memo (1st, 2nd, 3rd, etc. at the top of each memo.
- The memos are **due on Tuesday evening at 5 p.m. before the class the readings are assigned to**. Please upload an electronic copy to the course website. Please **DO NOT** email or put any written assignments, including memos, under the door to my office. Should online submission fail, please email me the memo and submit the electronic copy when the course website is working again (so that all your work is "on record" on the course website).
- **Late submissions** will lose 4 points every day that they are late, starting with the day that they are due (e.g. a memo submitted at 8 p.m. on Tuesday would lose 4 points, a memo submitted on Wednesday at 10 a.m. would lose 8 points).

These memos should not be difficult or time-consuming, but you should be systematic in your approach to the memos. Following these steps helps to ensure that you cover all of the bases:

1. Read **all the texts** assigned for the week. If there are more than two readings assigned, **choose two**. You may of course refer to other readings if you wish, but centrally focus on the two readings of your choice. Please do not write memos in weeks with only 1 assigned reading.
2. Write the memo following the **Memo Writing Guidelines A-E** below.
3. Check the memo for spelling errors, referencing rules and clarity of writing. Importantly, make sure it is transparent to the reader how you organized your memo.
4. Note on **active voice**: Try to use active voice whenever possible. An example of a sentence in active voice would be "Banks refused to make mortgage loans in poor urban neighborhoods." A sentence in passive voice such as "Poor neighborhoods were discriminated against" leaves us wondering who was perpetuating the discriminatory practices.
5. In a strong memo **arguments are supported by evidence**. Use examples from the readings or your prior knowledge to illustrate the points you are making. It is not sufficient to state that you agree or disagree with the author.
6. A strong memo **considers different aspects of an argument, or different points of view** (e.g. *on the one hand... on the other hand..., First... Second...*), and connects arguments logically to each other (e.g. using *However... Furthermore... Likewise...*)
7. Use the **Referencing Guidelines** laid out on page 6. Please make sure to refer to the readings by the last name of the author(s).

Writing Guidelines

- A. First paragraph: Summarize each text in two or three sentences (but not more). What are the **central ideas or concepts** discussed in the texts? If applicable: What is the research question and the research methods used by the author(s)? What are important findings? Note: The point of this paragraph is to practice identifying the central ideas of a text. I am not looking for detailed summaries here.
- B. Write a few sentences about how the readings relate to each other: Do they raise similar points, do they disagree with each other, or do they shed light on different aspects of an issue or question?
- C. Spend one paragraph discussing what stood out or seemed especially thought provoking or surprising to you. How did the author(s) further your understanding of work and families, social

inequalities and/or public policies? What are the strengths of the text or the study? Did the author(s) omit important aspects, what are possible limitations of their research and/or argument? Why would it be important to consider the omitted point or aspect?

- D. In another paragraph connect the readings to previous class materials (readings, class discussions, film clips) and prior knowledge: How do the readings speak to the broader themes addressed in class? How do the readings connect to your prior knowledge from other classes, materials you encountered outside the classroom (e.g. newspaper or magazine articles, movies/TV series, etc.), your personal experiences, or observations.
- E. Conclude with a paragraph bringing the paragraphs of the memo together. What are the major points you are taking away from the readings? What questions did the readings raise for you? Are there any points that remained unclear or confusing?

Grading

Your memo will be graded in 6 different areas – coverage, connection, discussion, integration, organization, and writing style, as noted in the rubric (8 points for exemplary, 6 for acceptable, 4 for needs improvement, and 2 for unacceptable). 48 points in total are possible. Late submissions will lose 4 points for every day they are overdue starting with the day the memo is due (see above). Grades will translate in the following way:

Points	%	Points	%	Points	%	Points	%	Points	%
48	100	44	92	40	83	36	75	32	67
47	98	43	90	39	81	35	73	31	65
46	96	42	88	38	79	34	71	30	63
45	94	41	85	37	77	33	69	29	60

	Exemplary <i>8 points</i>	Acceptable <i>6 points</i>	Needs improvement <i>4 points</i>	Unacceptable in this form <i>2 point</i>
Coverage	Covers two readings assigned for a week thoroughly and thoughtfully	Covers two readings thoughtfully	Covers two readings briefly	Only covers one reading
Connection	Connects readings to one another effectively	Connects readings to one another	Attempts to connect readings to one another	Lack of connection across readings
Discussion	Discusses strengths and limitations thoroughly and thoughtfully, provides specific and fitting evidence/ examples to illustrate points raised.	Discusses the texts' strengths and limitations thoughtfully, provides examples	Discussion of texts attempted, no examples included.	Lack of discussion
Integration	Connects readings to other materials and broader course themes effectively	Connects readings to other materials	Connections to other materials are attempted but not clear	Lack of connection to other materials
Organization	Very clearly organized, including concluding paragraph	Clearly organized, including concluding paragraph	Concluding paragraph, but organization less explicit	No concluding paragraph or organizational logic
Writing Style	Adheres to writing guidelines completely or almost completely	Author makes one or two mistakes in a particular category, but also writes correctly elsewhere	Same as for a "6," but in more than one category, or else makes consistent errors in one category	Multiple patterns of errors

These memo guidelines and grading rubric are adapted from an assignment developed by Prof. Joya Misra at the University of Massachusetts.

Referencing Guidelines

An important part of any academic writing is the discussion and integration of other people's ideas into one's own work. Academic integrity includes transparency about one's sources. Conventions about how to reference other scholars' work differ across disciplines. The following referencing style is common in sociology (American Sociological Association Style), but you will find variations in different sociology books and journals:

Paraphrasing

When you refer to ideas or concepts discussed in a reading in your memos, your paper, or the mid-term test, note the **name of the author and the year of publication in parentheses** at the end of the sentence.

Two alternative examples:

- (1) While most couples moved to a more equitable division of housework and childcare, wives still remained the primary household manager (Rubin 1994).
- (2) Rubin (1994) argues that most couples moved to a more equitable division of housework and childcare, but that wives remained the primary household manager.

Direct quotation

If you take a sentence or any part of a sentence from a text, put the sentence/part of the sentence in quotation marks and add the **name of the author, year and page number** in parentheses at the end.

Example:

"Even in families where husbands now share many of the tasks, their wives still bear full responsibility for the organization of family life." (Rubin 1994:261).

References/Bibliography

Please include a bibliography/list of references at the end of your papers.

Example: Book

Rubin, Lilian B. 1994. *Families on the Fault Line: America's Working Class Speaks about the Family, the Economy, Race and Ethnicity*. New York: HarperCollins.

Example: Journal article

Kang, Millian. 2003. "The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant-Owned Nail Salons." *Gender & Society* 17(2):820-839.

For more examples, there are numerous summaries of the ASA Style Guide online, such as this one:

http://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf

One of the criteria I use to grade your written work is writing style which includes how effectively these referencing guidelines are followed. Plagiarism will not be tolerated. Please let me know if you have questions about paraphrasing, quoting or referencing different kinds of work.

Course Schedule

All readings are available on the course website under "Course Materials."

Week 1, September 14th

Care Work & Employment: The Role of Families, the Market and the State

Readings

England, Paula & Folbre, Nancy. 1999. "Who Should Pay for the Kids?" *The ANNALS of the American Academy of Political and Social Science* 563:21-44.

CBC News. 2012. "Canada's working moms still earning less, doing more than dads." Retrieved July 15th, 2016 (<http://www.cbc.ca/news/canada/canada-s-working-moms-still-earning-less-doing-more-than-dads-1.1184685>)

Week 2, September 21st

How do parents negotiate their engagement in paid and unpaid work within families?

Readings

Moore, Mignon R. 2008. "Gendered power relations among women: A study of household decision making in Black, lesbian stepfamilies." *American Sociological Review* 73(2): 335-356.

In addition, please read at least one of the following two texts (please sign-up for one in class on 09/14):

Chesley, Noelle. 2011. "Stay-at-Home Fathers and Breadwinning Mothers: Gender, Couple Dynamics, and Social Change." *Gender & Society* 25(5): 642-64.

Hoang, Lan Anh & Yeoh, Brenda S. A. 2011. "Breadwinning Wives and 'Left-Behind' Husbands: Men and Masculinities in the Vietnamese Transnational Family." *Gender & Society* 25(6): 717-739.

Week 3, September 28th

How do mothers and fathers fare in the labor market?

Readings

Crittenden, Ann. 2002. "The Mommy Tax." Pp. 87-109 in: *The Price of Motherhood: Why the Most Important Job in the World is Still the Least Valued*. New York, NY: Macmillan.

Fuegen, Kathleen, Biernat, Monica, Haines, Elizabeth, and Deaux, Kay. 2004. "Mothers and Fathers in the Workplace: How Gender and Parental Status Influence Judgments of Job-Related Competence." *Journal of Social Issues* 60(4):737-754

Week 4, October 5th

How do workplace norms and workplace structures impact the employment experiences, family lives, and gender identities of workers with children?

Readings

Kelly, Erin, Ammons, Samantha K., Chermack, Kelly & Phyllis Moen 2010. "Gendered Challenge, Gendered Response. Confronting the Ideal Worker Norm in a White-Collar Organization." *Gender & Society* 24:281-303.

In addition, please read at least one of the following two texts (please sign-up for one in class on 09/28):

Cooper, Marianne 2000. "Being the 'Go-To Guy': Fatherhood, Masculinity, and the Organization of Work in Silicon Valley." *Qualitative Sociology* 23:379-405.

Shows, Carla, and Naomi Gerstel. 2008. "Fathering, Class, and Gender: A Comparison of Physicians and Emergency Medical Technicians." *Gender & Society* 23(2):161-87.

Week 5, October 12th

Introduction to Comparative Welfare State Research

Readings

Fraser, Nancy 1994. "After the Family Wage: Gender Equity and the Welfare State." *Political Theory* 22(4):591–618.

Moller, Stephanie, Joya Misra, and Eiko Strader. 2012. "A Cross-National Look at How Welfare States Reduce Inequality." *Sociology Compass* 7(2): 135–146.

**Week 6: Term paper outline due on Tuesday, October 18th (upload online by 5 p.m.)
In addition: please bring a print-out of your outline to class on October 19th for peer review & feedback**

Week 6, October 19th

How is non-parental care organized in different countries? What contributes to cross-national differences?

Readings

Morgan, Kimberly 2005. "The 'Production' of Child Care: How Labor Markets Shape Social Policy and Vice Versa." *Social Politics* 12:243-263.

Mahon, Rianne. 1997. "Child Care in Canada and Sweden: Policy and Politics." *Social Politics* 4(3):382-417.

Week 7, October 26th

In-class midterm test

Week 8, November 2nd

Who provides non-parental care? How is care work organized in a global economy? What are the working conditions and experiences of care providers?

Readings

Utrata, J. 2011. "Youth Privilege: Doing Age and Gender in Russia's Single-Mother Families." *Gender & Society* 25(5):616–41.

Salazar Parrenas, Rhacel 2006. Migrant Filipina Domestic Workers and the International Division of Reproductive Labor, p. 48-64.

+ listen to podcast: Interview with Prof. Madonna Harrington Meyer about her research on grandparents and child care in the United States (available on the course webpage, ~10min)

Week 8: Annotated bibliography due on Wednesday, November 2st (upload online by 9 p.m.)

Week 9, November 9th

How does parental leave shape mothers' and fathers' work-family experiences? What barriers do parents face with regard to taking time away from employment to care for children?

Readings

- Halrynjo, Signtona and Selma Therese Lyng. 2009. "Preferences, constraints or schemas of devotion? Exploring Norwegian mothers' withdrawals from high-commitment careers." *The British Journal of Sociology* 60:321-343.
- Perry-Jenkins, Maureen. 2012. "The Challenges to and Consequences of 'Opting Out' for Low-Wage, New Mothers." Pp. 103-118 in: Jones, Bernie D. (Ed). *Women who Opt Out: The Debate Over Working Mothers and Work-family Balance*. New York, NY: NYU Press.
- Rehel, Erin M. 2014. "When Dad Stays Home Too: Paternity Leave, Gender, and Parenting." *Gender & Society* 28(1):110–32.

Week 9: First full draft of the term paper due on Wednesday, November 9th (upload online by 9 p.m.)

Week 10, November 16th

Public Policies and Employer Practices

Readings

- Glass, Christy & Eva Fodor 2011. Public Maternalism Goes to Market. Recruitment, Hiring, and Promotion in Postsocialist Hungary. *Gender & Society* 25:5-26.
- Haas, Linda, Karin Allard, and Philip Hwang. 2002. "The Impact of Organizational Culture on Men's Use of Parental Leave in Sweden." *Community, Work & Family* 5(3):319–42.

Week 11, November 23rd

What types of policies are subsumed under the term "workplace flexibility"? How does "workplace flexibility" vary across different groups of workers?

Reading

- Gerstel, Naomi and Dan Clawson. 2014. "Class Advantage and the Gender Divide: Flexibility on the Job and at Home." *American Journal of Sociology* 120(2): 395-431.
- MacNaull, Sarah. 2016. "Public Policy Brief – Flex: From a Privilege to a Right." Retrieved September 5th, 2016 (<http://vanierinstitute.ca/public-policy-flex-privilege>)

Week 12, November 30th

Paper presentations and review

Final version of the term paper due: upload online by Monday, December 5th 2016 by 9 p.m.