Sociology 442: The Work-Life Intersection
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Office Hours: Tuesdays, 2:30 – 4:30, and by appointment

*** Please reach out to me (email is best) with your comments and questions ***

Why Take a Class Like This?

Most adults organize their lives around two social institutions: family and employment. This semester we will analyze those social institutions and their relationship to one another. Our goal is to better understand how the social construction and organization of family/personal life and paid work creates both challenges and opportunities for individuals and society at large. We will address a number of broad questions: What are the realities of managing the responsibilities of paid employment and, especially, care (for yourself, your family members and other significant partners, and your friends) for contemporary individuals? How do people cope with conflicting demands generated in these life domains, and what are the implications of conflicting demands for individuals, families, employers, and society more generally? How does involvement in employment and family life enhance outcomes for individuals, families, employers, and society? How do key social characteristics, such as an individual's gender, race or ethnicity, social class, or sexual orientation shape how the work-life intersection is experienced? What policies have organizations and governments instituted to help employees manage both work and care responsibilities? Are these policies effective? Are the experiences of American workers similar to or different from the experiences of workers in other countries?

If you plan on working and having a personal life, or someday managing employees with personal lives, the ideas and trends we cover in this class should be relevant for you personally, and as a citizen and as a current or future employee.

University Course Description
Social forces shaping work and family patterns and ideologies; implications of social change for employers, workers, and families; survey of work-family policies. Prereq: jr st; 6 cr 200-level or above Sociol.

About Your Instructor

Both my research and teaching interests are centered on social questions at the intersection of work and family life. In particular, much of my research is focused on how paid employment influences family expectations, attitudes, and experiences and vice-versa. Prior to working as a professor, I worked in a private-sector consulting firm, where I applied social research methods to solve real-world problems. I also bring that experience to bear in all of my teaching. My central goal as your instructor is to excite you about the possibilities for learning and growth that studying sociological topics can enhance and inspire you to do your very best work.

Required Books and Materials

There are two required books that **everyone** (undergraduate & graduate students) needs to purchase:

Boushey, Heather. 2016. *Finding Time: The Economics of Work-Life Conflict.* Harvard University Press, Cambridge, MA. ISBN 978-0674660168

Pugh, Allison. 2015. *The Tumbleweed Society: Working and Caring in an Age of Insecurity*. Oxford University Press, Oxford, England. ISBN 978-0199957712

Graduate Students only should purchase:

Williams, Joan. 2000. *Unbending Gender: Why Gender and Work Conflict and What to Do About It*. Oxford University Press, Oxford England.

Other required readings will be made available through the course website.

Course Workload

The UW System notes "that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours" (UWS ACPS 4). This means that a 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. In this course, you will spend **about 9 hours each week** engaged in course activities, including the time you take to read through course materials, prepare for and engage in discussions, and complete assignments and exams.

LEARNING OBJECTIVES AND TRANFERRABLE SKILL DEVELOPMENT

Learning Objectives

Completing this course with sufficient effort will help you gain an understanding of:

1) the social and demographic changes of recent decades that have created changes in employment, family life, and the intersection of these two institutions;

2) how the complexity of employment and family life influences individual decisions by creating different sets of opportunities and constraints for different groups of people;

3) how gender, racial/ethnic background, social class, sexual orientation, and other markers of social diversity can influence how the work-personal intersection is experienced;

4) the effectiveness of workplace and government policy initiatives aimed at helping people manage work and family roles;

5) how social institutions and experiences in this United States compare with other countries

Transferrable Skill Development
This course will help you progress in your ability to:

1. *Think Critically*: evaluate/analyze social science research, discuss theories of intimate relationships and family life, distinguish evidence-based arguments from those based on values and personal experiences, debate whether the evidence to date supports one explanation of family life more fully than others, and appreciate the value of multidisciplinary approaches to the study of intimate relationships and family life;

2. *Identify and Create Relevant Information*: synthesize and integrate information from a variety of sources, pose questions that follow from existing research, link individual life experiences to course concepts, and formulate and communicate conclusions to others;

3. *Solve Problems Creatively*: think about problems and their solutions in multiple ways, seek information from a variety of sources;

4. *Communicate Effectively*: summarize and critique conclusions from family research through effective communication to classmates, engage with other learners through active listening and sharing ideas;

5. *Understand and Appreciate Diversity:* become more aware of values and experiences of different cultures, religions, ethnic traditions, and social arrangements. Develop a more nuanced understanding of the possibilities and challenges associated with diversity in all its forms.

LEARNING ASSESSMENTS AND GRADES

Learning Assessments

1. *Participation in Weekly Online Discussion*. High quality participation in online weekly discussions is a central element of the course and an important place to learn. These discussions will engage ideas in that week's reading and will include your analysis of course materials and incorporate reactions to others' posts. Your **two** lowest-scoring posts are dropped from your final discussion grade. More information about this activity is available in the "*Crafting Effective Discussion Posts*" document on the course website (see "Assignment Instructions" under Content). Your participation in all online discussions is worth 30% of your final course grade. **Please note that online discussion is an essential arena of learning and debate in this course and the structure of discussion means that missed posts cannot be made up later.**

    Rationale: Research on teaching and learning demonstrates that short, regular opportunities to apply what you are reading and learning are one of the best ways to build knowledge and skills (such as writing and evidence-based argumentation skills).

2. *Mid-Term Exam*. We will have a mid-term exam (essay, short answer) designed to assess your ability to integrate and synthesize course material mid-way through the semester. Your mid-term exam will contribute 20% to your final grade.

    Rationale: This is your chance to think more comprehensively about how some of the different topics we have covered so far work together and integrate your learning and knowledge. What is the bigger picture starting to look like, drawing upon concepts and ideas from multiple weeks of the course?

3. *Final Paper*. Each undergraduate student will complete a final course paper that summarizes current research on a work-family topic (e.g., a "literature review" paper). More detailed instructions about this

assignment are available on the course website under Assignment Instructions. You will be required to submit a draft of this paper for early feedback as part of this assignment. Your final paper activities will contribute 50% to your final grade.

Rationale: Part of the seminar experience is engaging in independent research. Writers of literature reviews create new knowledge by synthesizing and integrating across many studies or works to identify patterns that were previously unknown or had not been documented/demonstrated through systematic study. This assignment then, fulfills the "independent research" aspect of the seminar experience.

UW System Shared Learning Goals and These Assessments. Putting sufficient effort into all of these assignments should help you progress in your ability to: 1) think critically and creatively about key aspects of intimate relationships/family life and paid employment; 2) further develop your written communication skills for a variety of audiences. Completion of these assignments may also help you: 3) progress in your ability to interact and work with people from diverse backgrounds and cultures as you analyze and evaluate the personal/employment intersection with respect to similarities and differences across gender, sexuality, race/ethnicity, and social class. Finally, since formulating critical thought and argument is a skill that must be utilized by an engaged citizenry, completion of these assignments can help prepare you for civic involvement through the practice of civil and reasoned debate of social topics and questions.

Summary of Assessments

Requirement	Points	%
Online Discussion & Replies to Instructor Comments (5 points per post; two posts per week for 10 weeks; drop lowest two = 90 plus 1 point for each reply to instructor comments = 10)	100	37
Mid-Term Exam	70	26
Final Paper (Draft, Final)	100	37
Totals	270	100
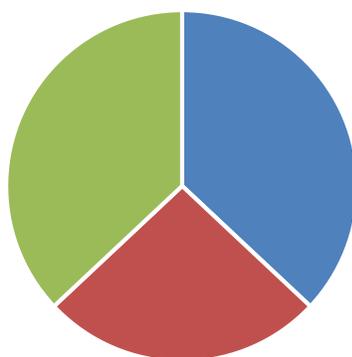
■ Discussion   ■ Mid-Term   ■ Final Paper

Matching Course Assessments to Letter Grades

Letter Grade	% of Total Points
A	93
A-	90
B+	87
B	83
B -	80
C+	77
C	73
C-	70
D+	67
D	63
F	Below 63

LEARNING IN AN ONLINE COURSE

This course is a fully online course. Many students have the misconception that an online course will be less work or will be less rigorous. This is not the case. An online course has the same rigor as a face-to-face course, except that you have more flexibility regarding when and where you complete your work. So, the good news is that you can participate in class on your own schedule.

The online class is always open, and you can read the course materials anytime. You can even talk about them anytime through threaded discussions. This gives you a chance to think about your response. Because of this, many online students come for the convenience and return for the quality. They find that they make more thoughtful contributions to these asynchronous conversations than they do in traditional in-person classrooms. This course format also obligates everyone to participate, bringing a variety of viewpoints to bear on complex issues.

The challenge is that you have to be self-disciplined and highly organized, learn how to communicate without meeting face-to-face and learn how to effectively use the technology to do well in the course. Writing clarity and quality are critical in an online learning environment because everything we do happens through text. You also have to remember to go online and complete the readings and lectures, to actively participate in the discussions on a timely basis and communicate online, to e-mail or call the professor, TA, or a classmate when you are lost or have a questions, and to learn how to effectively complete assignments online.

Even though we do not meet face-to-face a few times a week, it is still important that you schedule time for yourself to go online at least 3 times a week. For example, you may schedule yourself to go online on Wednesdays, Fridays, and Sundays from 9:00p.m.-10:30p.m. to review the agendas, review lectures, work on a project, or interact with your classmates in the discussions. Make sure to schedule at least 3 days a week for one to two hours that you can be online. Add it right into your calendar or date book. Further, you need to schedule time complete readings, assignments, and to study for exams.

The successful online learner:
- *communicates* effectively in writing.
- *enjoys* the challenge of learning independently.
- is *highly motivated and challenged* by being in charge of his/her own learning.

- *may need flexible scheduling* but understands that flexibility does not imply that completion of the course requirements will be easy.
- *demonstrates problem-solving skills* and the ability to work through difficulties.
- *manages time well* by prioritizing and establishing a personal schedule.
- *completes* assigned work by deadlines.
- *uses a personal computer and the Internet* to access information and to communicate.
- *possesses* above average reading skills.

What Are Office Hours and How Do They Work in an Online Environment?
(Adapted from "What are Office Hours", Cornell University Learning Strategies Center)
Instructors schedule dedicated time outside of class to be available for extra help on a "drop-in" basis. Office hours are times when you can meet with your instructors to discuss anything about class. These discussions can include asking for extra help, seeking clarification of material presented in class, discussing ideas for a paper or assignment, or anything else related to being a student in a specific class (or even just being a student more generally). Attending an instructor's office hours is not a requirement, but is offered as extra support for students. In an online class like this one, you may not be able to physically drop by my office during office hours. However, I maintain a practice of being in my office during these times, so I may be more easily reachable by phone or email during these hours. For more on what office hours are and how to make the most of them, see this helpful handout: http://lsc.cornell.edu/wp-content/uploads/2015/10/What-Are-Office-Hours.pdf

EFFECTIVE COMMUNICATION IN AN ONLINE ENVIRONMENT

Communication in an online environment can be more challenging than face-to-face communication. There are no physical cues to rely on (smiling, tone of voice, etc.). Moreover, in asynchronous communication, the need to clarify or follow-up with additional questions can slow down communication progress. It is essential that you focus on professionalism, clarity, and specificity in your online communications, whether through email, online discussions, or other technologically-mediated forums.

Constructing Effective and Professional Emails
Because our communication this semester will happen over email or online, I would like to ask students to follow these guidelines when relying on online communication in this class:
- *Be professional and focused in your communication*. Please format your emails like you would a business letter. This means including a greeting, a body of the email that contains the clear purpose of your communication, and a closing.
- *Use the Subject Line*. In addition, please use the following format in the subject line of email: "Soc 442: [Put the topic of your email here]." Because we all receive many emails for a range of different activities and deadlines, this helps all of us stay organized and facilitates the use of email filters.
- *Watch your writing quality.* Use a professional writing style and avoid including "texting" acronyms (i.e. OMG, BTW, LOL etc.) in your emails and online questions. It is critical that we are as clear as possible in our written communication.

Response Times for Communication
One of the challenges of the online classroom is the possibility of 24/7 participation. All of us balance a number of different responsibilities and cannot be online all the time. I am committed to responsive communication. I check my email several times a day during traditional business hours (Monday – Friday, 9 – 5) unless I am in all-day meetings or sick. I do not generally check into our class on the weekends, however, and will respond to requests or questions made during those days/times on Mondays.

Discussion Forums for Course Questions. There is a discussion forum on D2L that is set up for you to ask questions regarding the course. Many times, you may have missed something in the syllabus or course documents that may have an answer to your questions. However, someone else may have read it or have your answer. The discussion forums are a great way for you to get help from a classmate or me. So, if you have any

questions about the structure of the course, assignments, deadlines, or anything else please post them in the appropriate discussion forum. ***It is really important that we all get in the habit of regularly posting to and reading these forums, since many of you will have similar questions and concerns***. Posting these in the discussion forum, and reading my (and others responses) allows for efficient communication in the class.

TECHNOLOGY

Course Site. The Learning Management System used at UW-Milwaukee is Desire to Learn, sometimes called D2L, available at http://d2l.uwm.edu/.

Need Help? Any problems with access to D2L, please contact help@uwm.edu or call (414) 229-4040.The Help Desk can help you with your technical issues with the class. For searchable self-help about using D2L see: http://www4.uwm.edu/learningtechniques/ondemand/d2l.cfm.

Hardware. To successfully participate in an online learning environment, you will need routine access to a computer that has a broadband connection. You should have access to a desktop or laptop computer at home that is capable of accessing the course site and course materials.

Software. On your computer, you will need to be able to view, edit, and create .pdf files.

Email. One of our primary communication tools is email. Make sure your email program of choice will recognize messages sent from me as legitimate (rather than SPAM). If you do not use your UWM email, you can find information on forwarding your UWM email to another address at: https://kb.uwm.edu/page.php?id=17693. I will routinely use your UWM address, so please make sure you can receive email sent to this address.

Internet. You will need convenient access to a broadband Internet connection in order to efficiently and effectively access course materials.

An Important Note to Students
Not having access to technology or the appropriate technology to complete course requirements is not a valid excuse for incomplete work in an online learning environment. You must be willing to obtain access to the needed hardware, software, and Internet. You must be willing to check your e-mail regularly and access the course site at least 3 times a week. If you are not willing or able to do these things, then an online learning environment may not be a good fit for you.

SUCCEEDING IN AN ONLINE SEMINAR

In addition to being taught fully online, this course utilizes a seminar format. A seminar is defined (in Merriam-Webster's Collegiate Dictionary) as "a group of advanced students studying under a professor with each doing original research and all exchanging results through reports and discussions." Thus, this course requires regular and careful participation from each student. We will spend the majority of our time reviewing and analyzing the readings, although I will often present additional information to you to help frame each topic. In a seminar, the course readings are the cornerstone of the experience. There is no formal "lecturing" to systematically walk you through the materials and I will not be providing PowerPoint Slides that go through the details of each reading. ***As advanced students, I expect that you are doing the reading carefully, and thinking about it carefully every week***. If you neglect that responsibility, the seminar will suffer. With responsible preparation, the seminar will be interesting and enjoyable.

How will we create a lively seminar? The most critical contribution each of you will make to this class involves regular, deep engagement in the online discussion forum. It is very important that each student carefully read the course materials, think about them (this is probably your most important job), and share your informed

ideas and reactions with others in the class via these online discussions. The discussion forum will be the central learning tool we use to gain a better understanding of the issues and concepts raised in our seminar readings.

You will also be constructing a final paper that will constitute the "original research" part of the seminar. I will provide you with detailed instructions about this assignment and its parts, but the deadlines for discussions, the mid-term exam, and the final paper are included in the course schedule so that you can plan ahead.

COURSE SCHEDULE, BY TOPIC AND WEEK

Date	Topic	**Assigned Readings**	Assignments
Week 1 1/22 – 1/26	***Getting Started*** *Introductions &* *Understanding the* *Course Structure*	Course Syllabus *Instructions: Online Discussion* *How to read scholarly works*	See Agenda for assignments and deadlines;
Week 2 1/27 – 2/3	*Module 1:* ***Work-Life Conflict*** *What's the Problem* *Here?*	Boushey, Heather. 2016. *Finding Time: The Economics of* *Work-Life Conflict. Harvard University Press,* *Cambridge, MA.* Preface, Introduction, and Chapters 1 - 2.	**Online Discussion** *Initial Post*: Wed 1/30 *Response Post*: Sun 2/3
Week 3 2/4 – 2/10		Boushey, Heather. 2016. *Finding Time: The Economics* *of Work-Life Conflict. Harvard University Press,* *Cambridge, MA.* Chapters 3-5.	**Online Discussion** *Initial Post*: Wed 2/6 *Response Post*: Sun 2/10
Week 4 2/11 – 2/17	*Module 2:* **The View from the** **Ground** *Real Families and their* *Work-Life Experiences*	Pugh, Allison. 2015. *The Tumbleweed Society: Working and Caring* *in an Age of Insecurity*. Oxford University Press, Oxford, England. *Preface and Chapters 1-3.*	**Online Discussion** *Initial Post*: Wed 2/13 *Response Post*: Sun 2/17
Week 5 2/18 – 2/24		Pugh, Allison. 2015. *The Tumbleweed Society: Working and Caring* *in an Age of Insecurity*. Oxford University Press, Oxford, England. *Chapters 4 – 8.*	**Online Discussion** *Initial Post*: Wed 2/20 *Response Post*: Sun 2/24
Week 6 2/25 – 3/3	*Module 3:* **The Changing Nature** **of Work** *The Implications of* *Technological Change* *for Workers and Work*	Avent, Ryan. 2016. *The Wealth of Humans: Work, Power, and* *Status in the Twenty-First Century*. St. Martin's Press: New York. Introduction & Chapters 1 – 3.	**Online Discussion** *Initial Post*: Wed 2/27 *Response Post*: Sun 3/3
Week 7 3/4 – 3/10		Brynjolfsson, Erik & Andrew McAfee. 2016. *The Second Machine* *Age: Work, Progress, and Prosperity in a Time of Brilliant*	**Online Discussion** *Initial Post*: Wed 3/6 *Response Post*: Sun 3/10

		Technologies. W. W. Norton and Company: New York. Chapters 6, 9, &11. Schildt, Henri. 2017. Big data and organizational design—the brave new world of algorithmic management and computer augmented transparency. *Innovation, Organization, and Management*;19(1): 23-30.	
Week 8 3/11 – 3/17	*Mid-Term Exam* *(See Instructions in the Week's content for Due Dates & Details)*		
Week 9 3/18 – 3/24	***Spring Break – No Class***		
Week 10 3/25 – 3/31	*Module 4:* ***Key Topics*** *Intersectionality &* *Inequality*	Agars, Mark D. and Kimberly A French. 2016. Considering underrepresented populations in work and family research. *Oxford Handbook of Work and Family Research* (Ed, Allen, Tammy D. and Lillian T. Eby). Coles, Roberta. 2016. *Race & Family: A Structural Approach*. Rowman & Littlefield: Lanham, MA. Preface and Chapters 1 – 3.	**Online Discussion** *Initial Post*: Wed 3/27 *Response Post*: Sun 3/31
Week 11 4/1 – 4/7		Ammons, Samantha K, Eric C. Dahlin, Penny Edgell, & Jonathan Bruce Santo. 2017. Work-family conflict among Black, White, and Hispanic men and women. *Community, Work & Family*, 20:4, 379-404. Misra, Joya and Marta Murray-Close. 2014. The Gender Wage Gap in the United States and Cross Nationally. *Sociology Compass*, 8(11): 1281-1295. Barnes, Riche J. Daniel. 2016. *Raising the Race:* *Black Career Women Redefine Marriage,*	**Online Discussion** *Initial Post*: Wed 4/3 *Response Post*: Sun 4/7

		Motherhood, and Community. Rutgers University Press, Rutgers, New Jersey. (Excerpt on web)	
Week 12 4/8 – 4/14	Draft of Final Paper Due 4/14 by 11:59 PM		
Week 13 4/15 – 4/21	Feedback on Final Paper Drafts Provided by 4/21 11:59 PM		
Week 14 4/22 – 4/28	*Module 5: Finding Solutions* *Can Employers and Government Help?*	Boushey, Heather. 2016. *Finding Time: The Economics of Work-Life Conflict.* Harvard University Press, Cambridge, MA. Ch 6-8.	**Online Discussion** *Initial Post*: Wed 4/24 *Response Post*: Sun 4/28
Week 15 4/29 – 5/5		Baum II, Charles L and Christopher J. Ruhm. 2016. The effects of paid family leave in California on labor market outcomes. *Journal of Policy Analysis and Management*, 35(2): 333-356. Moen, Phyllis, Kelly, Erin, et al. 2016. Does a flexibility/support organizational initiative improve high-tech employee's well-being? Evidence from the work, family, and health network. *American Sociological Review*, 81(1): 134-164. Blau, Francine and Lawrence M. Kahn. 2013. Female labor supply: Why is the United States falling behind? American Economic Review: Papers & Proceedings, 103(3): 251-256.	**Online Discussion** *Initial Post*: Wed 5/1 *Response Post*: Sun 5/5
Week 16 5/6 – 5/9	Final Paper Due 5/9 by 11:59 PM		

UNIVERSITY AND SOCIOLOGY DEPARTMENT POLICIES

The Secretary of the University maintains a web page that contains university policies that affect the instructor and the students in this course, as well as essential information specific to conduct of the course. The link to that page is: http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf

Accommodations for Students with Disabilities. In the pursuit of equal access and in compliance with state and federal laws, the University is required to provide accommodations to students with documented disabilities. It is expected that a statement be placed on your syllabus informing students to contact you to arrange needed accommodations. A sample syllabus statement can be found here: https://uwm.edu/arc/wpcontent/uploads/sites/97/2015/08/Recommended-Syllabus-Statement.pdf.

Religious Observances. Policies regarding accommodations for absences due to religious observance are found at the following: http://www4.uwm.edu/secu/docs/other/S1.5.htm

Students called to active Military Duty. Accommodations for absences due to call-up of reserves to active military duty are found at the following: https://uwm.edu/active-duty-military/

Incompletes. You may be given an incomplete if you have carried a course successfully until near the end of the semester but, because of illness or other unusual and substantiated cause beyond your control, have been unable to take or complete the final examination or to complete some limited amount of course work. An incomplete is not given unless you prove to the instructor that you were prevented from completing the course for just cause as indicated above. The conditions for awarding an incomplete to graduate and undergraduate students can be found at the following:
https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf

Discriminatory Conduct (such as sexual harassment). Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience and well-being of students, faculty and staff. Policies regarding discriminatory conduct can be found at:
https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf

Academic Misconduct. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Policies for addressing students cheating on exams or plagiarism can be found at the following:
https://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/

Complaint Procedures. Students may direct complaints to the Sociology Department Chair or the Associate Dean for Social Sciences in the College of Letters & Sciences. If the complaint allegedly violates a specific university policy, it may be directed to the Sociology Department Chair, the Associate Dean for Social Sciences in the College of Letters & Sciences, or to the appropriate university office responsible for enforcing the policy. Policies may be found at:
https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf

Grade Appeal Procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the sociology department chairperson or the Academic Dean of the College of Letters & Science. Procedures for undergraduate student grade appeal can be found at:
https://uwm.edu/letters-science/advising/answers-forms/policies/appeal-procedure-for-grades
Procedures for graduate student grade appeal can be found at
https://uwm.edu/graduateschool/appealing-academic-decisions/

Final Examination Policy. Policies regarding final examinations can be found at the following:
http://www4.uwm.edu/secu/docs/other/S22.htm

Book Royalties.   In accord with Department of Sociology policy, the royalties from the sale of faculty-authored books to students in their classes are donated to a UWM Foundation/Sociology Account to support future awards and activities for UWM students in Sociology.

Update 08/2018