

## PSY 410F: Capstone in Social Psychology Work, Family, and Gender Roles

Spring 2004  
9:30 – 10:45 T Th  
133 Benton

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This seminar will examine current debates about work and family roles. We will consider the division of labor, transitions to marriage and parenting, and career achievement within the context of broader gender roles. We will examine evidence concerning the benefits and detriments of multiple roles, consequences for well-being of parents and children, and what structural changes might foster enhanced outcomes for families and workplaces.

### Goals

- To introduce you to the scientific evidence and theory about the intersection of work, family, & gender roles
- To cultivate your abilities to think critically, to formulate arguments, and to express your ideas
- To enable you to navigate the practical challenges surrounding work-family balance

### Materials

#### **Books:**

Barnett, R., & Rivers, C. (1998). *She Works/He Works: How Two-Income Families Are Happy, Healthy, and Thriving*. Cambridge, MA: Harvard University Press.

Cowan, C.P., & Cowan, P. A. (2000). *When Partners Become Parents: The Big Life Change for Couples*. Lawrence Earlbaum.

de Graaf, J. (2003). *Take Back Your Time: Fighting Overwork and Time Poverty in America*. Berrett Koehler.

Hochschild, A. (2003). *The Second Shift: Working Parents and the Revolution at Home*. Penguin.

Schwartz, P. (1994). *Love Between Equals: How Peer Marriage Really Works*. Free Press.

**Reserve readings:** Available through electronic reserve. Password is diek410f.

**Course website:** On the Blackboard server, accessible through [mymiami.muohio.edu](http://mymiami.muohio.edu). If you are enrolled in the course, PSY410F should appear on your list of courses in Blackboard. You must be able to access this website for assignments, announcements, and grades.

### Policies

**Respect for others:** I respect each of you as a student who can bring a unique perspective to the study of these topics. I expect that you will respect my goals, which are listed above, and I expect that similar respect will be given to your fellow students. Because of the nature of this class, we will be discussing some controversial topics that may challenge people's beliefs and values. Everyone has the right to express his or her opinion, and this right will be strictly upheld in all class-related activities. At the same time, we will maintain an atmosphere of intellectual respect for the opinions of others, no matter how they might differ from our own.

**Attendance:** Your attendance is expected at each class. If you have personal or professional reasons for missing class, you must let Dr. Diekman know as soon as possible (and preferably ahead of time) if you would like the opportunity to make up missed work. Any behavior that disrupts the ability of the class to learn (e.g., late arrival, cell phone ringing, etc.) will detract from your grade.

**Late assignments:** Reaction questions will not be accepted after the class time when they are due. Other assignments will be penalized 5% for every business day late.

**Academic honesty:** Cooperative work will be part of this class; however, it is expected that anything you specify as your own work is truly your own work. Dishonesty in academic work and its penalties are outlined in the Student Handbook. Academic dishonesty may result in a failing grade for this course and an AD designation on your transcript. Please see

[http://www.miami.muohio.edu/documents\\_and\\_policies/handbook/academic\\_regulations/acadregspv.cfm](http://www.miami.muohio.edu/documents_and_policies/handbook/academic_regulations/acadregspv.cfm).

## **EVALUATION (300 points possible)**

### ***Class Engagement (45% total)***

#### **Participation (20%; 60 points)**

This course is a seminar course that is only successful insofar as each student voices his or her reactions and ideas. To earn an A in participation, you should attend each class, contribute your thoughtful ideas about the readings, and listen carefully to the comments of others in the course. Dr. Diekman will grade discussions each week, and you will receive preliminary grades at the midpoint of the course.

#### **Leading discussions (15%; 45 points)**

Each student will be responsible for leading two class discussions. You will share this responsibility with another student in the course, and you can divide up the work in any way that results in an equal burden and is mutually agreeable. It is not your responsibility to summarize the readings or to teach others about them. Instead, you should come up with a plan to guide the discussion for that day: What are the important contributions of these readings, how do they relate to each other, and how do they relate to other topics we have discussed? Feel free to bring in current events, outside resources, etc.

#### **Reaction questions (10%; 30 points)**

Once per week, you will be required to turn in typewritten questions or thoughts *based on the readings assigned for that day*. These reactions should reflect your thoughts or be intended to stimulate further discussion. You should bring two copies to class (one to turn in and one for you to share with the class). Each student's portfolio of questions will be graded at middle and the end of the semester. Questions are due once per week, on Tuesdays if your last name begins with A – L and Thursdays if your last name begins with M - Z. If class is cancelled for the day you normally turn in questions, they are due the alternate day. If you will be missing class, you can turn in hard copies of questions to Dr. Diekman's mailbox before the class that they are due. Late, handwritten, or emailed questions will not be accepted.

### ***Culminating Project (55% total)***

Throughout the semester, you will work on a project of your own design that focuses on some intersection of work, family, and gender roles. You can work on this project alone or with up to two others; however, the expectations for the quantity and quality of work *per individual* are the same regardless of the number of people in the group. Although groups should share effort and ideas in terms of design and activity, all written work must be done individually. If you participate as a group, each individual must turn in his or her own assignments for grades; final presentations can be done as a group with all members participating. This project can take various forms, including a data collection project or content analysis, a service project, a literature review, or an artistic project.

#### **Literature review & proposal (15%; 45 points)**

The literature review and proposal will be a 5-7 page paper in which you review the existing literature about your project and outline your ideas for your proposed project.

#### **Activity report (10%; 30 points)**

The activity report is a 2-page paper in which you present the preliminary findings or results of your project.

#### **Final presentation (10%; 30 points)**

You will present an overview of your project to the class during the last two weeks of class.

#### **Final paper (20%; 60 points)**

This paper should be approximately 10 pages, and it should encompass a literature review, a summary of what you did and what you found, and the implications of your experience or findings. Papers should follow APA style.

### **Important Note About Grades:**

Your grade is your total points earned divided by the total points possible. All letter grades are assigned on a straight scale without rounding. (So 89.5% is a B, not an A.)

If you wish to protest a grade that you received, you need to turn in a formal proposal explaining the question or assignment, your answer, and why you should receive credit. This proposal must be turned into Dr. Diekman within 3 weeks of the due date of the assignment. No grades will be revised after this time period.

**COURSE SCHEDULE**

**Spring 2004**

**Note on the schedule: These assignments and deadlines on this schedule are subject to change. If there are discrepancies between this syllabus and the website or announcements made in class, the website & class announcements take precedence.**

Week	Date	Topic	Readings	Assignment
<b><i>Introduction: Work, Family, &amp; Gender Roles</i></b>				
1	1/13	introduction		
	1/15	historical perspective	TBYT Parts 1 & 6 Reskin & Padavac Ch. 2	
2	1/20	work and family balance	Hochschild, <i>The Time Bind</i> , Part 1 (pp. 3-52); TBYT Part 2	
	1/22	well-being	Greenberger & O'Neil; Diener & Seligman; Nickerson et al.	
3	1/27	gender issues	Riggs; Reskin & Padavic Ch.3	
	1/29	no class – SPSP conference		
<b><i>Marriage &amp; Singlehood</i></b>				
4	2/3	marriage	P. Schwartz, <i>Love Between Equals</i>	
	2/5	marriage	P. Schwartz, <i>Love Between Equals</i>	review & proposal due
5	2/10	benefits of marriage vs. singlehood	Kiecolt-Glaser & Newton	
	2/12	singlehood, cohabitation	Say & Kowalewski; Bumpass, Sweet, & Cherlin	
<b><i>Work Issues</i></b>				
6	2/17	switch day – no class		
	2/19	domestic work	Hochschild, <i>The Second Shift</i>	
7	2/24	dual-earner couples	Barnett & Rivers, <i>She Works/He Works</i>	
	2/26	dual-earner couples	Barnett & Rivers, <i>She Works/He Works</i>	
8	3/2	meaning of work	Faludi, <i>Stiffed</i> , Ch. 1 and 2	
	3/4	meaning of work	TBYT Parts 7 & 8	

Course schedule continues on the next page

Week	Date	Topic	Readings	Assignment
<b>Parenthood</b>				
9	3/9	parenthood	Gilbert; Renk et al.	
	3/11	parenthood	Allen & Hawkins	
	3/16 -3/18	spring break		
10	3/23	transition to parenthood	Cowan & Cowan, <i>When Partners Become Parents</i>	
	3/25	transition to parenthood	Cowan & Cowan, <i>When Partners Become Parents</i>	
11	3/30	child care	Ahnert, Rickert, & Lamb	
	4/1	child care	Klein et al.	
<b>Social Change</b>				
12	4/6	activity reports		activity reports
	4/8	costs of overwork	TBYT, parts 4 & 5	
13	4/13	legal challenges	Williams, <i>Unbending Gender</i> , Ch. 3	
	4/15	legal challenges	TBYT Parts 9 & 10	
<b>Culminating Ideas</b>				
14	4/20 –4/22	Final presentations		presentations
15	4/27	Final presentations		presentations
	4/29	No class – MPA conference		
16	5/5	Final papers due 12:30pm		final papers



We Americans talk a lot about family values, but our long working hours, the longest in the modern industrial world, mean families seldom see each other. Only 25% of American families share dinner together. If we want to strengthen American families, there's no substitute for quality time; time together keeps marriages and families together.

Take Back Your Time Day • October 24, 2003



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