

Family Studies 3310A – 530
Fall 2016 (September—December)
WORK / LIFE BALANCE: CHOICES AND CHALLENGES
Tuesdays 1:30 – 2:30
Thursdays 12:30 – 2:30
Room: BR-UH 30

Instructor Darlene Balandin
Office: TBA
Office Hour: Thursdays: 2:30 – 3:30 *or by appointment*
Email dbalandi@uwo.ca (**please include FS3310A in your subject line**)

Course Description:

This course examines the social forces that shape life choices for women. Particular attention is given to the increased opportunity for education and paid employment that Canadian women now have and how that impacts their lives. How women balance work, family, and other life domains is considered.

Antirequisite(s):

Prerequisite(s): 1.0 unit of 2000-level Family Studies courses or permission of the instructor.

****Important note:**

You are fully responsible for ensuring that you have successfully completed all necessary prerequisites. Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. Furthermore, you will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Textbook:

No textbook is required – assigned journal articles for weekly readings are listed in the outline below.

For students who are interested, the following suggested books may be beneficial for developing a broader and deeper understanding.

Boushey, Heather (2016). *Finding Time: The Economics of Work-Life Conflict*. Harvard University Press.

Damaske, Sarah (2011). *For the Family?: How Class and Gender Shape Women's Work*. Oxford University Press.

Slaughter, Anne-Marie (2015). *Unfinished Business: Women, Men, Work, and Family*. Random House Canada.

Sweet, Stephen (2014). *The Work-Family Interface: An Introduction*. Sage Publications Inc.

Williams, Joan C. (2010). *Reshaping the Work-Family Debate: Why Men and Class Matter*. Harvard University Press.

Course Goals and Learning Outcomes:

During this course and upon completion, you can expect to:

- * Discuss and debate the critical challenges facing individuals, families, employers, and society in managing work, family, and life. [Communication, Critical Thinking, Inquiry and Analysis, Social Awareness and Engagement]
- * Acquire a broader awareness of the social forces that impact the choices made and opportunities experienced by women - specifically in the realm of education and generally in career, marriage, motherhood, and family life. [Critical Thinking, Inquiry and Analysis, Social Awareness and Engagement]
- * Establish a deeper understanding of the struggle to obtain and maintain a healthy balance between work and other life roles. [Critical Thinking, Inquiry and Analysis]
- * Reflect upon, and apply, the knowledge acquired to understanding your personal choices and challenges for an end-of-term paper. [Self-Awareness and Development, Communication]
- * Develop your ability to be aware of, and challenge, your normative assumptions about the everyday world. [Critical Thinking, Inquiry and Analysis, Self-Awareness and Development, Valuing]
- * Demonstrate leadership skills through effective and efficient group work in class and a group presentation to fellow students. [Problem Solving, Interpersonal Communication]

Course Evaluation:

Midterm Exam	25%
Reflection Paper	10%
Attendance / Engagement	5%
Group Presentation	20%
Final Exam	40%

The **midterm exam** will be held in class on **Thursday, October 20th** and address readings, lectures and class discussions from Sept. 8th to Oct. 18th.

The due date for the **reflection paper** is **Tuesday, December 6th**, in class at the beginning of class. No provisions will be made for students whose computers malfunction or whose printers run out of ink. All late assignments for which appropriate medical or other documentation is not submitted to the Dean's Office will lose 10% per day (of the total possible grade) unless appropriate prior arrangements are made.

Further details and instructions for the reflection paper, group presentation and exam breakdowns will be addressed in class.

The final exam is cumulative and you are responsible for all the material in the assigned readings, even if this material is not discussed in lecture. Additionally, it will address the lecture and classroom discussion material for the semester. Due to the challenge of a cumulative exam, students are well advised to actively review course material throughout the semester. The final exam will be held during the final examination period; the date and time will be determined by the Registrar's Office. Although an early date has been requested, the final schedule is established by the Registrar and therefore, you should not

finalize your travel plans until the exam schedule has been posted and you are certain about the date and time of your final exam. Exam dates, once posted by the Registrar's Office, are firm and will not be changed.

Software designed to detect cheating will be utilized on every exam. *Cheating is a grave academic offence and will not be tolerated.* Any class member(s) caught cheating will receive an F on the exam and may fail the course.

Electronic devices in tests and exams: No books, notes, or electronic devices will be permitted during the midterm or final exam.

Grading Rubric

- A+ (90 and over): Excellent, outstanding – exceeds expectations in all areas of evaluation
- A (80 - 89): Very good work, clearly above average
- B (70 – 79): Very good work at this level of university – exceeds expectations in some, but not all, areas of evaluation
- C (60 – 69): Satisfactory work – meets basic expectations for this level of university
- D (50 – 59): Does not meet basic university expectations, but effort demonstrated
- F (below 50): Unsatisfactory performance for this level of university

Grade Appeals

If you want to appeal a grade you are given in this course (whether overall or individual assignment/exam grade) then you must adhere to the following guidelines. If you are appealing a grade on an exam, you must first meet with me, and review your exam before requesting a grade appeal. Once you have reviewed your exam, then you can have an informal meeting with me regarding your grade appeal, during which you must provide legitimate reasons as to why I should consider changing your grade. Explanations such as you need a certain mark to qualify for a program, your grades in other classes are higher, you put in a lot of effort, etc. are not legitimate reasons. Please note that when you appeal a mark, there is ALWAYS the possibility that the mark can go up, down or stay the same!

Accessing the Class Homepage via OWL

Most of the material for this course will be posted on OWL. You can access this through the following link: <https://owl.uwo.ca/portal> and you sign in using your student login and password. It is strongly recommended that you sign in during the first week of class to insure that everything is working properly. Folders containing material such as our course outline, assignment details, readings, and lecture ppts are found on our course homepage.

PROFESSOR'S RESPONSIBILITIES:

- Be organized and well prepared for class
- Create a supportive and learning environment
- Be available to provide additional explanation or feedback
- Actively seek students' input in class and take students' arguments seriously
- Use a variety of teaching methods and strategies to accommodate different learning styles

STUDENT RESPONSIBILITIES:

As a participant in this class, you should:

- Read and reflect upon the assigned articles BEFORE each class and Attend each class ready to engage with the course material
- Participate respectfully with class and/or group discussions
- Take seriously (and reflect upon) the opinions / arguments presented in the readings, by your fellow students and your professor
- Appreciate that *learning is a process* – and as such requires *ongoing* effort and engagement

ATTENDANCE:

Regular attendance is critical as many classes will address material not found in the text and / or will involve thinking outside the book. If you miss a class, please make arrangements with *another student* to obtain her / his notes. For logistical reasons, films cannot be shown out of class. Every student will be allowed TWO “get out of class free” passes in the final calculation of the attendance/engagement mark.

LAPTOPS, CELLPHONES, BLACKBERRIES, AND SIMILAR DEVICES:

Using a computer in class for any purpose other than that of taking notes is inadmissible. Cellphones, Blackberries, and similar devices, must be turned **OFF** (not just vibrate) during classes unless specific permission is sought for emergency purposes in a given class. Text messaging / ‘twittering’ / ‘face booking’ / ‘YouTube’ viewing etc. are **not** permitted during class.

This outline is subject to change with sufficient prior notice. It is the responsibility of the student to be aware of changes announced in class. These changes will also be announced on OWL.

TOPIC / READING OUTLINE

Date	Lecture Theme
Thurs. Sept. 8 th	Introduction to the course and to each other...
Tues. Sept. 13 th	Our 'rational' world
Reading:	The "McDonaldization" of Society (George Ritzer, <i>Journal of American Culture</i> , Vol. 6, Issue 1, (Spring, 1983) pp. 100-107)
Thurs. Sept 15 th	Being a woman in the 21st century
Reading:	The Quiet Revolution That Transformed Women's Employment, Education, and Family (Claudia Goldin, <i>The American Economic Review</i> , Vol. 96, No. 2 (May, 2006), pp. 1-21)
Tues. Sept. 20 th	More choices = less freedom?
Reading:	Making Choices Impairs Subsequent Self-Control: A Limited-Resource Account of Decision Making, Self-Regulation, and Active Initiative (Kathleen D. Vohs et al, <i>Journal of Personality and Social Psychology</i> , 2008, Vol. 94, No. 5, pp. 883-898)
Thurs. Sept. 22 nd	Self-Authorship
Reading:	Self-Authorship and Women's Career Decision Making (Elizabeth G. Creamer and Anne Laughlin, <i>Journal of College Student Development</i> , Jan/Feb 2005, Vol. 46, No. 1, pp. 13-27)
Tues. Sept. 27 th	Today's Generation of Young Workers
Reading:	Generational differences in psychological traits and their impact on the workplace (Jean M. Twenge and Stacy M. Campbell, <i>Journal of Managerial Psychology</i> , Vol. 23, No. 8, 2008, pp. 862-877)
Thurs. Sept. 29 th	Work / Life / Family Balance and Negotiations....
Reading:	Work-family planning attitudes among emerging adults (Dynah A. Basuil, Wendy J. Casper, <i>Journal of Vocational Behavior</i> , 80 (2012), pp. 629-637)
Reading:	Insight into the Parenthood Paradox: Mental Health Outcomes of Intensive Mothering (Kathryn M. Rizzo, Holly H. Schiffrin, Miriam Liss, <i>Journal of Child and Family Studies</i> , (2013), Vol. 22, pp. 614-620).
Reading:	Part-Time Work for Women: Does It Really Help Balance Work and Family? (Christopher Higgins, Linda Duxbury, Karen Lea Johnson, <i>Human Resource Management</i> , Spring 2000, Vol. 39, No. 1, pp. 17-32).
Tues. Oct. 4 th	Group 1 – Benefits of a Healthy Balance
Thurs. Oct. 6 th	Guest Speaker – Balancing Identity: On-duty police officer versus the off-duty woman
Reading:	POLICE MOTHERS AT HOME: Police Work and Danger-Protection Parenting Practices (Trivia Agocs, Debra Langan, Carrie B. Sanders, <i>Gender & Society</i> , April 2015, 29 (2), pp. 265-289). [Suggested reading: "I Took the Blue Pill": The Effect of the Hegemonic Masculine Police Culture on Canadian Policewomen's Identities (2016, Lesley J. Bikos, Available at http://ir.lib.uwo.ca/sociology_masrp/7/).
Tues. Oct. 11 th	Group 2 – Signs of an Imbalance
Thurs. Oct. 13 th	Pay – More or Less
Reading:	Motherhood, employment and the "child penalty" (Maureen Baker, <i>Women's Studies International Forum</i> , 30 (2010), pp. 215-224).
Tues. Oct. 18 th	Group 3 – The Impact of Technology and Social Media on Work-Life Balance
Thurs. Oct. 20 th	MIDTERM EXAM
Tues. Oct. 25 th	Group 4 – Time Management
Thurs. Oct. 27 th	FALL STUDY DAY
Tues. Nov. 1 st	Group 5 – Stress Management
Thurs. Nov. 3 rd	Gender in Education
Reading:	Girls and Women in Science, Technology, Engineering, and Mathematics: STEMing the Tide and Broadening Participation in STEM Careers (Nilanjana Dasgupta, Jane G. Stout, <i>Policy Insights from the Behavioral and Brain Sciences</i> , 2014, Vol. 1(1), pp. 21-29)
Reading:	Women and science careers: leaky pipeline or gender filter? (J. Clark Blickenstaff, <i>Gender and Education</i> , Vol. 17, No. 4, October 2005, pp. 369-386)
FINAL DAY TO DROP COURSE WITHOUT ACADEMIC PENALTY IS NOVEMBER 5, 2016	

TOPIC / READING OUTLINE (cont.)	
Date	Lecture Theme
Tues. Nov. 8 th	Group 6 – Goal Setting
Thurs. Nov. 10 th	Women in Leadership
Reading:	Women and the Labyrinth of Leadership (Alice H. Eagly and Linda L. Carli, <i>Harvard Business Review</i> , September 2007, pp. 63-71)
Tues. Nov. 15 th	Group 7 – Company policies to address work-life balance for employees
Thurs. Nov. 17 th	Leaning In, Opting Out OR Pushed out?
Reading:	Fast-Track Women and the “Choice” to Stay Home (Pamela Stone and Meg Lovejoy, <i>The Annals of the American Academy of Political and Social Science</i> , November 2004, Vol. 596 (1), pp. 62-83)
Reading:	Giving Up: How Gendered Organizational Cultures Push Mothers Out (Emma Cahusac and Shireen Kanji, <i>Gender, Work and Organization</i> , Vol. 21 No. 1, January 2014, pp. 57-70)
Tues. Nov. 22 nd	Group 8 – Government policies to address work-life balance for citizens
Thurs. Nov. 24 th	Guest Speaker – Women in Politics
Reading:	Her Mother’s Daughter: The Influence of Childhood Socialization on Women’s Political Engagement (Elisabeth Gidengil , Brenda O’Neill & Lisa Young (2010), <i>Journal of Women, Politics & Policy</i> , 31:4, pp. 334-355)
Tues. Nov. 29 th	Group 9 – Work-Life Balance Around the World
Thurs. Dec. 1 st	Finding [Achieving] Balance
Reading:	Kaleidoscope careers: An alternate explanation for the “opt-out” revolution (Lisa Mainiero and Sherry Sullivan, <i>Academy of Management Executive</i> , February 1, 2005, Vol. 19, No. 1, pp. 106-123)
Reading:	Opting Back In: The Influence of Time at Home on Professional Women’s Career Redirection after Opting Out (Meg Lovejoy, Pamela Stone, <i>Gender, Work and Organization</i> , November 2012, Vol. 19, No. 6, pp. 631-653).
Tues. Dec. 6 th	Course Wrap-up and parting words...
FINAL EXAMINATION TO BE SCHEDULED WITHIN EXAM PERIOD OF DECEMBER 10th – 21st	

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2015/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The Western Registrar's website is at <http://www.registrar.uwo.ca/index.html>. The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/>. Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.