

Family Studies 3310b – 530
Winter 2019 (January—April)
WORK / LIFE BALANCE: CHOICES AND CHALLENGES
Mondays 4:30 – 5:20
Wednesdays 4:30 – 6:20
Room: BR 302

Instructor Darlene Balandin
Office: TBA
Office Hour: Mondays 5:20 to 6:20 (following class) *or by appointment*
Email dbalandi@uwo.ca (**please include FS3310b 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. [Brescia Competencies: Communication-Level 3, Critical Thinking-Level 4, Inquiry and Analysis-Level 3, Social Awareness and Engagement-Level 3]
- 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. [Brescia Competencies: Critical Thinking-Level 3, Inquiry and Analysis-Level 3, Social Awareness and Engagement-Level 4]
- Establish a deeper understanding of the struggle to obtain and maintain a healthy balance between work and other life roles. [Brescia Competencies: Critical Thinking-Level 3, Inquiry and Analysis-Level 4]
- Reflect upon, and apply, the knowledge acquired to understanding your personal choices and challenges. [Brescia Competencies: Self-Awareness and Development-Level 4, Communication-Level 3]
- Develop your ability to be aware of, and challenge, your normative assumptions about the everyday world. [Brescia Competencies: Critical Thinking-Level 3, Inquiry and Analysis-Level 3, Self-Awareness and Development-Level 3, Valuing-Level 3]
- Demonstrate leadership skills through effective and efficient group work in class and a group presentation to fellow students. [Brescia Competencies: Problem Solving-Level 4, Interpersonal Communication-Level 4]

Course Evaluation:

Midterm Exam	25%
Attendance / Engagement	10%
Group Presentation	25%
Final Exam	40%

The **midterm exam** will be held in class on **Wednesday, February 13th** and address readings, lectures and class discussions from January 9th to February 6th.

Further details and instructions for the 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. 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 ensure 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 (*“As I grow and learn, as more information comes my way, as I develop a better understanding, I expect my opinions will change accordingly.”* Saul Montes-Bradley)

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’ etc. are **not** permitted during class.

TOPIC / READING OUTLINE

Date	Lecture Theme
Mon. Jan. 7 th	Introduction to the course and to each other...
Weds. Jan. 9 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)
Mon. Jan. 14 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)
Weds. Jan. 16 th	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)
Mon. Jan. 21 st	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)
Weds. Jan. 23 rd	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)
Mon. Jan. 28 th	Group 1 – Signs and Symptoms of an Imbalance
Weds. Jan. 30 th	Too much to do and not enough time
Reading:	Reinforcing Separate Spheres: The Effect of Spousal Overwork on Men's and Women's Employment in Dual-Earner Households (Youngjoo Cha, <i>American Sociological Review</i> , Vol. 75, No. 2, (APRIL 2010), pp. 303-329)
Reading:	The Impact of Work-Family Conflict and Facilitation on Women's Perceptions of Role Balance (NaYeon Lee et al, <i>Journal of Family Issues</i> , 2014, Vol. 35(9), pp. 1252-1274)
Mon. Feb. 4 th	Group 2 – Developing Resilience – How and Why?
Weds. Feb. 6 th	Work/Life Balance and Work/Family Negotiations....
Reading:	Work and Family Commitment and Decision-Making Status Among Emerging Adults (Stacey R. Friedman and Carol S. Weissbrod, <i>Sex Roles</i> , Vol. 53, No. 5/6, September 2005, pp. 317-325)
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)
Mon. Feb. 11 th	Group 3 – Time Management [Does social media support or sabotage our efforts?]
Weds. Feb. 13 th	MIDTERM
Spring Reading Week February 18th – 22nd	
Mon. Feb. 25 th	Group 4 – Stress Management
Weds. Feb. 27 th	Pay – More or Less
Reading:	Motherhood, employment and the "child penalty" (Maureen Baker, <i>Women's Studies International Forum</i> , Vol. 33, (2010), pp. 215-224)
Reading:	Do Young Women Expect Gender Equality in Their Future Lives? An Answer From a Possible Selves Experiment (Janell C. Fetterolf, Alice H. Eagly, <i>Sex Roles</i> , (2011), Vol 65, pp. 83-93)
Mon. Mar. 4 th	Group 5 – Goal Setting [Now and for the future]
Weds. Mar. 6 th	Flow – Engagement and Optimal Experiences
Reading:	Challenge/Skill Balance, Flow, and Performance Anxiety (Clive J. Fullagar, Patrick A. Knight and Heather S. Sovern, <i>Applied Psychology</i> , Vol. 62, (2013), pp. 236-259)

TOPIC / READING OUTLINE

Mon. Mar. 11th	Group 6 – Company policies to address work-life balance for employees
Weds. Mar. 13th	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)
Mon. Mar. 18th	Group 7 – Government policies to address work-life balance for citizens
Weds. Mar. 20th	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)
Mon. Mar. 25th	Group 8 – Work-life balance around the world
Weds. Mar. 27th	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)
Mon. Apr. 1st	Manage Your Work, Manage Your Life
Reading:	Manage Your Work, Manage Your Life (Boris Groysberg and Robin Abrahams, <i>Harvard Business Review</i> , March 2014, pp. 2-10)
Weds. Apr. 3rd	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)
Mon. April 8th	Course Wrap-up and parting words...
FINAL EXAMINATION TO BE SCHEDULED WITHIN EXAM PERIOD OF APRIL 11TH – 30TH	

2018-19 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 for illness 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. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty

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 from: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf. 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.

The full policy on requesting accommodation due to illness can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge 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 are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your 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, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID>). 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.*

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 and warranted.

It is important to note that the Academic 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 (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. 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 Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, 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.

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 (<http://www.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 is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the 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 prerequisite(s).

7. SUPPORT

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 website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html , for information about how to obtain help for yourself or others.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/> .

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.