



UNIVERSITAT DE
BARCELONA

Teaching plan for the course unit

General information

Course unit name: Time, Labour and Families

Course unit code: 570197

Academic year: 2017-2018

Coordinator: Anna Escobedo Caparros

Department: Department of Sociology

Credits: 5

Single program: S

Prior considerations

The course deals with the dynamic relationship between individuals within the family, the labour market and the State in a context of globalization and the spread of ICTs. The time perspective includes: the complex articulation of paid and unpaid work (mainly, care within the family, but also voluntary work or life-long learning), the timing of life events and different processes of institutionalization and diversification of the life course.

The purpose of this course is to develop familiarity with the empirical, theoretical and methodological foundations of research on the interrelation of gender, work and family from a life course perspective. We develop the ability to critically analyse work in this field and advance the student's own research.

In this course, we examine the major issues in work and family from a macro- and a micro- perspective such as the rise in women participation in the labor force, discrimination in salaries and occupation indexes, time-management and work/life balance and conflicts, the economics of child care, the role of public policy, and arrangements and negotiations among family members around time and work issues. We explore contemporary debates published in scientific journals and official reports with an emphasis on using research evidence to inform public policy.

Estimated learning time

Total number of hours 125

Face-to-face learning activities

45

- Lecture	15
- Lecture with practical component	15
- Practical exercises	15
Supervised project	40
Independent learning	40

Recommendations

Students are recommended to follow this seminar if they have a sound knowledge of English to understand academic reading material and class contents (minimum B2).

Students are recommended to follow the continuous assessment procedure to improve the outcome through tutorial work on their assignments, and to practice self-assessment and peer-assessment.

Competences to be gained during study

- Knowledge forming the basis of original thinking in the development or application of ideas, typically in a research context.
- Capacity to apply the acquired knowledge to problem-solving in new or relatively unknown environments within broader (or multidisciplinary) contexts related to the field of study.
- Creative and entrepreneurial skills implied in the ability to conceive, design and manage projects and integrate new information and approaches to make innovative proposals for change.
- Capacity to design an advanced sociological research project and to propose original and relevant research questions to analyse social structures and the main social problems that affect them.
- Capacity to apply theoretical and methodological knowledge to the resolution of social problems and challenges, to respond to them through initiatives for social innovation.
- Capacity to design and assess policies aimed at solving social problems, and to identify their strong and weak points.

Learning objectives

Referring to knowledge

- To become familiar with concepts and theoretical perspectives around the trinomial "Time, Work/Jobs and Families" and international discussions on the subject.

- To acquire the capacity to research and review scientific articles from international journals or within international knowledge networks.
- To review recent and ongoing research (and its derivations in articles or scholarly publications), becoming familiar with international comparative research.
- To explore potential links between the topic of the seminar and student's research interests and plans for their master's theses.

Teaching blocks

1. Gendered social transformations around citizenship, work, family and the life course in local and global contexts.

** Individuals, households and families accross the world. Different types of work and the changing boundaries of formal and informal work. Comparative indicators.*

2. Formulations of the "Work-Life Balance" or "Work and Family Reconciliation" problem

** The "Work-life balance" or "Work and Family Reconciliation" problem, and the different formulations on political agendas and comparative research from the 1980s to 2014 (20th anniversary celebration of the UN International Year of the Family with three axes: Work-life balance, intergenerational solidarity and child poverty).*

3. Care work and care services: The division of work and care through class and gender over the life cycle, in different welfare regimes. Multilevel governance of care services.

** Care work: The division of work and care through class and gender over the life cycle, in different contexts; The process of outsourcing and professionalization of care; The transnationalization of families and care*

4. Stalled progress toward equality; Studying work, professional career and family decisions

** Different professional contexts will be analysed, in particular research on the particular case of academic and research careers, with comparative results in different countries*

5. Masculinity and fathering; The social policies of fatherhood

6. Generations and historical time

** Analysis of the meaning of the concept generation through the life course of a person and the implications in the development of family solidarities.*

7. Social dimensions of welfare, well-being and new social risks at different age stages: institutionalisation and diversification of the life course

8. Childhood and youth sociology: the emergence of children as new social actors; research on youth and youth transitions in different welfare regimes

9. New jobs and life paths: Impact of globalization and the new ICTs

10. Social indicators, relevant international surveys, research methods for life courses and comparative methods for evaluation policies

11. Innovative methods in sociology of family and life course research (visual sociology, fiction and film analysis, empathy based histories...)

** Specific focus on how we can study sociology of the family through audiovisual material, films and pop culture, and how to develop audiovisual methods.*

Teaching methods and general organization

Learning methodologies for each topic:

- Introductory presentation by the lecturer.
- Student-led seminars and supervised debates: Each student leads some parts of sessions by carefully studying the assigned readings and assisting the rest of the class in understanding key concepts and topics.
- Review of related research and ongoing projects.

During the course some visits are conducted to innovative services, care services, or projects related to the course topic. Practical activities of service-learning might be considered.

Official assessment of learning outcomes

- Critical review of articles throughout the seminar, with active participation in class (worth 40% of the final grade). A critical review involves preparing a set of questions or comments to promote discussion, and care to keep the debate alive during that session's discussion. The purpose of the presentation is not only to provide a summary of the readings to the class, but also to engage the class in a critical analysis that synthesizes, compares, criticizes and draws conclusions on what we know about the topic based on the readings.
- Final essay (worth 60% of the final grade): Writing an essay or case study related to a research or innovation project (either linked to the student's own master's thesis, or to one suggested by the lecturer and linked to research or innovation projects in progress). Students must submit a one-page paper proposal for approval.

Examination-based assessment

- Critical review of four articles (worth 40% of the final grade).
- Essay (worth 60% of the final grade): Writing an essay linking the readings of the seminar to the student's own master's thesis. Students must submit a one-page paper proposal for approval.

Reading and study resources**Book**

Pfau-Effinger, Birgit; Flaquer, Lluís; Jensen, Per H. (eds.) (2009). *Formal and informal work: the hidden work regime in Europe*. Collection Routledge advances in sociology; 46. New York: Routledge.

Chapter

Marí-Klose, Pau, Marí-Klose, Marga, Vaquera, Elizabeth, Argeseanu Cunnigham, Solveig. "The emergence of social risks in childhood". In: *Childhood and the future: new realities, new challenges*. Social Studies Collection; 30. Barcelona: La Caixa. pp. 130-171. (Chapter VI).

Escobedo, Anna (2014). 'Conciliating parents labor and family life'. In: Ben-Arieh, Asher; Casas, Ferran; Frønes, Ivar; Korbin, Jill E. (eds.). *Handbook of child well-being: theories, methods and policies in global perspective*. Dordrecht: Springer.

Wall, Karin; Escobedo, Anna (2013). 'Leave policy models and the articulation of work and family in Europe: a comparative perspective'. A: Moreno Minguez, Almudena (ed.). *Family well-being: european perspectives*. Social Indicators Research Series, vol. 49, Springer.

Fraisse, Laurent; Escobedo, Anna (2014). 'Changing family needs and local childcare policies'. In: Ranci, Costanzo; Brandsen, Taco; Sabatinelli, Stefania (2014). *Social vulnerability in European cities in times of crisis and the role of local welfare*. Work and Welfare Series. New York: Palgrave MacMillan, pp. 103-133. (Part II. Chapter 4).

Article

Abendroth Anja-Kristin; Den Dulk, Laura (2011). "Support for the work-life balance in Europe: the impact of state, workplace and family support on work-life balance satisfaction". *Work Employment and Society*, vol. 25, num. 2, pp. 234-256.

Anxo, Dominique; Boulin, Jean-Yves (2006). "The organisation of time over the life course: european trends". *European Societies*, vol. 8, issue 2, pp. 319-341.

Bettio, Francesca; Simonazzi, Annamaria; Villa, Paola (2006). "Change in care regimes and female migration: the 'care drain' in the Mediterranean". *Journal of European Social Policy*, vol. 16, num. 3, pp. 271-285.

Bonke, Jens; Esping-Andersen, Gosta (2011). "Family investments in children-productivities, preferences, and parental child care". *European Sociological Review*, vol. 27, num. 1, pp. 43-55.

Escobedo, Anna; Wall, Karin (2015). "Leave policies in Southern Europe: continuities and changes". *Community, Work & Family*, vol. 18, num. 2, pp. 218-235.

Boushey, Heather (2011). "The role of the government in work-family conflict". *The Future of Children*, vol. 21, num. 2, pp. 163-190.

Daly, Mary (2011). "What adult worker model? A critical look at recent social policy reform in Europe from a gender and family perspective". *Social Politics*, vol. 18, num. 1, pp. 1-23.

Earle, Alison; Mokomane, Zitha; Heymann, Jody (2011). "International perspectives on work-family policies: lessons from the world's most competitive economies". *The Future of Children*, vol. 21, num. 2, pp. 191-210.

Erikson, Robert; Goldthorpe, John H. (2002). "Intergenerational inequality: a sociological perspective". *The Journal of Economic Perspectives*, vol. 16, num. 3, pp. 31-44.

Escobedo, Anna; Flaquer, Lluís; Navarro-Varas, Lara (2012). "The social politics of fatherhood in Spain and France: a comparative analysis of parental leave and shared residence". *Ethnologie Française: Revue de la Société d'Ethnographie Française*, vol. 42, num. 1, pp. 117-126.

Summary

Esping-Andersen, Gosta; Wagner, Sander (2012). "Asymmetries in the opportunity structure. Intergenerational mobility trends in Europe". *Research in Social Stratification and Mobility*, vol. 30, num. 4, pp. 473-487.

Martínez Franzoni, Juliana (2008). "Welfare regimes in Latin America: capturing constellations of markets, families, and policies". *Latin American Politics and Society*, vol. 50, num. 2, pp. 67-100.

Lewis, Jane; Campbell, Mary; Huerta, Carmen (2008). "Patterns of paid and unpaid work in Western Europe: gender, commodification, preferences and the implications for policy". *Journal of European Social Policy*, vol. 18, num. 1, pp. 21-37.

Mayer, Karl Ulrich; Schoepflin, Urs (1989). "The state and the life course". *Annual Review of Sociology*, vol.15, pp. 187-209.

Benedicto, Jorge; Morán, María Luz (2007). "Becoming a citizen: analysing the social representations of citizenship in youth". *European Societies*, vol. 9, num. 4, pp. 601-622.

Thévenon, Olivier (2011). "Family policies in OECD countries: a comparative analysis". *Population and Development Review*, vol. 37, num. 1, pp. 57-87.

Zimmerman, Mary Kaye (2013). "Theorizing inequality: comparative policy regimes, gender, and everyday lives". *Sociological Quarterly*, vol. 54, num. 1, pp. 66-80.

Tremblay, Diane-Gabrielle (2012). "Work-family balance: is the social economy sector more supportive... and is this because of its more democratic management?". *Review of Social Economy*, vol. 70, num. 2, pp. 200-232.

England, Paula (2010). "The gender revolution: uneven and stalled." *Gender & Society*, vol. 24, num. 2, pp. 149-166.

Cotter, David; Hermsen, Joan M.; Vanneman, Reeve (2011). "The end of the gender revolution? Gender role attitudes from 1977 to 2008". *American Journal of Sociology*, vol. 117, num. 1 (July 2011), pp. 259-289.