

# The Inequality of Time (Sociology 190) Spring 2017

## **Professor Daniel Schneider**

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Class: Wednesday 10-12PM

Office Hours: Wednesday 2:30-4:30 PM ([Sign-up](#))

Course Website: <https://bcourses.berkeley.edu/courses/1457483>

## **Course Description**

The 21st century has witnessed the growth of new movements oriented around inequality. Americans' rising concern with the unequal distribution of income and wealth has fueled the Fight for \$15 campaign and Bernie Sanders' campaign. In this seminar we will examine another dimension of inequality - the inequality of time. We will explore inequalities in time spent in childcare and housework, in overwork and underwork, in paid leave, and in unstable and unpredictable work schedules along the dimensions of gender, class, and race/ethnicity. Just as concern with income and wealth inequality is shaping policy, so to is concern about inequalities in time. In addition to reading the literature in sociology and other disciplines, we will also investigate innovative policy designed to reduce these inequalities of time.

We begin, in Week 2, by taking up a backdrop of changes to work and to the family in the United States. Change in these domains has been multifaceted and stratified and has profoundly shaped the social organization of time and the disparate class and gender experiences of time. In Weeks 3, 4, and 5, we turn to three dimensions of employment dynamics in the United States: Overwork and "Opting-Out," flexibility at work, and instability at work. We examine the contours and the consequences of these practices and some policy and company responses.

In Weeks 6 and 7 we turn to the household, examining time spent with children by parents. We first discuss class stratification in parental time and then gender stratification in parental time. In Week 8, we turn to the confluence of parental care and work with a discussion of paid family leave policy. With Week 9, we turn back to the household and examine gender inequalities in housework time before turning, in Week 10, to gender inequalities in sleep and in leisure. Finally, in Week 11, we bring together the various threads of the course to focus squarely on the intersection of work and family life.

## **Required Readings**

There is one required book: Heather Boushey's *Finding Time*. All of the other readings are either posted on the bCourses site as .PDF files or are available on the internet with links provided. I have also created a reader that is available from Copy Central on Bancroft. The readings are drawn from articles and books. Some may be difficult, but I've carefully

selected each reading and I ask you to give each piece the time it demands. The list of required readings is included on p. 6 - 9 of this syllabus. After each reading, I noted if it is to be found in the required book by Boushey ([B]), on b-Courses ([b-C]), or online ([I]).

## **Course Assignments**

In addition to completing the reading each week, there are 3 other requirements for the course: (1) being a productive participant in discussion and helping to lead one class discussion, (2) writing three short responses to the readings, and (3) producing and presenting a research paper on a topic of your choosing (related to the course).

### **Leading a Discussion and Being a Constructive Participant**

Each week, you will do the required readings before coming to class. Those readings form our shared core of knowledge about the week's subject matter. But, it will be our discussion in the course that really helps us to integrate, critique, and extend these readings. I expect each of you to be a regular and constructive participant in these discussions. I ask that you engage with one-another seriously and respectfully. Our goal is a really interesting conversation - not a series of remarks directed at me! Your participation (which of course is not possible without your presence and so I expect you to arrive promptly and attend each of our meetings) is worth 10% of your course grade.

In order to facilitate our discussion, I will ask two students to co-lead each of our class discussions for weeks 2 through 11. As co-leaders, you will be responsible for coming up with discussion questions and sending them to me on the Monday or Tuesday before class. Your successful participation in being part of leading a discussion will count for 10% of your course grade.

### **Reading Memos**

You will also be responsible for writing four short reading response memos over the course of the semester. This memo may not be longer than 1 page single-spaced. In a reading memo, I will ask you to take one of more of the readings for a particular week, explicate a point of interest, to perhaps juxtapose the readings if they offer different viewpoints, offer some criticism, or use them to reflect on a real life situation. Space is very short - so make sure you get right to the point in making the clever/insightful/cutting point that you intend to make! We will work out the weeks that each student will write memos at our first meeting. The memos will be due by 9AM on the Tuesday before the class and should be submitted online through bCourses.

### **Research Paper**

The two key components of this course are our discussions as a group of the readings and your individual production of a research paper. The course culminates in the your submission of a 10-15 page paper that draws on the academic research literature to investigate a topic related to those we cover in the course and draw on these sources to make an original argument.

However, you will have help along the way to this finished product! The course is designed to help you build-up to this paper.

In the first weeks of the class, I ask you to begin thinking about what you might write about. Our course is focused on the United States, but many of these same issues are present around the world. You might examine a similar issue in another place or even compare the U.S. to another country in terms of insecure work, overwork, parenting time, etc... Or, you might take a deep dive into one of the issues that we do consider. For instance, you might more thoroughly examine the debates about “the overworked American” or “The Opt-Out Revolution.” The syllabus is also necessarily limited by topic. You might delve into related questions that we haven’t covered such as paid sick leave, the apparent decline in labor force participation or involuntary part-time work. Policy is also a focus of the course and so your paper might consider a field of federal, state, or local legislation related to the course content - perhaps “right to request” laws or “reporting time laws” or a more detailed examination of “paid parental leave” or even - of the moment - the proposal for a universal basic income.

Having given the topic some thought, you are required to submit an abstract summarizing your proposed topic to me by Friday, 3/3 at 5pm. This should be submitted online through bCourses. This is worth 5% of your grade. I do not ask you to collect any original data for this paper. But, you must draw on reputable academic sources. These include published articles in peer-reviewed academic journals, books, chapters in books, government reports, and working papers from sources such as NBER. These do not include blog posts, wikipedia entries, etc... you are required to submit a list of five such sources that you have read and that you will draw on in your paper to me by Monday, 3/20 at 5pm. This too is worth 5% of your grade and should be submitted online through bCourses. I expect that you may need to read (or at least skim) more than five such sources in order to find five good and relevant ones! The five cannot include readings that are on the syllabus, though you may draw on the course readings in addition in your paper.

A rough draft of your paper is due to me on Thursday 4/7 by 4pm. It should be turned-in in hard-copy (printed out) in the Sociology office in 410 Barrows Hall. Please note: the office closes at 4pm sharp! This should be recognizable as a paper - not an outline, or a brief summary - but it can be a work in progress, perhaps with some sections in outline or some gaps to be filled-in. I will give you comments and so this is an opportunity to get some feedback in advance of the final submission. This rough draft in of itself is also worth only 5% of your grade, but by taking advantage of this opportunity, you can surely improve the final product, which is worth more.

In the last three weeks of the course (4/12, 4/19, and 4/26), you will be asked to present your research to the other members of the class. This is another opportunity for feedback and also an opportunity for your to share what you’ve learned with our group. This presentation is worth 10% of your grade.

Finally, the final draft of your paper is due during finals week on Thursday, 5/11 by 4pm. Here, you should present a fully realized version of the paper - both in content and in style. By style, I mean that the paper should:

- Have a separate title page with the title, your name, and the date.
- Be double-spaced, in a professional font, and include page numbers
- Begin with an introductory section that overviews the paper and argument
- Contain section headings throughout that clearly organize the content of the paper

- Make use of parenthetical citations to all referenced sources
- End with a discussion or conclusion
- Have a properly formatted reference list

I also ask that you include with your final submission a short memo (1 page or less) that describes how you have replied to my comments and suggestions on the first draft. These two pieces should be paper-clipped together and turned-in in hard-copy (printed out) in the Sociology office in 410 Barrows Hall. Please note: the office closes at 4pm sharp!

Each of these required elements of the course, their due date(s), and their contribution to your final grade are summed up in the table below.

4 Memos	Due Weeks 2-11 Tues 9AM	20%
Discussion Leader	Due Weeks 2-11	10%
Proposal:	Due 3/3 5pm	5%
References:	Due 3/20 5pm	5%
Rough Draft:	Due 4/7 4pm	5%
Presentation:	Delivered in class	10%
Participation	All Classes	20%
Final Draft:	Due 5/11 4pm	25%

## Class Format

The course will be run as a discussion. Please come to seminar having done the readings, written a short reaction memo (on your assigned weeks), and having thought about how you might contribute to discussion. Our goal in discussion will be to understand the substantive content of this material and what it tells us about the social organization of time, inequality, and social policy. The last three weeks of the course will be given-over to presentations of your research projects.

## Course Policies

### Accommodation

I will provide accommodation to any student who provides me with a written letter from a DSP Specialist. If you require accommodation, the first step is to have DSP send me an official written accommodation letter. Once I receive this letter and if I have any questions, I will contact you by email. Please arrange for me to receive the letter as early in the semester as possible. I will also provide accommodation for observation of religious rituals. University policy is that such requests should be made by the second week of the semester. Please submit them by email, cc'ing your GSI.

### Late Work

There are several written assignments for this course. The precise due dates and where the assignments should be handed in are noted above. Assignments turned in late will be penalized one letter grade for every day late (e.g. one day late makes a B a C). If you have a real emergency, email Professor Schneider about it at least 24 hours before the deadline.

## **Grading Policy**

If you wish to contest a grade, please first outline in writing (1) what assignment you are contesting, (2) the grade you received on the assignment, and (3) the reason(s) why you believe the grade you received is unfair. I consider your appeal and may decide to re-grade your assignment. Please note, a re-grade likely involves closer scrutiny of the work and so may result in an increase or a decrease in your grade. Whatever the outcome, the score from the re-grade will be final. The grade appeals process should be initiated within seven days of receiving the grade in question.

## **Academic Honesty<sup>1</sup>**

The UC Berkeley Honor Code states that, “As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others.” (<http://asuc.org/honorcode/index.php>). I expect that you will adhere to these principles in your conduct in the course. You may not copy specific text or ideas from others, whether from fellow students, from authors of our readings, or from authors of material you find on the internet, without specific attribution. To do otherwise is to plagiarize. You may not cheat on any of the exams by bringing in outside material, copying from fellow students, or engaging in other dishonest practices. You may of course discuss the lectures and readings with your fellow students. But, the assigned papers and your written responses to exam questions must reflect your own independent work. Violations of these rules will result in a failing grade on the assignment and possibly on the course and may result in you being reported to University authorities.

## **Email**

Email should not be used for substantive questions about the reading or course materials. Please ask such questions in class or sign-up for office hours. I will endeavor to respond to other email messages within 24 hours.

## **Office Hours**

I very much encourage you to sign-up for office hours. You may also just “stop-by” my office during office hours and if I don’t have another student scheduled, I’ll be happy to talk with you. Office hours are a good time to just introduce yourself, to talk about ideas that you find particularly engaging or difficult, or to discuss problems that you may be having in the course. My office hours are held on Wednesdays from 2:30-4:30PM. You may sign up at <https://www.wejoinin.com/sheets/hdaew>.

## **Technology Policy**

You are permitted to use a laptop during class for the purpose of note taking or consulting the readings. Please do not use your cell phone during class. Please do not text, chat, surf the web, read the news, or watch videos during class! This behavior is distracting to other students sitting around you.

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<sup>1</sup>Text is adapted from the ASUC honor code guide.

# Course Outline and Weekly Readings

## Overview of the Course & Logistics

(Week 1: Wednesday, 1/17)

## Changing Households and Changing Work

(Week 2: Wednesday, 1/25)

1. Kalleberg, Arne. 2011. *Good Jobs, Bad Jobs. The Rise of Polarized and Precarious Employment Systems in the United States, 1970s-2000s*. Russell Sage Foundation. Chapter 1. [\[b-C\]](#)
2. Boushey, Heather. 2016. *Finding Time*. Harvard University Press. Introduction. [\[B\]](#)
3. Bianchi, Suzanne. 2011. "Changing Families, Changing Workplaces." *Future of Children* 21(2): 15-36. [\[b-C\]](#)

## Overworked and Opting-Out?

(Week 3: Wednesday, 2/1)

4. Schor, Juliet. 1993. *The Overworked American: The Unexpected Decline of Leisure* Basic Books. Preface and Chapter 1. [\[b-C\]](#)
5. Gerson, Kathleen and Jerry Jacobs. 2004. "The Work Home Crunch." *Contexts* 3(4): 29-37. [\[b-C\]](#)
6. Schulte, Bridgit. 2014. *Overwhelmed: How to Work, Love, and Play When No One Has the Time*. Picador. Introduction. [\[b-C\]](#)
7. Belkin, Lisa. 2003. "The Opt-Out Revolution." *The New York Times*. [Link to Article \[I\]](#)
8. Percheski, Christine. 2008. "Opting out? Cohort Differences in Professional Women's Employment Rates from 1960 to 2005." *American Sociological Review* 73(3): 497-517. [\[b-C\]](#)

## Flexibility at Work

(Week 4: Wednesday, 2/8)

9. Blair Loy, Mary. 2001. "Cultural Constructions of Family Schemas: The Case of Women Finance Executives." *Gender & Society* 15: 687- 709. [\[b-C\]](#)

10. Boushey, Heather. 2016. *Finding Time*. Harvard University Press. Chapter 7. [B]
11. Davis, Kelly et al. 2015. “Parents? Daily Time With Their Children: A Workplace Intervention.” *Pediatrics* 135(5): 875-882. [b-C]
12. Galinsky, Ellen, Kelly Sakai, and Tyler Wigton. 2011. “Workplace Flexibility: From Research to Action.” *Future of Children* 21(2): 141-161. [b-C]

## **Non-Standard and Unstable and Unpredictable Work Schedules (Week 5: Wednesday, 2/15)**

13. Kantor, Jodi. 2014. “Working Anything but 9 to 5.” *New York Times* [Link to Article](#) [I]
14. Presser, Harriett. 2004. “The Economy that Never Sleeps.” *Contexts* 3(2): 42-49. [b-C]
15. Lambert, Susan. 2008. “Passing The Buck: Labor Flexibility Practices that Transfer Risk onto Hourly Workers.” *Human Relations* 61(9): 1203-1227. [b-C]
16. Schneider, Daniel and Kristen Harknett. 2016. “Schedule Instability and Unpredictability and Worker and Family Health and Wellbeing.” Washington Center For Equitable Growth Working Paper. [b-C]
17. Review various policy papers and resources related to fair scheduling at [Link to Resources](#) [I]

## **Class Divides in Parental Child Care (Week 6: Wednesday, 2/22)**

18. Lareau, Annette. 2002. “Invisible Inequality: Social Class and Childrearing in Black Families and White Families.” *American Sociological Review* 67(5): 747-776. [b-C]
19. Hays, Sharon. 1998. *The Cultural Contradictions of Motherhood*. Yale University Press. Chapter 1 and Chapter 2. [b-C]
20. Kalil, Ariel. 2015. “Inequality Begins at Home: The Role of Parenting in the Diverging Destinies of Rich and Poor Children.” In *Families in an Era of Increasing Inequality*. Eds. Paul Amato et al. Springer. [b-C]
21. Bassok, Daphna et al. 2016. “Socioeconomic Gaps in Early Childhood Experiences: 1998 to 2010.” *AERA Open* 2(3): 1-22. [b-C]

## **Gender Divides in Parental Child Care (Week 7: Wednesday, 3/1)**

22. Bianchi, Suzanne, John Robinson, and Melissa Milke. *Changing Rhythms of American Family Life*. Russell Sage Foundation Press. Chapter 4. [\[b-C\]](#)
23. Milkie, Melissa, Kei Nomaguchi, and Kathleen Denny. 2015. "Does the Amount of Time Mothers Spend With Children or Adolescents Matter?" *Journal of Marriage and Family* 77: 355-372. [\[b-C\]](#)
24. Kalil, Ariel and Susan Mayer. 2016. "Comment on Milkie, Nomaguchi, and Denny (2015)." *Journal of Marriage and Family* 78: 262-265. [\[b-C\]](#)
25. Boushey, Heather. 2016. *Finding Time*. Harvard University Press. Chapter 8. [\[B\]](#)

## **Paid Parental Leave (Week 8: Wednesday, 3/8)**

26. Miller, Claire Cain. 2015. "The Economic Benefits of Paid Parental Leave." *The New York Times*. [Link to Article \[I\]](#)
27. Boushey, Heather. 2016. *Finding Time*. Harvard University Press. Chapter 6. [\[B\]](#)
28. Berger, Lawrence, Jennifer Hill, and Jane Waldfogel. 2005. "Maternity Leave, Early Maternal Employment and Child Health and Development in the US." *The Economic Journal* 1115: F29-F47. [\[b-C\]](#)
29. Rossin-Slater, Maya. 2016. "Maternity and Family Leave Policy." Working Paper [\[b-C\]](#)
30. Hymowitz, Kay. 2013. "Longer Maternity Leave Not So Great for Women After All." *Time Magazine* [Link to Article \[I\]](#)

## **Housework - Gender and Class Inequality (Week 9: Wednesday, 3/15)**

31. Hochschild, Arlie. 1989. "Men Who Do and Men Who Don't" Pp. 216-238 in *The Second Shift*. New York: Viking. [\[b-C\]](#)
32. Bianchi, Suzanne, John Robinson, and Melissa Milke. *Changing Rhythms of American Family Life*. Russell Sage Foundation Press. Chapter 6. [\[b-C\]](#)

33. Hondagneu-Sotelo, Pierrette. 2007. *Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*. Chapter 1 and Chapter 2. [b-C]

## **Gender Inequalities in Sleep and Leisure (Week 10: Wednesday, 3/22)**

34. Krystal, Arthur. 2005. "Carpe Noctem." *The New Yorker* [Link to Article \[I\]](#)

35. Burgard, Sarah. 2011. "The Needs of Others: Gender and Sleep interruptions for Caregivers." *Social Forces* 89(4): 1189-1216. [b-C]

36. Mattingly, Marybeth and Suzanne Bianchi. 2003. "Gender Differences in the Quantity and Quality of Free Time: The U.S. Experience." *Social Forces* 81(3): 999-1030. [b-C]

## **No Class - Spring Break (Wednesday, 3/29)**

## **Work and Life (Week 11: Wednesday, 4/5)**

37. Gerstel, Naomi and Dan Clawson. "Class Advantage and the Gender Divide: Flexibility on the Job and at Home." *American Journal of Sociology* 120(2): 395-431. [b-C]

38. Boushey, Heather. 2016. *Finding Time*. Harvard University Press. Chapter 9 and Chapter 10. [B]

39. Bianchi, Suzanne, John Robinson, and Melissa Milke. *Changing Rhythms of American Family Life*. Russell Sage Foundation Press. Chapter 10. [b-C]

## **Research Presentations (Week 12: Wednesday, 4/12)**

## **Research Presentations (Week 13: Wednesday, 4/19)**

## **Research Presentations (Week 14: Wednesday, 4/26)**