

SYLLABUS

Course meets at Osher Life Long Learning Institute of UC Berkeley, in TBA (non-credit course)
Doris Hanappi, PhD, Barrows Hall, dorish@demog.berkeley.edu

This course differs from the ones typically taught by other instructors in that it will deal with the intersection of two major areas of sociology: change in work and family over time and across human lives. The emphasis will be on life course/life span theory and research, which has focused on work, family, and health. Much of the course is devoted to exploring the changing nature of jobs, gender relations in the labor market, the influence of the marketplace on the family, and work–family balance. This course will delve into distinctions about the nature of jobs, the eradication of life time employment, emerging new forms of work, and the meaning and scope of the ‘tripartite’ life course. In the course we will explore different work organization patterns that vary within a given society, and across societies, as well as historically. The transitions from education into jobs or from jobs (or occupational careers) into retirement may influence family behaviors and these may vary greatly by gender, race, class, and over time; and they may affect health. Conversely, family behaviors and health events or conditions can influence working patterns. By the end of the course, students will be able to critically reflect about recent trends in work and family in the light of social change and the multiple underlying socioeconomic and demographic developments they bring.

To the extent that class size allows, we will use a seminar or discussion group format at times and otherwise a lecture format. Participants will be expected to engage in a discussion and answer a few questions on the required class readings and to participate actively in class discussions. Class readings will be made available on the course website and slides will be sent out in advance.

PART ONE: INTRODUCTIONS, OVERVIEW OF THE COURSE, AND PRELIMINARY LOOK AT CONCEPTUAL FOUNDATIONS FOR THE COURSE

Session 1:

Introductions and general overview and discussion of course content

The life course perspective in general and in relation to work; “North American” and “European” variation concerning the life course perspective; the ways in which work will be of interest in this course.

Theorizing Society, Social Change, and Work from a Life-course Perspective

We conceptualize work, distinguishing: tasks, jobs and careers; objective and subjective careers; occupation and profession. This is not a ‘survey’ course in occupations and professions and I make no claim to comprehensive coverage of approaches or the debates between different perspectives taken towards work. We begin our intellectual voyage by noting changes in society that affect the life course, including individualization and the move to the ‘risk society’.

Required Reading:

Walter R. Heinz (2001). Work and the life course: A cosmopolitan-local perspective. Pp. 3-22 in Victor W. Marshall, Walter R. Heinz, Helga Kruger & Anil Verma (Eds.), *Restructuring work and the life course*. Toronto: University of Toronto Press.

Content presented is based on:

Victor Marshall, Walter Heinz, Helga Kruger and Anil Verma (Eds.), *Restructuring Work and the Life Course*. University of Toronto Press, 2001.

Walter Heinz & Victor Marshall (Eds.) (2003), *Social Dynamics of the Life Course*. Aldine de Gruyter (distributed by Transaction Books).

Everett C. Hughes (1970). The humble and the proud: The comparative study of occupations. *The Sociological Quarterly* 11 (2); reprinted in Lewis A. Coser (Ed.), *Everett C. Hughes On Work, Race, and the Sociological Imagination*. Chicago: The University of Chicago Press (1994, pp. 67-78).

Lutz Leisering & Karl F. Schumann (2003). How institutions shape the German life course. Pp. 193-209 in Walter R. Heinz & Victor W. Marshall (Eds.) *Social Dynamics of the Life Course: Transitions, Institutions, and Interrelations*. New York: Aldine de Gruyter.

Julie Ann McMullin, Victor W. Marshall, Tammy Duerden Comeau, & Catherine Gordon (2001). Dilemmas of owners and workers in a risk society. CPRN Research Report, Ottawa: Canadian Policy Research Networks.

Angela M. O’Rand (2003). The future of the life course: Late modernity and life course risks. Pp. 693-701 in Jeylan T. Mortimer & Michael J. Shanahan (Eds.). *Handbook of the Life Course*. New York: Kluwer Academic/Plenum Publishers.
The Life-course Perspective Applied to Work

Session 2: Applying a Life-course Perspective to Work

We begin the session by considering two somewhat different approaches to studying the life course; we then examine the ‘tripartite’ view of the life course, and we critique it as overly simplistic.

a) The European and the North American Perspectives on the Life Course

Slides will be provided ahead of time to get a general sense of the difference between these approaches—bearing in mind that there has been a lot of trans-Atlantic cross-fertilization in ideas. This general sense will be fleshed out as the course progresses.

Required Reading:

Karl Ulrich Mayer (2009). New directions in life course research. *Annual Review of Sociology* 35: 413-33.

Content presented is based on:

Helga Kruger (2003). The life-course regime: Ambiguities between interrelatedness and individualization. Pp. 33-56 in Walter R. Heinz & Victor W. Marshall (Eds.), *Social Dynamics of the Life Course*. New York: Aldine de Gruyter.

Victor W. Marshall & Margaret M. Mueller (2003). Theoretical roots of the life-course perspective. Pp. 3-32 in Walter R. Heinz & Victor W. Marshall (Eds.) *Social Dynamics of the Life Course*
Marlis Buchmann, Irene Kriesi, Andrea Pfeifer, & Stefan Sacchi (2003). Dynamics of women’s

employment careers: Labor market opportunities and women's labor-market exit and reentry. Pp. 117-141 in Walter R. Heinz & Victor W. Marshall (Eds.) *Social Dynamics of the Life Course: Transitions, Institutions, and Interrelations*. New York: Aldine de Gruyter.
Course: Transitions, Institutions, and Interrelations. New York: Aldine de Gruyter.

Walter R. Heinz, Johannes Huinink, & Ansgar Weymann (Eds.) (2009). *The Life Course Reader: Individuals and Societies Across Time*. Frankfurt and New York: Campus Verlag.

b) Age Structure, the 'tripartite' life course; the transition from education to work

We consider the view that the life course (a) is structured largely by work and (b) consists of three phases defined by work. We examine the 'Fordist' view of the occupational life course and inquire as to its accuracy in describing work and career.

Required Reading:

Settersten, R. et al. (2016). *Becoming Adult: Meanings of Markers to Adulthood*. Emerging Trends in the Social and Behavioral Sciences. Edited by Robert Scott and Stephan Kosslyn.

Content presented is based on:

Jane Elliott, Angela Dale, & Muriel Egerton (2001). Returning to work after childbirth: A longitudinal analysis of the role of qualifications in mothers' return to paid employment. Pp. 505-524 in Victor W. Marshall, Walter R. Heinz, Helga Kruger & Anil Verma (Eds.), *Restructuring work and the life course*. Toronto: University of Toronto Press.

Graham S. Lowe (2001) Youth, transitions, and the New World of Work. Pp. 29-44 in Victor W. Marshall, Walter R. Heinz, Helga Kruger & Anil Verma (Eds.), *Restructuring work and the life course*. Toronto: University of Toronto Press.

Hannah Bruckner & Karl Ulrich Mayer (2005). De-standardization of the life course: What it might mean? And if it means anything, whether it actually took place? *Advances in Life Course Research* 9: 27-53.

PART TWO: A LIFE COURSE PERSPECTIVE OF WORK

Life course theorists generally hold that the life course is strongly structured by work, family and health. These factors interrelate to create opportunities and constraints for people to enter the workforce, remain in it, or leave it.

Session 3: Turbulent Working Careers, and its Social and Economic Consequences

Required Reading:

Arne L. Kalleberg (2009). **Precarious work, insecure workers: Employment relations in transition**. *American Sociological Review* 74 (1): 1-22.

Content presented is based on:

Marlis Buchmann, Irene Kriesi, Andrea Pfeifer, & Stefan Sacchi (2003). Dynamics of women's employment careers: Labor market opportunities and women's labor-market exit and reentry. Pp. 117-141 in Walter R. Heinz & Victor W. Marshall (Eds.) *Social Dynamics of the Life Course: Transitions, Institutions, and Interrelations*. New York: Aldine de Gruyter.

Victor W. Marshall, Jennifer Craft Morgan, & Sara B Haviland (2010). Making a life in IT: Jobs and careers in small and medium-sized information technology companies. Pp. 23-38 in Julie Ann

McMullin & Victor W. Marshall (Eds.), *Aging and Working in the New Economy: Changing Career Structures in Small IT Firms*. Cheltenham, UK and Norhampton MA: Edward Elgar.

Reinhold Sackmann & Matthias Wingens (2003). From transitions to trajectories: Sequence types. Pp. 93-115 in Walter R. Heinz & Victor W. Marshall (Eds.) *Social Dynamics of the Life Course: Transitions, Institutions, and Interrelations*. New York: Aldine de Gruyter.

Thomas A. DiPrete, & Gregory M. Eirich (2006). Cumulative advantage as a mechanism for inequality: A review of theoretical and empirical developments. *Annual Review of Sociology* 32: 271-97.

PART THREE: SOCIAL FACTORS FOR DIVERSITY IN WORK AND THE LIFE COURSE

Session 4: FAMILY AND FERTILITY

We should by now all have a good understanding of the life course. Now we turn to the family and demographic factors that cause variability in the kinds of life courses people are able to fashion and experience.

Required Reading:

Family, the Life Course and the Great Recession (2012), Great Recession Brief, Russel Sage Foundation and The Stanford Center of Poverty and Inequality, by Philip Morgan, North Carolina Chapel Hill, Erin Cumberworth Stanford University, Christopher Wimer Stanford University

Content presented is based on:

Johnson-Hanks, J (2012). *Understanding Family Change and Variation*. Ch. 1, 2, and 3. Springer.

Esping-Andersen, G. (2009). *The Incomplete Revolution*. Adapting welfare states to women's new roles. Cambridge: Polity Press.

Bianchi, S.M.; Milkie, M.A. 2010: Work and family research in the first decade of the 21st century. In: *Journal of Marriage and Family* 72,3: 705-725.

Brewster, K.L.; Rindfuss, Ronald R (2000): Fertility and women's employment in industrialized nations. In: *Annual Review of Sociology* 26: 271-296.

Bianchi, S.M. (2000): Maternal employment and time with children: Dramatic change or

surprising continuity? In: *Demography* 37,4: 401-414.

Session 5: GENDER, WORK, AND FAMILY

In this session we reflect on the controversial public debate over modern American Families, the vast changes in family life—the rise of single, two-paycheck, and same sex-parents—haven often been blamed for declining morality and unhappy children.

Required Reading:

How to close a gender gap. Let Employees Control their Schedules (2017). The New York Times.

Content presented is based on:

Gerson, K. (2010) *The Unfinished Revolution*. Oxford Univ. Press. Ch. 2.

Pettit, Becky; Hook, Jennifer Lynn (2009). *Gendered tradeoffs: Family, social policy, and economic inequality in twenty-one countries*. New York: Russell Sage Foundation.

Hochschild, A. & Machung, A. (1989) *The Second Shift*. New York: Avon Books. Excerpt In Eds. Skolnick, A. & Skolnick, J., *Family in Transition*, pp. 355-62. Boston, MA: Allyn & Bacon.

Boushey, H. (2016). Finding Time. *The Economics of Work-Life Conflict*. Harvard University Press. Ch. II, III. (the sandwich-generation, by Dorothy Miller)

Hanappi, D., Ryser, V.-A., & Laura, B. (2016). The role of attitudes towards maternal employment in the relationship between job quality and fertility intentions. *Journal of Research in Gender Studies*, 6(1), 192-219.

PART FOUR: AGEING AND OLDER WORKERS

Session 6: COMING OF AGE IN TURBULENT TIMES.

This last session invites participants to reflect on older workers challenges and gifts in modern society.

Required reading:

Mapping Changes in the Life Course (2007) The New York Times.

Content presented is based on:

Schafer, M. H., & Upenieks, L. (2016). The Age-Graded Nature of Advice Distributional Patterns and Implications for Life Meaning. *Social Psychology Quarterly*, 79(1), 22-43.

Jacob S. Hacker (2006). *The great risk shift: The assault on American jobs, families, health care, and retirement and how you can fight back*. New York: Oxford University Press.

Roscigno, V., S. Mong, R. Byron, & G. Tester (2007). Age discrimination, social closure and employment. *Social Forces* 90: 313-334.

Victor W. Marshall, Philippa J. Clarke and Peri J. Ballantyne (2001). Instability in the retirement transition: Effects on health and well-being in a Canadian study. *Research on Aging*. 23 (4): 379-409.

Van Solinge, H., & Henkens, K. (2007). Involuntary retirement: The role of restrictive circumstances, timing, and social embeddedness. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 62(5), S295-S303.