

Patricia A. Roos (Draft, 1/18/08)

***090:282 Honors Seminar: Work, Family, and Politics in the 21st Century***

Spring, 2008

Tuesdays & Thursdays 1:40 to 3 p.m.

Lucy Stone B205, Livingston Campus

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***I. Course Description:***

Work and family issues have in recent years become inextricably linked to politics, for better or for worse. To better understand that link in the 21st century, we review the historical shifts that have occurred in the family and the workplace in the post-World War II U.S., and especially since 1970. Women now make up nearly half of the workforce, and have moved in large numbers into some occupations traditionally held by men. Dual-earner households are now the norm, reflecting in part the new economic reality faced by American families. Work has restructured such that it is more global, flexible, high tech, and service-oriented, and prosperity now coexists with rising inequalities. We will examine how such structural changes impact ongoing politics, policy discussions, and the economic and social opportunities available to women, men, and their families.

There are no prerequisites for this course. Although many of the readings come from a variety of disciplines (e.g., sociology, history, psychology, policy studies), an important goal of this course is to introduce you to the sociological perspective, and the sociological imagination.

***II. Readings:***

There are five required books available at the Livingston College bookstore, one book you'll purchase online, and additional readings available through Sakai. The required books (in order of how we'll read them) are:

New York Times. 2005. *Class Matters*. New York: Times Books. Henry Holt and Company.

Robert H. Frank. 2007. *Falling Behind: How Rising Inequality Harms the Middle Class*. Berkeley, CA: University of California Press.

Pamela Stone. 2007. *Opting Out? Why Women Really Quit Careers and Head Home*. Berkeley, CA: University of California Press.

Kathryn Edin and Maria Kefalas. 2007. *Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage*. Berkeley, CA: University of California Press.

Thomas A. Kochan. 2006. *Restoring the American Dream: A Working Families' Agenda for America*. Cambridge, MA: MIT Press.

For our in-class debate, you will purchase one of these books (we'll decide in class who buys which):

Hillary Rodham Clinton. 1996. *It Takes a Village: And Other Lessons Children Teach Us*. New York: Simon and Schuster.

Or,

Rick Santorum. 2005. *It Takes a Family: Conservatism and the Common Good*. Wilmington, DE: ISI Books.

### ***III. Expectations:***

This is an honors seminar, so I have high expectations of you. I anticipate that you will attend each class session. Because this course is a "seminar," the format will be discussion and not lecture. The success of the course depends on your active participation, and the small class size should facilitate this goal. Assigned readings should be completed prior to class, and you should come to class prepared to ask questions. If you absolutely must miss class, let me know as soon as possible. Unexcused absences will result in a reduction of your grade.

I've assigned both academic articles, and media (newspaper, magazine) articles, the latter of which tend to be quite short. To keep the number of readings down to a reasonable number, I've moved some of the readings to "recommended." While these articles or books are not required, I nonetheless do recommend them to you if you'd like to do extended reading on the topic, or use them for your short (or final) papers. I will continue to add relevant articles as I come across them.

Your final grade will be based on:

#### 1) ***Class participation/attendance, including written memos*** (20 percent total)

For each class period, write one to two paragraphs (no more than a page) about one of the readings. Post it to Sakai by 5 p.m. the day before class (i.e., Monday for the Tuesday class, or Wednesday for the Thursday class). Was there something in the readings that you found particularly intriguing? Or, is there something that puzzled you that you think merits class discussion? Or, is there something with which you disagree? Which issue would you like to talk about with with your parents, siblings, or friends?

You can miss up to three of these memos over the course of the semester without harm to your grade ("life happens" to all of us at some time or another). More than three, however, will negatively affect your grade.

Read everyone's memo before class. We'll use them to structure the day's discussion. Each of you should be prepared to "lead off" the class discussion.

No memos are required on days you have written assignments due. And, if a book stretches over two days, you need to complete only one memo per book. Please be considerate of me and your fellow students: don't be late! Make sure you post to Sakai no later than 5 p.m. the day before class.

2) ***Two short papers*** (double-spaced, 3-4 pp. max.; 20 percent total; bring in hard copies to class)

You will write two short papers, responding to readings and class discussions. I will give you more specific directions in class, but the topics of these short papers, and their due dates, are:

Short paper #1 (due Feb. 5th; 10 percent): The first short paper has three components. Complete the interviews as noted below, and then summarize your findings into a coherent essay of no more than 3-4 double-spaced pages. What conclusions can you draw from your findings?

I. Interview one of your grandparents and one of your parents (if you have no grandparents or parents, interview someone of your grandparents' or parents' generation). Ask each the following questions:

- 1) who did you interview?
- 2) did you work during your prime adult working years (e.g., approximately 30 to 60 years old)? why or why not?
- 3) what was your main job during those years?
- 4) would you describe yourself as having a career?
- 5) what did you want from your work/career?
- 6) what did you get from your work/career?

II. Ask these questions of yourself:

- 1) what work or career do you want for your prime adult working years?
- 2) what do you want from your work/career?
- 3) what can you expect to get from your work/career?

III. What are your career goals? Given those goals, develop a strategic, career development and action plan for yourself. What do you need to do individually to achieve those goals? Do you need others to successfully achieve those goals?

Short paper #2 (due Feb. 19th; 10 percent): Focus in on one or two of Elaine Tyler May's arguments re American families in the Cold War Era. Bring her arguments up to date: are they relevant for 21st century America? Take a stand, make an argument, and justify it.

3) ***Analytic review and debate*** (double-spaced, 4-5 pp. max; due April 10th; 20 percent)

On April 10th, we will have an in-class debate on the appropriate role of government in family policy. You will read either Clinton's or Santorum's book, write an analytic critique of the book you choose, and use the book's viewpoint as the basis for your arguments during the debate. Thus, you will critique the book in your analytic review, and argue for its viewpoint in the debate. For advice on how to write an analytic review, see Clarke's "On Writing and Criticism" (Sakai).

4) ***Final research paper*** (double-spaced, approx. 12-15 pages with a minimum of 7 to 10 *academic* references) on a topic of your choice (40 percent).

Note: this can be an outgrowth of one of your short papers, the debate topic, or any other topic related to the theme of the course. A written description of your paper topic with 2-3 annotated references is due March 11th. Clear your topic with me ahead of time. Your outline is due April 17<sup>th</sup>, the first draft on April 29<sup>th</sup>, and the final draft on May 5<sup>th</sup>. Use primarily academic references for this paper! It's okay to supplement with excellent articles from reputable media sources (e.g., Fortune, the New York Times), but these should be few in number in comparison with academic references.

I urge you to work in groups, researching different aspects of the same issue. Note that you'll each still need to do an oral presentation, and to write individual final papers. But collaborative efforts can often be greater than the sum of their parts.

Each student (or group of students) will also present a brief summary of her or his paper during one of the last two class sessions (April 29<sup>th</sup> and May 1<sup>st</sup>). Prepare a few power point slides to accompany your presentation.

***Summary of due dates:***

Feb 5th: Short paper #1

February 19th: Short paper #2

March 11th: Description of paper topic, with 2-3 annotated references

April 10th: Analytic review and debate preparation due

April 17<sup>th</sup>: Final paper outline due

April 29<sup>th</sup>: First draft of final paper due

April 29<sup>th</sup> and May 1<sup>st</sup>: Class presentation with power point slides

May 5<sup>th</sup>: Final draft of paper due

***IV. Academic Integrity:***

This course will be conducted in full accordance with the university's "Policy on Academic Integrity." Academic dishonesty includes (but is not limited to) quoting or paraphrasing without attribution; submitting work for more than one course without the instructor's permission; copying from, or assisting, other students on exams; plagiarizing major portions of assignments; using a purchased paper; presenting other's work as your own; altering a graded exam; theft of exams. [For the complete policy, click [here](#). Watch this humorous video, click [here](#).]

Note: it is very easy to cut and paste from the internet, and/or copy verbatim selections from articles or books. This is called plagiarism. It's also pretty easy to find plagiarism nowadays. You can use internet sources (preferably academic sources you find online through IRIS), as well as print sources, but paraphrase the work you use and properly cite it. Avoid over-quoting, but if you do use an author's exact words *you must put them in quotes and cite.*

I will not accept any assignments or papers from students involved in dishonest behavior, and I am required to report such students to their college dean. Students engaging in dishonest behavior hurt all students. As the Policy on Academic Integrity states: "Students are responsible for knowing what the standards [for academic integrity] are and for adhering to them. Students should also bring any violations of which they are aware to the attention of their instructors."

### ***V. Classroom Atmosphere:***

The Department of Sociology encourages the free exchange of ideas in a safe, supportive, and productive classroom environment. To facilitate such an environment, students and faculty must act with mutual respect and common courtesy. Thus, behavior that distracts students and faculty is not acceptable. Such behavior includes cell phone use, surfing the internet, checking email, text messaging, listening to music, reading newspapers, leaving and returning, leaving early without permission, discourteous remarks, and other behaviors specified by individual instructors. Courteous and lawful expression of disagreement with the ideas of the instructor or fellow students is, of course, permitted (and indeed encouraged!).

### ***VI. Course Outline (most of these readings are available through Sakai):***

#### ***Part I: Overview and History***

*Week 1: Introduction and Course Overview: Politics and the Family*

Jan. 22: Hillary Clinton, *It Takes a Village* (skim Ch. 1); Rick Santorum, *It Takes a Family* (skim Ch. 1)

Jan. 24: New York Times, *Class Matters* (Introduction-Ch. 4)

*Week 2: Real People, Real Lives: Work, Class, and the American Dream*

Jan. 29: New York Times, *Class Matters* (Chs. 5-9)

Jan. 31: New York Times, *Class Matters* (Ch. 10-p. 243)

*Week 3: Family and Politics: WWII and Postwar Era I*

Feb. 5: Discussion of Short Paper #1

Feb. 7: Elaine Tyler May. 1990. *Homeward Bound: American Families in the Cold War Era*. New York: Basic Books. (Chs. Intro-3)

*Week 4: Family and Politics: WWII and Postwar Era II*

Feb. 12: May, *Homeward Bound* (Chs. 4, 6, 9, postscript)

Feb. 14: Joanne Meyerowitz (ed.), *Not June Cleaver: Women and Gender in Postwar America, 1945-1960*. Philadelphia, PA: Temple University Press. (pp. 1-16, 229-262)

***Part II: It's Not the 1950s Anymore: Changing Demographics and Economic Transitions***

*Week 5: Demographic Overview: Women, Men, and Families*

Feb. 19: Elizabeth Warren. 2006. "The Middle Class on the Precipice: Rising Financial Risks for American Families." *Harvard Magazine*, January-February.

Phyllis Moen and Patricia Roehling. 2005. *The Career Mystique: Cracks in the American Dream*. New York: Rowman & Littlefield Publishers. (Ch. 1)

Feb. 21: Robert M. Orrange. 2007. *Work, Family, and Leisure: Uncertainty in a Risk Society*. New York: Rowman & Littlefield Publishers, Inc. (Chs. 2 & 3)

*Recommended:*

Jerry A. Jacobs and Kathleen Gerson, with Janet C. Gornick. 2004. "American Workers in Cross-National Perspective." Pp. 119-47 in Jerry A. Jacobs and Kathleen Gerson (eds.), *The Time Divide: Work, Family, and Gender Inequality*. Cambridge, MA: Harvard University Press.

*Week 6: Work and Economic Transitions I: Overview*

Feb. 26: Thomas Friedman. 2005. "It's a Flat World After All." *New York Times*, April 3.

Vicki Smith. 1997. "New Forms of Work Organization." *Annual Review of Sociology* 23:315-39.

Feb. 28: Paul DiMaggio. 2001. *The Twenty-First-Century Firm*. Princeton: Princeton University Press. (Ch. 1)

Arne Kalleberg, Barbara F. Reskin, and Ken Hudson. 2000. "Bad Jobs in America: Standard and Nonstandard Employment Relations and Job Quality in the United States." *American Sociological Review* 65:256-278.

*Recommended:*

Arne Kalleberg. 2000. "Nonstandard Employment Relations: Part-Time, Temporary, and Contract Work." *Annual Review of Sociology* 26:341-65.

Christopher Jencks. 2004. "The Low-Wage Puzzle: Why is America Generating So Many Bad Jobs--and How Can We Create More Good Jobs?" *The American Prospect*. January 1, 2004. [see also related articles from a Russell Sage Foundation report]

Paul Krugman. 2002. "For Richer: How the Permissive Capitalism of the Boom Destroyed American Equality." *New York Times*, October 20.

Barry Bluestone and Stephen Rose. 1997. "Overworked and Underemployed: Unraveling an Economic Enigma." *The American Prospect* 8:March 1-April 1.

*Week 7: Work and Economic Transitions II: Effects on the Middle Class*

March 4: Robert H. Frank, *Falling Behind* (Preface-Ch. 5)

March 6: Frank, *Falling Behind* (Chs. 6-12)

*Recommended:*

Tamara Draut. 2005. *Strapped: Why America's 20- and 30-Somethings Can't Get Ahead*. New York: Anchor Books. (Intro and Ch. 1)

Matt Bai, 2005. "New World Economy." *New York Times*, December 18.

Steven Greenhouse and Michael Barbaro. 2005. *Wal-Mart Memo Suggests Ways to Cut Employee Benefit Costs*. *New York Times*, October 26.

Wal-Mart Stores. 2005. "Board of Directors FY06: Benefits Strategy." (skim)

[Charles Fishman](#), "The Wal-Mart Effect" (WNYC, Leonard Lopate Show, 33 min.)

### ***Part III. Accommodating Work and Family***

*Week 8: The Opt-Out Revolution?*

March 11: Leslie Stahl (CBS correspondent), "Staying at Home," *60 Minutes*, July 16, 2005. (in-class video clip)

Lisa Belkin. 2003. "The Opt-Out Revolution" *New York Times*, October 26.

Louise Story. 2005. "Many Women at Elite Colleges Set Career Path to Motherhood." *New York Times*, September 20.

March 13: Mini in-class political debate: Linda Hirshman. 2005. "Homeward Bound." *The American Prospect*, November 21. vs. David Brooks. 2006. "The Year of Domesticity." *New York Times*, January 1.

*Recommended:*

Eduardo Porter. 2006. "Stretched to Limit, Women Stall March to Work." *New York Times*, March 2.

Terry Martin Hekker. 2006. "Paradise Lost (Domestic Division)." *New York Times*, January 1.

Jane Gross. 2005. "Forget the Career. My Parents Need Me at Home." *New York Times*, November 24.

Heather Boushey. 2008. "Opting Out? The Effect of Children on Women's Employment in the United States." *Feminist Economics* 14:1-36.

Robert M. Orrange, *Work, Family, and Leisure* (Ch. 4)

Joan Williams. 2001. *Unbending Gender: Why Family and Work Conflict and What To Do About It*. New York: Oxford University Press. (Intro & Ch. 1)

Suzanne M. Bianchi. 2000. "Maternal Employment and Time with Children: Dramatic Change or Surprising Continuity?" *Demography* 37:401-414.

*March 17-21st: Spring Break!*

*Week 9: Professional Women: Opting Out or Pushed Out?*

March 25: Pamela Stone. 2007. *Opting Out? Why Women Really Quit Careers and Head Home*. Berkeley, CA: University of California Press. (Entire book)

March 27: Special guest: Pamela Stone will attend class (come with questions to ask)

*Recommended:*

Louise Marie Roth. 2006. "Selling Women Short: Gender and Money on Wall Street." Princeton: Princeton University Press. (Intro, Ch. 2)

Deborah Carr. 2004. "'My Daughter Has a Career; I Just Raised Babies': The Psychological Consequences of Women's Intergenerational Social Comparisons." *Social Psychology Quarterly* 67:132-54.

Deborah Carr. 2005. "The Psychological Consequences of Midlife Men's Social Comparisons With Their Young Adult Sons." *Journal of Marriage and Family* 67:240-50.



Anita Garey. 2006. "Motherhood on the Night Shift." Pp. 532-47 in Amy S. Wharton (ed.), *Working in America: Continuity, Conflict, and Change*. New York: McGraw Hill. This was drawn from Anita Garey's book (1999. *Weaving Work and Motherhood*. Philadelphia, PA: Temple University Press), which I also highly recommend.

*Week 10: Accommodating Work and Family: The Poor*

April 1: Kathryn Edin and Maria Kefalas. 2005. *Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage*. Berkeley, CA: University of California Press. (Chs. Intro-4)

April 3: Edin and Kefalas (Chs. 5-Conclusion)

*Recommended:*

Lynette Clemetson. 2006. "Work vs. Family, Complicated by Race." *New York Times*, February 9.

Lonnae O'Neal Parker. 2005. *I'm Every Woman: Remixed Stories of Marriage, Motherhood, and Work*. New York: Amistad. (pp. xv-16; this book is worth reading in its entirety)

#### ***Part IV. Policymaking***

*Week 11: Debate: Family vs. Village? The Role of Government in Family Policy*

Choose one book to prepare for debate (we will do in class):

Hillary Rodham Clinton. 1996. *It Takes a Village: And Other Lessons Children Teach Us*. New York: Simon and Schuster.

OR

Rick Santorum. 2005. *It Takes a Family: Conservatism and the Common Good*. Wilmington, DE: ISI Books.

April 8: Prepare for debate: comparing Clinton vs. Santorum

April 10: DEBATE!

*Week 12: Harnessing Working Families for Change*

April 15: Thomas A. Kochan. 2005. *Restoring the American Dream: A Working Families' Agenda for America*. Cambridge, MA: MIT Press. (Preface-Ch. 5)

April 17: Kochan, *Restoring the American Dream* (Chs. 6-9): Stakeholders Negotiating for Change [in-class role simulation]

*Recommended:*

Patricia Roos, Mary Trigg, and Mary Hartman. 2006. "Changing Families/Changing Communities: Work, Family, and Community in Transition." *Community, Work & Family* 9 (May):197-224.

Ann Bookman. 2004. *Starting in Our Own Backyards: How Working Families Can Build Community and Survive the New Economy*. New York: Routledge. (Chs. Intro, 1, 10)

*Week 13: Work-Family Policies*

April 22: Motherhood Manifesto: in-class film and discussion

April 24: Jody Miller and Matt Miller. 2005. "Get a Life." *Fortune*, November 16.

Paul Krugman. 2005. "French Family Values." *New York Times*, July 29.

Jon Gertner. 2006. "What is a Living Wage?" *New York Times*, January 15.

*Recommended:*

Phyllis Moen and Patricia Roehling. 2005. *The Career Mystique: Cracks in the American Dream*. New York: Rowman & Littlefield Publishers. (Chs. 7-8 only)

Arlie Hochschild. 2006. "The Time Bind: Men." Pp. 522-31 in Amy S. Wharton (ed.), *Working in America: Continuity, Conflict, and Change*. New York: McGraw Hill.

Janet C. Gornick and Marcia K. Meyers. 2005. "Supporting a Dual-Earner/Dual-Carer Society." Pp. 371-408 in Jody Heymann and Christopher Beem (eds.), *Unfinished Work: Building Equality and Democracy in an Era of Working Families*. New York: The New Press.

Sheila B. Kamerman. 2005. "Europe Advanced While the United States Lagged." Pp. 309-347 in Jody Heymann and Christopher Beem (eds.), *Unfinished Work: Building Equality and Democracy in an Era of Working Families*. New York: The New Press.

Nancy Folbre. 2005. "Eliminating Economic Penalties on Caregivers." Pp. 348-371 in Jody Heymann and Christopher Beem (eds.), *Unfinished Work: Building Equality and Democracy in an Era of Working Families*. New York: The New Press.

*Week 14 (April 29&May 1): Student presentations*

***VII. Help on Research, Thinking, and Writing:***

Becker, Howard S. 1998. *Tricks of the Trade: How to Think About Your Research While You're Doing It*. Chicago: University of Chicago Press.

Becker, Howard S. 1986. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. Chicago: University of Chicago Press.

Clarke, Lee. "Notes on Proposing" and "On Writing and Criticism"

Germano, William. 2005. "Passive Is Spoken Here." *Chronicle of Higher Education*, April 22, 2005.

Jasper, James. "Why So Many Academics are Lousy Writers"

Miller, Jane E. 2004. *The Chicago Guide to Writing About Numbers*. Chicago: University of Chicago Press.

Miller, Jane E. 2005. *The Chicago Guide to Writing About Multivariate Analysis*. Chicago: University of Chicago Press. [this encompasses Miller, 2004]

Rosenfield, Sarah. "Some Things To Think About While Reading Papers"

Strunk, William Jr., and E.B. White. 2000. *The Elements of Style, Fourth Edition*. New York: Allyn & Bacon.

American Sociological Association, "Writing an Informative Abstract"

And, for some humor: "How to Write Good"