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## **Work and Family Institutions**

Course #: 034:162

Spring Term 2007

T, TH 10:55 am - 12:10 pm

E 105 Seashore Hall

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Office Hours: T, TH 9:30 - 10:45 am

### **Course Description**

This course is designed to give you the information and critical skills necessary to address the modern conundrum of work and family life. We will read from a variety of disciplinary perspectives in the social sciences - sociology, economics, public health, law, and political science. Each reveals a different facet of the problem of how to reconcile childbearing and childrearing with production for a market economy. We will focus on three key themes: 1) how the historical separation of work and home created immediate social problems in Europe and the United States, and how the alternative strategies emerging from that period culminated in separate spheres for mothers and fathers, 2) how this 19th century solution broke down in the 20th century and created the mishmash we are left with as a work-family system, bitterly contested politically and varying largely along the lines of class and race, and 3) what models for reform currently exist, based on the experiences of our European neighbors and new forms of work in the United States. We will outline the various coping strategies currently available to women and men in the American context, empirically examine their costs and benefits for women, men, and children, and then compare those strategies to the far more generous options available in European countries. The course will end with discussions of future possibilities for change, focusing on voluntary, legislative, and mixed public-private sector reforms.

### **Course Materials**

Two books are required for this course. Both are available at University Book Store, located at the Iowa Memorial Union.

- Crittenden, Ann. 2001. *The Price of Motherhood: Why the Most Important Job in the World is Still the Least Valued*. New York, NY: Henry Holt and Company, LLC.
- Folbre, Nancy. 2001 *The Invisible Heart*. New York, NY: The New Press.

Additional articles and book chapters are available on the course web page (see url below). In order to download these articles you will need Acrobat Reader. All of the 25 Instructional Technology Centers (ITCs) on campus have Acrobat Reader.

- The course web page (<http://www.uiowa.edu/~c034162>). Power point slides that accompany the class lectures are available on the course web page. I encourage you to print out the slides prior to each lecture. The following are also on the web page: paper assignments, study guides for the exams, and grades. These will not be distributed in class; students are expected to retrieve the information from the course web page.

## **Exams and Assignments**

(1) There will be two exams: a midterm exam and a final exam. The exams will cover material from both the readings and the lectures. The exams will include multiple-choice, short-answer and essay questions. I do not give make-up exams. If you anticipate having a problem making it to an exam, you should drop the course now. If you miss an exam due to illness or an emergency contact me by phone or e-mail as soon as possible (See University of Iowa's policy on "Excused Absences from Examinations").

(2) There will be two paper assignments. You will receive a detailed set of instructions well in advance of the due date. Papers will be collected at the beginning of the class on the due date. A paper handed in late will be penalized 10% for each day it is late. If you think that you have been given an undeserved score on your paper, I will be happy to reevaluate it for you, as long as you request a reevaluation within a week of the date that graded papers are made available. However, requests for reevaluation are submitted with the understanding that a reevaluation might result in a higher or *lower* score than originally received.

(3) Class involvement. The classroom format will be a combination of brief lectures and in-depth discussion. You are responsible for reviewing discussion questions prior to classes each week, and should be prepared to write about any one of them if asked to do so. Since the format of the course will rely heavily on classroom discussion of the readings, be sure to do the readings before classes begin each week. All students are encouraged to express their opinions, ask questions, and bring additional information to class. Class participation will affect your final grade, so please take your responsibility for class preparation seriously.

## **Grading Procedure**

Midterm exam	30%
Final exam	30%
Papers	30%
<u>Class involvement</u>	<u>10%</u>
Total	100%

Final grades will be assigned according to the following point breakdowns:

97-100 points	A+	87-89 points	B+	77-79 points	C+	67-69 points	D+
93-96 points	A	83-86 points	B	73-76 points	C	63-66 points	D
90-92 points	A-	80-82 points	B-	70-72 points	C-	60-62 points	D-
						0-59 points	F

## **Other Considerations**

- (1) Plagiarism and cheating. All course assignments must represent the independent work of students. Students with questions regarding the collegiate policy on plagiarism, cheating, and academic misconduct should consult the full policy (printed in the Schedule of Courses and College of Liberal Arts and Sciences Bulletin).
- (2) Academic accommodation. If you have a disability that may require some modification of seating, testing, or other class requirements, please notify me after class or during my office hours so that appropriate arrangements can be made.
- (3) Procedure for student complaints. If anyone is faced with an issue regarding this class that they feel they cannot resolve by speaking with me, please contact Jennifer Glass, the Department of Sociology Executive Officer.
- (4) Class etiquette. During lectures I expect that you will show respect to me and other students by paying attention and by avoiding activities that could distract me and/or others in the class. In particular, it is not acceptable for students to sleep, read, converse with others, or use cell phones during class.
- (5) Resources for obtaining help. “The Writing Center” is available to all students to help improve writing skills (located at 110 English Philosophy Building; Hours: Mon-Th, 9:30am-3:30pm).

## **Tentative Course Outline and Readings**

### **Week 1: Industrialization and the Family - the Evolution and Demise of the Family Wage System**

Jan. 16 and 18

Davis, Kingsley. 1988. "Wives and Work: A Theory of the Sex-Role Revolution and Its Consequences." In S. Dornbusch and M. Strober (Eds.), *Feminism, Children and the New Families*. New York, NY: Guilford.

Coontz, Stephanie. 2005. "For Better, For Worse." *The Washington Post*, May 1.

### **Week 2: How Does a Market System Treat Family Work?**

Jan. 23 and 25

Folbre, Nancy. *The Invisible Heart*, chapters 1-3.

Crittenden, Ann. *The Price of Motherhood*, chapter 4.

### **Week 3: The Economics of Marriage and Family, part 1**

Jan. 30 and Feb. 1

Crittenden, Ann. *The Price of Motherhood*, chapters 3, 7-9.

Williams, Joan. 2000. "Deconstructing the Ideal Worker Norm in Family Entitlements." In *Unbending Gender*, New York, NY: Oxford Press.

England, Paula and Barbara Kilbourne. 1990. "Markets, Marriages, and Other Mates: The Problem of Power." In R. Friedland and A.F. Robertson (Eds.). *Beyond the Marketplace: Rethinking Economy and Society*. New York, NY: Aldine.

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

### **Week 4: The Economics of Marriage and Family, part 2**

Feb. 6 and 8

Williams, Joan. 2000. "Deconstructing the Ideal Worker Norm in Market Work." In *Unbending Gender*, New York, NY: Oxford Press.

Crittenden, Ann. *The Price of Motherhood*, chapters 2, 5-6.

Belkin, Lisa. 2004. "Parenting Can Create Better Employees." *New York Times*, Sept. 12.

### **Week 5: The Time Squeeze in the U. S. and the Rise of Employed Parenthood**

Feb. 13 and 15

Jacobs, Jerry and Kathleen Gerson. 2001. "Overworked Individuals or Overworked Families: Explaining trends in Work, Leisure and Family Time." *Work and Occupations* 28: 40-63.

Warren, Elizabeth and Tyagi, Amelia. 2003. *The Two-Income Trap*. New York, NY: Basic Books. Chapters 2, 4, and 6.

Kulish, Nicholas. 2005. "Changing the Rules for the Team Sport of Breadwinning." *New York Times*, September 23.

Yeoman, Barry. 2004. "Less Sleep More Energy." *Readers Digest*: October.

### **Week 6: Responses to Work-Family Incompatibility - Retreating from Parenthood? Retreating from Work?**

Feb. 20 and 22

Jacobs, Jerry and Kathleen Gerson. 2004. "How Work Spills Over into Life." In *The Time Divide*, Cambridge, MA: Harvard University Press.

Gornick Janet and Marcia Myers. 2003. "The United States in Cross-National Perspective: Are Parents and Children Doing Better Elsewhere?" In *Families That Work*, New York, NY: Russell Sage.

Morgan, Philip. 2003. "Is Low Fertility a Twenty-First Century Demographic Crisis?" *Demography* 40:589-604.

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

Porter, Eduardo. 2004. "Coming Soon: The Vanishing Worker." *New York Times*, August 29.

### **Week 7: Review and Exam**

Feb. 27: Catch-up and Review

Mar. 1: \*\*\* Midterm Exam \*\*\*

### **Week 8: From Mammies to Kindercare - Race, Class, and Domestic Labor Substitutes**

Mar. 6 and 8

Crittenden, Ann. *The Price of Motherhood*, chapter 11.

Ehrenreich, Barbara and Arlie R. Hochschild. 2002. "Introduction." in Barbara Ehrenreich and Arlie Hochschild (Eds.), *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. New York, NY: Owl Books.

Ehrenreich, Barbara. 2002. "Maid to Order." in Barbara Ehrenreich and Arlie Hochschild (Eds.), *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. New York, NY: Owl Books

NICHD Early Child Care Research Network. 2000. "Characteristics and Quality of Child Care for Toddlers and Preschoolers." *Applied Developmental Science* 4: 116-35.

**Week 9: \*\*\* No Class due to Spring Break: Mar 13 and 15 \*\*\***

**Week 10: When Is the Outsourcing of Care Work Exploitation?**

Mar. 20 and 22

Rothman, Barbara Katz. 1989. "Women as Fathers: Motherhood and Child Care Under a Modified Patriarchy." *Gender and Society* 3: 1-24.

Crittenden, Ann. *The Price of Motherhood*. Chapter 12. (Folbre, pp. 185-193)

Hochschild, Arlie R. 2002. "Love and Gold" in Barbara Ehrenreich and Arlie Hochschild (Eds.), *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. New York, NY: Owl Books

**Week 11: How Are Children and the Elderly Faring?**

Mar. 27 and 29

Heymann, Jody. 2000. "Outdated Working Conditions and Inadequate Social Supports: The Effects on Children" In *The Widening Gap*, New York, NY: Basic Books.

Preston, Samuel. 1984. "Children and the Elderly: Divergent Paths for America's Dependents." *Demography* 21: 435-457.

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

Shapiro, Nina. 2005. "The Day Care Scare." *Seattle Weekly*, October 5.

**Week 12: Welfare State Policy in the U.S.**

Apr. 3 and 5

Folbre, Nancy. *The Invisible Heart*. Chapters 4-6.

Crittenden, Ann. *The Price of Motherhood*. Chapter 10.

Lowenstein, Roger. 2005. "A Question of Numbers." *New York Times Magazine*, January 16.

**Week 13: What are U.S. Employers Doing?**

Apr. 10 and 12

Ruhm, Christopher. 2005. "How Well Do Government and Employer Policies Support Working Parents?" in S. Bianchi, L. Casper, and R. King (Eds.) *Work, Family, Health, and Well-Being*, Mahwah, N.J.: Lawrence Erlbaum.

McCrate, Elaine. 2002. *Working Mothers in a Double Bind*. Washington, D.C.: Economic Policy Institute Briefing Paper, May 2002.

Golden, Lonnie. 2001. "Flexible Work Schedules: Which Workers Get Them?" *American Behavioral Scientist* 44: 1157-78.

Bookman, Ann. 2005. "Can Employers Be Good Neighbors?" in S. Bianchi, L. Casper, and R. King (Eds.) *Work, Family, Health, and Well-Being*, Mahwah, N.J.: Lawrence Erlbaum.

### **Week 14: International Comparisons in Europe and Elsewhere**

Apr. 17 and 19

Crittenden, Ann. *The Price of Motherhood*. Chapter 13.

Casper, Lynne, Sara McLanahan and Irwin Garfinkel. 1994. "The Gender-Poverty Gap: What We Can Learn from Other Countries." *American Sociological Review* 59: 594-605.

"Britain Plans to Give Working Fathers New Rights" *The Guardian*, October 19.

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

Yu, Wei-Hsin. 2005. "Changes in Women's Postmarital Employment in Japan and Taiwan." *Demography* 42: 693-717.

Faiola, Anthony. 2005. "Sick of Their Husbands in Graying Japan." *Washington Post*, October 17.

### **Week 15: Do We Need a Stronger Welfare State or Free Market Solutions?**

Apr. 24 and 26

Gornick Janet and Myers, Marcia. 2003. "Reconciling the Conflicts: Toward a Dual-Earner – Dual-Career Society" Chpt.4, *Families That Work*. New York, NY: Russell Sage.

Folbre, Nancy. *The Invisible Heart*. Chapter 7.

Holtzer, Harry J. 2005. "Work and Family Life: The Perspective of Employers" in S. Bianchi, L. Casper, and R. King (Eds.) *Work, Family, Health, and Well-Being*, Mahwah, N.J.: Lawrence Erlbaum.

Kelly, Erin. 2003. "The Strange History of Employer-Sponsored Child Care: Interested Actors, Uncertainty, and the Transformation of Law in Organizational Fields." *American Journal of Sociology* 109: 606-49.

### **Week 16: Solutions, and Barriers to their Implementation**

May 1 and 3

Gornick Janet and Myers, Marcia. 2003. "Does Policy Matter?" and "Developing Earner-Career Policies in the United States" In *Families That Work*. New York, NY: Russell Sage.

Crittenden, Ann. *The Price of Motherhood*. Conclusion.

Folbre, Nancy. *The Invisible Heart*. Chapter 8.

**\*\*\* Final Exam: Monday, May 07, 2007 12:00 – 2:00 pm \*\*\***

Note: Many of the examples used in this course were made available through the generosity of Jennifer Glass and are being used with her permission.