

UGS 302 Combining Work & Family: Challenges and Solutions

Semester: Fall, 2018

Class time: MW 12:00-1:30 p.m. CAL 323

Professor: Jennifer Glass, RLP 2.702F

phone: 512-471-8355

email: jennifer-glass@utexas.edu

Office Hours: Tuesday 1-2:00 p.m. or by appointment

Description: This course will evaluate how modern societies have addressed the problem of work and family conflict in everyday life. Is it really possible to have a successful career and still be an involved parent of your own children, or can no one really "have it all"? We will focus on three key themes: 1) how the separation of "work" from the family household during industrialization created immediate social problems in Europe and the United States, and how these are now spreading through globalization to the rest of the world, 2) how and why the gendered solution of "women in the family and men at work" was both unfair and unsustainable in the 20th century, and 3) what models for integrating childbearing and family care with paid work currently exist, comparing European and UK social policies to the United States. Why are children now the age group most likely to live in poverty in the U.S.? How can we insure that ordinary citizens have both the time and money to raise children as the costs of educating and providing care for children rapidly escalate? How should the financial and opportunity costs of parenting be divided across mothers, fathers, business, and government? These questions will be the focus of our reading and critical analysis.

Learning Objectives:

- 1. To learn the most current information available on a wide variety of issues involving changing forms of work, and the challenges to partnering and parenting they bring with them.**
- 2. To become familiar with comparative social policies in other developed Western countries dealing with globalized work, family care, and fertility issues.**
- 3. To develop clear expository writing; including summarizing available evidence, understanding strengths and weaknesses of arguments, and developing an informed opinion of one's own.**
- 4. To improve critical thinking skills, especially the ability to discern biased and unbiased sources of information, common flaws in statistical information, and sustainable and unsustainable logical arguments.**

Books:

There is one text required for this class and available at the UT bookstore:

Brigid Schulte, *Overwhelmed: Work, Love, and Play When No One Has the Time*, NY: Farrar, Straus, and Giroux, 2014.

Extra readings not available in the class texts will be posted on our CANVAS course web site. Since the format of the course will rely on classroom discussion of the readings, be sure to do the readings *before* classes begin each week. Students are encouraged to express their opinions, ask questions, and bring additional information to class.

Requirements. The class format will be a combination of discussion of class readings and in-class exercises and assignments. Each student will be responsible for attending class and contributing to the discussion; these will review our learning objectives and form the basis of the exams. Students will also be evaluated on the basis of in-class oral debates culminating in an op-ed essay, 2 short answer quizzes, and an empirical essay (8-15 pages) that you will have a chance to revise and resubmit before your final grade.

Grade composition:	empirical paper	30%
	midterm quiz #1	20%
	midterm quiz #2	20%
	participation/oral debate	20 %
	final op-ed	10%

Examination and Graded Materials Policies for this class:

UNDER ORDINARY CIRCUMSTANCES, NO MAKEUP EXAMS WILL BE GIVEN; NO LATE WORK WILL BE ACCEPTED. Under exceptional circumstances (verified illness or emergency) or PRIOR instructor consent, due dates for assignments may be rescheduled.

Regarding exams, students are expected to show at the announced place and time. Substitute exams will be provided only to those students with written verification of disability, illness or other emergency. Please let me know as soon as possible if you have missed an exam under these conditions and/or need to schedule a substitute form of examination. Students with known scheduling conflicts should come and see me ahead of time to arrange an alternative place and time for the exam. By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Finally, please remember to retain ALL your graded materials until your final grade report has arrived. In the event that a grade has been recorded improperly or a final grade is contested, it will be your obligation to provide documentation from the graded materials that have been returned to you. You are also advised to keep a copy of every written assignment that you turn in for evaluation (a saved computer file with appropriate date and time works best). While I

count papers before leaving the classroom, and try to make sure that every page of every assignment is kept safely until returned to you, there have been instances of essays turned in with missing pages, turned in to the wrong instructor or mailbox, etc. that make receipt of a back-up copy necessary.

Other important information:

The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes uploading class materials to websites for the purpose of sharing those materials with others now or in future.

This course fulfills three hours of the component area option of the university core curriculum and addresses three of the core objectives established by the Texas Higher Education Coordinating Board: communication skills, critical thinking skills, and one additional objective (teamwork, personal responsibility, social responsibility, or empirical and quantitative skills).

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://www.utexas.edu/diversity/ddce/ssd/> . Any student needing disability accommodations for assignments or testing should come and speak with me as soon as possible so we can make arrangements before the first assignment or test is due.

Collaboration of any kind during the administration of exams will result in a failing grade for the exam. Cheating of any kind (obtaining exam copies, bringing unauthorized materials to the exam, etc.) will result in a failing grade for that exam. (Link to University Honor Code: <http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html>)

Complaints about grades or course conduct should be first directed to the instructor. Students dissatisfied with the instructor's resolution of a complaint can contact the department chair, Professor Robert Crosnoe at 512-232-632 for further consideration of the matter.

Behavior Concerns Advice Line (BCAL): 512-232-5050

SYLLABUS by week:

August 29 **Course introduction** and guided exploration: what do you know and what do you think you know? Cognitive bias, implicit bias, and reading critically

<https://implicit.harvard.edu/implicit/education.html>
<http://thesocietypages.org/socimages/2014/08/25/professors-pet-peeves/>

September 5 SOURCES OF INFORMATION, Plagiarism, and Appropriate Citation

Project: Search on-line sources on student loan debt and its impact on marriage, childbearing, and homeownership among millennials.

Op-Ed Sample:

Rampell, Catherine. "Many life milestones are out of millennials' reach." *Washington Post*, Sept. 15, 2014.

September 10-12 Does marriage matter?

Readings:

Reeves, Richard V. "How to Save Marriage in America." *The Atlantic*, March 2014.

Lowrey, Annie. "Can Marriage Cure Poverty?" *New York Times*, Feb. 4, 2014.

Op-Ed Sample:

Cherlin, Andrew. "Do Unmarried Poor Have Bad Values or Bad Jobs?" *Bloomberg*, Jan. 10, 2013.

September 17-19 Fertility, family planning and the baby bust

Readings: Sept. 17

Tavernise, Sabrina. "U.S. Fertility Rate Fell to a Record Low, for a Second Straight Year." *New York Times*, May 16, 2018.

Bhattarai, Abha. "It's more expensive than ever to raise a child in the U.S." *New York Times*, January 10, 2017.

Cha, Ariana. "It Turns Out Parenthood Is Worse Than Divorce, Unemployment -- Even the Death of a Partner." *Washington Post*, August 11, 2015.

Last, Jonathan. "America's Baby Bust." *Wall Street Journal*, February 2, 2013.

Bui, Quoctrung and Claire Cain Miller. "The Age That Women Have Babies- How a Gap Divides America" *New York Times*, Aug. 4, 2018.

White, Gillian B. "Unplanned Births: Another Outcome of Economic Inequality?" *The Atlantic*, March, 2015.

Sept. 19

Kristof, Nicholas. "Are Your Sperm in Trouble?" *New York Times*, March 11, 2017.

Swanson, Ana. "Why Men Should Also Worry About Waiting Too Long to Have Kids." *Washington Post*, October 27, 2015.

Brody, Jane. "Do Egg Donors Face Long-Term Risks?" *New York Times*, July 10, 2017.

Belluck, Pam. "What Fertility Patients Should Know About Egg Freezing." *New York Times*, March 13, 2018.

Op-Ed Sample:

Goldberg, Michelle. "Want More Babies? You Need Less Patriarchy." *New York Times*, May 25, 2018.

September 24-26 What's My Line? Occupational Choice & Increasing Inequality in the Labor Market
University Lecture Series: 7-8 p.m. Bass Concert Hall [PICK ONE to attend]

Readings:

Sept. 24

Edsall, Thomas. 2018. "In Our 'Winner-Take-Most' Economy, the Wealth Is Not Spreading." *New York Times*, July 26, 2018.

Lambert, Susan J. Peter J. Fugiel, and Julia R. Henly. 2013. "Schedule Unpredictability among Early Career Workers in the US Labor Market: A National Snapshot." Univ. of Chicago.

Gornick, Janet and Myers, Marcia. 2003. *Families That Work*, NY: Russell Sage Foundation, chpt. 3, pp. 72-83 only.

Op-Ed Samples:

Kristof, Nicholas. "The American Dream Is Leaving America." *New York Times*, Oct. 25, 2014.

Harold Meyerson. "Workers deserve to benefit from their productivity, too." *Washington Post*, September 18, 2014.

October 1-3 How Bad is the Time Squeeze Felt by American Families?
Midterm Exam #1 October 3

Readings:

Schulte, Chpts 1- 4. "Time Confetti ", pp. 3-68.

Weissmann, Jordan. "Americans, Ever Hateful of Leisure, Are More Likely to Work Nights and Weekends." *Slate*, Sept. 11, 2014 .

October 8-10 The Ideal Worker and Intensive Motherhood – Cultural Archetypes and Their Discontents

Readings:

Schulte, Chpt 5. "The Ideal Worker is Not Your Mother", pp. 71-96.

Schulte, Part 3 "Love", chpts 8 & 9, pp. 153-196.

Op-Ed Sample:

Goldstein, Katherine. "The Open Secret of Anti-Mom Bias at Work." *New York Times*, May 16, 2018.

October 15-17 Day care/Early Childhood Education
Debate #1 Should the U.S. Have Universal Pre-k Schooling?

Readings:

Schulte, Chpt 6. "A Tale of Two Pats", pp. 97-122.

Miller, Claire Cain. "How Child Care Enriches Mothers, and Especially the Sons They Raise." *New York Times*, April 20, 2017.

Mongeau, Lillian. "Who should pay for preschool for the middle class?" The Hechinger Report, June 25, 2018.

Op-Ed Sample:

Glenn-Applegate, Katherine. "If an Expert in Day Care Can't Find a Good One, Can Anyone?" *New York Times*, April 1, 2015.

October 22-24 Parenting Crimes and Misdemeanors

Readings:

Calhoun, Ada. "The Criminalization of Bad Mothers." *New York Times*, April 25, 2012.

Brooks, Kim. "Motherhood in the Age of Fear." *New York Times*, July 27, 2018.

Op-Ed Sample:

Shrage, Laurie. "How to Talk About Abortion." *New York Times*, March 19, 2018.

<https://www.npr.org/2018/08/27/641351421/raising-kids-in-an-age-of-fear-results-in-impossible-choices-for-parents>

**October 29-31 Can Anyone Have it All?
 Debate #2 Is Gender Equality Possible in Work and Family?**

Readings:

Schulte, chpt. 10, "New Dads", pp. 197-210.

Marche, Stephen. "Home Economics: The Link Between Work-Life Balance and Income Equality." *The Atlantic*, July, 2013.

Covert, Bryce. "Why We Still Don't See Working Men as Fathers." *New Republic*, June 23, 2014.

Op-Ed Sample:

Madrigal, Alexis. "Two Working Parents, One Sick Kid." *The Atlantic*, August 2014.

**November 5-7 Making Work and Family Decisions – Long Term Consequences of
 Specialization
 First draft of essay due NOV. 7**

Readings:

Crittenden, Ann. 2001. "The Mommy Tax", chpt. 5, in *The Price of Motherhood*, NY: Metropolitan Books, pp. 87-109.

Warner, Judith. "The Opt-Out Generation Wants Back In." *New York Times*, August 7, 2013.

Weisshaar, Kate. "Stay-at-Home Moms Are Half as Likely to Get a Job Interview as Moms Who Got Laid Off." *Harvard Business Review*, February 22, 2018.

**November 12-14 The Value of Leisure? Harry Ransom Center visit
 Midterm Exam #2 Nov. 14**

Readings:

Schulte, Chpt 12. "Let Us Play", pp. 232-251.

November 19 Work Day for Essay Revision and Op-Ed Preparation

**November 26-28 The U.S. Welfare State: Who Pays and Who Benefits?
Debate #3 Can Social Security Be Reformed?**

Readings:

Catherine Rampell. "The little-known truth about who really pays for Medicare." *Washington Post*, April 10, 2014.

Bernard, Tara Siegel. "Why a Republican Plan for Paid Leave Has Stirred Concern About Social Security." *New York Times*, Feb. 20, 2018.

Op-Ed Sample:

Covert, Bryce. "The Wrong Way to Do Paid Family Leave." *New York Times*, Aug. 12, 2018.

**December 3-5 What Do Other Developed Nations Do? What Should the U.S. Do?
Debate #4 Should we follow the example of Europe with public
supports for parenting?
Final draft of essay and op-ed due DEC. 5**

Readings:

Schulte, Chpt 11. "Hygge in Denmark", pp. 213-231.

Schulte, Chpts 13-14, Appendix. "Finding Time", pp. 255-286.

Covert, Bryce "We Know We Work Too Much. Now How Do We Stop It?" *The New Republic*, July 2, 2014

Partanen, Anu. "What Americans Don't Get About Nordic Countries." *The Atlantic*, March 16, 2016.

FINAL PARTY – Monday, December 10

"Educated people should be able to express complex ideas in clear writing and speech. They should appreciate that objective knowledge is a precious commodity, and know how to distinguish vetted fact from superstition, rumor, and unexamined conventional wisdom. They should know how to reason logically and statistically, avoiding the fallacies and biases to which the untutored human mind is vulnerable. They should think causally rather than magically, and know what it takes to distinguish causation from correlation and coincidence. They should be acutely aware of human fallibility, most notably their own, and appreciate that people who disagree with them are not stupid or evil. Accordingly, they should appreciate the value of trying to change minds by persuasion rather than intimidation or demagoguery."

-Steven Pinker, *New Republic*, September 4, 2014