

NEW WORLDS OF WORK AND CARE

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We live in an era of revolutionary economic and social change. New technologies have blurred the boundary between home and work. New economic opportunities and pressures have sent women into the workplace worldwide. The rise of a new, globalized economy has created jobs with more short-term flexibility, but less long-term security. And new options in intimate relationships have created more diverse and voluntary, but less predictable family ties. These intertwined shifts in the public world of work and the private world of domestic life represent a social revolution that is reshaping the life options, choices, and pathways for new generations in the 21st century.

To explore the causes, consequences, and significance of these twin revolutions in work and care, the class will address several questions: What does an overview of changes in work, family, and gender patterns tell us about where we are now and where we are going? What are the major dilemmas and dislocations created by these changes, and how are people coping with these conflicts? What are the implications for the future? And what can we do to enhance the opportunities and limit the insecurities and inequalities of these new arrangements for women, men, and children?

The class takes a two-pronged approach. For the first half of the semester, we will read, analyze, and discuss cutting edge research, with a focus on American trends and their consequences. During the second half, everyone will conduct their own original research project (which will also require additional reading on the chosen topic).

Part I: Assigned Readings and Weekly Reflection Memos

To prepare for class discussions, “reflection” memos are due each week that summarize and discuss the central questions and main arguments raised by that week’s assigned readings.

The memos should be brief – approximately 2-4 typed, double-spaced pages – and are due in class on the day of the scheduled topic. They will be assessed using the categories of “pass,” “pass plus,” “pass minus,” and “not submitted.”

With the reading and memo completed, it is essential to arrive prepared to participate actively and share your reactions to the readings. Like the memos, the quality of your class participation will also be assessed.

Part II: Formulating and Conducting an Original Research Project

everyone will develop and carry out an original research project based on a topic or question raised in the first part of the class. You may use any method suitable for gathering original data, such as face-to-face interviews, small scale surveys, ethnographic observations, or some combination of these methods. Weekly memos, due in class on the day of the assignment, will provide a guide through all the stages of the research process, from developing a question and formulating a research design to collecting and analyzing data to presenting findings and conclusions in an “article” length paper.

Grading:

The final grade will reflect the degree and quality of all your contributions, including the research paper (about 50%), the weekly reflection and research memos (about 25%), and the quality and quantity of class participation (about 25%).

Some Class Rules:

- No laptops, tablets, phones, or other electronic devices are allowed (except when needed for a classroom purpose). The use of an electronic device during class will be penalized.
- Class attendance is required, and everyone is expected to arrive prepared and to participate knowledgeably in class discussions. Failure to do so will be penalized.
- All assignments are due on time, with penalties for late submissions.

Assigned Readings:

- Articles available on the course website on Classes
- Independent reading on the topic of your original research project
- Selections from the following required books, which can be purchased at the bookstore:

Sarah Damaske, *For the Family? How Class and Gender Shape Women's Work*

Kathleen Gerson, *The Unfinished Revolution: Coming of Age in a New Era of Gender, Work, and Family*

Stephen A. Sweet, *The Work-Family Interface: An Introduction*

Barbara J. Risman and Virginia E. Rutter, *Families as They Really Are* (2nd edition)

CLASS SCHEDULE & ASSIGNMENTS

Part I: Understanding the New Worlds of Work and Care

January 30: Welcome, Introduction, and Overview

Distribution of syllabus, work-family survey, and other course materials.

February 6: The Rise of Work-Care Conflicts:
Where Are We Now & How Did We Get Here?

Work-family survey due.

Sweet, *The Work-Family Interface*

Chapter 1: “The Origins of Contemporary Work-Family Dilemmas”

Chapter 2: “Diversity of Work, Family, and Work-Family Arrangements”

Risman & Rutter, *Families as They Really Are*

Chapter 5: Coontz, “The Evolution of American Families”

Chapter 8: Powell et al., “Changing Counts, Counting Change: Americans’

Movement toward a More Inclusive Definition of Family”

Articles on Classes website:

Cooper, “From Shared Prosperity to the Age of Insecurity”

Pew Research Center, “The State of American Jobs,” pp. 4-19

Pew Research Center, “Parenting in America,” pp. 15-26

February 13: The Private Sources of Work-Care Conflicts:
The Family & Gender Revolutions

Reflection memo 1 due.

Sweet, *The Work-Family Interface*

Chapter 3: “Individual and Family Frontiers: Personal Responses to Strained Schedules

Articles on Classes website:

Cohen, “Family Diversity as the New Normal”

Glynn, “Breadwinning Mothers, Then and Now”

Damaske, *For the Family?*

Chapters 1-3: “The Need and Choice Myths”; “The Shape of Women’s Work Pathways”; “A Major Career Woman: How Women Develop Early Expectations About Work”

Gerson, *The Unfinished Revolution*,

Chapters 1-4: “The Shaping of a New Generation”; “Families Beyond the Stereotypes”; “The Rising Fortunes of Flexible Families”; “Domestic Deadlocks and Declining Fortunes”

Risman & Rutter, *Families as They Really Are*

Chapter 12: Smock and Manning, “New Couples, New Families: The Cohabitation Revolution in the United States”

Chapter 14: Davis & Owen, “Life in a Dual-Earner Couple Before, During, and After the Great Recession”

February 20: The Public Sources of Work-Care Conflicts:
Workplace Resistance & Economic Uncertainty

Reflection memo 2 due.

Sweet, *The Work-Family Interface*

Chapter 4: “Employer Frontiers: Organizational Intransigence and Promising Practices”

Damaske, *For the Family?*

Chapters 4-6: “Working Steadily”; “Pulling Back”; “A Life Interrupted”

Gerson, *The Unfinished Revolution*

Chapter 5-7: “High Hopes, Lurking Fears”; “Women’s Search for Self-Reliance”; “Men’s Resistance to Equal Sharing”

Articles on Classes website:

Furstenberg et al., “Growing Up is Harder To Do”

Gerson, “There’s No Such Thing as Having It All”

Gerson & Jacobs, “The Work-Home Crunch”

February 27: Unequal Transformations: Gender, Class, & Family Divides

Reflection memo 3 due.

Articles on Classes website:

Corse and Silva, "Intimate Inequalities: Love and Work in the 21st Century"

Williams and Boushey, "Three Faces of Work-Family Conflict"

Pew Research Center, "How Working Parents Share the Load"

Risman & Rutter, *Families As They Really Are*

Chapter 16: Moore, "Independent Women: Equality in African American Lesbian Relationships"

Chapter 28: Dozier, "The Power of Queer: How 'Guy Moms' Challenge Heteronormative Assumptions about Mothering and Family"

Chapter 31: Furstenberg, "Diverging Development: The Not-So-Invisible Hand of Social Class in the United States"

Chapter 32: Roy and Cabrera, "Not Just Provide and Reside: Engaged Fathers in Low-Income Families"

Chapter 36: Sullivan, "Men's Changing Contribution to Family Work"

Chapter 37: Myers and Demantas, "Being a Man Without Having a Job and/or Providing Care Instead of Bread"

March 6: The Future of Change: Work-Family Politics, Policies, & Possibilities

Reflection memo 4 due.

Sweet, *The Work-Family Interface*

Chapter 5: "Global Perspectives on the Work-Family Interface"

Chapter 6: "Work-Family Interface as a National Priority"

Damaske, *For the Family?*

Chapters 7-8: "How Women Account for Work Decisions"; "Having It All: Egalitarian Dreams Deferred"

Gerson, *The Unfinished Revolution*

Chapters 8-9: "Reaching Across the Gender Divide"; "Finishing the Gender Revolution"

Articles on Classes website:

Collins, "Politicizing Mothers' Work-Family Conflict"

Council on Contemporary Families, "Millennials, Gender, and the Future"

Pew Research Center, "Women's and Men's Aspirations"

Part II: Investigating the New Worlds of Work and Care

March 13: Getting Started: Formulating a Question & Developing a Research Design

Damaske, *For the Family?*
Appendix

Gerson, *The Unfinished Revolution*
Appendix 2: “Studying Social and Individual Change”

Risman & Rutter, *Families As They Really Are*
Chapter 2: Cherlin, “1049 Reasons Why It’s Hard to Know When a Fact is a Fact”
Chapter 3: Cowan, “When Is a Relationship between Facts a Causal One?”
Chapter 4: Burton, “Uncovering Hidden Facts That Matter When Interpreting
Individuals’ Behaviors: An Ethnographic Lens”

Research Memo 1 due:

Describe your research topic and question(s). Choose a topic that has sparked your interest in class and that points toward an accessible research setting (e.g., students, organizations, contacts through friends, etc.).

Your question should ask not only *what*, but also *why* and *how*. It should pose and aim to clarify a puzzling “social fact” that might vary in the “real” world. To the extent possible, include a summary of the core debate(s) you will address.

March 20: Spring Break

March 27: Doing Research: Developing Research Instruments, Getting Into the Field, & Collecting Data

Research Memo 2 due:

Describe your planned research design and its rationale. Include a description of your research setting(s), the type of data you will collect, how you will gain access, the central comparisons you will make, and the range of factors you will measure.

Who?	Whom will you study and why? What are the controls and variations within your sample?
Where?	How will you find your sample?
What?	What kind of information will you collect? What are your independent, intervening, & dependent variables?

April 3: Collecting Data (continued)

Research Memo 3 due:

Summarize your progress in data collection and your findings so far.

April 10: Analyzing Data: Making Sense of Things

Research Memo 4 due:

Update your progress in data collection and findings. Describe any emerging trends, relationships, and insights. Considering others' findings and/or your own expectations, what have you discovered that is surprising, new, and/or especially interesting?

April 17: Collecting & Analyzing Data (continued)

Research Memo 5 due:

Update your progress in data collection and analysis.

April 24: Reaching Conclusions

Research Memo 6 due:

Present your analytic strategy for making sense of your findings. What are the major findings, and what is their theoretical significance? How do they add to, clarify, or challenge current understandings of your topic? All in all, what is your emerging argument – or your answer to the question(s) posed?

May 1: Writing It Up

Research Memo 7 due.

Submit an outline of your final paper, including:

A. Statement of the research question(s).

B. Brief overview of competing approaches to answering the research question(s), including an assessment of their strengths and weaknesses and your own approach to the problem.

C. Brief description and rationale for the methods and a summary of the sample and analytic categories used to answer the question(s). This is the place for a general discussion. More technical details should be placed in either endnotes and or an appendix.

D. Presentation and analysis of the significant findings. This section should form the bulk of your paper and should contain numerous headings and subheadings. It should present strategically chosen data that demonstrates your key findings and uses them to advance your argument.

E. Conclusion. The conclusion should summarize your key findings and use them to draw and support your overall argument and its relevance for understanding your research topic.

F. Appendices: Attach relevant appendices that include a fuller explanation of your methodology, a detailed summary of your sample, copies of any research instruments, and any other relevant descriptions, findings, or tables not included in the main text.

May 8: Last Class, Last Chance

Review and revise your “article”

May 15: “Articles” due

Aim for an approximate length of 15–20 pages (double spaced, not including appendices). Be careful not to plagiarize in any way and to use proper notation for endnotes, footnotes, and references. Submit a hard copy to me at the Sociology Department and upload an electronic copy to the folder labeled “Final Paper” in the “Assignments” tab on the Classes website.