Course description: The separation of manufacturing and production from the family household was the hallmark of 19th century industrialization. Ever since, industrial and postindustrial economies have been struggling with the twin problems of how to insure that workers provide time and dedication to production while also birthing and raising adequate supplies of future workers. In other words, how can the stability and vitality of families be preserved when most adults labor away from the family household?. The solutions to these problems have varied historically and cross-culturally in the United States and elsewhere, but have all been rooted in political and cultural ideologies, rather than economic ones. That is, capitalism as an economic ideology had little to say about the problem of reproducing an adequate labor force or about the role of families in the larger social order. A similar criticism can be made of communist ideologies as they were embodied in the policies of centrally planned economies. Hence, both capitalist and planned economies find themselves struggling anew with the unanswered questions of the late nineteenth century:

1) How should the money and time consuming "labor" of producing and rearing children be compensated in an economic system based on market exchanges? What is parenting worth in a market economy?
2) How can women's (and men’s) productive labor be integrated with their reproductive labor?

The answers to these questions inevitably involve cultural assumptions about dependency, the value of childbearing and family life, the primacy of individualism or collectivism, appropriate gender roles, and the basis of distributive justice. Competing cultural views on these issues end up being resolved in part through the political process, in which certain family forms and certain patterns of income distribution are implicitly favored through legislation and public policies.

Our contemporary policy debates about birth control and abortion, employed mothers, day care, immigration, single parenthood, welfare reform, education cost and quality, divorce and child support, the Social Security crisis, men's responsibility for family caregiving are all echoes of these earlier unresolved questions. You will probably be forced to grapple with these questions in both your private life and in your public role as citizen in a democracy.

This course is designed to give you the information and critical skills necessary to compare and contrast how different societies have addressed 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. 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 these are spreading through globalization to the rest of the world, 2) how 19th century solutions broke down in the 20th century, creating bitterly contested work-family policies that differentially affect individuals based on 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.

Extra readings not available in the class texts will be posted on our class website. 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.

Requirements. The class format will be a combination of lectures and discussion. Each student will be responsible for reviewing discussion questions each week; these will review our learning objectives and form the basis of the exams. Students will be evaluated on the basis of an in-class midterm and take-home final exam, and will also complete two short empirical projects.

Grade composition: short projects (2 @ 20%)  40 %
midterm exam  25 %
final exam  25 %
class participation  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 written 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. Any student needing accommodations for assignments or testing should come and speak with me as soon as possible after obtaining an accommodation form.

Collaboration of any kind on exams will result in a failing grade for the course. Cheating of any kind in assignments (obtaining exam copies, bringing unauthorized materials to exams, plagiarizing from sources, the web, or fellow students, etc.) will also result in a failing grade.

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.
Course Syllabus: "Work Family Policies in Comparative Perspective"

Week 1. [Jan 19] Industrialization and the Family — the Evolution and Demise of the Family Wage System


Heymann, Jody. 2006. *Forgotten Families*, chpt. 1


supplemental:


Week 2. [Jan 26] How Does a Market System Treat Family Work?


supplemental:


Week 3. [Feb 2] The Economics of Marriage and Family

Williams, Joan. *Unbending Gender*, chpts. 3-4.


supplemental:

Burggraf, Shirley. The Feminine Economy and Economic Man, chpts. 5, 8.


Gornick, Janet and Myers, Marcia. Families That Work, chpt. 2.


supplemental:


Week 5. [Feb 16]  Responses to Work-Family Incompatibility: Is There an Opt-Out Revolution?


supplemental:


Week 6. [Feb 23]  Evaluating Child Care Systems


Collins, Gail. “None Dare Call it Child Care” *New York Times*, October 18, 2007.

supplemental:


Week 7. [Mar 2] REVIEW AND MIDTERM EXAM (Wednesday, Mar. 4)

Week 8. [Mar 9] From Mammies to Kindercare-- Race, Class, and Immigration in the Outsourcing of Family/Child Care

Williams, Joan. *Unbending Gender*, chpt. 5.


Gornick Janet and Myers, Marcia. *Families That Work*, chpt. 3.


supplemental:


Gornick, Janet and Myers, Marcia. *Families That Work*, chpts. 5-7, pp. 112-121, 147-156, 185-197.


*supplemental:*


Week 11. [April 6] The Welfare State They Have: European Solutions

Gornick, Janet and Myers, Marcia. *Families That Work*, rest of chpts. 5-7.


*supplemental:*


Week 12. [April 13] Do We Need a Stronger Welfare State or Free Market Solutions?

Gornick, Janet and Myers, Marcia. *Families That Work*, chpt. 4


Gornick, Janet and Myers, Marcia. *Families That Work*, chpt. 8.


*supplemental:*


**Week 14. [April 27] Solutions, and Barriers to their Implementation**

Gornick, Janet and Myers, Marcia. *Families That Work*, chpt. 9.


Williams, Joan. *Unbending Gender*, chpt. 7-8.

*supplemental:*


**FINAL EXAM**  (Tuesday, May 12, 7-9 p.m.)