Fall 2008 - S560 - Topics in Sociology: Families and Work  
Indiana University-Indianapolis

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Office hours by appointment

Course Description:

This seminar explores an important social science frontier - the linkages between work and family systems in contemporary society. Historically, social scientists have studied "work" and "family" as separate social systems, and the influence of membership in one system on an individual's involvement in the other was not considered worthy of study. Social, demographic, and economic changes in industrialized societies have changed this. The majority of women, even those with young children, have entered the labor force. The majority of men, even those in fast-paced careers, express interest in being involved fathers. The majority of workers can anticipate caring for frail partners and/or elderly relatives as people live longer.

For most people, both work and family roles are significant sources of identity, personal fulfillment, economic livelihood and social support. However, integrating the demands of family and work roles can sometimes be difficult. This course explores the critical challenges involved in integrating the competing responsibilities of paid work and family life, from the perspective of multiple stakeholders, including women, men, children, and employers. Special attention is given to how gendered assumptions and norms in the social institutions of family and work affect how work and family life interconnect and influence each other. We investigate how the intersection of race and class creates different experiences for specific groups when it comes to family and work. The course evaluates workplace and government policy initiatives aimed at helping individuals manage work and family, examining these from an international perspective. Students who complete this course will have developed a sophisticated understanding of linkages between work and family as well as increased knowledge about theories, major concepts and research methods used to study families and work.

The course is designed to help students develop important intellectual skills including:
- the ability to comprehend primary sources in the social sciences and to apply this knowledge
- the ability to express oneself well in writing and to think critically
- the ability to participate actively in worthwhile discussions, which includes thinking and listening as well as speaking, which will help to develop the capacity for clear communication of ideas
- a respect for diverse perspectives and complexity
- the ability to use information technology ethically and appropriately in pursuit of learning goals

This course will be conducted as an intensive seminar; ten classes will be structured around reading and discussing scholarly articles, chapters and books on families and work, while three classes will consist of informal student presentations of the results of a series of "mini" research assignments. Each student is expected to come to class fully prepared to participate in discussion. The instructor provides "guiding questions" that students will use in sorting out the material for reading weeks and students will supply answers to these questions in writing, submitted at the end of each class (this will be known as "homework"). The instructor will also share her passion and interest in this field by introducing new material in class, especially from her own research.

This class uses OnCourse, IUPUI’s web-based learning environment for announcing campus or media events and last-minute changes in schedule (“Announcements”), posting of assigned reading
(“Resources”), keeping track of absences and grades (“Gradebook”), and sending messages, homework when absent or late, and the take-home final (“Mail”). To use Onecourse, students must know and use their IUPUI user identification.

Requirements:

1. **Attendance – coming on time, and staying for the whole class – is worth 10% of the final course grade.** Students may miss one class for any reason, plus an additional second class with documentation of dire need. Homework assignments are still due on the date indicated and can be sent electronically via Onecourse. There will be no class held on Nov. 6 and Nov. 27.

2. **Participation in class discussion is worth 10% of the final course grade.** In this seminar, we will have ample opportunity to engage in meaningful interaction over the topics and issues raised by assigned reading. In this class, "participation" does not just mean speaking up, but also involves evidence of thinking and listening, and being able to respond to other students' comments. Communication skills are probably the most important desirable attribute in a job candidate today. You should be able to develop these skills in this class.

3. **Homework is worth 25% of the final course grade.** Homework is made up of your written answers to “guiding questions” on assigned reading. (These questions appear later in the syllabus.) The guiding questions are designed to help students sort through and think critically about the material and to set the stage for class discussion. Assigned articles and chapters are bunched in ten reading “sets.” Students can skip one set entirely (or drop the lowest grade) and another set can be submitted up to 2 weeks late for any reason. Otherwise, late homework is downgraded one letter for each week late. All homework assignments must be submitted in hard copy at classtime.

4. **Critique of one assigned reading and facilitation of class discussion is worth 5% of the final course grade.** Each student will pick one research article from a designated list of assigned readings (marked ** in the reading list), give special attention to research methods and findings, and lead a discussion on the article, using the Discussion Facilitation Guidelines provided later in the syllabus. An individual can work alone on this or pick a teammate. The individual or team assigned to the article will guide the class in understanding all aspects of the article. Graduate students should be able to read original reports, understand the different stages of a research project, and consider what was learned by the research study. Comprehending original research is a valuable skill, useful in applied settings as well as in any original research projects students may undertake. This assignment also provides an opportunity to enhance presentation skills.

5. **Three mini-research assignments will be completed, each worth 10% of the final course grade.** Students will do three small-scale research projects. (There is no large paper or project assigned.) This assignment gives students an opportunity to collect original data as social scientists do, but on a small, manageable scale. Any of the assignments could be a useful starting point for a much larger research project that could be pursued in the future, in another course, for independent research, or for a master’s thesis. For each assignment, students are presented with two options, due on specific dates. Students will informally discuss the results of their mini projects on the day the assignment is due. These informal presentations should be only five minutes in length. (Typically students summarize briefly what they did and what they learned.) There is no assigned reading on the weeks mini assignments are due. Late assignments are graded down a letter for every week late. Mini-research assignments options are provided later in the syllabus.

6. **The take-home final is worth 20% of final course grade.** To help students integrate and apply the
material from the readings, classroom discussion and films, mini-research assignments and class
discussion, by December 1 the instructor will pose three integrative questions on Oncourse that will be
answered as a take-home exam, submitted via Oncourse. Students will pick two of the three questions
to answer; with a word limit of 2,000 for the entire final.

Required Reading:
Three books have been ordered at the Barnes and Nobles @ IUPUI bookstore; students should buy the
specified edition. They are also on two-hour reserve at University Library:
3. Janet Gornick and Marcia Meyers, Families that work - Policies for reconciling parenthood and
Additional assigned readings are available in the resource section of Oncourse as pdf files or links.

Course and School Policies on Academic Misconduct
As a student in this course, you are governed by the IU Code which prohibits “Academic Misconduct.” According
to this Code which was adopted by the IU trustees in 1998, “The university may discipline a student for academic
misconduct, which is defined as any activity which tends to undermine the academic integrity of the institution.
Academic misconduct includes, but is not limited to, the following:
1. Cheating - A student must not use or attempt to use unauthorized assistance, materials, information, or study
aids in any academic exercise, including, but not limited to, the following:
   a. A student must not use external assistance on any "in-class" or “take-home" examination, unless the instructor
specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors,
books, notes, and calculators.
b. A student must not use another person as a substitute in the taking of an examination or quiz.
c. A student must not steal examinations or other course materials.
d. A student must not allow others to conduct research or to prepare work for him or her without advance
authorization from the instructor to whom the work is being submitted. Under this prohibition, a student must
not make any unauthorized use of materials obtained from commercial term paper companies or from files of
papers prepared by other persons.
e. A student must not collaborate with other persons on a particular project and submit a copy of a written report
which is represented explicitly or implicitly as the student’s individual work.
f. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or in field work.
g. A student must not submit substantial portions of the same academic work for credit or honors more than once
without permission of the instructor to whom the work is being submitted.
h. A student must not alter a grade or score in any way.
2. Fabrication - A student must not falsify or invent any information or data in an academic exercise including, but
not limited to, records or reports, laboratory results, and citations to the sources of information.
3. Plagiarism - A student must not adopt or reproduce ideas, words, or statements of another person without
appropriate acknowledgment. A student must give credit to the originality of others and acknowledge an
indebtedness whenever he or she does any of the following:
a. Quotes another person’s actual words, either oral or written;
b. Paraphrases another person’s words, either oral or written;
c. Uses another person’s idea, opinion, or theory; or
d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.
4. Interference. - a. A student must not steal, change, destroy, or impede another student's work. Impeding
another student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to
deprive others of the information they contain.
b. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade
or the evaluation of academic performance.
5. Violation of Course Rules - A student must not violate course rules as contained in a course syllabus which are
rationally related to the content of the course or to the enhancement of the learning process in the course.
6. **Facilitating Academic Dishonesty** - A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct.”
Course Schedule

Aug. 21 - Orientation to course/awareness quiz

Aug. 28 - Introduction, definitions, historical perspectives (~65 pages)

Assigned reading:


Sept. 4 - Middle-class women, work and family

Assigned reading:

• Phyllis Moen and Patricia Roehling (2005). The Career Mystique, Lanham, MD: Rowan & Littlefield, chapters 1, 3, 4, 5, 8 (skip ch. 2, 6 and 7).


Sept. 11 - Low-income women, working-class women, work and family

Assigned reading:


** Indicates that this is an article that can be picked by individual students to cover as part of the discussion facilitation assignment.
Sept. 18 – The gendered division of household labor

Assigned reading:


Sept. 25 - Presentation of results of Mini-Research Assignment #1

Oct. 2 - Men, work and family

Assigned reading:


Oct. 9 - Children, work and family

Assigned reading:


** Indicates that this is an article that can be picked as part of the discussion facilitation assignment.
Oct. 16 – Present results of Mini-Research Assignment #2

Oct. 23 - Employers, work and family
Film: 20-minute excerpt of DVD 9 to 5 No Longer (Sloan Foundation)

Assigned reading:


• Jeanine Andreassi and Cynthia Thompson (2004). Work-family culture – A Sloan work and family encyclopedia entry, 2004 (see url link in Oncourse Resources)

Oct. 30 – Employers, work and family continued

Assigned reading:


• **Peter Berg, Arne Kalleberg, and Eileen Appelbaum (2003). Balancing work and family: The role of high-commitment environments. Industrial Relations 42 (2):168-188.


Nov. 6 – Instructor away at conference - no class – use time to begin work on Mini-Research Assignment #3 (due Dec. 4)

Nov. 13 - Government, work and family in international perspective

Assigned reading:

** Indicates that this is an article that can be picked by individual students to cover as part of the discussion facilitation assignment.

**Nov. 20 - Government, work and family in international perspective continued**

**Assigned reading:**


**Nov. 27 - Thanksgiving recess – no class**

**Dec. 4 – Presentations of Mini-Research Assignment #3/Course evaluations**

**Dec. 11 – Take-home final exam due via Oncourse.**
DISCUSSION FACILITATOR GUIDELINES

Facilitators will be presenting their analysis of the article, but they should also try to avoid a straight lecture format, encouraging students in the class to ask or answer questions and comment as much as possible. Guiding questions on these readings asked everyone to consider what was interesting and confusing and asked them to develop questions, so facilitators can find ways to incorporate these. There will be 20 minutes set aside for each article.

Come up with a “Warm up”: Possible approaches - How does this relate to previous readings, news articles, your own experiences, something in popular culture?

Then present to class your analysis of the article; pause as you go to make sure everyone is following along, ask and answer questions, respond to concerns and comments from the class:

1. What appears to be the central question or hypothesis that guides or concerns this study? Use easily understood language here.
2. What are the main concepts (terms) of interest in the study and how are they defined? (e.g., of a concept: “work-family conflict”)
3. How did the researchers study this subject? What type of sample was chosen? Was this a qualitative or a quantitative study? How was information collected? What was the source of data? How were the data analyzed? Some articles will include complicated statistics that students are not expected to already know; students are encouraged to learn more about these but can expect the instructor to provide simplified explanations of these in class.
4. What were the main findings?
5. What is this article’s contribution to our knowledge? (e.g., does it fill a gap in our knowledge, does it complement or contradict past findings on the subject, does it show the relevance of a particular theory?).
6. Mention 2 things you find interesting about the article, and discuss these points. Do you find the questions they studied important to study?
7. Mention 2 things you found perplexing or 2 things you felt critical about. (E.g., to what extent do you think the methods they used were appropriate to study what they wanted to study?)
8. What question for further study does this research raise that would be interesting to study?

Feel free to add to this list or organize it differently. Discussion facilitators should prepare an outline, either available to classmates hardcopy or electronically.
MINI-RESEARCH ASSIGNMENT DESCRIPTIONS

Mini-research assignment #1 - Option 1: Survey on the gendered division of household labor
Each student will survey both partners in two dual-earner married couples, one with children in the home and one without children in the home (four people altogether), using mostly questions developed by the instructor. The first part of the survey has closed-ended questions about time use and who does what task; it could be completed by your respondents over email; however, the second part of the survey contains open-ended questions about their feelings, e.g., about the fairness of the division of labor (including a question you will develop on the topic). For this to be useful, you need to be able to get them to talk, and you need to take copious notes; it would be better in person but if you are desperate it could be over the phone. Partners can be interviewed separately or together; make it clear in your summary how exactly you collected the closed-ended answers and administered the open-ended ones. Survey questions are available in the Mini-research assignment section of resources in Oncourse. (Since it can be downloaded, you could send it via email to respondents.) Submit the answers (hand-written accepted) along with a two-page typed summary of what you found. You need also to answer the following questions: What patterns did you notice? Did husbands and wives agree or disagree on who was responsible for specific tasks? Who was happiest with the status quo? What factors might influence the division of labor in a home? How did your findings connect with our reading? What did you learn from this assignment?

Mini-research assignment #1 - Option 2: Media analysis. Work and family is a topic frequently featured in the popular press. Identify two articles published in a popular national press outlet in the past year (print or electronic sources are fine) and write a reaction to the articles based on your scholarly knowledge of the work-family literature. For example, can the statements made in the article be supported by research? Is it an issue for which research is lagging behind practice? What does the article have to say regarding societal views on gender and work-family? What can researchers learn from the media coverage of this issue? These are just sample issues from which you could choose to frame your reactions. The basic idea is to connect the article with the relevant research literature. Your writing must connect with primary references (journal articles) from the work-family literature. Ideally this literature will have been covered in the course, but if not, you can locate relevant articles in the Sloan Literature Database (http://library.bc.edu/F?func=find-b-0&local_base=BCL_WF). The paper should be no longer than 2-3 double-spaced typed pages. Be sure to attach the original popular press articles and properly cite all references used at the end of the paper.

Mini-research assignment #2 - Option 1: Annotated bibliography
1. Students will pick a compelling topic concerning families and work that they are very interested in but which is NOT covered by assigned reading. Examples would include but are not limited to: working families and care of children with disabilities; employees’ involvement in elder care; unions’ responses to family concerns; Latino families and work, Asian-American families and work; work-family challenges involves in particular occupations such as law, medicine, nursing, university teaching, shift-work, the military, the ministry, professional sports, top management; more specific coverage of workplace benefits such as flextime, telecommuting, reduced hours, on-site childcare, family leave (but check what assigned readings already offer); more specific coverage of U.S. or state government family policies or proposals, e.g., parental leave (but check what assigned readings already offer). They will then complete an annotated bibliography on this topic, of five social science articles published since 2000, along with a one-page executive summary of what was learned, connecting what was learned from the
five to one of the assigned readings (the article on theory might be a good match). An annotation includes a summary and an evaluation of a particular article and should be about 500-750 words in length for each article. To summarize, you can ask yourself: What is the point of this article? What was its main research question or aim? What topics are covered? If it involves research, summarize the methods involved. To evaluate, you can ask yourself: Is this a useful source? Does the information seem reliable and objective or biased? What do you learn from it? How does it connect to other readings in your bibliography and our course? A good source of ideas for topics and possible article titles can be found in Boston College’s Sloan Work Family database (http://library.bc.edu/F?func=find-b-0&local_base=BCL_WF).

Mini-research assignment #2 - Option 2: Annotated list of Families and Work internet websites. The goal of this assignment is to come up with an annotated list of five authoritative and useful websites that cover families and work. (They need not cover just families and work, but it should be clear from their home page that this is at least one important issue the website covers.) The annotation includes the url, the name or the sponsoring organization, and a summary and evaluation of each website (500-750 words for each). To summarize, you can ask yourself: What is the point of this website? What are its main goals? What topics are covered? In addition, pick a specific issue you are interested in and find out how well it is covered. To evaluate, you can ask yourself: Is this a useful source? Is the site welcoming and easy to navigate? Does the information seem reliable and objective or biased? Who does it appear directed to? What do you learn from it? How does it connect to other websites in your list and our course?

There are three main types of websites in the families and work field; some are linked to universities or non-profit organizations and emphasize research, some are linked to corporations or human resource professional organizations and emphasize sharing best practices to enhance corporate productivity, and some are linked to policy organizations advocating changes in policy. You can aim to cover sites from one category or more. Below is a list of organizations you could try; you are not restricted to this list and you must find at least one relevant website that is NOT on this list (you can find more). This fifth website could focus more on a specific population (e.g., mothers, fathers), a particular issue (e.g., breastfeeding, telecommuting), or be based in another English-language country (e.g., UK, Australia).

Potential websites to cover:
Alliance for Work-Life Progress
Center for Companies that Care
Center for Law and Social Policy
Center for Work and Family Research
Community, Families and Work Program
Corporate Voices for Working Families
Economic Policy Institute
Families and Work Institute
Institute for Women’s Policy Research
Kunz Center for the Study of Work and Family
Labor Project for Working Families
National Partnership for Women and Families
Sloan Work and Family Research Network
The Employment Center for Work-Life Policy
WFC Resources
When Work Works
Mini-research assignment #3 - Option 1: Case Study of a Workplace
You should pick a real Indianapolis area company and gather background information and publicity on it and its industry via the internet. This can be a company you presently work for, have worked for, or would like to work for, but it need not be. You should then arrange to interview the human resource professional “in charge of work-life issues,” as well as at least two employees, well in advance of the assignment due date. When you meet with the HR person, ask if they have any other written information on the company that you could have. Ask the following questions:
• What work/family (or work/life) issues face workers at this company?
• What types of company policies and programs does the company feel are appropriate to respond to employees’ work-life concerns? (Ask for elaboration as needed)
• What work/family (work-life) policies already formally exist in this company and who do these apply to (e.g., white collar workers only, women only)?
• Why were these policies developed?
• To what extent are these policies actually used? (Elaborate on reasons why not)
• What barriers to implementing work life programs exist in this company? (This could apply to issues they don’t have policies for yet, see where it goes)
• What one company policy or change in company practice would you personally like to see that you think would help many people harmonize work and family responsibilities?
• Come up with your own question at the end.
Summarize your findings and relate what you find to our assigned reading (and if relevant to information you obtained in mini research assignments 1-2). Then critically discuss strategies this employer could undertake to ease employees' experience of work-family conflict. Submit your interview notes (these can be handwritten), and complete your case study of this organization in 3-4 pages.

Mini-research assignment #3 - Option 2: International family policy analysis
Use the following website: http://www.eiro.eurofound.ie, look at what pops up on the first page and/or use these search terms “work and family” to locate a work-family topic of interest. Starting with this information, but maybe going further looking at country-specific websites for additional material, you should write a 3-4 page paper detailing one work-family policy or practice in four different European countries and describe how this policy or practice differs from laws and practices in the U.S. (using our assigned reading, e.g., Gornick and Meyers and/or any relevant source). If you would like to pick post-industrialized societies outside Europe, locate relevant websites and check with the instructor to make sure it qualifies as an authoritative website with up-to-date information.
GUIDING QUESTIONS FOR HOMEWORK

Aug. 28 Introduction, definitions, historical perspectives - Guiding questions:
1. How do today’s work and family arrangements compare with those of previous generations?
2. What do we mean by “work” and “family” and how have these institutions changed over time?
3. To what extent has paid work and caring been gendered in our society?
4. What sociological theories have been applied to the study of work and family? Explain how each theory might look at the topic of the gender-based division of housework in U.S. society.
5. In all the reading this week, what did you find to be the most provocative, surprising or interesting and why? Be specific (helpful to include quotes and page numbers).
6. Considering all the reading this week, what question do you still have about the material that we should discuss in class? Explain your interest.

Sept. 4 Middle-class women, work and family – Guiding questions:
1. What was “the feminine mystique,” where did the idea come from, and what role did it play in changing roles of middle class American women?
2. What is the career mystique, where did the idea come from; was it once true or has it always been false? How is the feminine mystique connected to the career mystique?
3. To what extent do young adults still believe in the career mystique? Do you?
4. To what extent can new parents follow the career mystique?
5. What happens to people in regard to the career mystique when they are their 40s?
6. Why do Moen and Roehling object to the term work-family “balance”? What would be a better term for individuals’ efforts to combine work and family?
7. How does gender and race affect the family life and careers of African American female attorneys?
8. In all the reading this week, what did you find to be the most provocative, surprising or interesting and why? Be specific (helpful to include quotes and page numbers).
9. Considering all the reading this week, what question do you still have about the material that we should discuss in class? Explain your interest.

Sept. 11 - Lower-income and working class families – Guiding questions:
1. Why is the report called “Working Hard, but Falling Short?” How can families be poor when at least one parent has a job? What economic trends make it possible to be both working and poor? What is life like for low-income working families? What surprised you in this account?
2. What challenges do low-income single mothers and their families face, according to Lein? Which one surprised you the most and why?
3. Using Perry-Jenkins’ chapter, discuss how sociologists define social class, and in particular “working-class” individuals. Discuss at least three challenges faced by working class mothers in dual-earner couples, and elaborate on one research finding that surprised you.
4. In all the reading this week, what did you find to be the most provocative, surprising or interesting and why? Be specific (helpful to include quotes and page numbers).
5. Considering all the reading this week, what question do you still have about the material that we should discuss in class? Explain your interest.
Sept. 18 – The gendered division of household labor – Guiding questions:
1. What is the second shift and what does it have to do with the stalled revolution? What is the interplay between the two and their manifestation in the lives of working couples?
2. What is the “cultural cover up” and what difference does this make to working couples?
3. Which couple that Hochschild interviewed did you find most interesting and why?
4. How might the second shift be reduced for women – what does Hochschild think and what do you think?
5. This book was written originally twenty years ago, but many think that the pattern Hochschild discovered and wrote about are still relevant today. What parts seem very dated to you? What parts seem like they could have been discovered and written about in 2008?
6. In all the reading this week, what did you find to be the most provocative, surprising or interesting and why? Be specific (helpful to include quotes and page numbers).
7. Considering all the reading this week, what question do you still have about the material that we should discuss in class? Explain your interest.

Oct. 2 – Men, work and family - Guiding questions:
1. According to Bernard, what is the “good provider role,” why did it arise and why did it “fall”? Which sex experienced more costs of this role, which sex experienced more benefits?
2. According to Daly, what “work-life issues” are important for fathers? How do these seem to be similar or different from work-life issues faced by mothers?
3. For Roy: What was the most interesting research finding in this article (from data collected by the author)? What was the most confusing part of the article that you would like to understand better? What question about the article do you think would be interesting for the class to discuss?
4. For Mennino and Brayfield: What was the most interesting research finding in this article (from data collected by the authors)? What was the most confusing part of the article that you would like to understand better? What question about the article do you think would be interesting for the class to discuss?
5. For Glauber: What was the most interesting research finding in this article (from data collected by the author)? What was the most confusing part of the article that you would like to understand better? What question about the article do you think would be interesting for the class to discuss?
6. In all the reading this week, what did you find to be the most provocative, surprising or interesting and why? Be specific (helpful to include quotes and page numbers).
7. Considering all the reading this week, what question do you still have about the material that we should discuss in class? Explain your interest.

Oct. 9 – Children, work and family - Guiding questions:
1. Galinsky points out that there is a gap between research findings and parents’ assumptions on the following topics: whether maternal employment is good or bad for children, whether children need fathers, whether daycare is good or bad, and whether employed parents devote enough time to their children. What does research suggest and why do parents’ assumptions persist?
2. For London et al: What was the most interesting research finding in this article (from data collected by the author)? What was the most confusing part of the article that you would like to understand better? What question about the article do you think would be interesting for the class to discuss?
3. For Huston and Aron: What was the most interesting research finding in this article (from data collected by the author)? What was the most confusing part of the article that you would like to understand better? What question about the article do you think would be interesting for the class to discuss?
4. For Heymann and Earle: What was the most interesting research finding in this article (from data
collected by the author)? What was the most confusing part of the article that you would like to understand better? What question about the article do you think would be interesting for the class to discuss?
5. In all the reading this week, what did you find to be the most provocative, surprising or interesting and why? Be specific (helpful to include quotes and page numbers).
6. Considering all the reading this week, what question do you still have about the material that we should discuss in class? Explain your interest.

Oct. 23 - Employers, work and family - Part I – Guiding questions:
1. According to Holzer, what is the “employer’s perspective” on family and work issues? Under what circumstances might employers choose to provide family friendly benefits and programs?
2. According to the FWI report, what practices, policies, programs and benefits do US employers tend to provide? Which of these are increasing in number and which are not? Of those listed, which do you think is the most critical for working parents?
3. According to Andreassi and Thompson, what does a “supportive work-family culture in a company look like?” What aspect of a supportive work-family culture do you think is the most important for helping individuals combine work and family responsibilities?
4. In all the reading this week, what did you find to be the most provocative, surprising or interesting and why? Be specific (helpful to include quotes and page numbers).
5. Considering all the reading this week, what question do you still have about the material that we can discuss in class? Explain your interest.

Oct. 30 - Employers, work and family - Part II – Guiding questions:
Guiding questions:
1. According to Bailyn, work can be redesigned to be family-friendly at the same time as workplace effectiveness is enhanced. Come up with an example of how work in a job you are familiar with could be changed so that the worker’s commitment to the job would improve and workplace effectiveness would increase.
2. What was the most interesting research finding in the article by Anderson and colleagues (from data collected by the authors)? What was the most confusing part of the article that you would like to understand better? What question about the article do you think would be interesting for the class to discuss?
3. What was the most interesting research finding in the article by Berg and colleagues (from data collected by the authors)? What was the most confusing part of the article that you would like to understand better? What question about the article do you think would be interesting for the class to discuss?
4. What was the most interesting research finding in Swanberg’s article (from data collected by the author)? What was the most confusing part of the article that you would like to understand better? What question about the article do you think would be interesting for the class to discuss?
5. In all the reading this week, what did you find to be the most provocative, surprising or interesting and why? Be specific (helpful to include quotes and page numbers).
6. Considering all the reading this week, what question do you still have about the material that we can discuss in class? Explain your interest.

Nov. 13 – Government, work and family in international perspective - Part I – Guiding questions:
1. What is the problem, according to Gornick and Meyers, when it comes to families and work in the U.S.?
2. The authors are engaged in a cross-national study of families and work; what is this exactly? What do they think this methodology can contribute to the study of families and work?
3. In what ways is the U.S. different than other industrialized countries in the development of its welfare state and what consequences does this have for the development of social policies likely to promote child well-being and gender equality?
4. How might Gornick and Meyers' "earner-carer model" resolve "the fundamental tensions" between the “employment and care perspectives” and deficits of “citizenship theory”?
5. Why do they think the earner-carer model would be hard to get started in the U.S? What would need to be changed in the U.S. for the earner-carer model to become a common model? Why do Gornick and Meyers think that government policy is needed to help realize the earner-carer model?
6. In all the reading this week, what did you find to be the most provocative, surprising or interesting and why? Be specific (helpful to include quotes and page numbers).
7. Considering all the reading this week, what question do you still have about the material that we can discuss in class? Explain your interest.

Nov. 20 – Government, work and family in international perspective Part II – Guiding questions:
1. What is family leave designed for? What do Gornick and Meyers consider to be an optimum family leave policy? To what extent is family leave available to in the U.S.? What do we learn about family leave policies by studying other societies?
2. Why would reduced work hours be considered an important family friendly policy, according to Gornick and Meyers?
3. What do other countries do to provide childcare? What standards/criteria would be "best practice"?
4. Ch. 8 is the most technical in the book. The authors attempt to do an exhaustive search of the literature to evaluate whether specific policies, like family leave, can have positive outcomes on women's employment (the gender equality issue) and child well-being (including mortality, school readiness). For pp. 236-254, you may skip the text and go to each section's conclusions (e.g., family leave is on 245) and answer: What finding in this section confirmed what you thought all along? What finding surprised you?
5. In ch. 9, Gornick and Meyers list ten reasons why some people think the U.S. cannot or will not develop "government policies that support parents in their earning and caring roles" (p. 268). Of these reasons, which reason do you think has the most credibility and why? Of these reasons, which do you think has the least credibility and why?
6. What policies does Waldron et al (Working Hard, Falling Short) think are the most promising for helping low-income families and why? Which policy do you think has a chance of coming about, given our current political climate in Indiana as well as nationally?
7. In all the reading this week, what did you find to be the most provocative, surprising or interesting and why? Be specific (helpful to include quotes and page numbers).
8. Considering all the reading this week, what question do you still have about the material that we can discuss in class? Explain your interest.