Dr. Diane F. Halpern
Office Hours: Mondays 4-5 pm; Wednesdays 1:10-2:30; after class (9 pm); and other times by appointment
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Class meets Mondays from 6 to 9 pm
Roberts North 102

Psychology of Children, Family, & Work
PSYCHOLOGY 116
Spring 2009

Books:


Course Objectives:
Welcome to the psychology of work, family, and children—a course that will be of personal and professional relevance for everyone in this class. We will explore the interactive influences of work and family issues as they pertain to a broad range of topics including mental and physical health, equity and discrimination, economics, public policy, and values. The class topics are interdisciplinary in nature, so we will draw on several different academic disciplines including sociology, public policy, and economics in addition to psychology, although as you might expect, the orientation is primarily psychological. The importance of sex (or gender), ethnicity, social class, historical period, and other demographic variables will be a recurring theme throughout this semester. There have been dramatic changes in the family structure in most industrialized countries over the last half-century. How have these changes affected the work place, and how might family and work commitments be made more compatible?
We will examine answers to a wide range of work-family questions in this class. For example, men and women, on average, report different values and interests—how does or should these differences affect work and family? What about the economics and power issues that influence work and family? How do women and men juggle work and family? What is or should be the role of the government? Do the poor face a special set of challenges? There are countless questions that are being raised with respect to work, family, and children. We will identify linkages between work and family and read the scholarly research literature on this topic. Thus, one objective of this class is to provide a framework for analyzing difficult work/family questions and the knowledge needed for formulating conclusions based on evidence.

Issues of work/family are personal and political. It is likely that everyone in this class already has strong personal opinions on many of the issues that we will be addressing. It is important that your conclusions and opinions be based on data and solid reasoning. You will need to be able to think critically about a multitude of complex issues and to evaluate data in a fair way—a mode of analysis that is different from looking for data that supports a conclusion that you have already made. I expect disagreements in this class. Reasonable people can and do disagree, but if they are reasonable, they can cite evidence for a particular conclusion and they can understand how other people can find other data just as compelling. Thus, in addition to learning course content, a second objective of this course is to help you develop the skills of thinking critically about complex and controversial topics.

On a personal level, most college students expect to have meaningful and lucrative careers that will demand long work hours, a loving family with adorable, healthy children and an attentive, appreciative spouse, time for important leisure pursuits and exercise, close relationships with their own parents and other members from their “family of origin,” and even time for important volunteer activities (and more—religious and other spiritual commitments, gourmet cooking and international travel, etc.). Few college students have thought about psychological concepts like “role strain,” “biological clocks,” or time crunch as factors that will influence life choices. Although many of the topics will be personally relevant, it is important to remember that everyone is different, and although one’s own personal experiences are important, they do not make good data. We will be taking a scholarly approach to a subject that is also personal, so please be careful not to confuse the two. As you will see, some of the assignments encourage personal reflection, but most are concerned with results from large data sets and theories and practice that may not be consistent with your experience or political orientation.

This is an upper-division course (junior or senior level), so I am assuming a high level of speaking, reading, quantitative, and writing skills. I expect more class participation than I would expect from a lower-division class. Every student is expected to be prepared to discuss readings and other assigned materials at every class. Please get involved with the material, keep up with the assigned readings, and enjoy this class. I believe that work and family issues are critically important in psychology, economics, government, business, sociology and many other disciplines, so please bring your knowledge from these and other areas into the class discussions. I hope that by the end of the semester you'll share some of my enthusiasm for
these complex issues. Have fun with this course!

**Prerequisites:**
There are two prerequisites for this class: (a) any lower division course in psychology, and (b) a course in statistics. Because this is an upper division course, it does not meet the general education requirements in psychology (only courses numbered under 100 meet that requirement.) A central assignment in this class is the analysis of a data set to answer a question about work and family that you are interested in answering, so a basic course in statistics (using SPSS) is important. If you are concurrently enrolled in statistics that is ok for the purposes of this class, but if you have never had any course in statistics, please let me know right away because it is in your best interest to take this course at a later time after you take it.

**Office Hours and Getting Help:**
Please try to stop in during my office hours at least once this semester, so that I can get to know you personally. This is, of course, not a requirement, but just a friendly invitation. I will be available after class every Monday if you cannot make it in during my daylight office hours. Stop in even if everything is going well for you and just say hello. Feel free to reach me by e-mail; Diane.Halpern@cmc.edu or by phone.

**Work, Family and Children Speakers Series**
The Berger Institute for Work, Family, and Children is sponsoring a terrific series of speakers this semester. We will read their books and hopefully meet with each speaker for a half hour following the presentation. Unfortunately, they could not all come to Claremont McKenna College on Monday nights, so there are some changes in the class schedule. There are two speakers scheduled for Monday nights and one speaker scheduled for a Wednesday night. So, one Monday night class has been rescheduled for a Wednesday night. All dates are in the class schedule. All speakers will be at the Athenaeum. There is a reception for all of the speakers starting at 5:30 pm. Unless you have a real conflict (i.e., another class at that time, sick children to care for, a sports event in which you are playing) at 5:30, I expect you to be at the Athenaeum to “mingle” with the speaker on those nights when we have a program. Dinner starts at 6pm. for all speaker nights. You will need to sign up for dinner. Log on to http://www.claremontmckenna.edu/mmca/ to sign up for dinner at the Athenaeum.

There is no cost to Claremont McKenna College students or students at the other Claremont Colleges for dinner. Students who are not on the meal plan do not have to pay for dinner. Outsiders (i.e., friends or others who are not students at the Claremont Colleges) are charged $15 for each dinner. Please let me know in advance if you will NOT be attending dinner. Sign-ups begin 2 weeks in advance of the event. The talk begins at 6:45 pm (promptly). There is no charge to attend the talk and reservations are not necessary for the talk. The speaker ends at 8pm. The plan is to have each speaker meet with us after their presentation. We will have to be flexible and see how this works out if the speakers are “mobbed” with questions after they speak.

**Sakai--on line information:**
Information about this class including this syllabus, readings, links to web sites, and
announcements will be on line at the Sakai web page for this course. I may be posting material throughout the semester.

**Grading:**
There will be NO tests—just critical thinking, reading, writing, and speaking every week. As you will see from the course schedule, the fact that there are no tests does not mean that this course won’t be a great deal of work, but I expect it to be work that is interesting, meaningful, and useful to you in the future. Grades will be based on a large variety of written and oral projects described below. Good quality (not to be confused with large quantity) class participation can help to increase your grade if you are a few points away from a higher grade at the end of the semester. Graduating seniors who need to have grades in early will be able to present the results of their study a week earlier.

<table>
<thead>
<tr>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Contributing to class discussions</td>
<td>50 points</td>
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<tr>
<td>Case history</td>
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<td>Learning from Data</td>
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<td>History and Future of Your Life</td>
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<td>Debate</td>
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<td>Original research write-up</td>
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<td>Original research oral presentation</td>
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<td>5 short writing assignments (50 each)</td>
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**Attendance** at every class is important and expected! We only meet once a week, so an absence from one class is like missing a week of a class that meets 2 or 3 times a week. If you need to miss a class, please email me or leave a message on my answering machine to let me know, just as you would contact your place of work if you had to miss a day of work. Of course, if I need to miss class (e.g., an unexpected illness or other serious problem), I’ll email you as soon as I know. If you miss a class, be sure to get the notes and assignments from someone in class. (In fact, it is a good idea to get notes from 2 different people in class.) If you know you will be absent, arrange to have a friend pick up any materials handed out in class. Because so much of your learning and grade depends on what happens in class, anyone who misses more than one class will have her or his grade reduced by 1/2 letter grade so be sure to save your absences for a real illness. Your presence is especially necessary on the last two days of class when students are making oral presentations.

Please be sure to let me know as soon as possible if you are having difficulty in this course. Do not procrastinate. It is clear that learning is best when it is spaced over time. It is very important to keep up with the readings, attend every class, and get involved with the material. You’ll find that school is much more enjoyable when you are on top of your work, learning in class, and finding ways to use what you are learning in your life outside of class.

**Grading Policies:**
You are welcome to review your progress in this course without an appointment during my
regular office hours or at other times with an appointment, but if you want to contest a grade, you will need to submit your request to me in writing within one week from the date that the paper or project is returned in class. Be sure to indicate why you think your answer may be correct (e.g., page reference from your reading).

**Course Requirements:**
Although material covered in class and the assigned readings will generally be on the same topic, there will be information in the readings that is not covered in class and vice versa. As a student, you are expected to study all of the assigned reading, be prepared to participate in a discussion, and to attend all classes. Research has shown that when students read the assigned material before it is discussed in class, both comprehension and retention are improved. Remember, the only dumb questions are the ones that aren't asked.

- **A Family Case Study**
Case studies are frequently used as a research method because they can make a topic come alive in a way that is more personally relevant than conclusions based on huge data sets from a random sample of people. Case studies are limited in that it is usually not possible to generalize from a small selected group of people to a larger population, unusual events tend to be overemphasized, post hoc analyses are not predictive, and more; but case studies can suggest hypotheses for later studies and make abstract theories and data more concrete and memorable.

For this assignment, I want you to interview at least 3 (up to 6) family members from the same family. Ideally, I would like you to interview 3 generations from your own family—grandmother, mother, and a female sibling and a grandfather, father, and a male sibling. Of course, I realize that few of you will have access to this range of people in your own family for a variety of reasons. So, if you cannot use your own family, find 3 to 6 family members from another family—ideally across generations. Be prepared with appropriate work/family questions. It is best to tape record the interviews, if possible. (Always ask permission!) Telephone interviews are not as good as live interviews, but I understand that telephone interviews may be necessary.

Some questions you should ask: What implicit and explicit messages did the interviewees receive from different important people in their lives about working, marrying, having children, and combining all three? What work/family dilemmas did each person anticipate? Were they the same ones that they actually faced? For young adults or teens, what do they anticipate when they think about their future work and family? Did anyone expect to “have it all?” How did they juggle multiple commitments? (Or, for young adults and teens, how do they expect to?) Be sure to include demographic information about each person interviewed—age, sex, education, work history, family history (married, divorced, children? etc.) Each interview should take about 30 minutes. Note any affect (emotional response). What role did education play in work and family plans? Are there any work/family regrets? NOTE: Do NOT ask any questions that might be embarrassing or stressful. This is a professional interview about work/family issues, not a time for family therapy. If you are in doubt about a question, do not ask it. In writing about the interviews, be sure to show your knowledge of the research and theories on these issues. Relate your discussion to topics addressed in class.
- **Contributing to Class Discussions**
  Oral communication has been identified by employers and graduate and professional school faculty as a skill that is critical for success. Students in this class will practice this skill in a supportive environment so that you can get practice at leading a discussion, “thinking on your feet,” and expressing yourself orally. Of course, don’t confuse the amount that is contributed with the quality. Thoughtful points, questions, and shared insights make for good learning.

- **Propose and Test a Hypothesis Using Archival Data**
  I purchased a huge database, “The National Study of the Changing Work Force.” It is a possible treasure trove of information that you can explore. Don’t panic if you are not a whiz at statistics—I will teach you how to use it to answer original questions. Your hypotheses can be simple (e.g., are women more likely to leave work early when a child is sick than men are) to more complex models of interacting data (if you can come up with a good model). You will write an original research paper using these data—an introduction, methods, results, conclusion, and reference section. This project should help to bring many different topics from this course together. You will orally present your findings to the class at the end of the semester using PowerPoint (or a similar presentation software). Written papers will be turned in on the last day of class. Written papers will be approximately 8 – 10 pages—typed and double-spaced.

  You may work with another person from this class for this project or you may work alone. If you decide to work with a partner, you both need to work on all aspects of the project. You can turn in one paper and each get the same grade, or turn in two papers, indicating that you worked together on the conceptual parts of the project and get separate grades.

- **Debate**
  There are many controversies related to the combination of work and family. Here are some questions and topics to think about. Please select one of these topics and be prepared to debate your position—you will need to have facts about the topic and reasons that support your conclusion. I will schedule these “debates” throughout the semester. On the day of “your topic” be prepared to debate either side of the issues involved in the controversy. Many of these topics have more than one controversy and sometimes, you may be more strongly persuaded by one side or the other, but you should be able to “see the other side” and talk about it in a meaningful way. There are no “winning” and “losing” sides—but there are better and worse ways to debate controversial topics.

  Think about the various perspectives on each issue—employees, employers, tax payers. What is fair often depends on one’s perspective. Can you help one group without disadvantaging another? What is private? These are difficult questions. If you don’t have an answer, how would you go about finding an answer? What are the reasons for and against and position? What are the assumptions? What data are missing? How strong is your conclusion? Be prepared to speak to any position. On the day you are scheduled to debate, please come prepared with a handout (20 copies) that lists at least 4 relevant references and some bullet points that support each side. (You paper will have your name, topic, the references, points to
support one position, and points that support another position.) You will present for 4 minutes and then have 2 minutes to respond to the other position.

Guidelines for debate are posted on Sakai.

Topics:

1. Resolved: Governmental policies should encourage and support 2-parent families. (3/30)
   Background: There are substantial data showing that children who grow up in homes with 2 parents have better cognitive and behavioral outcomes than children who grow up in single parent homes. Based on these data, some state governments are offering cash incentives to welfare families if they marry. Is this a good policy? Why or why not?

2. Resolved: Day care is bad for children. (4/20)
   Background: There is a common belief that children of working parents are growing up raised by strangers and that it obviously hurts the kids to be in day care. Is early childhood education/daycare bad for children?

3. Resolved: Parents who fail to pay child support should be denied visitation with their children until they pay. (4/13)
   Background: Many noncustodial parents do not pay child support. Would this proposal help more children get the financial support they need?

4. Resolved: Employers should be required to provide paid sick leave for all employees. (4/6)
   Background: There is current legislation in California and on the federal level to make sick leave mandatory. Employers respond that they cannot afford to pay all worker sick leave and that such a plan would result in bankruptcies and layoffs.

5. Resolved: We need governmental policies that mandate a shorter work week.
   Background: Workers in the U.S. work more hours than workers anywhere else in the world. Should we mandate a shorter work week (which has been done in France)? (2/16)

- **Learning from Data**
  I will show you how to access data from the National Data Book. One assignment will be to find relevant data, graph it, and explain any implications for work and family.

- **History and Future of Your Life**
  As explained below, a short write-up about your past and future. These will be distributed in class, so be sure that you only include information that you are comfortable sharing with the class.

- **Short writing assignments**
  As you look over the syllabus, you will see that I have assigned 10 short writing assignments
based on readings and class work. You are required to turn in 5 of them. So, if you are ill or unable to complete an assignment for any reason, do not worry, because 5 out of 10 are required. Of course, this also means that I will not accept late assignments. The objective of these assignments is to help you get the most understanding out of each week’s readings and to keep you from falling behind. Please copy the entire question at the start of your paper, so that you can be sure that you have answered all of the questions for the reading. Of course, you are expected to do the reading, even if you decide not to write about a specific topic.

**Beepers, pagers, palm pilots, wireless e-mail devices, cellular phones, and other gizmos that make noise**

Please turn these off before you enter class. It is annoying when your phone rings in class. (If there is some unusual emergency-type reason why you need to leave it on (e.g., a sick relative, let me know.)

**Academic Honesty:**

The entire scientific enterprise (and all of society) rests on a foundation of academic and other honesty. Of course, cheating will never be tolerated. Sometimes, students and others are confused about plagiarism. Plagiarism is the use of someone else’s words or ideas without attributing the words or ideas to the writer. This is a serious offense, as serious as any other type of theft. Simply paraphrasing someone else’s ideas do not make them your own. If you are unsure about plagiarism, we can spend some time in class or in my office discussing what constitutes plagiarism and what does not. In general, if you are uncertain, it is better to err on the side of citing the origin of the words or ideas than omitting the reference. Academic dishonesty can result in dismissal from the college. Be sure that you write all of your own paper, except for the assignment where you have the option of working with someone from class. In that case, put both names on the paper.

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**COURSE OUTLINE**

---------------NOTE: Dates and assignments are subject to change----------------

**Week #1**

1/26  Class introductions, goals, and greetings.

In class—Juggling Work and Family: We will watch this video as a way of introducing the topics we will be covering this semester. We will summarize the main points that were made by Mr. Smith in this video and the people he interviewed. Employers are concerned that family-friendly work policies will mean less profit for their company. We will discuss the following questions: Based on what you have seen in this video, does this concern seem reasonable? In the reading for this semester, we will be addressing the issues brought up in the video. Themes of unpaid work, the motherhood wage gap, and shared work will come up again and again. The people shown on the video make it seem almost easy. What do you think about the acceptance of shared jobs, stay-at-home dads, corporations that are really friendly when employees have seriously ill relatives?
Week #2  
Introducing the Topic

2/2

Read: Parts I and II of edited book The Changing Realities of Work and Family

Writing for this week:
Everyone: Initial paper: A one- to four-page double-spaced history and future of your life. The paper should cover: a) where you were born and when, b) your parents work situation, ethnic and class background (e.g., middle class or working class), c) your most favorite and least favorite activities as a child, d) your most favorite and least favorite activities and people while you were in high school, e) why you selected the college you are attending, f) your plans for the future in terms of a partner/spouse, children, and a career, including where you would like to live. These will be distributed to other class members, so please do not include information you do not want others to know. [grading based on the quality of the writing, coherence, and coverage of all relevant topics]

Writing Assignment: In approximately 4 double-spaced pages, answer the following questions. (Please type in the questions so I can link your answer with the questions.) Both Tan and Gottfried and Gottfried present positive views of working mothers. What are some of the benefits they discuss? Do they seem overly positive to you? What are some possible negative outcomes that they might be missing? How did Drago et al. document a bias against caregiving? Based on Barnett and Gareis’ work, if you were a parent, what sort of community would you want for your family? What cultural variables determine how people think about work and family? How does aging affect work and family relations?

Week #3  
Work-Family Conflict, Crossover, and Facilitation

2/9


Writing Assignment: These two recent papers examined work-family conflict. Explain the differences between WFC and FWC. How was conflict measured in each study Describe briefly how conflict was studied in each of these articles and what the researchers found. Putting these two papers together, what might you expect to find regarding occupation and crossover?
Week #4

2/16

DEBATE--Resolved: We need governmental policies that mandate a shorter work week. Background: Workers in the U.S. work more hours than workers anywhere else in the world. Should we mandate a shorter work week (which has been done in France)?


What is the business case for work place flexibility? What are some exemplary laws in other countries that facilitate work-family integration? Would they work in the US? What sorts of programs have Deloitte and Touch implemented to help working families? What is family responsibility discrimination and why do psychologists need to know about it? What does any of this have to do with women or men in public office?

In class: How to find interesting data and make sense out of it.

We will discuss the recent Paycheck Fairness Act (H.R. 1338) legislation that is intended to improve women’s ability to get equal pay for equal work. The bill strengthens penalties for financial discrimination against women in the work place, teaches women negotiating skills, and protects employees who share salary information with their co-workers.

Do you support this legislation?

☐ Yes – With women earning $.76 cents for every dollar men earn for doing the same work, we must continue to ensure employers treat women fairly and provide women with the information necessary to ensure equal pay.

☐ No – While I support equal pay for women, I don’t believe that the government should interfere with the employee – employer relationship.

Week #5

2/23

Read: Part I. From Partners to Parents: The Philosophical Divide

We will discuss these readings in class.
Write: Everyone: You may work with a partner or alone on this assignment. This is NOT an optional assignment. I will go over how to find relevant data from the National Data Book. Find data that tell us something about work and family. Plot the data and come to class with enough handouts for the entire class. Be prepared to explain your data—what are the implications for work and family.

Sign up this week for dinner at the Athenaeum on March 2nd with Dr. June Carbone.

Week #6
3/2       June Carbone, Athenaeum Speaker

Dr. June Carbone, Edward A. Smith/Missouri Chair of Law Professor, University of Missouri-Kansas City School of Law. She previously served as Associate Dean for Professional Development and Presidential Professor of Ethics and the Common Good at Santa Clara University School of Law. She received her J.D. from the Yale Law School, and her A.B. from the Woodrow Wilson School of Public and International Affairs at Princeton University.


We will meet at the Athenaeum at 5:30 for a reception for Dr. Carbone.
Sign up this week for dinner at the Athenaeum on March 11th with Sandra Tsing Loh.

Read: Part III and Conclusion in Carbone book, From Parents to Partners
(Of course, you may want to read the entire book because you will be meeting with her.)

Writing Assignment: Everyone: Write out 2 or 3 good questions for Ms. Carbone
Describe the views of Becker and Okin. Explain how protection for the rights of caregivers is at odds with the notion of equality. What do the data show about nonmarital births for different racial and ethnic groups and what explanations have been offered for these differences? What is considered when deciding on child support? (For example, who pays, how much, what if the parents are not married, and so on?) What seems like a fair method for determining child support? (We consider this question again later this semester.)

Week #7
3/11 WEDNESDAY       Sandra Tsing Loh, Athenaeum Speaker

March 11, 2009 - Sandra Tsing Loh, writer/performer, regular commentator on NPR's "Morning Edition"
SANDRA TSING LOH is a writer/performer whose solo shows include "Mother on Fire" (which ran for seven months in Los Angeles at 24th St. Theatre), "Sugar Plum Fairy" (the Geffen Playhouse, Seattle Rep and San Jose Rep), "I Worry" (Woolly Mammoth Theatre at the Kennedy Center, Actor’s Theatre of Louisville, Santa Fe Stages), "Aliens in America" and "Bad Sex With Bud Kemp" (which both premiered off-Broadway at Second Stage).

Loh’s books include A Year in Van Nuys, Aliens in America, Depth Takes a Holiday: Essays From Lesser Los Angeles, and a novel, If You Lived Here, You’d Be Home By Now, which was named by the Los Angeles Times as one of the 100 best fiction books of 1998. Her story “My Father’s Chinese Wives” received a 1997 Pushcart Prize and was featured in the 1999 Norton Anthology of Short Fiction.

She and her husband Mike Miller composed the music for Jessica Yu’s documentary short Breathing Lessons, which won an Oscar in 1998. Her 1989 solo piano CD is Pianovision (K2B2 Records), which still surfaces occasionally here and there as "buttons" on public radio.

She has been a regular commentator on NPR’s "Morning Edition" and on Ira Glass’ "This American Life." Currently, KPCC (89.3 FM in Los Angeles) broadcasts her daily segment The Loh Down on Science and her weekly segment The Loh Life. American Public Media’s "Marketplace" broadcasts her monthly segment The Loh Down. She is currently a contributing editor for The Atlantic Monthly and was a 2006 finalist for the National Magazine Award.

We will meet at the Athenaeum at 5:30 for a reception for Ms. Loh.

Read: Mother on Fire

Writing Assignment: Everyone—Write out 2 or 3 good questions for Ms. Loh
This is an easy-reading book. What is the serious message about public schools that Ms. Loh is making? Why is she “on fire?” How can we fix our public schools?

Sign up this week for dinner with Janet Currie on March 23rd.

Week #8

March 16th to March 20th Whew!!! Spring break…. Frolic..., Relax,,, Smell the roses (if you are not allergic) …Spend time with your family if possible… (Yes, do some work too, unless you managed to get it all done before break, which is unlikely). Spend some time in the sun (Wear sunscreen). See a good movie or even a bad one. You deserve a break.

You can use this week to complete your family case study.
Family Case Study Due Today

Read: The invisible Safety Net

Dr. Janet Currie, Professor of Economics and Chair of the Department of Economics,
Columbia University Janet Currie is a Professor of Economics and Chair of the Department of
Economics at Columbia University. She received her Ph.D. from Princeton University in
1988, and has taught at Princeton, MIT, and at UCLA where she held the Charles E. Davidson
Chair in Economics. She has served on several National Academy of Sciences panels
including the Committee on Population, and currently serves on on the Executive Committee
of the American Economics Association. She is a Fellow of the Society of Labor Economists,
a Research Associate at the National Bureau of Economic Research, an affiliate of the
University of Michigan’s National Poverty Center, and an affiliate of IZA in Bonn. She is on
the advisory board of the National Children’s Study and on the editorial board of the
Quarterly Journal of Economics. She has served several other journals in an editorial capacity
including the Journal of Health Economics, the Journal of Labor Economics, and the Journal
of Public Economics.

For the past decade, her research has focused on evaluating programs aimed at poor children
and families. She has written about early intervention programs, programs to expand health
insurance and improve health care, public housing, and food and nutrition programs. Much of
this research is summarized in The Invisible Safety Net: Protecting the Nation’s Poor
Children and Families, Princeton University Press, May 2006. Currently, she is interested in
social determinants of child health, and in the relationship between socioeconomic status and
health.

We will meet at the Athenaeum at 5:30 for a reception for Dr. Currie

Writing assignment: Everyone: Write out 2 or 3 good questions for Dr. Currie.

Dr. Currie writes about safety nets for the poor. What are the safety nets? How has welfare
changed? What programs are in place for health care, food, housing, and child care and well
has each of these worked? What does Dr. Currie suggest that we do regarding these
programs? What do you think about these programs for the working poor?

Week #10 Men as Workers and Fathers
3/30

DEBATE--Resolved: Governmental policies should encourage and support 2-
parent families. (3/30)
Background: There are substantial data showing that children who grow up in
homes with 2 parents have better cognitive and behavioral outcomes than
children who grow up in single parent homes. Based on these data, some state governments are offering cash incentives to welfare families if they marry. Is this a good policy? Why or why not?

Read:


PBS Interview with Wade Horn

There is considerable controversy about the importance of marriage to health and well-being. Even though both sides cite data to support their view, there is a good deal of name calling on both sides. Read the PBS interview with Wade Horn.

Writing assignment: Sometimes it seems that men and fathers get overlooked when we talk about work and family. Are fathers important? What is the evidence for your answer? What are the effects of social welfare policies on fathering by poor, unmarried fathers? Why (in your reasoned opinion) do so few noncustodial parents (usually fathers) fail to pay child support? How does what happens to parents at work affect the boy and girl children in a two-parent family differently? What did the PBS interviewer mean when he talked about government as psychologist? Provide your own thoughts about this conclusion.

Week #11

Poverty and the Working Poor and Children

DEBATE--Resolved: Employers should be required to provide paid sick leave for all employees. (4/6)
Background: There is current legislation in California and on the federal level to make sick leave mandatory. Employers respond that they cannot afford to pay all worker sick leave and that such a plan would result in bankruptcies and layoffs.

Reading: Heymann, J. (2000). The widening gap: *Why America’s working families are in jeopardy and what can be done about it.* NY: Basic Books. (Chapter 6: Economic inequalities magnified: Greater strains, fewer resources; Chapter 7: Gender inequalities: At the core lies our failure to address working families’ needs; Chapter 8: Society’s best prospect: An equal chance for all children and adults)

Writing Assignment: Are the problems that working poor families face qualitatively different from those of middle and upper class families, or they the same problems, made worse by being poor? What is life like for the working poor with children? How can we have gender equality at work if women perform a larger share of the family caretaking burdens? What
does the author suggest as ways to jointly meet the needs of families and the workplace? What public policies would you propose after reading these chapters (in general)?

Week #12
4/13

DEBATE-- Resolved: Parents who fail to pay child support should be denied visitation with their children until they pay. (4/13)
Background: Many noncustodial parents do not pay child support. Would this proposal help more children get the financial support they need?


Part III. Changing Realities: Work stress and health Linkages: How Does Working and Caring for Families Affect Health?

Writing assignment:
In what way do babies matter? How do they affect the academic careers of men and women? What suggestions do the authors make for academics? What do you think about their suggestions? In my overview article from American Psychologist, select any single section to comment on or rebut. What is Karasek’s demand-control model? How would flexibility on the job relate to this model? Why should employers care about their employees concerns when they are not at work? It is often said that the US is so dissimilar from countries like Norway that studies conducted there cannot be generalized to the US. What do you think? What did Morris and Coley learn about role strain for low income mothers? (First, how did they operationalize role strain?) What is the public policy message, if any, from their study? Take together, what can we learn from these studies about work, stress, and health?

Week #13
4/20

DEBATE-- Resolved: Day care is bad for children. (4/20)
Background: There is a common belief that children of working parents are growing up raised by strangers and that it obviously hurts the kids to be in day care. Is early childhood education/ daycare bad for children?

Read: Women at the Top

Writing Assignment: Many of the themes we talked about this semester are presented in this book. How do women with children in top level executive positions manage their work and family responsibilities? What do they give up? How do they describe themselves as leaders
and what does the research literature say about their leadership styles? What sorts of obstacles did they encounter? What did you learn that you can apply when you have high level work and family demands?

Writing Assignment

Week #14 Oral presentations of research findings

4/27

We will spend the last two weeks of class with oral presentations of your research findings from the archival data sets. You are expected to have a presentation--most probably PowerPoint--overview of your study, including and a clear statement of your hypothesis, review of your background reading, your data analysis, and your conclusions and discussion. What question(s) did you ask of the data? How did you analyze the data? What answers did you get? Approximately half of the class (graduating seniors) will present today and half on May 4th.

Week #15 Oral presentations of research findings continued

5/4 (W)rapping up

I will collect your papers today and return them during the final exam period.