Work and the Family
Evan Cooper, Fordham University, Sociology, Spring 2005

Course Description:

In this course, we will be examining two important institutions in American society: work and the family. In doing so, we will consider interaction between them, historical changes that have taken place, and policies that affect both the family and institution of work. As family and work roles are significant sources of identity, personal fulfillment, economic livelihood and social support for most adults in industrialized societies, the class will, in particular, explore the ways that individuals balance the demands of family and work roles.

Course Requirements/Grading System

Grades will be calculated as follows:

- Essays and Quizzes: 63% (250 Points)
- Paper: 19% (75 Points)
- Presentation: 9% (35 Points)
- Attendance/Participation: 10% (40 Points)

Using this system:

- A = 374-400 Points
- A- = 360-373 Points
- B+ = 348-359 Points
- B = 334-347 Points
- B- = 320-333 Points
- C+ = 308-319 Points
- C = 294-307 Points
- C- = 280-293 Points
- D+ = 268-279 Points
- D = 260-267 Points
- D- = 248-259 Points
- E = Less Than 248 Points

There is no midterm or final in this class. Instead, there will be 7 quizzes and 7 essay assignments. Only your ten best grades (out of a possible fourteen) on both the quizzes and the essay assignments are counted. Also, the essays MUST be handed in on the due date and there are NO makeup quizzes.

The quizzes consist of five multiple choice questions and one essay. The material on them comes from both in-class material as well as course reading assignments. For the essay questions, you will receive three essay questions in advance. Two of them will appear on the quiz and you will have to answer one of them.

The essays are typically 2-3 page assignments that require a close, critical analysis of the course texts. The papers must be typed or printed legibly and clearly, skipping every other line. While the essay assignments typically require you to answer specific question(s), you are allowed to make one of your essays a response paper, wherein you elaborate on an aspect(s) of the reading that particularly intrigues you. More details will be provided during class.

Each group of 2-4 students will give a 12-20 minute presentation based on the research findings of their project. Possible topics will be chosen early in the semester. For this presentation, 10 of the 40 points for the presentation grade will be determined by the fellow members of your group. Also, each person in the group will be required to write a longer paper (approximately 6 pages) based on your research findings. More details will be provided throughout the semester.

In addition to your classroom attendance, participation, and citizenship, course grades will also be influenced by improvement over the course of the semester.
Required Texts
The Time Bind: Arlie Russell Hochschild
Packet of Readings Available at Sociology Office: Muller 106

Topical Outline (The dates and topics listed below may vary slightly during the course of the semester. I also reserve the right to add an occasional short reading to the list below.)

READINGS:

January 18: Introduction/Introduction to the Family

January 25: Introduction to Work
Mills: “Introduction” in White Collar (pps. ix-xx)
Hochschild: “Exploring the Managed Heart” and “The Search for Authenticity” in The Managed Heart: Commercialization of Human Feeling. (pps. 3-23, 185-198)

February 1: Men at Work and at Home
Gerson: “Dilemmas of Breadwinning and Autonomy” in No Man’s Land (pps. 182-214)

February 8: Women at Work and at Home
Friedan: “The Crisis in Woman’s Identity” in The Feminine Mystique. (pps. 62-72)
Kelly: “Sex-Role Spillover: Personal, Familial and Organizational Roles” in Workplace/Women’s Place (pps. 80-89)
Hacker: “Pay, Positions, Power” in Mismatch (pps. 163-183)

February 15: Women at Work and at Home Continued
Hewlett: “The Sobering Facts” and “Having it All” in Creating a Life: Professional Women and the Quest for Children. (pps. 85-120, 291-308)
Cohn: “A Man’s Place” in The New Republic (pps. 20-25)

February 22: The Time Crunch and the Second Shift
Hochschild: The Time Bind Chapters (pps. 1-4, 15)

March 1: The Middle-Class at Work and at Home:
Hochschild: The Time Bind Chapters 5, 6, 9

March 8: NO CLASS: SPRING BREAK!!

March 15: The Working-Class at Work and at Home
Rubin: “The Transformation of Family Life” and “Shattered Dreams” in Families on the Fault Line. (pps. 85-102, 126-140)
Hochschild: The Time Bind: Chapter 11

March 22: Work and Family Life in the Inner City
Newman: “Family Values” in No Shame in My Game (pps. 186-229)

Boris & Bardaglio: “Gender, Race, and Class: The Impact of the State on the Family and the Economy, 1790-1945” in Families and Work (pps. 132-147)
Jencks and Edin: “Do Poor Women Have a Right to Bear Children” in Shifting The Center (pps. 615-628)
April 5: Work and Family Policies: Part-time Work, Maternity/Paternity Leave and Elder/Child Care
Hochschild: The Time Bind Chapters 7, 10
Harrington: “A Collapsing Care System” in Care and Equality (pps. 25-43)
Durity: “The Sandwich Generation Feels the Squeeze” in Management Review (pps. 38-41)

Skocpol: “Reaching for the Middle: What it Will Take to Build a Family-Friendly America” in The Missing Middle (pps. 140-171)
Hochschild: The Time Bind: Chapter 16

April 19: Gay Families/Alternative Families
Carrington: “Introduction” and “Domesticity and the Political Economy” in No Place Like Home (pps. 3-28, 207-229)

April 26: Utopian Communities and other Work/Family Alternatives
Talese: “Chapter 18” in Thy Neighbor’s Wife (pps. 295-328)
Hayden: “What Would a Non-sexist City Be Like” in The City Reader (pps. 503-518)

GRADE WORKSHEET

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