NEW WORLDS OF WORK AND CARE
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We live in a period of immense social change in the public world of work and the private world of caring for others. New technologies have blurred the boundary between home and work. New economic opportunities and pressures have sent women into the workplace. The rise of the “new economy” has created jobs with more short-term flexibility, but less long-term security. And new options in intimate relationships have created more diverse and voluntary, but less predictable, family ties. These intertwined shifts form a social transformation that is reshaping both the daily lives and the life pathways of American women and men.

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

The class takes a two-pronged approach. For the first half of the semester, students will read, analyze, and discuss cutting edge research (including assigned readings available for purchase and online). During the second half, students will conduct their own original research projects (including additional reading on the chosen topic).

In Part I, short “reflection” memos, due each week, help students prepare for class discussions focused on core issues in the work-care debate. These 2–3 page memos (typed, double-spaced) contain a brief discussion of the central questions or main arguments raised by the readings. The memos, due in class on the day of the assigned topic, will be assessed in general categories (e.g., pass, pass+, redo, and failure to submit). Students will also work in small groups, taking turns each week to prepare class presentations and lead class discussions.

In Part II, everyone will develop and carry out an original research project based on a specific topic or question from the first part of the class and using a method (or methods) such as face-to-face interviewing, a small scale survey, or ethnographic observation. Weekly memos, due in class on the day of the assignment, will guide students through all the stages of the research process, form developing a question and formulating a research design to collecting data and analyzing findings to presenting the results in an “article” length paper.

The final grade will reflect a combination of all contributions, including the research paper (60%), class participation (20%), and submission of weekly memos (20%).
Readings include articles available on the course website, independent reading on the original research topic, and books available for purchase at the bookstore, including:

Stephen A. Sweet, *The Work-Family Interface: An Introduction*
Barbara J. Risman, *Families as They Really Are*
Kathleen Gerson, *The Unfinished Revolution: Coming of Age in a New Era of Gender, Work, and Family*
Sarah Damaske, *For the Family? How Class and Gender Shape Women’s Work*

**PRELIMINARY CLASS SCHEDULE & ASSIGNMENTS**

*Part I: Understanding the New Worlds of Work and Care*

**Welcome, Introduction, and Overview**

*Work-Family survey distributed.*

**The Rise of Work-Family Conflicts: Where are We Now?**

Sweet, *The Work-Family Interface*
- The Origins of Contemporary Work-Family Dilemmas
- Diversity of Work, Family, and Work-Family Arrangements

Articles online:
- Boushey, “Working America and Work-Family Policy”
- Chart, “Moms’ and Dads’ Work and Family Time”
- Council on Contemporary Families, “Family Diversity is the New Normal for America’s Children”
- Council on Contemporary Families, “Gender Rebound Symposium”
- Gerson and Jacobs, “The Work-Home Crunch”

Risman, *Families as They Really Are*
- Chapter 5: Coontz, “The Evolution of American Families”
- Chapter 35: Land and Risman, “A ‘Stalled Revolution’ or a Still Unfolding One?”
- Chapter 36: Cotter, England, and Hermsen, “Moms and Jobs: Trends in Mothers’ Employment and Which Mothers Stay Home”

*Work-family survey due.*
The Private Side of Work-Care Conflicts: The Family and Gender Revolutions

Sweet, *The Work-Family Interface*
Individual and Family Frontiers: Personal Responses to Strained Schedules

Articles online:
Bianchi, “Family Change and Time Allocation in American Families”
Pew, “Decline of Marriage and Rise of New Families”
Pew, “Modern Parenthood”

Damaske, *For the Family?*, Chapters 1–3:
Chapter 1: “The Need and Choice Myths”
Chapter 2: “The Shape of Women’s Work Pathways”

Gerson, *The Unfinished Revolution*
Chapter 1: “The Shaping of a New Generation”
Chapter 2: “Families Beyond the Stereotypes”
Chapter 3: “The Rising Fortunes of Flexible Families”
Chapter 4: “Domestic Deadlocks and Declining Fortunes”

Risman, *Families as They Really Are*
Chapter 33 and 34: Sullivan, “Men’s Changing Contribution to Family Work”; “Men’s Changing Contribution to Housework and Child Care”

Reflection memo 1 due.

The Public Side of Work-Care Conflicts: Economic Shifts and Workplace Intransigence

Sweet, *The Work-Family Interface*
Employer Frontiers: Organizational Intransigence and Promising Practices

Articles online:
Gerson, “Different Ways of Not Having It All”
Slaughter, “Why Women Still Can’t Have It All”
Damaske, For the Family?
Chapter 4: “Working Steadily”
Chapter 5: “Pulling Back”
Chapter 6: “A Life Interrupted”

Gerson, The Unfinished Revolution
Chapter 5: “High Hopes, Lurking Fears”
Chapter 6: “Women’s Search for Self-Reliance”
Chapter 7: “Men’s Resistance to Equal Sharing”
Chapter 8: “Reaching Across the Gender Divide”

Reflection memo 2 due.

The Consequences of Work and Family Change:
Transformations Across Age, Gender, and Class Divides

Articles on line:
Furstenberg: et al., “Growing Up is Harder To Do”
Pew, “A Gender Reversal on Career Aspirations”
Williams and Boushey, “Three Faces of Work-Family Conflict”

Risman, Families As They Really Are
Chapter 20: Green, “From Outlaws to In-Laws: Gay and Lesbian Couples in Contemporary Society”
Chapter 27: Roy and Cabrera, “Not Just Provide and Reside: Engaged Fathers in Low-Income Families”
Chapter 28: England and Edin, “Unmarried Couples with Children”
Chapter 37: Gupta, “Women’s Money Matters: Earnings and Housework in Dual-Earner Families”
Chapter 38: Cooke, “Traditional Marriages Now Less Stable Than Ones Where Couples Share Work and Household Chores”

Reflection memo 3 due.
The Challenges of Work and Family Change: Work-Family Policies and Possibilities

Sweet, *The Work-Family Interface*
  Global Perspectives on the Work-Family Interface
  Work-Family Interface as a National Priority

Articles online:
  Boushey, “The Role of the Government in Work-Family Conflict”
  Earle, et al., “International Perspectives on Work-Family Policies”
  Gornick and Myers, “More Alike Than Different”

Damaske, *For the Family?*
  Chapter 7: “For the Family: How Women Account for Work Decisions”
  Chapter 8: “Having It All: Egalitarian Dreams Deferred”

Gerson, *The Unfinished Revolution*
  Chapter 9: “Finishing the Gender Revolution”

Risman, *Families As They Really Are*
  Chapter 8: Struening, “Families ‘In Law’ and Families ‘In Practice’: Does the Law Recognize Families As They Really Are?”
  Chapter 19: Coontz and Folbre, “Marriage, Poverty, and Public Policy”

Reflection memo 4 due.

*Part II: Investigating the New Worlds of Work and Care*

Getting Started: Formulating a Research Question and Developing a Research Design

Research Memo 1 due:

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

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

Damaske, *For the Family?*
   Appendix

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

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

**Doing Research: Getting Into the Field and Collecting Data**

*Research Memo 2 due:*

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

**Collecting Data**

*Research Memo 3 due:*

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

**Analyzing Data: Making Sense of Things**

*Research Memo 4 due:*

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

Research Memo 5 due:

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

Writing It Up

Research Memo 6 due:

Submit an outline of final paper, including:

A. Statement of the research question(s).

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

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

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

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

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

Research “article” due

Aim for an approximate length of 15–20 pages (not including appendices). Submit a hard copy and upload an electronic copy.