SOCIOLOGY 190.5
Parenting in the Contemporary United States:
Myths, Trends and Controversies
University of California, Berkeley
Spring 2012, 115 Kroeber
Thursdays, 2 - 4pm

Instructor: Sarah B. Garrett
E-mail: sbgarrett@berkeley.edu
Mailbox: 410 Barrows Hall
Office Hours: TBA
OH Location: Barrows 483

COURSE DESCRIPTION

The purpose of this course is to help students to see something familiar and "natural"—the raising of children—through a sociological lens. How have parenting styles and advice changed over the last century? What, if anything, is special about parenting done by women versus men? What aspects of a cross-generational relationship make it "parenting"? What different parenting practices appeal to or offend Americans today? What factors (institutional, cultural, economic) make the job of parenting easier or harder? How different are these perspectives and influences across groups with different social class, immigrant, and racial backgrounds? Which of these issues will matter most to you, the next generation of parents?

This seminar is designed to give students a both an introduction to the diverse factors that influence parents, their activities, and parent-child relationships, and to foster a rich theoretical understanding of the ways in which these factors and "family life" inter-relate. The course will focus primarily on parenting in the late 20th/early 21st century United States, but will at times introduce historical research in order to contextualize the material.

At the conclusion of the course, students will be able to identify the myriad ways in which experts, institutions, policies and material resources have shaped parenting styles, parent-child relationships, and perceptions of parenting in the United States. Students will be able to compare and contrast different perspectives of what constitutes "parenting," "mothers," and "fathers"; will know how the care of children has changed in the past decades; and will be able to identify the historical, cultural, and institutional factors that have shaped these relationships. By drawing on the theories and studies covered in the course, students will be able to critically analyze and discuss the ways in which these factors affect controversies, myths and stereotypes concerning the care of children in the contemporary U.S.

COMPONENTS OF YOUR GRADE

Attendance and participation (15%)

I expect all students to attend all class meeting, read all required texts, and actively participate in classroom discussion. Class will always involve discussion of the readings and/or your research projects. Certain weeks will also include student presentations, debates, in-class journaling, and/or peer workshopping of materials you have produced in preparation for your research paper. Since this is a seminar and not a lecture course, the class environment is strongly affected by how much you participate! Being an active participant means you regularly share your thoughts, observations, and questions about the readings as you interact with each other and the material. If you have trouble speaking in class, please come see me in office hours at the beginning of the semester.

Because this class is so dependent on student involvement, **attendance is mandatory. I will take attendance during each class meeting, and two or more absences will negatively impact your grade**. Please contact me in advance if you know you will miss a class, and come talk to me during office hours early in the semester if you know you will have trouble meeting these attendance requirements. If you absolutely must miss a class, you are responsible for any material covered during your absence.

Reading responses (15%)

As a way to promote class discussion and show that you're doing the readings and thinking about them critically, **you are required submit a reading response most weeks* to sbgarrett@berkeley by 5pm the day before class**. These should be thoughtful but concise responses (300-400 words; approximately one double-spaced page). They should briefly summarize the readings, and then creatively discuss one or more of them (e.g., in the form of a critique; a comparison among them or with other readings, theories or concepts from the course; or by engaging other theories and concepts you have learned outside of class). Each response should include at least one well-formulated analytical question about the material for that week. They will be "graded" on a pass/fail basis. ***Weeks in which a reading responses can be submitted are marked with an asterisk in the syllabus. You may skip three reading responses during the semester without your grade being affected.**

Discussion facilitating (10%)

Students in pairs will be expected to lead discussion for one class during the semester. Sign-up sheets will be distributed on the first day of class. See additional handout: "Tips on Facilitating Discussion."

Components of the research paper (35%)

The following assignments will help you generate your research project over the course of the semester. More information on the following assignments will be distributed in class.

- Proposal followed by office-hour meeting with instructor (10%)
- Literature review (10%)
- Outline and abstract (10%)
- Paper presentation (5%)

Final research paper (25%)

Drawing from your research, previous assignments, peer and instructor feedback, you will be required to write a 15-20 page (double-spaced) paper based on a research project that you will design and carry out over the course of the semester. The paper must address a sociological question related to a parenting practice, approach or "style" about which there is currently controversy, debate or disagreement in the public sphere. The paper will draw on concepts, findings, and theories that we have read in class and on the original research that you conduct leading up to it (e.g., textual/historical analysis, ethnography, interviews, or statistical analysis). Consider who the stakeholders are in these debates; their relation vis-a-vis different types of power/prestige; and whose voices are heard. Think about why your topic would be controversial or even moral at this moment in time. You will have several opportunities over the course of the class to receive feedback on various aspects of the project from the instructor and your peers. More information on the full paper will be distributed in class.

In the final weeks of the semester students will give very short presentations of their findings to their peers. In addition to being a great learning opportunity for the class, this will allow individual students to get feedback as they prepare their final papers.

Grade summary

Attendance and participation = 15%
Weekly reading responses = 15%
Discussion facilitating = 10%
Research paper
   Support assignments (4) = 35%
   Final paper = 25%

COURSE MATERIALS

All course reading is either on Bspace or in the course reader. The course reader is available at:
   Krishna Copy 2595 Telegraph Ave (Telegraph & Parker).
I also encourage everyone to review and use the **writing resources** available on the sociology department's website: http://sociology.berkeley.edu/index.php?page=writing%20guide

COURSE REQUIREMENTS AND POLICIES

E-mail: I will send out announcements to the class via bSpace/email. You are responsible for reading all of these emails and understanding their content. You are welcome to email me if you need to get in touch. For emails sent on weekdays, you can expect a response within 24 hours; on weekends, you can expect a response on Monday.

Office Hours: I will hold one hour of regularly scheduled office hours a week. If you are having trouble with any aspect of the class, please see me as early as possible. If you have a recurring obligation at that time, please e-mail me to schedule another meeting time.

bSpace: I will use our class's Bspace website to post announcements and required and recommend readings. This is also where you will post your assignments, and I invite you all to post comments and discussion questions to each other.

Missed or late assignment policy: Except in the case of a real and verifiable emergency, students will not be allowed to make up missed assignments. If you do have a real emergency, you must notify me within 24 hours of the missed class and provide appropriate documentation to verify the emergency. Final papers must be submitted by the assigned time and date. Extensions will only be given in extreme circumstances. No extensions will be granted on the actual due date.

Accommodations: University policy requires that students needing accommodation provide instructors with a letter from the Disabled Students Program detailing what particular accommodations are necessary. If you require accommodations, please let me know within the first two weeks of class.

Academic Integrity/Plagiarism: All the written work you submit must be your own. If you cite, borrow or paraphrase *any* idea from another source, you must include a citation that indicates its source. If there is evidence your work has been plagiarized (e.g., not citing others' work, cheating, passing off another student's work as your own, etc.), I will report it to the Committee on Student Conduct. This puts you at risk of course failure, and potentially expulsion. I encourage all of you to review UC Berkeley's specific guidelines on citation and policies on plagiarism here: http://www.lib.berkeley.edu/TeachingLib/Guides/Citations.html. If you have any questions about what constitutes plagiarism, please ask.

Recommended readings: Note that I have listed recommended readings for each week to provide extra resources for students who are particularly interested in those topics. Please know that I do not expect you to read these additional readings for our seminar discussions, though you are certainly welcome to!

SCHEDULE
[* = Accepting reading responses this week]

Week 1 (1/19) – Introduction to the course and the historical context of the topic

- Chapter 1 of the department's *Writing Guide for Sociologists*
  (link on bSpace under "Resources" →"Writing Guide & Resources")

  Recommended :

    Fischer, Claude and Michael Hout. 2006. *Century of Difference: How America Changed in the Last One Hundred Years*. New York: Russell Sage Foundation: **Chapter 4, pp. 57-72, 77-95.**

    Coontz, Stephanie. 1992. *The Way We Never Were: American Families and the Nostalgia Trap*. New York: Basic Books. **Introduction** and **Preface**.

*Week 2 (1/26) – Social trends & theories of social problems – Part 1

- Risman, Barbara J. 2010. *Families as they really are*. New York: W.W. Norton. Selections from "Part 1: How we know what we know about families": Chapters 2-4, **pp. 10-27.**
- Zelizer, Viviana. 1985. *Pricing the Priceless Child*. New York: Basic Books. Introduction (pp.3-21) and conclusion (pp. **208-228**).
- Thurer, Shari. 1994. *The myths of motherhood: how culture reinvents the good mother*. Boston: Houghton Mifflin. Chapter 7: **pp. 225-39, 247-301**.
- Blumer, Herbert. "Social Problems as Collective Behavior." *Social Problems* 18, no. 3 (1971): **298-306.**

  Recommended:

    Mintz, Steven and Susan Kellogg. *Domestic Revolutions: A Social History of American Life*. New York, Free Press, 1988

    Aries, Phillippe. 1962. *Centuries of Childhood: A Social History of Family Life*. New York: Knopf.

*Week 3 (2/2) – Social trends & theories of social problems – Part 2

- Elizabeth M, Armstrong. "Diagnosing Moral Disorder: The Discovery and Evolution of Fetal Alcohol Syndrome." *Social Science & Medicine* 47, no. 12 (1998): 2025-42.

- Marsiglio, William. 1995a. "Fatherhood Scholarship: An Overview and Agenda for the Future." Pp. 1-20 in *Fatherhood: Contemporary Theory, Research, and Social Policy Research on Men and Masculinities Series*, edited by W. Marsiglio. Thousand Oaks, CA: Sage Publications.
- Arendell, Terry. 2000. "Conceiving and Investigating Motherhood: The Decade's Scholarship." *Journal of Marriage and Family* 62(4):1192-1207.
- Sullivan & Scott Coltrane. 2010. "Briefing Paper: Men's Changing Contributions to Housework and Child Care" **(pp. 402-405)** in Risman, ed., 2010, *Families as They Really Are*.

    Recommended:

    Joseph W. Schneider. 1985. Social Problems Theory: The Constructionist View. *Annual Review of Sociology*, Vol. 11, (1985), **pp. 209-229.**

    Douglas, Susan and Meredith Michaels. 2005. *The Mommy Myth: The Idealization of Motherhood and How It Has Undermined All Women*. New York: The Free Press

    Bianchi, Suzanne M. 2000. "Maternal Employment and Time with Children: Dramatic Change or Surprising Continuity?" *Demography* 37(4):401-414.

    Bianchi, Suzanne M. and Marybeth J. Mattingly. 2004. "Time, work and family in the United States." *Advances in Life Course Research* 8:95-118.

    Hochschild, Arlie Russell, and Anne Machung. 2003. *The second shift*. New York: Penguin Books.

    Gerson, Kathleen. 1985. *Hard Choices: How Women Decide about Work, Career, and Motherhood*. Berkeley, CA: University of California Press.

    Jacobs, Jerry A. and Kathleen Gerson. 2004. *The Time Divide: Work, Family, and Gender Inequality*. Cambridge, MA: Harvard University Press.

*Week 4 (2/9) – Critical Approaches **<u>Proposal due (2-3 pages)</u>**

- From *Mothering, Ideology, Experience, and Agency*, edited by E. N. Glenn, G. Chang, and L. R. Forcey. New York: Routledge.
    - o Nakano Glenn, "Social Constructions of Mothering: A thematic overview" **pp. 1-32**
    - o Katz Rothman, "Beyond mothers and fathers: Ideology in a patriarchal society" **pp. 139-157.**
    - o "Family and Class in Contemporary America: Notes Toward an Understanding of Ideology," Rayna Rapp, **pp. 49-70.**
- Edin & Kefelas – "Briefing paper," **pp. 307-312** in Risman, Barbara J. 2010. *Families as they really are*. New York: W.W. Norton.

Recommended

Chodorow, Nancy and Susan Contratto. [1982] 1992. "The Fantasy of the Perfect Mother." Pp. 191-214 in *Rethinking the Family: Some Feminist Questions*, edited by B. Thorne and M. Yalom. Rev. ed. Boston: Northeastern University Press.

Smith, Dorothy E. (1993) "The Standard North American Family: SNAF as an Ideological Code," Journal of Family Issues 14:2. pp. 50-65.

*Week 5 (2/16) – "There is a 'right' and 'wrong' way to parent": Part I - Controversies

- Belkin, Lisa. 2009. "Consumer Reports vs. Attachment Parenting" New York Times online, "MotherLode" blog. April 28.
- Jong, Erica. 2010. "Mother Madness" Wall Street Journal. November 6.
- Katie Allison Granju and Jillian St. Charles**.** 2010. "**ERICA JONG AND 'ZIPLESS PARENTING'**" New York Times online, guest writer for "MotherLode" blog. November 9.
- Chua, Amy. 2011. "Why Chinese Mothers Are Superior" Wall Street Journal. January 8.
- Brooks, David. 2011. "Amy Chua Is a Wimp" New York Times. January 17.
- Flanagan, Caitlin. 2011. "The Ivy Delusion." The Atlantic Monthly, April.
- Stearns, Peter N. 2003. *Anxious Parents: A History of Modern Childrearing in America*. New York: New York University Press.: Introduction **(pp. 1-16)**, Chapter 3: "Discipline" & Chapter 4: "All are Above Average: Children at School" **(pp. 57-124)**.

Recommended

- Belkin, Lisa. 2009. "Let the Kid Be" New York Times, May 31.
- Chua, Amy. 2011. *Battle hymn of the tiger mother*. New York: Penguin Press
- Tsing Loh, Sandra. 2011. "Sympathy for the Tiger Moms" The Atlantic Monthly, April.
- Christina Schwartz. 2011. "Leave Those Kids Alone" The Atlantic Monthly, April.
- LeVine, R.A. 1988. "Human parental care: Universal goals, cultural strategies, individual behavior." Pp. 3-11 in *New directions for child development: Parental behavior in diverse societies*, vol. 40, edited by R. A. LeVine, P. M. Miller, and M. M. West. San Francisco: Jossey Bass.
- Hulbert, Ann. 2003. *Raising America: Experts, Parents, and a Century of Advice About Children*. New York: Alfred A. Knopf.
- Warner, Judith. 2005. *Perfect Madness: Motherhood in the Age of Anxiety*. New York: Riverhead Books, pp. 1-33.
- Douglas, Susan and Meredith Michaels. 2005. *The Mommy Myth: The Idealization of Motherhood and How It Has Undermined All Women*. New York: The Free Press
- Hays, Sharon. 1996. *The Cultural Contradictions of Motherhood*. New Haven, CT: Yale University Press.
- New York Times articles relevant to "Attachment parenting": http://parenting.blogs.nytimes.com/tag/attachment-parenting/

Week 6 (2/23) – Research workshop at the library with Jim Ronningen

    <u>Revised and expanded proposal (optional)</u>

- Methods readings (TBA depending on methods proposed)

- Chapter 3 in the *Writing Guide for Sociologists*
  (link on bSpace under "Resources" →"Writing Guide & Resources")

*Week 7 (3/1) - "There is a 'right' and 'wrong' way to parent": Part II – "Effects?"

- Nelson, Margaret K. 2010. *Parenting out of control: anxious parents in uncertain times*. New York: New York University Press.: **Introduction (pp. 1-21)**.
- Lareau, Annette. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." *American Sociological Review* 67, no. 5 (2002): **747-76**.
- Steinberg, L. (2001). <u>We know some things: Adolescent-parent relationships in retrospect and prospect</u>. Journal of Research on Adolescence, 11, **1-19.**

  Recommended

      Ceci, Stephen J. and Wendy M. Williams, eds. 1999. The Nature-Nurture Debate: The Essential Readings. Malden, MA: Blackwell Publishers.

      Wendy Middlemiss. 2003. Brief Report: Poverty, Stress, and Support: Patterns of Parenting Behaviour Among Lower Income Black and Lower Income White Mothers," Infant and Child Development, 12: 293–300.

      Maccoby, Eleanor E. 1992. "The role of parents in the socialization of children: An historical overview." *Developmental Psychology* 28(6):1006-1017.

      Mikulincer, M., P.R. Shaver, O. Gilliath, and R.E. Nitzberg. 2005. "Attachment, Caregiving, and Altruism: Boosting Attachment Security Increases Compassion and Helping." *Journal of Personality and Social Psychology* 89(5):817-839.

*Week 8 (3/8) – Parenting is more natural for mothers than for fathers: Part I - Mothers

<u>Literature review due</u>

- Chodorow, Nancy J. 1978/1999. *The Reproduction of Mothering*. Berkeley and Los Angeles, CA: University of California Press: Chapter 2 (11-39), Chapter 12 (199-209), and Preface [in that order].
  [Readings for this week continue on the next page!]

- Segura, Denise and Jennifer Pierce. (1991) "Chicana/o Family Structure and Gender Personality: Chodorow, Familism, and Psychoanalytic Sociology Revisited," <u>Signs</u> 19:62-91
- Fausto-Sterling, Anne. 2003. "The Problem with Sex/Gender and Nature/Nurture," in *Debating Biology: Sociological Reflections on Medicine, Health and Society,* edited by Simon J. Williams, Lynda Birke and Gillian Bendelow. New York: Routledge

    Recommended

    - Lamott, Anne. 1994. Operating Instructions: A Journal of My Son's First Year. New York: Ballantine Books.
    - Williams, Joan. 2000. *Unbending Gender*. New York: Oxford University Press: Chapter 5 & 6, pp. 143-204.
    - Tronto, Joan. 1987. "Beyond Gender Difference to a Theory of Care," *Signs* 12: 644-86.
    - Chodorow, 1978/1999. *The Reproduction of Mothering*: Chapter 5 (pp. 77-91)
    - Bailey, Lucy. 1999. "Refracted Selves? A Study of Changes in Self-Identity in the Transition to Motherhood." *Sociology* 33(2):335-352.

*Week 9 (3/15) – Parenting is more natural for mothers than for fathers: Part II - Fathers

- Doucet, Andrea. 2006. *Do Men Mother? Fathering, Care, and Domestic Responsibility*. Toronto: University of Toronto Press: Introduction **(3-16)**, Chapter 4 **(109-136)**, and Chapter 6 **(174-211).**
- Carr, Deborah. 2002. "The Psychological Consequences of Work-Family Trade-Offs for Three Cohorts of Men and Women." *Social Psychology Quarterly* 65(2):103-124.

    Recommended

    - **Coltrane, Scott. 1996. *Family man: fatherhood, housework, and gender equity*. New York: Oxford Univ. Press: Chapter 7 "Gender, Culture and Fatherhood" (pp. 177-198).
    - Hobson, Barbara, ed 2002. *Making Men into Fathers: Men, Masculinities and the Social Politics of Fatherhood*. Cambridge: Cambridge University Press.
    - Coltrane, Scott. 1996. *Family man: fatherhood, housework, and gender equity*. New York: Oxford University Press: Chapter 3 "Changing Patterns of Family Work"
    - Hansen, Karen V. 2006. *Not-So-Nuclear Families: Class, Gender, and Networks of Care*. Rutgers University Press: Chapter 8 "Men, women and the gender of caring" (182-208).
    - Fox, Bonnie J. 2010. *When Couples Become Parents: The Creation of Gender in the Transition to Parenthood*. Toronto: University of Toronto Press.
    - Melissa A. Milkie, Robin W. Simon and Brian Powell. 1997. "Through the Eyes of Children: Youths' Perceptions and Evaluations of Maternal and Paternal Roles" *Social Psychology Quarterly* Vol. 60, No. 3 (Sep., 1997), pp. 218-237.

*Week 10 (3/22) - "Kids need both a mother and a father," Part I

- Hansen, Karen V. 2006. *Not-So-Nuclear Families: Class, Gender, and Networks of Care*. Rutgers University Press, Introduction **(pp. 1-22)**, Chapter 2 **(pp. 25-46)**, Chapter 4 **(pp. 74-97)**.\
- Bonnie Thornton Dill. 1998. "Fictive Kin, Paper Sons, and *Compadrazgo*: Women of Color and the Struggle for Family Survival" (pp.431-446) in Karen V. Hansen, Anita Ilta Garey "Families in the U.S.: kinship and domestic politics." Temple University Press.
- Rukmalie Jayakody and Ariel Kalil. 2002. Social Fathering in Low-Income, African American Families with Preschool Children. *Journal of Marriage and Family Vol*. 64, No. 2 (May, 2002), pp. 504-516.

  Recommended

  - Harris, Judith Rich. 1995. "Where is the Child's Environment? A Group Socialization Theory of Development." *Psychological Review* 102(3):458-489.
  - Helen Rose Ebaugh and Mary Curry. 2000. "Fictive Kin as Social Capital in New Immigrant Communities" *Sociological Perspectives* Vol. 43, No. 2 (Summer, 2000), pp. 189-209.

No class March 29 – SPRING BREAK!

*Week 11 (4/5) - "Kids need both a mother and a father," Part II

Outline and abstract due

- From Risman, 2010, *Families as they really are*.
  - Cowan & Cowan. 2010. "Beyond Family Structure: Family Process Studies help to Reframe Debates about what's Good for Children" **(pp. 252-271)** in
  - "Fact sheet: Myths and Realities about Same-Sex Families" **(pp. 228-230)**.
- Weston, Kath. (1991) *Families we Choose: Lesbians, Gays, Kinship*. New York: Columbia University Press. Chapter 7: "Parenting in the age of AIDS," **pp. 165-193.**

  Recommended

  - **Gerson, Kathleen. "Changing Lives, Resistant Institutions: A New Generation Negotiates Gender, Work, and Family Change1." Sociological Forum 24, no. 4 (2009): 735-53.
  - Parsons, Talcott. (1955) "Chapter 1" & "Conclusion" of *Family, Socialization and the Interaction Process*. Free Press: Glencoe, IL.
  - Kowaleski-Jones, Lori. 2004. "Children's Home Environments: Understanding the Role of Family Structure Changes." *Journal of Family Issues* 25(1):3-28.
  - Carrington, Christopher. 1999. *No Place Like Home: Relationships and Family Life Among Lesbians and Gay Men*. Chicago, IL: University of Chicago Press.

*Week 12 (4/12) - "All you really need to be a good parent is enough love for your children": Part I – Institutions and policies

- Doucet 2006: Chapter 5 "Fathers and Community Responsibility" **(pp. 137-173)**.
- Kosciw, Joseph G.; Diaz, Elizabeth M. 2008. Involved, Invisible, Ignored: The Experiences of Lesbian, Gay, Bisexual and Transgender Parents and Their Children in Our Nation's K-12 Schools. Gay, Lesbian and Straight Education Network (GLSEN): "Executive summary," **pp. xiii-xxi**.
- Orloff, Ann Shola & Renee Monson. 2002. "Citizens, workers or fathers? Men in the history of US social policy" **(pp. 61-91)** in Hobson, Barbara, ed., *Making Men into Fathers: Men, Masculinities and the Social Politics of Fatherhood*. Cambridge: Cambridge University Press.

  Recommended

  - Hays, Sharon. 1996. *The Cultural Contradictions of Motherhood*. New Haven, CT: Yale University Press. Essay reprinted in Ferguson, 2001, "Shifting the Center: Understanding Contemporary Families": Chapter 22 "The Mommy Wars," **pp. 305-323**.
  - Sociologists for Women in Society Fact Sheet: LGBT Parenting and Children, Prepared by Kristin E. Joos, Ph.D., 2003
  - In Hobson 2002: "The Fatherhood Responsibility Movement" by Anna Gavanas.

*Week 13 (4/19) - "All you really need to be a good parent is enough love for your children": Part II –Material resources

- Collins, Patricia Hill. (1990) "Black Women and Motherhood," in *Black Feminist Thought*. New York: Routledge, pp. 115-139. Or edited chap in Thorne & Yalom (1992), pp. 215-245.
- Hays, Sharon. 2003. *Flat Broke with Children*. Oxford Press. Chapter 3, **pp. 63-93**.
  - [Cut if much of the class has read Hays]
- Townsend, Nicholas W. 2002. *The Package Deal: Marriage, Work and Fatherhood in Men's Lives*. Philadelphia: Temple University Press: Chapter 1 **(pp. 1-29)**, Chapter 3 **(pp. 50-80)**.

  Recommended

  - Douglas & Michaels. 2005. *The Mommy Myth*: "The War Against Welfare Moms" (pp. 173-202).
  - Documentary: "Love & Diane" directed by Jennifer Dworkin (2002).
  - Pugh, Allison J. 2005. "Selling Compromise: Toys, Motherhood, and the Cultural Deal." *Gender & Society, 19*(6), 729-749.
  - Douglas, Susan and Meredith Michaels. 2005. *The Mommy Myth: The Idealization of Motherhood and How It Has Undermined All Women*. New York: The Free Press: "The New Momism" (pp. 1-27) and "The War Against Welfare Moms" (pp. 173-202).

- Edin, Kathryn, and Laura Lein. 1997. "The Choice Between Welfare and Work" in *Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work*. New York: Russell Sage. Pp. 218-235.
- Paul, Pamela. 2008. *Parenting, Inc.: how we are sold on $800 strollers, fetal education, baby sign language, sleeping coaches, toddler couture, and diaper wipe warmers--and what it means for our children*. New York: Times Books/Henry Holt and Co.

*Week 14 (4/26) – <u>Research Presentations</u>, Part 1

- Gerson, 2010, Chapters 8 and 9 (pp. 189-226) from *The Unfinished Revolution*.
- Doucet, 2006, Conclusion (pp. 211-245) from *Do Men Mother?*

  Recommended:

  - Coltrane, Scott. 2004. "Fathering: Paradoxes, contradictions and dilemmas' in M. Coleman and L.H. Ganong, eds., *Handbook of Contemporary Families: Considering the Past, Contemplating the Future* **(p.224-243)**. Thousand Oaks, CA: Sage Publications.
  - Crittenden, Ann. 2001. *The Price of Motherhood: Why the Most Important Job in the World is Still the Least Valued*. New York: Henry Holt and Company: **Conclusion.**
  - Jacobs, Jerry A. and Kathleen Gerson. 2004. *The Time Divide: Work, Family, and Gender Inequality*. Cambridge, MA: Harvard University Press: **Conclusion.**

Week 15 (5/3; RRR Week) – <u>Research Presentations</u>, Part 2