

May 11, 2004

Study Questions

Read: Pardo: Mexican American Women Grassroots Community Activists: “Mothers of East Los Angeles.” Hutter 72-82
Toro-Morn: Gender, Class, Family, and Migration: Puerto Rican Women in Chicago. Hutter 199-211.
Coontz: How Ignoring Historical and Societal Change Puts Kids at Risk. 141-156
Coontz: Working with What We’ve Got: The Strengths and Vulnerabilities of Today’s Families. 157-177

1. Compare the women’s activism described in Pardo to what we’ve read in Stack.
2. Describe how “religion, commonly viewed as a conservative force, is intertwined with politics in MELA activities.
3. Describe the gendered nature of the activism in MELA.
4. What is “chicana” about MELA?
5. How does the migration described by Toro-Morn differ from the “typical” migration pattern?
6. Describe what you know about “export-led manufacturing zones in the Caribbean, Mexico, and Asia” and their implications for female labor migration.
7. Some of the women Toro-Morn describes are middle class. Discuss the differences between working-class migrants and middle-class ones.
8. Discuss how Puerto Rican cultural expectations about gender roles have influenced these migrant women’s lives.
9. Describe how the abolition of child labor affected family life at the beginning of the 20th century (Coontz, p. 141).
10. Describe all the ways government established policies and institutions during the 19th century that had an impact on families.
11. Should schools be financed by the federal government, as happens in Europe? Why or why not?
12. What is the difference between government spending on employment and training programs in 1980 and now (adjusting for inflation)?
13. Describe the correlations between unemployed status and risk of violent behavior.

14. Describe the correlations between one-parent families, two-parent families, poverty, and child abuse.
15. What percentage of adult sons of gay fathers are themselves gay? Daughters of lesbian mothers compared to heterosexual mothers?
16. Describe the experiment that showed teachers consistently rating a child's behavior more negatively when told he or she came from a single-parent family.

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