OVERVIEW

Most workers today have family responsibilities, regardless of gender, but most workplaces are still designed based on the breadwinner-homemaker model. Problems juggling work and family responsibilities (e.g., work-family conflict) have been shown to be associated with a variety of detrimental health and well-being outcomes such as depression, stress, marital discord, and poor job satisfaction. However, engaging in multiple roles also has benefits. This graduate seminar is designed to provide you with an opportunity to learn about the linkages that exist between work and family lives. We will discuss the critical challenges facing individuals, families, and employers in managing work and family from both a theoretical and practical perspective.

You will be encouraged to master a thorough conceptual understanding of the work and family literature including extant and needed research, problems, and current trends. Moreover, we will discuss implications for organizations and interventions designed to address the needs of working families. Work and family is an area of inquiry important in a variety of disciplines such as psychology, economics, business, sociology, human development, public health, and more. Accordingly, the readings are drawn from assorted disciplinary sources.

This course is offered as part of the minor and training concentration in Occupational Health Psychology.

REQUIREMENTS

Class Participation and Attendance

Class meetings are designed with the primary purpose of offering an opportunity to discuss issues and make inquiries into the assigned topic. Class participation is a very important part of the learning process in this course. For each class, you are expected to be thoroughly familiar with the reading assignments and to be actively involved in class discussions. You are expected to contribute insightful, integrative comments and thoughtful questions, while respecting the
rights of other class members as participants. Relevant theoretical and applied issues should be raised. Feedback regarding participation is available upon request.

Class attendance is mandatory. Each of you is required to contribute to the learning of your colleagues. It is difficult to do this without being in class. In the event of an absence you will be required to write a two-page (single-spaced) paper summarizing the content of the week's material. If it is a planned absence, the paper is due to me the day of class. If it is an unplanned absence, the paper is due by the following class period. Habitual tardiness and/or missed sessions may result in a grade reduction.

Reading Assignments

Reading assignments are given to facilitate a basic foundation for the material and to stimulate further inquiry and investigation. As such, everyone is expected to read all assigned material, and to read additional material relevant to the topics. You should be prepared to discuss the reading materials in class, particularly the underlying issues/themes addressed by the material, and the utility of the content for researchers and practitioners.

Learning Assignments

This course is intended to be a rigorous academic experience. You will be expected to master substantive scholarship on work and family, as well as to hone your skills of critical thinking and oral and written expression. The following exercises are designed to both develop and assess your understanding of the concepts and issues examined throughout the course and to illustrate that understanding through reference to the assigned readings and class activities.

1. Article presentation. You will be responsible for identifying an additional article from outside the reading list and making a brief (10-15 minutes) summary oral presentation to the class. You should “sign-up” for one week. Be prepared to discuss how the article chosen complements those provided on the reading list. A written summary/outline of the article should be provided to each class member.

2. Review. In order to facilitate critical thinking concerning theoretical and methodological issues, you will be responsible for writing a 2-3 page single-spaced “review” of a research article in the area of work and family. This exercise should be approached as if the article had been submitted for publication and the student serves as the journal reviewer. I will provide the article to be reviewed and sample reviews.

3. Assessment. I have something unique in mind here. What I am envisioning is a project that examines the impact on work and family on different career options. We might break this into two groups – applied and academic. I would like the class to join me in designing this project so we will discuss further as a team. It needs to involve some data collection and the preparation of a summary report.
4. **Research project.** You have a variety of options for the research project. You may choose to develop a research proposal from scratch or you may choose to take a project in development and move it to the next stage. Any ideas other than that of another required program element (e.g., an existing thesis/dissertation; paper you are already doing for another class) are acceptable. We will negotiate contracts regarding the deliverables.

These projects will not be completed in isolation. The intent for this project is that it we will all collaborate and provide feedback to each other throughout the semester.

Each research project will be presented during the last session. This presentation should fall somewhere between a colloquium and a class presentation. The goal is for us all to engage the presenters in a discussion of the topic. The exchange should be helpful in terms of fine-tuning the final version of the project.

**WRITTEN WORK WILL BE GRADED BASED ON THE FOLLOWING CRITERIA:**

- Conceptual insights and understanding
- Specificity and sufficient depth
- Answering all parts of each question if applicable
- Using relevant references and rationale to substantiate points
- Integrative ability
- Clarity of response
- Defining terms, concepts
- Method and design where appropriate

**Grades**

Please remember that course grades are earned and not given. Your grade in the course will be based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignment 1 &amp; Class Prep/Participation</td>
<td>15%</td>
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<tr>
<td>Assignment 2</td>
<td>15%</td>
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<td>Assignment 3</td>
<td>30%</td>
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<tr>
<td>Assignment 4</td>
<td>40%</td>
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## SCHEDULE OF EVENTS

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>1/8</td>
<td>Introduction</td>
</tr>
<tr>
<td>2</td>
<td>1/15</td>
<td>Work and Family Overview</td>
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<tr>
<td>3</td>
<td>1/22</td>
<td>Women, Careers, Motherhood, and Well-being</td>
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<tr>
<td>4</td>
<td>1/29</td>
<td>Men, Careers, Fatherhood, and Well-being</td>
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<tr>
<td>5</td>
<td>2/5</td>
<td>Children’s Health and Working Parents</td>
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<td>6</td>
<td>2/12</td>
<td>Dual-Career Couples/Division of Labor</td>
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<tr>
<td>7</td>
<td>2/19</td>
<td>Work &amp; Family Conflict – Definitions and Causes</td>
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<tr>
<td>8</td>
<td>2/26</td>
<td>Work &amp; Family Conflict – Consequences and Models</td>
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<tr>
<td>9</td>
<td>3/4</td>
<td>Organizational Work and Family Interventions</td>
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<td></td>
<td>3/11</td>
<td>Spring Break – Enjoy (spend time with family)!!</td>
</tr>
<tr>
<td>10</td>
<td>3/18</td>
<td>Family Supportive Work Environments</td>
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<tr>
<td>11</td>
<td>3/25</td>
<td>Work-Family Balance and Facilitation</td>
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<tr>
<td>12</td>
<td>4/1</td>
<td>Emerging Issues</td>
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<tr>
<td>13</td>
<td>4/8</td>
<td>International Perspectives</td>
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<td>14</td>
<td>4/15</td>
<td>Proposal Presentations</td>
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<tr>
<td>15</td>
<td>4/22</td>
<td>Proposal Presentations</td>
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<tr>
<td>16</td>
<td></td>
<td>Final Paper Due</td>
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</table>
READING ASSIGNMENTS

WEEK 2: Work and Family Overview


WEEK 3: Women, Careers, Motherhood, and Well-being


WEEK 4: Men, Careers, Fatherhood, and Well-being


**WEEK 5: Children’s Health and Working Parents**


**WEEK 6: Dual-Career Couples/Division of Labor**


**WEEK 7: Work & Family Conflict – Definitions and Causes**


Ilies et al. (2007). When can employees have a family life? The effects of daily workload and affect on work-family conflict and social behaviors at home. *Journal of Applied Psychology, 92*, 1368-1379.


**WEEK 8: Work & Family Interactions – Consequences and Models**


**WEEK 9: Organizational Work and Family Interventions**


**WEEK 10: Beyond Benefits – Creating a Family Supportive Work Environment**


Allen working CISMS II paper – welfare regime (I’ll provide a copy of this)


WEEK 11: Work-Family Balance and Facilitation – Healthy Aspects of Combining Work and Family Roles


WEEK 12: Emerging Work-Family Research Issues


Greenhaus and Powell – decision making


**WEEK 13: Global Perspectives**


Heyman, J., Earle, A., & Hayes, J. (200x). The work, family, and equity index: How does the United States measure up?


The purpose of this exercise is to practice presenting complex ideas to a learned audience, much like the atmosphere in presenting a paper at a professional conference or teaching at the college level. In this case you will select an article from outside the reading list and critique it for the benefit of the class.

1. Distribute a handout to the rest of the class showing the outline of your talk. Make the handout as detailed as you like as long as it fits on a single page. Talk for 10-15 minutes. Some students gain confidence when they time themselves at home before giving a scheduled talk.

2. Summarize the article briefly. There is no need to give a page-by-page description of the content. Hit the important points of the article and emphasize what the authors are doing that has not been done in the literature before; highlight what is new and better about this article.

3. Make eye contact while making your points. As you know, it is difficult to listen to a person "buried" in his/her notes.

4. Analyze the articles strengths and weaknesses. Show how the article fits in with or contradicts other writings we have covered in class.

5. If you had written the article would you have done anything differently? Do you see a need for further research or conceptualization of important ideas?

6. You will know how successful your presentation was by the reaction you get from other seminarians. Try to provoke them.

*Adopted from the syllabus of David Maume from the Sloan Work-Family Resource Site