Course Description:
Paid employment and family life are fundamental experiences for most adults. How do individuals make decisions and commitments regarding both? How do decisions and commitments made about work affect marital and family life and vice versa? How do young adults plan for, and approach marriage, higher education, and career choices? How do gender and gender ideologies influence work and family decisions? How have families historically and contemporarily configured their work and family experiences? What does it mean to be a mother or a father and to work? How do children perceive the impact of their parents' work on family life? How do people of different social classes and ethnicities manage work and family roles? How do the media treat work-family issues? What are government and corporations doing to provide policies that support or acknowledge family experiences? What kinds of policies do other countries have and how does the U.S. look in comparison? These are some of the key questions we will examine in this class. The lectures, readings, discussions, and presentations are intended to help you frame the issues in a thoughtful way, show you the methods used to study work and family, inform you about the results of current research, and stimulate you to think creatively and strategically about these issues. To this end, we will discuss critical readings in class and you will prepare and present several large projects that speak to the social ecology of work and family.

Expectations of Students:
This is a senior seminar, an advanced undergraduate course that operates more like a graduate course than a typical undergraduate course. We will cover a great deal of challenging psychological and sociological reading. It is imperative that students come to class each week prepared to participate in class discussions. Complete reading assignments PRIOR TO THE CLASS in which they will be discussed. Being on time, stay the entire class, and be considerate of your classmates (no side conversations, cell phones, etc.). Missing a class is equivalent to missing an entire week's worth of material; don't do it. Assignments are varied and demanding. Decide right away if you are willing or able to meet the requirements for this course. If not, please consider another course.

Adding and Dropping:
Adding: New students will be added by the university wait list created by the Registrar. Dropping: Students wishing to drop the class, please do so in a timely manner to allow other students on the wait list a chance to be added in.

Class Website:
The website will have the syllabus, lecture outlines, media links, and other course information.

Late papers:
Papers will be deducted two points for each day that they are late.

Academic Honesty:
Papers will be uploaded to turnitin.com. Plagiarism is the use of someone else's words or ideas without acknowledging the author(s). This is a serious offense. Simply paraphrasing someone else's ideas does not make them your own. If you are unsure about plagiarism, discuss this topic with me during office hours. Basically, any idea or statement that you make in a written assignment that doesn't originate with you needs to be properly cited.
Grading:

I. Discussion questions and participation 25 points
II. Media evaluation paper and presentation 100 points
III. International paper and presentation 100 points
IV. Intergenerational interview project 100 points

Total Possible Points 325 points

Assignments:

I. Discussion questions based on readings (Weeks 2,3,5,6,8,9) 25 points possible
Prepare two integrative discussion questions based on at least two of the week’s reading assignments. Have notes that answer your questions. Be prepared to lead discussion on your questions. Turn in your questions and notes at the end of each class.

II. Media Evaluation and Presentation (Due Week 4) 60 pts possible for Parts I & II, 25 pts possible for Part III, Technical Merit (5 points), reference list in APA style (5 points), and a copy of your media selection (article or description of your DVD) (5 points).

Work and family topics receive a great deal of attention in the media. For this assignment, you need to evaluate a current media piece. **Before week 3**, watch a movie, a TV program, read newspaper or magazine articles, read a work-family blog/website. Take notes while you watch/read.

**In Week 4, Media selection:**
You must turn in a copy of the newspaper or magazine article you reviewed, or if feasible, turn in a short video clip (DVD) that can be shown in class.

**Media evaluation paper:**
Part I: Write a concise and informative content analysis of the media piece you saw/read (approximately 1 typed page).
Part II: Do a comparison of your media piece with information gained from class readings and lectures (approximately 2 typed pages). Label and separate these sections of your paper with the headings: "Part I" and "Part II". Use proper referencing of class materials by stating the authors’ last names and the year of publication for the article or book that you are referring to, for example (Smith & Thomas, 2002) or (Goldberg, Class Lecture, date). More points will be earned by comparing relevant class materials with your media piece.
You will also list the complete references for the sources you cited in Part II (5 points).

**Media evaluation presentation:**
Part III: Present your media evaluation in class in week 4. Have a few power points slides prepared that summarize your key points. Turn in a handout that has your slides on it.

**Tips on Proper Referencing, Citations & Quantity of Other Materials:**
List in the body of your paper the author(s) last name(s) and publication date (e.g., Collins, Smith & Roberts, 1999) in your paper as you refer to specific articles or chapters. Be sure to correctly reference these studies/texts in the body of your paper to avoid plagiarism. For example, “According to Adams (1999) or (Adams, 1999) at the end of a sentence or paragraph in which are you paraphrasing the words or ideas of someone else. Whenever you use a direct quote, you must also include the page number in your citation (e.g., Mead, 1944, p. 313).
You will need to include a complete reference list of the articles or chapters that you actually read and included in your paper. The citations in your paper must match the ones listed in your reference list and vice versa. Use APA format.

III. International Paper and Presentation: (Due Week 7)  40 points possible for Part I 3-page summary, and a copy of your articles (5 pts); 45 points possible for Part II poster/slides and presentation; Technical Merit (5 points), reference list in APA style (5 points).

Women's and men's roles are changing around the world. For this assignment, you will investigate work and family issues in another country. You can choose any country, including a country that is part of your family’s heritage.

In Week 7, Review of articles:
Part I: Find two academic articles or chapters about work and family issues in your country. Write a concise and informative summary of the articles that you selected (approximately 3 typed pages). If the article is a research study, briefly describe the research questions, basic sample demographic characteristics (#, gender, ethnicity, age range), where and how data were gathered (e.g., geographic location of the study, use of interviews, surveys), data results (what were the general findings) and the authors' conclusions or implications for their research. Compare the readings. Discuss limitations of studies and future research directions. Include reference list and copies of articles.

Presentation of work and family demographics in your country:
Part II: Use the internet to find out the following information about your country:
Men and women in the labor force (current figures and changes over time)
Labor force segregation
Wage gap
Part v. Full time employment
Unemployment
Age at marriage
Divorce rates
Child care
Government policies for work and family
Future trends

Presentation: Prepare a poster or power point slides and present this information in class. Hand in your poster or a handout of your slides.

Technical Merit (TM) (5 pts)
Your paper must be typed, double-spaced, and reflect your own thoughts in a clear, concise manner. Proofread your paper, points will be deducted for mechanical errors, poor grammar, syntax, run-on sentences, lack of clarity or cohesiveness, etc.

IV. Intergenerational Family Interviews: (Due Week 10) (100 points possible)
Ideally you will be able to complete this assignment within your family by interviewing three generations of family members. Generation I should be grandparent(s), or a great aunt/great uncle, or older family friend. Generation II should be your parents, or an aunt/uncle or family friends that are peers of your parents. Generation III should be a sibling or a young adult. You must interview at least 3 individuals, if you can interview couples (e.g., husband and wives, or cohabiting or dating couples) that would be preferable. Each interview should take approximately 30 minutes and can be conducted with a couple simultaneously.
Instructions:
Tape record and transcribe each interview. You must turn in both the tapes and the transcriptions from every interview. Make a copy of your own before turning these in. (Points will be deducted if these materials are not turned in).

In Week 10, you will turn in:
1. the specific questions asked in the interview
2. summary responses to each questions for each person/couple you interviewed
3. a conclusion that contains your reflections on the information you gained from these interviews contrasted with class readings.

Hints: If your interviewees provided very brief or terse responses to your questions, use probing follow-up statements to gather more data. Comments like "That's interesting, can you tell me more about that?" or "Can you provide an example of a typical work experience?" or "How or why did your work or job influence you and your husband's decisions about having children?" Rich data often needs to be coaxed from interviewees by specific and relevant follow-up questions that allow them to expand on their initial answers. It can also be challenging to stay focused on your questions and not allow too many tangential comments or responses. If the interview is getting off track, try redirecting with a statement such as "That's very interesting. Can you provide me with more specific information about . . ." (the actual interview question). You may wish to provide your interviewees with the questions in advance and ask them to think of 1-2 real-life examples that will illustrate or substantiate their answers to your questions.

Interview Questions:
Q1. How old were you or will you be when you start(ed) working?
Q2. What were/are your reason(s) for going to work (family need, desire for independence, etc).
Q3. What type of education or work related training or preparation did/will you obtain?
Q4. What were/are the reasons or opportunities that led to your job/career choices? (E.g., grew up wanting to have a particular career, followed the example or expectations of my family, began working in my family's business, switched jobs/careers because, . . . etc.).
Q5. Why did you choose to marry or remain single? (E.g., cultural norms, family support or pressure, found the right person, desire for companionship, desire for independence).
Q6. What were/are your plans or goals for your family life and work life? (E.g., traditional breadwinner & homemaker, dual earner, dual career, wife works until children are born, stops and then returns to work after children are grown or older, husband will stay at home, etc).
Q7. How did/do work experiences affect your decisions about marriage (when, whom) and vice versa? (How did/does your marriage affect work related decisions, goals, plans?).
Q8. How many children did/do you think you'd have? Why?
Q9. Generations I & II: How do work experiences affect your family life? (number or timing of children, childcare arrangements, etc).
Generation III: How do you think your work will affect your decisions about having children?
Q10. Generations I & II: How has/does your work affect your parenting experience and vice versa? (Vice versa question, What choices do/did you make about work because you were a parent?)
Generation III: How do you think your parenting might be affected by your work and vice versa?
Q11. Generations I & II: Is there anything you would have changed about your work or family life? Generation III: Did your parents' examples in both work choices and family roles influence your choices/goals about work and family life? (How did your father influence you? How did your mother?)
The specific organization of paper must use the following format and headings:

1. **Generation I Family Background** (5 pts)
   State where your grandparents grew up (U.S. or other country) and information about their family of origin (e.g. raised with 2 parent, single parent, siblings, how many, extended family, etc). Provide demographic information for these specific categories: race or ethnicity, religion, their current and former marital status, age(s) at marriage, number of children, duration of marriage(s)). This information should be summarized in a paragraph under this heading.

2. **Generation I Work and family Organization** (20 pts)
   You must state in your paper each of the interview questions that appear in bold above. Write the question in bold and provide the answer to that question. Follow this format for each of the questions until you have stated each question and answer. The answers to the questions should be summary statements compiled from actual responses to these questions during your interviews. Your task here is to provide concise, cohesive answers to each of the interview questions.

   If you are unable to obtain rich, descriptive answers to these questions after appropriate coaxing and genuine efforts to probe or redirect, include a brief statement at the beginning of this section explaining why your answers are brief. More points will be awarded for more complete responses to the questions.

3. **Generation II Family Background** (5 pts)
   State where your parents grew up (U.S. or other country) and information about their family of origin (e.g. raised with 2 parent, single parent, siblings, how many, extended family, etc). Provide demographic information for these specific categories: race or ethnicity, religion, their current and former marital status, age(s) at marriage, number of children, duration of marriage(s)). Some of this information may be redundant if you are interviewing members of the same family, but include it for consistency.

4. **Generation II Work and Family Organization** (20 pts)
   Use the same format described under 2 (i.e., restate each interview question and your summary of the answer to each question, list all questions and the answers to those questions).

5. **Generation III Family Background** (5 pts)
   State where your sibling/peer grew up? Provide demographic information for these specific categories: (i.e., race or ethnicity, religion, marital status, if married also include information about age at marriage, number of children, duration of marriage(s)).

6. **Generation III Work and Family Organization** (20 pts)
   Use the same format described under 2 (i.e., restate each interview question and your summary of the answer to each question, list all questions and the answers to those questions).

7. **Conclusion** (15 pts)
   One paragraph containing your reflections on the information you gained from these interviews. What did you learn? What was your reaction to the information you gained from these interviews? Two paragraphs that provide examples how your interviewees' experiences or plans are consistent or inconsistent with research and theory regarding work and family life based on class readings or lectures. Cite specific lectures or readings you are referring to in this section of your paper. This section should be no longer than one page.
**READINGS**

**Required books:**

**Recommended:**

**= other required reading

**WEEK 1: March 31**

**Topics:** Class overview. Historical perspective on work and family. Changing demographics of U.S. labor force. Film: *Rosie the Riveter*.

**Class activity:** Cull key information from Chapters 2 and 6.

**Readings:**

4. Start reading *The Second Shift*.

**WEEK 2: April 7**

**Discussion questions due; readings from weeks 1 and 2 except The Second Shift.**

**Topics:** Young adult educational and vocational goals. Work and family decision-making. Gender wage gap. Film: *Hillary’s Class*.

**Guest speaker:** UCI Career Center

**Readings:**


3. Continue reading *The Second Shift*.

**WEEK 3: April 14**

**Discussion questions due:** Week 3 readings.

**Topics:** Work, marriage, and gender roles. Survey methods.

**Readings:**


**WEEK 4: April 21**

**Topic:** Work and family in the mass media. Focus group methods.

**Student presentations: media projects**

**Readings:**


**WEEK 5: April 28**

**Discussion questions due:** Week 5 readings.

**Topic:** Adult well-being; stress and satisfaction in relation to work and family. Experience sampling method

**Readings:**


**WEEK 6: May 5**

**Discussion questions due:** Week 6 readings.

**Topic:** Impact of parental employment on children. Longitudinal methods.

**Readings:**


**WEEK 7: May 12**

**Topics:** International perspectives on work and family

**Student presentations:** international projects

**Readings:**


**WEEK 8: May 19**

**Discussion questions due:** Week 8 reading

**Topics:** Parental unemployment and underemployment. Race, class, and gender issues in work and family life. Hierarchical models.

**Readings:**


**WEEK 9: May 26**

**Discussion questions due:** Week 9 reading.

**Topics:** Corporate and governmental family support policies. How families can influence the workplace and work culture. Organizational documentation methods.

**Readings:**


5. Optional: Bianchi et al. (2005). Chapters 6 (Holzer), 7 (Kossek), 11 (Wertheimer et al.), 21 (Ruhm).

**WEEK 10: June 2**

**Topic:** Intergenerational perspectives on work and family (student interviews). Mixed methods. Panel discussion.

**Readings:**