CDFS685s: Families and Workplaces  
Fall 2005

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Class Meetings: Wednesdays, 2:30 - 5:20  
F  
WLR G019

Office Hours: By appointment

Course Description

Families and Workplaces is an interdisciplinary examination of theory, research, and practical applications of research on the relationship between family life and the context that defines much of adult life. We will review the perspectives of a variety of scholarly disciplines and examine empirical studies that exemplify those perspectives. Specific issues or constructs we will cover include: work-family conflict; stress; emotions and work; work, parenting and child development; work and marriage; and workplace structures and conditions. Other topics will be covered as students request them.

Course Purpose

The goals of this graduate seminar are to:

1. Provide a broad introduction to the study of the relationships between families and workplaces, giving attention to many of the disciplines that have been used to do so. To address this goal we will be reading chapters from a new Handbook of Work and Family.

2. Expose students to cutting-edge methodologies used to study these issues, positioning them to conduct their own innovative research. To address this goal we will be reading articles nominated for an international award for research on work and family.

3. Help students to pursue their own scholarly goals through the completion of assignments tailored toward their needs; and

4. Help students to consider some of the practical issues involved in pursuing their own careers inside or outside of academia.

Required Readings

We have been given special permission by Lawrence Erlbaum to read a not-yet-published handbook for our course, in exchange for sharing our thoughts about using the book in the classroom.


In addition, we will be reading articles nominated as the best research on work and family published in 2004.

All readings will be made available via WebCT Vista
The evaluation structure for this course is based on three pragmatic goals. First, I know that you have much competition for your time, so I want to give you an incentive to prepare well for class. Second, you need to be able to communicate your ideas effectively in writing, and so I want to provide opportunities for you to revise your own writing and to review the writing of others. Finally, I hope to provide you with opportunities to conduct or design research with workers and/or workplaces.

**Evaluation of Grade**

**Participation**
Your class participation will be evaluated using the following criteria: attending all classes and taking part in discussion; demonstrating knowledge of required readings; contributing thoughtfully to classroom discussion of; applying life course perspectives to practical applications; using good listening skills and respecting each others’ contributions to class discussions. Each week after class I will assign you a score between 0 and 7 based on your performance on these criteria during that class. At the end of the semester the lowest weekly score will be dropped.

**Empirical Paper or Research Proposal**
I want this course to help you pursue your professional development. I expect you to select a topic with a work-family element that involves applying things you have learned/will learn in this class, hone your focus on the cutting edge of the relevant literature, develop a strategy for studying your topic in an existing data set and/or complete some empirical analyses. You will have an opportunity to receive feedback and revise each of the first three sections.

**Empirical Paper**
I. Introduction (20 points for initial version; 10 points for revision)
II. Method (20 points for initial version; 10 points for revision)
III. Results (20 points for initial version; 10 points for revision)
IV. Discussion (20 points)

**Proposal for Original Research**
I. Rationale/Review of Literature (20 points for initial version; 10 points for revision)
II. Sample Selection and Recruitment (20 points for initial version; 10 points for revision)
III. Measures and Administration Procedures (20 points for initial version; 10 points for revision)
IV. Analyses (20 points)
# Course Schedule

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<tr>
<th>Dates</th>
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<td>Week 1 – 8/24</td>
<td>Course Introduction</td>
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| Week 2 – 8/31 | Families and Jobs, Now and in the Past  
Chapters 1, 2, 3, 4                                                                  |                                               |
| Week 3 – 9/7 | Demography and Family Studies  
Chapters 6, 7  
| Week 4 – 9/14 | Role-Based Perspectives  
Chapters 9, 10, 27  
| Week 5 – 9/21 | Psychological Perspectives  
Chapters 11, 14  
| Week 6 – 9/28 | Macro Perspectives  
Chapters 12, 13  
Week 7 – 10/5
Quantitative Approaches
Chapters 19

Week 8 – 10/12
Quantitative Approaches (cont’d)
Chapters 21, 22

Possible conversation with Sayer

Week 9 – 10/19
Quantitative Approaches (cont’d)
Chapters 24, 26, 28

Turn in Section II
Possible conversation with Lambert and Arthur

Week 10 – 10/26
Ethnography
Chapters 8, 17

Return Section II
Possible conversation with Roy and Tubbs

Week 11 – 11/2
POSSIBLY NO CLASS – SHELLEY MIGHT BE TRAVELLING (Boston)

Week 12 – 11/9
Qualitative Approaches
Chapters 20, 23, 25

Turn in Section III
Possible conversation with Swanberg and Berg
Week 13 – 11/16
NO CLASS – National Council on Family Relations Conference
NO CLASS – Thanksgiving

Week 14 – 11/30
Workplace-Based Interventions
Chapters 29, 31

Week 15 – 12/7
Public Policy Interventions
Chapters 5, 30

Finals week – 11/14
Future Directions
Chapter 34
Possible conversation with Pitt-Catsouphes & Christensen
Final papers due by Monday at 5 pm