

HDF 465-01: WORK AND FAMILY LINKAGES SPRING 2008 SYLLABUS

Instructor: Dr. Heather Helms
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256-0129
Office Hours: by appointment
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Course Meeting Time: Tuesday and Thursday, 11:00 am -12:15 pm
Stone 369

Blackboard Course Web Page:

A web page for the course can be accessed through Blackboard. The course website serves as a primary means of communication for the class and contains important course resources including a copy of the syllabus, course schedule, student grades, handouts, select readings, and several links to other sites relevant to this class.

Course Description:

This course focuses on the interconnections between work, family life, and individual development. We begin with a look at the dimensions of work that have been linked to the way people look at the world, their values, and interaction patterns. We then turn our attention to the ways in which employed adults manage the often competing demands of the workplace and home and the consequent effects on their individual well-being, family relationships, and professional development. We next focus specifically on how full-time employed parents in a variety of family forms (i.e., dual-earner couples, lesbian and gay partners, low-income single parent families) handle housework and childcare. When parents hold jobs, how do families handle housework and childcare, and what are the implications of different choices for their primary partnership, parenting, and individual development? Much of the work and family literature is focused on middle class and professional workers. To counterbalance that, we spend the remainder of class focusing on the challenges faced by low-income families and solutions proposed by scholars, a hot topic in the family policy area.

Readings:

- There are two required texts for the course:

Deutsch, F. M. (2000) *Halving it all: How equally shared parenting works*. Cambridge, MA: Harvard University Press.

Jacobs, J. A. & Gerson, K. (2005). *The time divide*. Cambridge, MA: Harvard University Press.

- Remaining course readings are posted in the Readings folder in Blackboard. The plan is for you to access these readings electronically and print them out yourselves.
- Optional Text: Publication Manual of the American Psychological Association, 5th Edition.

Course Requirements:

Seminar Format We have the luxury of being a relatively small group, so I will run the class as a seminar. That means that we will do a lot of reading and discussing. Although I will be in charge of leading discussion (assuming the role of integrator and facilitator), I expect that you will come to class having read the assigned materials and prepared to engage in discussion. I expect students to demonstrate professional responsibility by attending class and being ready to begin class on time. Class participation will be part of how you are evaluated, so it's important that you keep up with the readings, ask good questions, think critically about the readings, and contribute your thoughts to class discussion.

Using a seminar format, the course emphasizes the development of three fundamental skills:

- summarizing and evaluating theoretical perspectives and empirical research in the study of work and family;
- critically analyzing and synthesizing across a variety of readings; and
- communicating ideas in a variety of oral and written formats.

Course Prerequisites There are several prerequisites for this course: (1) a vivid scholarly imagination — that is, being able to think, read, and write like an advanced student of human development and family studies; (2) an awareness of how to do research in human development and family studies — that is, being familiar with a range of research methods and analysis techniques via the completion of HDFS 475; and (3) an intellectual curiosity with a passion for learning new ways of thinking, doing, and being.

Class Participation Class meetings are designed with the primary purpose of offering an opportunity to discuss key issues raised in the readings 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. Class attendance is mandatory. Each of you is required to contribute to the learning of your colleagues. It is impossible 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 class session'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. Missing more than one class during the term or habitual tardiness represents a serious deficiency and will result in a grade reduction. Missing 3 or more classes will result in being dropped from the course.

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. 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 human development and family relationships.

How will you be evaluated?

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.

There will be three types of assignments as part of this course.

(1) The first type of assignment involves **preparation for class and class participation**. A seminar course is successful only in so far as participants take the opportunity to read assigned readings carefully and critically and come prepared to discuss the readings and their own ideas, reactions and questions about the readings.

a. **Preparation for Class:** One method of generating discussion in a seminar course is to bring ideas and questions that you have about the readings to the attention of others in the class. To facilitate discussion and to encourage you to read the course materials thoughtfully, I will require that you hand in **“Reflection Memos”** for each set of readings. These memos, which should be no longer than 1-3 paragraphs, are intended to provoke you to think seriously about the readings and to thoughtfully prepare for class discussions. You may submit either (1) a brief list of the central questions, thoughts, and debates raised by the readings, or (2) a short analysis of the main arguments and debates. The memos are due via email by 10am on the assigned date. I ask that you also bring a hard copy to class as the memos will be used as guide for class discussion. As the course moves along, I will be especially interested in memo content that pulls together ideas across readings and topics that we are covering. Reflection memos *will not be accepted late*. (Note: Computer problems are not an acceptable excuse. Plan ahead and don't wait until the last minute to email your assignment.) Reflection Memos will be graded on a $\sqrt{-}$, $\sqrt{}$, $\sqrt{+}$ basis and will be worth a maximum of **15 points** total for the semester.

b. **Class Participation:** Good participation includes commenting on or raising questions about the material, introducing related information from this course, other courses, or other relevant experiences, and responding to others' comments (e.g., asking for clarification/ elaboration, agreeing, disagreeing, etc). My expectation is that every student participates in each class to some extent. Participation will be graded based on both the *quality* and *quantity* of active class participation. A high level of class participation (attendance plus good comments, questions, integration and synthesis across readings, and other demonstrations of critical thinking, etc.) is important. I will “dock” points for missing class and/or habitual tardiness. Missing 3 or more classes will result in being dropped from

the course. Participating in class (quality and quantity matter) is worth a maximum of **20 points**.

c. **Introducing the topic for the day:** I will assign students to be in charge of introducing the topic for the day. In this role, students will be responsible for giving a **10-15 minute** “set the stage” presentation that puts the readings in context. This will usually require doing some extra research and reading on a relevant topic, tying the topic into current media events, showing a video, supplementing with materials you found on the web, or even doing a role play. I leave this to your imaginations! (Some topics students have presented in the past are listed below.) I do, however, ask that this introduction in no way be a summary of the reading...which we all will have read. Rather, it should be a provocative, substantive, stimulating “kick-off” session to our discussion. Following this, we will discuss the readings. Topic introductions are worth a maximum of **20 points total**.

Examples from previous semesters include: 1) Presenting information/research about a workplace policy or benefit that is thought to be supportive of employees’ lives off the job; 2) Discuss work-family policies and practices in another country (or countries) and contrast to the U.S.; 3) Discuss an occupation in which “work and family” research has been conducted (e.g., medicine, law, human services, customer service, the military) paying particular attention to work and family challenges/opportunities that people in that field face and interventions that have been implemented; 4) Choose one of the key figures in the field of research on work and family and discuss their work or show a video highlighting their research (e.g., Rosalind Barnett, Anne Crouter, Scott Coltrane, Ellen Galinsky, Arlie Hochschild, Lois Hoffman, Elizabeth Menaghan, Phyllis Moen, Maureen Perry-Jenkins, Joseph Pleck, Rena Repetti); 5) Showcase a “family-friendly” company in our area (e.g., SAS Institute in Cary, Replacements in Greensboro).

(2) **Synthesis/Response Papers:** At the close of each substantive section in the course, students will be required to turn in synthesis/response paper. All papers must be turned in to me via email (i.e., attached Word document) no later than the date and time designated on the syllabus calendar. These papers are designed to be integrative and critical responses to the readings. At minimum, the papers should be clearly written and demonstrate comprehension of the readings. However, synthesis/response papers are in no way a summary of each reading. Instead, the goal of this assignment is to synthesize across readings—comparing and contrasting the research/ideas presented to arrive at an informed conclusion about the substantive topic addressed for the section. This means that it’s important, when preparing, to think about how all the material fits together. It also means that you cannot successfully answer a question by referring to only one article or discussion. You must “present evidence” in support of your positions. By “evidence,” I mean material from our readings and discussions. It is not enough to state your opinion about something. I need to know how you arrived at that opinion, how you weighed the available research and conceptual knowledge to come up with the position. Do not provide me anecdotes from your personal lives or from your parents’ lives. Refer

consistently to the material we have covered in class. (It is fine to refer to films and videos—they are part of the class content.) Suggested page length is 5, double-spaced pages (not including reference list or title page). You will be expected to follow APA formatting for your papers and accompanying reference lists. **Each Synthesis/Response paper is worth a maximum of 15 points; three papers are required.** Papers handed in any time after the assigned time will be automatically docked 2 percentage points. Any late assignments will be docked 2 percentage points for each day (including weekend days) they are late.

Grading Summary

Class Preparation, Participation, and Discussion Introductions (15, 20 & 20 points)	55 points
3 Synthesis/Response Papers @ 15 points each	<u>45 points</u>
TOTAL	100 points

Course Policies

1. *Academic Integrity* is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Violating academic integrity is considered a serious offense by the university and is treated accordingly. Academic dishonesty includes, but is not limited to, cheating on exams, having unauthorized possession of exams, fabricating information or citations, facilitating the academic dishonesty of others, and submitting the work of another person as your own (plagiarism). Students are expected to read, sign and hand in the “Academic Integrity Statement” found in the course documents section of the web page. Academic dishonesty may result in a failing grade for the particular assignment or exam, a failing grade for the entire course, or suspension or expulsion from the university. We have a good website that outlines the UNCG academic integrity philosophy and procedures. Please take a look at this at your earliest convenience: <http://studentconduct.uncg.edu/policy/academicintegrity/>
2. *University Sanctioned Activities*: Students who miss class due to participation in university-sanctioned activities must identify themselves prior to missing class and make arrangements to complete missed work. In addition, students must provide Dr. Helms with a copy of their travel schedule.
3. *Disability Accommodations*: If you need disability accommodations, please see Dr. Helms as soon as possible. All information regarding disabilities is confidential. If you need information about disability services at UNCG, please visit their website: <http://ods.dept.uncg.edu/>
4. *Emergencies*: If you have any emergency that interferes with your ability to complete the work in this course, please see me immediately. If you cannot come for a

scheduled appointment, please contact me ahead of time. My office phone number and email address is listed on the front page of the syllabus.

5. *Extra credit:* Given the extensive opportunity to be graded in a variety of formats in this course, extra credit is not an option. If you attend class and come prepared to discuss the readings you will have ample opportunity to earn points that will contribute significantly to your overall grade.
6. *UNCG Support Services:* All of us need formal support services from time-to-time. UNCG offers excellent academic and mental health support services. Please take a look at their offerings at your earliest convenience and contact a support person if you are struggling academically and personally. You also might want to consider accessing these services if now is a time in your life in which you can expend time and energy at increasing your social and academic competence. <http://success.uncg.edu/sss/links/>
7. *Classroom environment:* It is my expectation that you will treat your classmates with respect via: arriving to class on time, participating in class discussion, listening to others comments attentively, turning off cell phones, and remaining in the classroom for the entire class period. These positive classroom behaviors are imperative for a successful seminar.

**HDFS 465: WORK AND FAMILY LINKAGES
AGENDA AND READINGS**

INTRODUCTION TO THE COURSE AND PARTICIPANTS

WEEK 1

JAN 15

WHAT DIMENSIONS OF WORK MATTER?

JAN 17

Sheehan, S. (1995). Ain't no middle class. *New Yorker Magazine*, 81-93.

Warren, E. (2006). The middle class on the precipice: Rising financial risks for American families. *Harvard Magazine*, 28 – 31 & 89.

Reflection Memo due

WEEK 2

JAN 22

Presser, H. B. (2004). Employment in a 24/7 economy: Challenges for the family. In Epstein, C. F. & Kalleberg, A. L. (Eds.) *Fighting for Time: Shifting Boundaries of Work and Social Life*. (pp.46-76). New York: Russell Sage.

Reflection Memo due

JAN 24

Jacobs, J. A. & Gerson, K. (2005). The structure and culture of work. (chpt. 5) *The time divide*. Cambridge, MA: Harvard University Press.

Reflection Memo due

SYNTHESIS/RESPONSE PAPER PREPARATION

WEEK 3

JAN 29

The basics of APA style and formatting (which you will be required to use for your papers) as well as tips for writing a synthesis/response paper will be presented.

***Read ahead for 1/31**

DAILY HASSLES, WORK DEMANDS AND THE TIME CRUNCH

JAN 31

Jacobs, J. A. & Gerson, K. (2005). Overworked Americans or the growth of leisure? (chpt. 1) & Working time from the perspectives of families. (chpt. 2) *The time divide*.

Cambridge, MA: Harvard University Press.

Reflection Memo due

WEEK 4

FEB 5

Helms, H. M. & Demo, D. H. (2005). Everyday hassles and family stress. In P. C. McKenry and S. J. Price (Eds.) *Families and change: Coping with stressful events, Third Edition*. Thousand Oaks, CA: Sage.

Reflection Memo due

FEB 7*

Hochschild, A. R. (1997). There's no place like work. *The New York Times Magazine*. April 20, pp. 51 – 56, & 81, 84.

Brown, S. L. & Booth, A. (2002). Stress at home, peace at work: A test of the time bind hypothesis. *Social Science Quarterly*, 83, 905-920.

***NO CLASS, READING DAY**

WEEK 5

FEB 12

Hochschild, A. R. (2002). Reply: A dream test of the time bind. *Social Science Quarterly*, 83, 921-924.

Brown, S. L., & Booth, A. (2002). Bending the time bind: Rejoinder to Hochschild and Goodman. *Social Science Quarterly*, 83, 941-946.

Reflection Memo due

FEB 14*

Jacobs, J. A. & Gerson, K. (2005). Do Americans feel overworked? (chpt. 3) & How work spills over into life (chpt. 4). *The time divide*. Cambridge, MA: Harvard University Press.

***NO CLASS, READING DAY**

WEEK 6

FEB 19

Jacobs, J. A. & Gerson, K. (2005). Do Americans feel overworked? (chpt. 3) & How work spills over into life (chpt. 4). *The time divide*. Cambridge, MA: Harvard University Press. (CONTINUED)

Reflection Memo due

FEB 21*

Synthesis/Response paper preparation
* NO CLASS SESSION

WEEK 7*

FEB 26

Synthesis/Response papers due via email attachment to Dr. Helms by 7:00 pm
*NO CLASS SESSION

**HOUSEWORK AND PARENTING FOR EMPLOYED PARENTS:
WHO DOES WHAT? WHAT DIFFERENCE DOES IT MAKE?**

FEB 28

Deutsch, F. (2000). *Halving it all: How equally shared parenting works*. (Chpt. 1)
Cambridge, MA: Harvard University Press.

Coltrane, S. (2007). What about fathers? Marriage, work, & family in men's lives. *The American Prospect*.

Reflection Memo due

WEEK 8

MAR 4

Patterson, C. (1995). Families of the lesbian baby boom: Parents' division of labor and children's adjustment. *Developmental Psychology*, 31, 115-123.

Reflection Memo due

MAR 6

Dodson, L. & Dickert, J. (2004). Girls family labor in low-income households: A decade of qualitative research. *Journal of Marriage and Family*, 66, 318-332.

Reflection Memo due

SPRING BREAK

MAR 11 & 13

WEEK 9

MAR 18

Deutsch, F. (2000) *Halving it all: How equally shared parenting works*. (finish book).
Cambridge, MA: Harvard University Press.

Reflection Memo due

MAR 20

Knudson-Martin, C. & Mahoney, A. R. (2005). Moving beyond gender: Processes that create relationship equality. *Journal of Marital and Family Therapy*, 31, 235-246.

Reflection Memo due

WEEK 10

MAR 25

Hochschild, A. R. (2003). Love and gold. (chpt. 2). In B. Ehrenreich and A. R. Hochschild (Eds.). *Global woman: Nannies, maids, and sex workers in the new economy* (pp. 15-30). New York: Henry Holt and Company.

Reflection Memo due

MAR 27

Ehrenreich, B. & Hochschild, A. R. (2003). Introduction. (chpt. 1). In B. Ehrenreich and A. R. Hochschild (Eds.). *Global woman: Nannies, maids, and sex workers in the new economy* (pps. 1-13). New York: Henry Holt and Company.

Film: When Mother Comes Home for Christmas (Part I)

WEEK 11

APR 1

Ehrenreich, B. & Hochschild, A. R. (2003). Introduction. (chpt. 1). In B. Ehrenreich and A. R. Hochschild (Eds.). *Global woman: Nannies, maids, and sex workers in the new economy* (pps. 1-13). New York: Henry Holt and Company.

Reflection Memo due

Film: When Mother Comes Home for Christmas (Part II)

APR 3*

Synthesis/Response paper preparation

***NO CLASS SESSION**

WEEK 12

APR 8*

Synthesis/Response papers due via email attachment to Dr. Helms by 7pm

***NO CLASS SESSION**

WORK-FAMILY CHALLENGES AND PROPOSED SOLUTIONS

APR 10

Clampet-Lundquist, S., Edin, K., London, A., Scott, E., & Hunter, V. (2004). "Making a way out of no way": How mothers meet basic family needs while moving from welfare to work. In A. Booth and A.C. Crouter (Eds.) *Work-family challenges for low-income parents and their children* (pp. 203-241). Hillsdale, NJ: Erlbaum.

Film on Welfare Reform

WEEK 13

APR 15

Clampet-Lundquist, S., Edin, K., London, A., Scott, E., & Hunter, V. (2004). "Making a way out of no way": How mothers meet basic family needs while moving from welfare to work. In A. Booth and A.C. Crouter (Eds.) *Work-family challenges for low-income parents and their children* (pp. 203-241). Hillsdale, NJ: Erlbaum. (CONTINUED)

Thorne, B. (2004). The crisis of care. In A. Booth and A.C. Crouter (Eds.) *Work-family challenges for low-income parents and their children* (pp. 165-178). Hillsdale, NJ: Erlbaum.

Reflection Memo due

APR 17*

Ehrenreich, B. (January, 1999). Nickel & dimed: On (not) getting by in America. *Harpers Magazine*, 37-52.

Gertner, J. (January 15, 2006). What is a living wage? *The New York Times Magazine*.

*NO CLASS SESSION/READING DAY

WEEK 14

APR 22

Ehrenreich, B. (January, 1999). Nickel & dimed: On (not) getting by in America. *Harpers Magazine*, 37-52.

Gertner, J. (January 15, 2006). What is a living wage? *The New York Times Magazine*.

Reflection Memo due

APR 24*

Jacobs, J. A. & Gerson, K. (2005). Bridging the time divide. (chpt. 7) & Where do we go from here? (chpt. 8). *The time divide*. Cambridge, MA: Harvard University Press.

Heyman, S. J., Earle, A., Simmons, S., Breslow, S. M., & Kuehnhoff, A. (June 2004).

Executive summary (pps. 1-2). Work, family, and equity index: Where does the United States stand globally? Project on global working families, Harvard School of Public Health.

***NO CLASS SESSION/READING DAY**

WEEK 15

APR 29

Jacobs, J. A. & Gerson, K. (2005). Bridging the time divide. (chpt. 7) & Where do we go from here? (chpt. 8). *The time divide*. Cambridge, MA: Harvard University Press.

Heyman, S. J., Earle, A., Simmons, S., Breslow, S. M., & Kuehnhoff, A. (June 2004). Executive summary (pps. 1-2). Work, family, and equity index: Where does the United States stand globally? Project on global working families, Harvard School of Public Health.

Reflection Memo due

MAY 1*

Synthesis/Response paper preparation

***NO CLASS SESSION**

**THERE IS NO FINAL EXAM FOR THIS CLASS.
YOUR LAST SYNTHESIS/RESPONSE PAPER IS DUE
VIA EMAIL ATTACHMENT
TO DR. HELMS ON TUESDAY, MAY 6TH BY 7PM**