

Work & Family Issues

Psyc 461/592
Spring 2006
Office Hours:
Thur 1-2:30
F 10-11:30

Dr. Lou Buffardi
993-1363
3072 King Hall
Buffardi@gmu.edu

This course addresses issues central to the intersection of the two major domains in our life: work and family. These topics are of major importance in today's society as people strive to attain appropriate balance in their lives. The course will emphasize (but not exclusively) readings from journal articles based on empirical research findings and will be taught "seminar-style" (much class participation with a limited amount of lecturing from me). This will require that you read the appropriate articles **prior** to the class meeting and that you come to class prepared to discuss the article. In addition to the journal articles, I have also included a number of newspaper & op-ed columns that also provide lively and informative debates on issues relevant to this course. It is quite likely that many of you may have already "staked out" positions on these issues—positions that may well be different from other members in the class. I certainly urge all of us to be willing to listen to other positions respectfully and without rancor.

In that light, I hope that you view this class as a "Learning Community".

This course is an opportunity for us to establish a genuine learning community where both faculty and students learn from each other's knowledge and experience. Such communities imply a "social contract" between faculty and students. My view of this contract is as follows:

WHAT I OWE THE CLASS

- I promise to treat you with respect, carefully listening to your questions and comments
- I promise to come to class prepared, provide structure to the course and convey a willingness to work with you in helping you master the material
- I promise to develop tests that are fair (not necessarily "easy"!) and that reflect the material covered in class.
- I promise to try to relate the material to your own experience

WHAT THE CLASS OWES EACH OTHER AND THEMSELVES

- To treat the instructor and each other with respect
- To come to class prepared to discuss/reflect on the material
 - Stay current in the readings
- To extend reasonable effort to learn the material
 - Turn in assignments on time
 - Regularly access WebCT (but don't let downloading the PowerPoint slides substitute for attending class!

Readings Book

Kossek & Lambert (eds). (2005). *Work and Life Integration: Organizational, Cultural, and Individual Perspectives*. LEA, Mahwah, N.J. **By Feb. 14, read K&L Chapter 1 overview, nominate 3 other chapters to be read by the class, and email your nominations to me.** I will compile your nominations and select ~ 10 that appear the most popular and assign them to the syllabus

Course requirements and percentage of your grade:

1. (25%). Mid-term exam
2. (25%) Final exam
3. (25%). 10-page literature review/term paper on a topic of your choosing. (Clear the topic with me). **Due Apr. 11.**
4. (10%). Class presentation (~ 20 minutes) summarizing a journal article of your choice (see **Suggested Readings List**). Other articles not on the list are potentially allowable, but please clear such choices with me beforehand . **Develop a PowerPoint presentation of the article and email it to me by Friday preceding the date you are scheduled to present. Notify me by Feb. 7 of the article you have selected.** It is allowable, but not necessary, for the article chosen to be relevant to your term paper.
5. (15%). Class participation. There will be many opportunities to participate in class.
 - (A) Each class session will begin with the class spending 10-20 minutes discussing “everyday” work & family topics. Two students will be assigned to take the lead in these discussions which may draw from recent magazine/newspaper articles (see Shellenbarger’s *Work & Family* book of her Wall Street Journal columns or the Career Journal site: <http://www.careerjournal.com/columnists/workfamily/>), personal experience (please do not feel coerced to divulge anything you are not comfortable discussing), or knowledge of someone else’s personal situation.
 - (B) Comments/questions on journal articles presented in class. In addition to making comments in class, to facilitate class discussion, **non-presenting students will be responsible for e-mailing three (3) presenters during the semester at least 24 hours prior to the date and time of the assigned article presentation.** The e-mail should suggest a question or comment about the assignment that would be an interesting point for discussion. The presenter, of course, does not have to address each of the questions or comments, but the information from non-presenters can form the basis for some of the discussion of each article. **Please copy questions and comments to me** so I can record credit for you, and save your e-mails in case your record and mine do not agree.
 - (C) Participation in an ongoing research project as opportunities present themselves.

Class Schedule

| | E-reserve Reading |
|---|---|
| Jan. 24 Video: Juggling Work & Family (Prt 1) K&L: Chap 1 | http://www.pbs.org/workfamily |
| Jan. 31 Video: Part 2; Basic Concepts | #1 |
| Feb. 7 Select article to present Sandwich Generation | #2, 3, 4, 5, |
| Feb. 14 Nature vs Nurture & Careers pieces in Mass Media) Feb. 21 | #6 (see also Hirshman, Brooks, & Warner op-ed # 7, 8, 9 |
| Feb. 28 Expansionist Theory | #10, 11 |
| Mar. 7 Mid-term exam | |
| Mar. 14 Spring Break!! | |
| Mar. 21 | |
| Mar. 28 | |

Apr 4
Apr. 11 **Term papers due**
Apr. 18
Apr. 25
May 2
May 9 **Final Exam (4:30-7:15)**

Required Readings (to be put on Electronic Reserve)

1. Buffardi, L.C. & Erdwins, C.J. (1997). Child-care satisfaction: Linkages to work attitudes, interrole conflict, and maternal separation anxiety. *Journal of Occupational Health Psychology, 2*, 84-96
2. Buffardi, L., Smith, J., O'Brien, A., & Erdwins, C. (1999). The impact of dependent care responsibility and gender on work attitudes, *Journal of Occupational Health Psychology, 4*, 356-367.
3. Hammer, L., Neal, M., Newsom, J., Brockwood, K., & Colton, C. (2005). A longitudinal study of the effects of dual-earner couples' utilization of family-friendly workplace supports on work and family outcomes. *Journal of Applied Psychology, 90*, 799-810.
4. Thomas, L. and Ganster, D. (1995). Impact of family-supportive work variables on work-family conflict and strain: A control perspective, *Journal of Applied Psychology, 80*, 6-15.
5. Baltes, B., Briggs, T., Huff, J., Wright, J., & Neuman, G. (1999). Flexible and compressed workweek schedules: A meta-analysis of their effects on work-related criteria. *Journal of Applied Psychology, 84*, 496-513.
6. Spielke, E.S. (2005). Sex differences in intrinsic aptitude for mathematics and science?: A critical review. *American Psychologist, 60*, 950-958.
7. Lyness, K. S. & Judiesch, M.K. (2001). Are female managers quitters? The relationships of gender, promotions, and family leaves of absence to voluntary turnover. *Journal of Applied Psychology, 86*, 1167-1178.
8. Thompson, C.A., Beauvais, L.L., & Lyness, K.S. (1999). When work-family benefits are not enough: The influence of work-family culture on benefit utilization, organizational attachment, and work-family conflict. *Journal of Vocational Behavior, 54*, 392-415.
9. Eagle, B. E., Miles, E.W., & Icenogle, M.L. (1997). Interrole conflicts and the permeability of work and family domains: Are there gender differences? *Journal of Vocational Behavior, 50*, 168-184.
10. Barnett, R.C. & Hyde, J.S. (2001). Women, men, work, and family. *American Psychologist, 56*, 781-796.

11. Grzywacz, J. & Marks, N. (2000). Reconceptualizing the work-family interface: An ecological perspective on the correlates of positive and negative spillover between work and family. *Journal of Occupational Health Psychology*, 5, 111-126.

Last day to add Feb. 7th.

Last day to drop Feb. 24th.

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at (703)993-2472. All academic accommodations must be arranged through this office.