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**
*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, 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

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


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.