

PSYCH 373/378: CONTEMPORARY WORK-LIFE CHALLENGES Spring, 2013

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Office Hours:	M, T, TH, & F 2:20 – 3pm; Wed. 12 :30pm – 1pm (or by appointment)	Class Meeting Location:	PPHAC
		Time:	FRI 10:20 – 12:45

Course Overview:

This course will explore the emerging theories regarding the relationship between work and family roles. Both the employee and employer perspective will be discussed within an organizational context. Students will also consider and react to the psychological adjustment and decision-making issues posed by the impact of work on one's family and life roles. Other contemporary trends woven into the course include gender ideas, legal issues, cross-cultural perspectives, and technology-driven flexible work arrangements.

Assignments will facilitate greater personal exploration and moral discernment on topics, as well as research applications for further investigation of these issues.

Course Learning Objectives and Outcomes:

1. To provide you with a thorough **knowledge base** of the relevant challenges of work-life roles, as well as the theoretical, moral and practical issues pertaining to this area.
2. In particular, students should have a greater **awareness of the complexity of moral issues** and the **need for interdisciplinary understanding** for informed moral decision-making.
3. In this course you are to grapple with your own values and moral position-taking. The course should enhance your ability to use the knowledge to **make good decisions** regarding these challenges in your own personal context.
4. To stimulate and challenge you to **think critically** and independently about the course material, and subsequently about information presented in studies and the media so that you will be educated consumers of subsequent knowledge disseminated about this area. In particular, students should have an enhanced capacity for moral discernment, criticism and argument in this and other areas of the personal life.
5. To improve your **communication skills** (written, verbal, & listening) through various opportunities provided during the course. Particularly, you should develop greater skills in writing research reports in a "scientific" style, and in compliance with APA format.

The rest of the syllabus is designed on the basis of creating the proper learning environment and scholarly opportunity to achieve these outcomes. Your commitment to these is an essential prerequisite for the course to be successful. Given the dynamic nature of learning, this syllabus is subject to change during the semester.

Required texts:

Drago, R. W. (2007). *Striking a balance: Work, family, life*. Boston, MA: Dollars & Sense Publishers.

Hamper, B. (1991). *Rivthead: Tales from the assembly line*. New York, NY: Warner Books.

Hochschild, A. R. (1997). *The time bind: When work becomes home and home becomes work*. New York, NY: Metropolitan Books.

Rapoport, R., Bailyn, L., Fletcher, J., & Pruitt, B. (2002). *Beyond work-family balance: Advancing gender equity and workplace performance*. New York, NY: Jossey-Bass Publishers.

In addition, there will be weekly sets of readings distributed in class, provided by internet link, or put on Reserve in Reeves Library.

Other requirements:

1) Registering for the course in Blackboard.

2) A **BINDER** in which to organize your Integrative Life Plan:

Keep all the above materials in the folder at all times as they will be collected periodically.

Course Graded Requirements:**Book Reaction Papers (4 @ 10% each – 40%):**

For each text we will be studying in the class, you will write a short reaction paper. Each paper will involve additional specific guidelines distributed and discussed in class. You are **HIGHLY** encouraged to use the writing center in Zinzendorf Hall and other sources of feedback for revision before submitting these book reviews. Each paper will be 3 – 4 pages (not including Reference page, if relevant) long, double-spaced with one inch margins around. The **ONLY** lead in is to be a title and your name centered at the top of the first page, **NO COVER PAGE**. Supporting sources are encouraged to support your ideas and opinions. Sources should be cited and referenced using APA style.

INTEGRATIVE LIFE PLAN (20%):

The main product that will bring together the course objectives and promote your understanding and ability to in the area of work-life challenges will be the integrative life plan. This will be a portfolio type of product that will require you to create a series of small written reactions structured exercises or prompts to help you think more deeply and personally about your own potential work-life challenges.

CHANGE INITIATIVE PROPOSAL (15%) and PRESENTATION (5%):

For this paper, you will complete a 10 page *literature review* of a topical area. Topics and guidelines will be distributed and discussed in class. Your thesis and references will need to be submitted for approval. You will be the class' "subject matter expert" for that particular topic; as such, you will be part of a presentation panel at the end of the semester in which you will be a contributor depending on which panel theme your paper topic belongs. Your formal presentation will **NOT** exceed seven minutes. In addition, you may be a discussion leader if your topic is relevant on a particular class day.

ACTIVE LEARNING & DISCUSSION (20%)

Active learning involves questioning the readings and lecture material, contributing to discussion, sharing ideas and alternative perspectives. As a prerequisite to the active learning that will take place in the classroom, please arrive to class prepared by having read the assigned readings, and completing any assignments. Class participation is expected and highly encouraged. This is the best strategy for achieving many of the objectives laid out for the course. *For this reason, we must get comfortable being called upon. If you do not know how you think or feel about an issue then say so and I will accept that so long as you then commit to formulating a belief or opinion about it. You are likely used to passive learning where you sit without thinking. That will be the main obstacle to fulfilling our potential within this course, and could potentially make this course a painful experience for all of us – please overcome it.* Those who commit themselves to such active learning are scholars. It is for this reasoning that excessive absences will impact upon this grade AND be penalized as stated in policy #2 below.

Course Policies:

1) **LATE ASSIGNMENTS** - Assignments and projects may be handed in up to two days late (points deducted from the grade each day late). When handing in an assignment late please indicate the amount of days late on the front cover along with your signature – **without this late assignments will be considered incomplete (I)**. Assignments may not be handed in after the third day late, and due to this policy – **late assignments may NOT be faxed or e-mailed**. Please, do not ask me to deviate from this policy. If you must miss class, drop off the assignment earlier, send it with a classmate, e-mail or fax it to me **BEFOREHAND**. In other words, there should be no valid excuse for a late assignment. I encourage you not to procrastinate. Be sure to back up your work!

2) ATTENDANCE:

Class attendance is expected. Class experiences and discussions will supplement text material. Excessive absences will impact directly on your final grade. After two missed classes, each class missed will reduce your overall final grade by three points. You are responsible for getting missed notes, assignments, and relevant in-class announcements in a timely manner. **PLEASE USE STUDENT SERVICES IF YOU MUST MISS MULTIPLE CLASSES FOR EXTENUATING CIRCUMSTANCES.**

3) Excuses and Communication

I operate on the assumption that you are mature adults. The decision to attend class or not is up to you. You need not e-mail me if you must miss class. Be sure to work with a classmate to get any materials you miss and feel free to make an appointment or come by during office hours to go over material after you get the notes from a classmate. I understand and respect life stressors you may be faced with; but keep in mind that grades reflect essential standards and cannot be adjusted based on extenuating circumstances. Valid obstacles/setbacks may understandably inhibit your performance, but they are not able to influence the course and college standards. I cannot pardon work nor substitute/supplement extra credit other than that which has been built into the course and offered to all. In the spirit of fairness to ALL students I must be consistent with the policies laid out in this syllabus and ask you to be familiar with and respectful of them. If you are thinking of asking for an exception to my policies; first ask yourself – “Am I willing to ask my classmates to support my exception to the rules of the course?”

4) **ACADEMIC INTEGRITY:**

Academic integrity is a core value of the college and is expected. Cheating and plagiarism will not be tolerated. It is **my contractual agreement** with the college that I am to report all **suspected** cases of plagiarism and cheating. Plagiarism is the intentional misrepresentation of someone else's work as your own. This includes transcribing sentences or paragraphs belonging to another author directly from another written source and suggesting they are your own words, quoting directly from a published work without giving the author credit (i.e. proper citation), using or "borrowing" another student's work, buying a paper from a professional service, etc. The policy of the department is that the student must keep all note cards and rough drafts until given a grade for that course!!! Again, be sure to back up computer disks. Evidence of plagiarism and cheating will be dealt with in accordance with the college policy on academic honesty in the Student Handbook.

5) **SPECIAL ACCOMMODATIONS:**

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

6) **Summary of Grading System:**

BOOK REACTION PAPERS	40% (4 @ 10% each)
INTEGRATIVE LIFE PLAN	20%
CHANGE PROPOSAL/PRESENTATION	15%
& PRESENTATION	5%
ACTIVE LEARNING & DISCUSSION	20%

7) **Technology** – Unless specifically and directly instructed to by the professor, students may NOT engage with any form of technology during class, lectures.

8) As previously stated, this syllabus is subject to modification.

Relevant Quotes:

Know thyself! . . . the unexamined life is not worth living -- Dialogues of Plato

To live is to choose.

But to choose well, you must know who you are and what you stand for, where you want to go and why you want to get there.

-- Kofi Annan

1) Work is a mysterious thing; many of us claim to hate it, but it takes a grip on us that is so fierce that it captures emotions and loyalties we never knew were there. --Bob Greene

2) *A superior person thinks of what is right, an inferior person thinks only of what is profitable.*
-- Confucius

3) *It staggers me that for whatever reason being nice is seen as being inconsistent with being tough.*
-- Weatherup, CEO of Pepsico

4) *What America needs is not to be more competitive, but more cooperative.*
-- Ed Freeman, Darden School of Business

5) *It is not the consciousness of men that determines their existence, but, on the contrary, their social existence determines their consciousness.*
--Karl Marx

6) *The shift in the structure and character of work has created a demand that work produce more than purely economic benefits. To make a living is no longer enough. Work also has to make a life.*
--Peter Drucker

7) *The principle object of management should be to secure the maximum prosperity for the employer, coupled with the maximum prosperity for each employee.*
--Frederick Taylor

8) *If work was really good, the rich would have found a way to keep it to themselves.* (Haitian Proverb)

9) *This book, being about work, is by its nature, about violence – to the spirit as well as to the body . . . It is about a search, too, for daily meaning as well as daily bread, for recognition as well as cash, for astonishment rather than torpor; in short, for a sort of life rather than a Monday through Friday sort of dying.*
-- Studs Terkel, *Working*

10) *The seam is split, the coal face cracked, the lines are drawn; there's no going back . . . We're wounded by fear, injured in doubt, I can lose myself, you I can't live without. Yeah you keep me holding on - in Red Hill Town, see the lights going down in Red Hill Town . . . I'm hanging on..*
--Bono of U2 from *Red Hill Mining Town*, The Joshua Tree

11) *You never expected justice from a company, did you?
They have neither a soul to lose, nor a body to kick.* --Rev. Sydney Smith

12) *I know why families were created with all their imperfections. They humanize you. They are made to make you forget yourself occasionally, so that the beautiful balance of life is not destroyed.*
-- Anais Nin

13) *Balance activity with serenity, wealth with simplicity, persistence with innovation, community with solitude, familiarity with adventure, constancy with change, leading with following.*
-- Jonathan Lockwood Huie

COURSE SCHEDULE

DATE	TOPIC	READINGS & ASSIGNMENTS
FRI 1/18	Introduction & Organization (NCAA - Dallas) In-class work on Group ILP#1	Begin Reading Hochschild's TimeBind
FRI 1/25	ILP 1 Environmental Analysis Presentations Moral Perspectives & W-F-L Models	Have already viewed <i>All My Sons</i> (video on Blackboard) ILP 1: Individual Reactions and Group Responses Have read syllabus carefully
Sunday 1/27	E-mail me (brillr@moravian.edu) thesis statement for Change Proposal (Subject line: 373 Change Proposal) OPTIONAL: You <i>may</i> provide two theses if you need help deciding between two topics about which you are passionate.	
FRI 2/1	Change Topics / Presentations Discussion Perspectives continued 10am to 1pm: Career and Internship Fair in the ARC – remind me to discuss this event in advance	ILP 2: Moral Frameworks and Decision-Making
FRI 2/8	Discussion of Hochschild's <i>TimeBind</i>	TimeBind Reaction Paper Due Begin Reading Drago's Striking a Balance
WED. Feb. 13th Lehigh Valley Collegiate Career Expo (see flyer attached) 12PM – 4:30PM		
FRI 2/15	Discussion Topic: Family Models	ILP 3: Personal Assets, Values, & Peak Experiences
FRI 2/22	Discussion Topic: Work Interventions & Organizational Culture / Organiz. Change	ILP 4: Strengths, Weaknesses, Achievements, Attribute Profile
FRI 3/1	Discussion of Drago's <i>Striking a Balance</i> & Action Research	Striking a Balance Reaction Paper Due ILP 5: Career Planning / Exploration Begin Reading Rapoport et al.'s Beyond Work-Family Balance

FRI 3/8	SPRING BREAK	
FRI 3/15	Discussion Topic: Government Regulation	ILP 6: Anticipation of Stressors: Money, Time, & Role Conflict
FRI 3/22	Discussion of Rapoport et al's <i>Beyond Work-Family Balance</i>	Beyond Work-Family Balance Reaction Paper Due Begin Reading Hamper's Rivethead
FRI 3/29	EASTER BREAK	
FRI 4/5	Stress & Coping Social Psychology of being an individual Within an organization	ILP 7: Communication / Conflict Mgt. Styles ILP 8: Social Support ILP 9: Coping Styles & Cognitive Restructuring Drucker's Self Mgt. article
<i>WED 4/10 by 3PM All Completed ILP Binders including ILP 10: Goal Setting and Action Plans are due at my office by 3pm</i>		
FRI 4/12	Film: Out At Work Sexual Orientation in the Workplace	Continue reading Rivethead and completing Change Initiative Proposals
FRI 4/19	Global Cultures & Spirituality Presentations	ALL Change Initiative Proposals Full ILP Binder Due
FRI 4/26	Discussion of <i>Rivethead</i> Presentations continued	Rivethead Reaction Paper Due
FINAL EXAM (Tuesday April 30th at 8:30am) Presentations Continued ILP 11: Final Synthesis – Personal Insight Themes		
NOTE: Any students with a MW 3 rd period class, and thus a separate exam, will be excused from this session but will need to e-mail me their ILP 11 entry.		