Issues in Work: Work-Life Balance
37:575:392:01 (one credit)
Spring, 2015

Hours: Tuesday, 1:00-3:00PM (February 10, 17, 24, March 3, 10)
Location:
Instructor: Teresa M. (Terri) Boyer
terri.boyer@rutgers.edu
Office: Janice Levin Building, 232A. Hours are available by appointment.

Course Overview
This course introduces students to the issues of work-life balance and integration from the perspectives of an individual psychological construct to a negotiated social construct. Students will explore perspectives of different generations, managerial/professional vs. low-wage workers, international approaches, and policy solutions. The course adopts a broad definition of work-life, which goes beyond work-family to include broader care-giving responsibilities and life interests.

Course materials: All materials (outlined below) are available on Sakai. No textbook is required for this course.

Class Grade
Your grade will be based on the following distribution:

Class participation and attendance 20 pts
Personal Work-life Plan 20 pts
Presentation of Policy Proposal 20 pts
Final Exam/Quiz 40 pts

Attendance/Participation:
As the course only meets five times, you are expected to attend every session. The nature of this topic is one which is best explored through group discussion. As a result, you are expected to actively participate and contribute to discussions in some form. If you are not one to be the most verbal in class discussions, you are encouraged to bring in items to share with the class, including video clips, current news articles, or other artifacts related to current or preceding class readings. Other options for participation include facilitating in small group work, posing questions or topics on discussion boards. NOTE: the use of electronic devices (including phones, tablets and laptops) is strongly prohibited in this class outside of group assignment tasks—it is a distraction you, me and your classmates, and will adversely affect your classwork grade.

Personal Work-life Plan:
Students will complete a work-life “balance sheet” and write a one-page statement addressing their plans for integrating their career and life aspirations. Specifically, this should address where the two fit well together and where there might be potential conflicts. (Distributed on the first day of class).

Policy proposal (Group Project):
This in-class assignment will ask students to address work-life issues in the creation of policies from one of two perspectives: public policy or employer policy. More information will be provided in class.

Final quiz:
This will be administered on the last day of class, consisting of fill-in and short answer questions from course readings and discussions.
## Course Schedule

<table>
<thead>
<tr>
<th>Week and date</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>Syllabus and introductions</td>
<td></td>
</tr>
<tr>
<td>February 10</td>
<td>Overview of Work-life terms and theoretical approaches</td>
<td></td>
</tr>
<tr>
<td>2. Work-life and Changing trends</td>
<td></td>
<td>Personal work-life plan due</td>
</tr>
<tr>
<td>3. Work-life and worker perspectives: Low-wage vs. professional/managerial</td>
<td></td>
<td>Readings will be assigned by group</td>
</tr>
<tr>
<td>4. Exploring solutions: Public and workplace policies</td>
<td></td>
<td>In–Class Policy Exercise</td>
</tr>
<tr>
<td>5. Final class presentations</td>
<td></td>
<td>FINAL QUIZ</td>
</tr>
<tr>
<td>March 10</td>
<td>● No additional readings</td>
<td></td>
</tr>
</tbody>
</table>