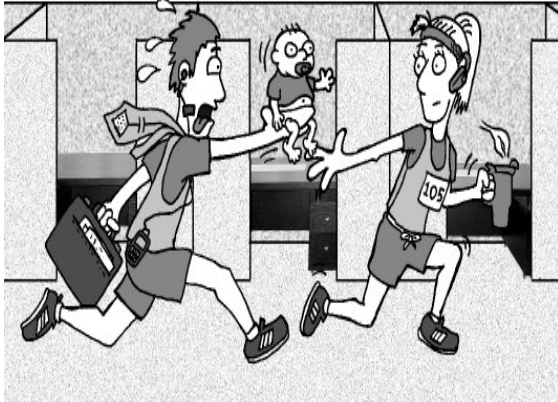


HFS/SOC/WGS 422 Work and Family in the 21st Century

Fall 2025

12.30 p.m. to 1.50 p.m. Tuesday/Thursday, 202B Marshall Square Mall

Course Description:



In this course we will explore the dynamic interface between work and family life from a multi-disciplinary perspective. The world around us is constantly changing. We will explore how working families dealing with these structural, socio-economic and demographic changes. We will also examine what measures/policies organizations and governments have put in place to help working families thrive – what works well, what needs improvement and how can we sustain them

Annotation: changed wording to make it simpler and inviting. Included a picture on the main focus of this course. (original language - This course explores the interface between work and family life from a multi-disciplinary perspective. Economic changes are affecting individuals and families in new ways. At the same time, social changes are influencing how individuals form and sustain intimate family relationships. The focus of this course is on how the changes in the nature of work and demographic and structural changes in the family affect the lives of people; and the ways that race, class, gender, and sexual orientation shape individuals' experiences in combining their work lives and individual/family lives).

Instructor:

Dr. Ramadoss

144 E White Hall

Student assistance hours: Wednesdays @ 1.30 p.m. – 2.30 p.m. and by appointment.

Email: kramados@syr.edu

Ph: 315-443-1639



Annotation: changed “office hours” to “student assistance hours” to be more welcoming of students. It conveys to the students that this is a time when I am available to assist them (some students apologize profusely for “bothering” or “disturbing” me. I want them to know that it is

not a bother and that I welcome their seeking assistance). Also included my picture and used “edit alt text” function to make the picture accessible).

Pre-req/Co-reqs:

None

Audience:

All undergraduates

Credits: 3

Course fees:

None

Course Objectives:

At the end of the course, the students will:

1. You will name each historical milestone in the evolution of the work-family interface and describe the key characteristic that distinguishes each milestone.

Annotation: The addition of “You will” at the beginning (originally it was “describe the evolution of the relationship between work and family from a historical perspective”) makes it first-person, more specific and more student-focused. Use of “name each historical milestone and describe the key characteristic” makes it more specific.

2. You will name each theoretical perspective/model used in studying work-family interface and describe the key characteristics that differentiates each theoretical perspective/model.

Annotation: The use of “you will...” is a more student-focused learning objective. The original learning outcome “Critically evaluate the major theoretical perspectives used in studying work- family issues” was broad. I changed it to be more specific such as the use of terms “name each theory,” and “describe the key characteristic that distinguishes each theoretical perspective/model.”

3. You will name each method used in doing research on work-family interface and describe the key characteristics, strengths and limitations that distinguish each method

Annotation: The use of “you will...” is a more student-focused learning objective. The original learning outcome “Appraise different research methods used by scholars in studying work and family issues” was broad. I changed it to be more specific such as the use of terms “name each method,” and “describe the key characteristics, strengths and limitations that distinguishes each method.”

4. Explain the ways that some life circumstances impede productivity and wellness as it relates to one’s work-family interface.

Annotation: Use of inclusive language; I re-organized my thinking from the original learning objective “critically evaluate the ways that race, class, gender, abilities, sexual orientation, and immigration status shape individuals’ experiences in combining work and family lives”(there may be other lived experiences that are not listed her) to the core concept which is: how does the social context of one’s lived experiences act as barriers to productivity and wellness, as it

relates to one's work-family interface? Using this core concept as my guiding principle, I revised this learning objective to be more inclusive and to increase psychological safety.

5. Analyze the role of policies (both nationally and internationally) in shaping opportunities and constraints facing working parents.

Textbook:

There is no textbook for this class. Readings, podcasts and other material for class will be made available through blackboard and library curated sites.

Annotation: Added a sentence to explicitly clarify that there is no text for the class.

Resource:

Work and Family Researchers Network (WFRN) Commons. This is a one-stop-shop for Researchers and Practitioners in the field of Work and Family. You will need a login (which is free) to access.

WFRN Commons is one free resource available on the topic "work and family." I invite you to explore other relevant resources for this course and post on blackboard.

Note: to self: create a google doc for students to post resources on work and family. Tip: treat it as a living document and periodically review this space with the class to explore resources as a class.

Annotation: Added the second paragraph "WFRN Commons is one free resource available for this topic. I invite you to explore other relevant resources for this course and post on blackboard" as it invites students to engage. It also creates a community of learning for students and a sense of belonging.

Syracuse University Policies**Attendance Policy**

Attendance in classes is expected in all courses at Syracuse University. It is a Federal requirement that students who do not attend or cease to attend a class to be reported at the time of determination by the instructor that the student never attended or stopped attending the class. I will use the Early-semester progress report and the mid-semester progress report to alert the Registrar and Financial Aid Office regarding student's non-attendance.

Excused Absences include:

1. an illness that is documented by a doctor, a documented family or personal emergency;
2. an athletic obligation with an official SU athletic team; and
3. Absences through religious observances will also be excused as long as you have registered it on MySlice (see religious observance policy in this syllabus)

<http://health.syr.edu/students/policies.html>.

Late arrival or early departures from class that are unexcused will also be considered in calculating attendance.



Taking bio breaks or eating in class is acceptable. If you need to take an urgent phone call, please let me know in advance. However, these disruptions should be kept at a minimum as it walking in and out of class repeatedly could be disruptive to the class process.

I want every one of you to succeed in class and in your life. For that reason, I look up on college as a professional socialization experience for the next step, which is entering the paid workforce. As a simulation, you are eligible to receive **one flex-pass for every 7 days of class attendance**. A student can receive a maximum of 4 flex-passes in this class. Each flex-pass gives you **extra 24-hour time** to submit your synopses, reflection papers or final paper.



Annotation: I re-worded the second last paragraph on bio-break etc to make it first-person and provided rationale for the policy. I added the last paragraph to show that I care. Providing flex-pass helps towards students' wellness as they can use it when they have two-three exam/assignment due on one day. Included two images to break up the monotony of text.

Disability-Related Accommodations

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to contact me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Center for Disability Resources (CDR) in this process.

If you would like to discuss disability-accommodations or register with CDR, please visit [Center for Disability Resources](#). Please call (315) 443-4498 or email disabilityresources@syr.edu for more detailed information.

The CDR is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations may require early planning and generally are not provided retroactively, please contact CDR as soon as possible to begin this process.

Academic Integrity

Syracuse University's Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. Syracuse University students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice.

All academic integrity expectations that apply to in-person quizzes and exams also apply to online quizzes and exams. In this course, all work submitted for quizzes and exams must be yours alone. Discussing quiz or exam questions with anyone during the quiz or exam period violates academic integrity expectations for this course.

Using websites that charge fees or require uploading of course material (e.g. Chegg, Course Hero) to obtain exam solutions or assignments completed by others and present the work as your own violates academic integrity expectations in this course.

Accessible Blackboard Content:

"Syracuse University is using Blackboard Ally, a tool to help enhance the usability and accessibility of course documents in the Blackboard learning management system. Ally provides students with multiple accessible formats of the original document so they can select the best one that fits their unique needs. Currently, Ally offers accessible versions of Portable Document Format (PDF) files, Microsoft Office files (Word and PowerPoint), images and uploaded HTML files. Students will see a dropdown menu to the right of each document. From this dropdown menu, they can select one or more Accessible versions to download and use. Additional information on the Blackboard Ally tool is available on [Blackboard Ally Website \(Open in new window\)](#) ; alternatively, you can contact Information Technology Services by sending an email to help@syr.edu or calling 315.443.2677."

Religious Observances Policy

SU religious observances policy, found at [Religious Observance Policy \(Open in new window\)](#), recognizes the diversity of faiths represented in the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students should have an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors no later than the end of the second week of classes for regular session classes and by the submission deadline for flexibility formatted classes. Student deadlines are posted in MySlice under StudentServices/Enrollment/MyReligiousObservances/Add a Notification.

Use of Class Materials and Recordings

Original class materials (handouts, assignments, tests, etc.) and recordings of class sessions are the intellectual property of the course instructor. You may download these materials for your use in this class. However, you may not provide these materials to other parties (e.g., web sites, social media, other students) without permission. Doing so is a violation of intellectual property law and of the student code of conduct.

Additional Policies

1. Participation in class and class discussion is an important part of learning. Students asking, contributing, and sharing are powerful in the teaching and learning process. Please be considerate of another person's question, viewpoint, and opinion, especially if it differs from your own. A vital part of your university experience is the opportunity to develop understanding and skills in how to interact with diverse people. If something offends you, please respond in a gracious, courteous, and appropriate manner. Demonstrations of disrespect, and acts of discourtesy hinder the teaching and learning process and will not be tolerated.
2. Students are responsible for adapting to any announcements made in class by the instructor concerning changes in schedule, due dates, quizzes, etc. Please check your Syracuse University email daily. If there is an important message to get to you quickly, we will email you via Syracuse University e-mail.
3. I check email once in 24 hours. When you send me an e-mail I will try to respond immediately (if I am at my computer) or within 24 hours. Please wait for 24 hours before you send me a reminder to respond to the first e-mail.
4. I will rely on you to let me know if you are having difficulty in this class. If you are struggling in understanding the text, class lectures, class presentations, class discussion, assignments, or the syllabus, please contact the instructor early in the semester.
5. This course and its grading will operate under a policy of non-entitlement. This means students are not automatically entitled to a better grade, an excused absence, extra credit, make-up opportunities, or other special considerations due to a unique or unusual situation.
6. If there is an error in the grade posted on blackboard, please bring it to the notice of the TA/instructor immediately so that it can be resolved in a timely manner.
7. The conversion from percentages to grade is on a continuous scale (and not discrete data). It will not be rounded to the next higher number but will be posted exactly as shown in the conversion table given below.

Assessments:

This is a discussion-based course and assessments include the following:

- **Synopsis of weekly readings including questions for the instructor: 5/6 X 10 = 50 points (25% of final grade).**
This is a seminar style class which is designed to be interactive, with students participating in a dialogue and learning activities rather than just listening to the instructor and taking notes. While the instructor may introduce the topic and facilitate the conversation, the goal is to allow students to think for themselves, which helps you to develop critical thinking skills. To achieve this goal, students will need to do the

readings and come prepared to class. To facilitate this, students will need to write a [synopsis of the readings for the week including 2-3 questions for the instructor to respond](#), prior to class for the following weeks: **week 4, 5, 6, 7, 8, and 9**. Best 5/6 weekly synopsis points will be counted for the final grade.

- **Reflect/Respond: 5/6 X 10 = 50 points (25% of final grade):**
Reflection questions will be posted on blackboard throughout the semester and you will be asked to reflect and write a 1- page response (single space) to each question. These questions will be related to work-life/family interface in different contexts. Each response is worth 10 points. Best 5/6 reflections paper points will be counted for the final grade. (5 reflection questions x 10 points = 50 points).
- **Presentation points: 50 points (25% of final grade).**
Presentation on a topic chosen by the student in consultation with the instructor.
Presentation topic/schedule will be posted on blackboard.
- **Final paper (Policy paper): 50 points (25% of final grade).**
Topic chosen by the student out of 4 choices provided by the instructor. Students will have a choice in format to submit the final paper – either written paper format or a video format. Details will be posted on Blackboard.

Annotation: Earlier students did not have a choice. Everything was instructor driven. Now I have given students choice – best 5/6 synopsis, best 5/6 reflection papers will count towards final grade. Students will have a choice in selection of topics for presentation and final paper. Also for the final paper, students will have a choice to submit in traditional written paper format or in video format. This helps engage students with different learning styles. Dropping one of the lowest points for synopsis and reflection paper, helps reduce some of the stress students experience. Color coded the synopsis in blue and reflection papers in red so that it is easier for students to see on their schedule (on pages 8 – 10), what is due when.

Final Grade: The total point for this class is 200 which will be converted to percentage (100). The conversion from percentage to a letter grade is as follows:

Grades*	Grade points/credit*	Percentage range	Total points
A	4.0	93-100	186 - 200
A-	3.66	90-92.9	180 – 185.99
B+	3.33	87-89.9	174 – 179.99
B	3.0	83-86.9	166 – 173.99
B-	2.66	80-82.9	160 – 165.99
C+	2.33	77-79.9	154 – 159.99
C	2.0	73-76.9	146 – 153.99
C-	1.66	70-72.9	140 – 145.99

Grades*	Grade points/credit*	Percentage range	Total points
D	1.0	60-69.9	120 – 139.99
F	0	<60	< 119.99

* source: <http://www.syr.edu/registrar/students/grades/faq.html>

Reading Schedule Fall 2025

Note: This is a tentative schedule. The schedule is subject to change due to inclement weather/unforeseen events or other adjustments. Additional Readings (other than from the textbook) are posted on Blackboard.

Date	Topic	Readings
Week 1:	Introduction to the course. Who am I? – concepts of identity and how they contribute to the work-life/work-family interface. What is work? what is a family? Introduction to the field of work-life/work-family interface; basic concepts. Recent pandemic, changes in the economy, globalization, technological changes and its impact on work-life/work-family relationships/	Dubeck and Dunn, 2006
Week 2:	Theoretical perspectives Methods of studying work & family	White, Martin and Adamsons, 2019
Week 3:	Work-family/work-life dilemmas from a historical perspective. Recent pandemic, changes in the economy, globalization, technology (including augmented/virtual reality) and its impact on one's quality of life. Response to Question 1 due	Dubeck and Dunn, 2006; White, Martin and Adamsons, 2019
Week 4:	Individual and family frontiers: Personal responses to strained schedules; impact of work-	Thomas, 2014; Florian, 2018

	life/work-family imbalance and impact on one's quality of life Weekly synopsis + questions #1 due	
Week 5:	Critique of existing literature on work-life/work-family interface. Diversity, equity, inclusion, accessibility issues in the workplace and their impact on quality of life (how do workplace inequalities impact employee's well-being?). Is AR/VR a boon? Weekly synopsis + questions #2 due Response to Question 2 due	Kreitzer, Sweet and Cushman, 2021; Williamson et al., 2017
Week 6:	Critique of existing literature on work-life/work-family interface. Sexual harassment in the workplace (work-to-life/family impact). Diversity, equity, inclusion, accessibility issues in the workplace and their impact on quality of life (how do workplace inequalities impact employee's well-being?) Weekly synopsis + questions #3 due	Xu et al., 2018; Sojo et al., 2016 Trigger warning: Sojo et al may be triggering for some student(s). It is a normal part of the learning experience. However, please contact me if you need to discuss the same.
Week 7:	Employer frontiers: Organizational intransigence and promising practices Globalization and work-family issues; domestic violence and its impact in the workplace (family-to-work impact). Weekly synopsis + questions #4 due Response to Question 3 due	Yragui et al, 2012; Goh et al, 2016 Trigger warning: Yragui et al may be triggering for some student(s). It is a normal part of the learning experience. However, please contact me if you need to discuss the same.
Week 8:	Critique of existing literature on work-life/work-family interface.	McLaughlin et al., 2017

	Diversity, equity, inclusion, accessibility issues in the workplace and their impact on quality of life (migration and work/life interface) Weekly synopsis + questions #5 due	
Week 9:	Critique of work-family literature from a global perspective. Work-life/work-family in the world's largest economies. Weekly synopsis + questions #6 due Response to Question 4 due	Sweet, 2014; ZhangLiFoley, 2014
Week 10:	Critique of work-family literature from a global perspective. Work-life/work-family in the world's largest economies. Consul with instructor: Time to work on upcoming presentations Response to Question 5 due	Ramadoss and Lape, 2014; Ferreira et al, 2021
Week 11:	Student presentations	Presentation schedule will be posted on blackboard
Week 12:	Student presentations	Presentation schedule will be posted on blackboard
Week 13:	Thanksgiving – No class	
Week 14:	Student presentations (if needed). Work-life/work-family policy. Global perspectives on the work-life/work-family interface: International comparative analysis and transnational relationships. Response to Question 5 due	Sweet, 2014; Zhang, Li, Foley, 2014; Ramadoss and Lape, 2014; Ferreira et al, 2021
Week 15:	Work-life/work-family policy. Global perspectives on the work-life/work-family interface:	Sweet, 2014; Zhang, Li, Foley, 2014; Ramadoss and Lape, 2014; Ferreira et al,

	International comparative analysis and transnational relationships Conclusion: Future of work-life/work-family issues; role of AR/VR Final paper due	2021
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Class sessions:

Annotation: Instead of lectures only, the following activities will be included (using backwards design):

1. Post a welcoming video on blackboard 1-2 weeks before class.
2. Include a pre-class survey before first day of classes, to learn about my students' lives and responsibilities if any outside of class.
3. Each of the 5 learning objectives will constitute 5 modules. Course readings, in-class activities and assessments will be aligned with each module.
4. Collect feedback from students at the end of week 2 and week 6 so that corrections can be made to facilitate learning.
5. To discuss research papers assigned for the week, I will use a google doc with prompts that the class will respond to those prompts and will be projected on the screen. I will use these responses to facilitate discussion.
6. Use case studies to explain theoretical frameworks.
7. Encourage students to talk to someone in their field/ profession to learn about how they manage their work and family responsibilities.
8. To discuss the principle of equity in division of household labor, we will watch the movie "Fair play" on Kanopy. In class, we will play a game using "Fair play" cards. Students will work in pairs, pretending to be a couple with family and work responsibilities as described in their card (each card has a unique work-family situation). It teaches students how to prioritize what is important and how to achieve success in relationship and parenting as a working parent and spouse/partner. Teaches communication and negotiation skills.
9. Take students on a field trip to observe employees in different work situations (front office, faculty office, library, café, trolley, construction (if any construction is going on campus) and students will be given prompts to interview employees in different work settings on how they manage their work and family responsibilities.
10. Have non-graded assignment due during two times in the semester for presentation topic and final paper, wherein each student will need to choose a topic, share the list of references, and an outline before the final submission deadlines. This will help students to catch any errors early on and give them structure to work through their big project in smaller increments.
 - a. In November first week, review theoretical frameworks and provide examples of how to incorporate theoretical frameworks to frame the arguments for the final paper.

11. Use crowd-sourcing to curate a list of popular TV shows to explore how work-family arrangements are portrayed.
12. Use a post-class survey for students to reflect on what they have learned in class and how they will continue to grow those skills at SU and beyond.

Note: This is by no means a final list but the beginning. I will continue to work and tweak these ideas