

SOCIOLOGY 313: Survey of Sociology of Work
University of Hawai'i at Mānoa, Fall 2009

COURSE SYLLABUS

Lecture Posted: M 6:00pm
Course Dates: 8/24/2009-12/18/2009
Online System: Laulima
<https://laulima.hawaii.edu/>

Instructor: Quincy Edwards
Office hours: TBA
Office location: TBA
Email: quincy.edwards@hawaii.edu
Web: <http://www2.hawaii.edu/~qedwards/>

1. *Classmate contact information:*

Name: _____
email: _____
Tel.: _____

2. *Classmate contact information:*

Name: _____
email: _____
Tel.: _____

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UH CATALOG COURSE DESCRIPTION

SOC 313 Survey of Sociology of Work (3) Work from viewpoint of individuals; meaningfulness versus productivity; how work, economics, and the industrial system affect individual goals. Pre: 100 or any 200-level SOC course or junior standing, or consent. **DS**

INTRODUCTION

Work is a dynamic field and its sociological aspects are forever in flux. In this course, we will focus on the historical and macro-sociological aspects of such changes as well as the different types of labor and their interrelationships. Topics include: occupations and professions, industries and technologies, along with the influences of organizations, social institutions, and social policies in contemporary society. Future trends in the workplace will also be discussed and we will speculate on how new entities might replace traditional ones in ways not yet envisaged. In a personal context, we may view work with anguish or optimism for it is a significant part of who we are and what we do. While work provides financial opportunity, it also shapes one's identity, produces meaning, and creates social prestige.

A developing global system is absorbing national economies. On both national and global levels, the ongoing transformations in the social organization of work have resulted in a highly competitive arena, creating pressures on worker performance and productivity. As technologies advance in application and research, organizations become more flexible and in order to accommodate the fluctuations of industry needs, employers choose alternatives to permanent work forces by replacing them with temporary or part-time personnel. It follows that these practices present major challenges to workers and have profound implications on their career planning and job security.

The way in which we meet these challenges will reshape the economic, political, and social policies of the 21st century.

INSTRUCTOR'S ADVICE TO STUDENTS

This syllabus is different from many others. It is longer than some, more detailed than most. But most importantly, it is designed to help you successfully pass the course. Please keep this syllabus for reference during the course.

In the following pages, there are many suggestions to you but the most crucial one is this: Get help as soon as you think you need it. Do not create an insurmountable "catch-up" problem for yourself. If you are seriously in need of help, make an appointment to meet with me.

Because this course is somewhat concentrated and the learning process is a cumulative one, it is imperative that students do not fall behind and, to this end, the following practices will be adopted:

1. Each assignment will be graded and individual feedback provided.
2. After the term examination, each student will be provided with an individual grading sheet that explains any deduction of points. Students are encouraged to contact me to discuss their progress.
3. If you would like an appointment to meet with me on campus, arrangements can be made via email.
4. You may also communicate by means of the suggestion form included at the end of the syllabus. Make a suggestion, bring about a complaint, or just remind me of something....

Most importantly, take ownership of your education in this class by completing all reading and writing assignments on time and participating in online discussions.

LEARNING OBJECTIVES

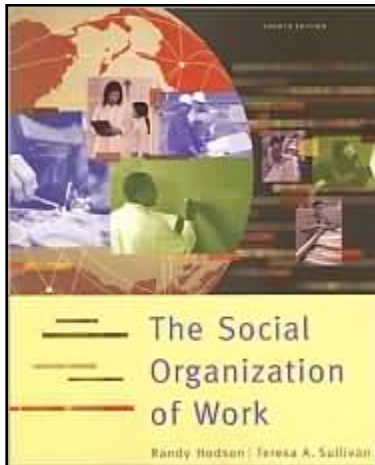
The goals of this course are for students, using both theory and contemporary application, to:

1. Interpret and translate the major theories when studying work from a sociological perspective.
2. Identify categories, structures, terminology, and trends according to the social organization of work.
3. Recognize the changing nature of work in national and global economies.
4. Understand how the nature of work and occupations shapes everyday life.
5. Analyze and evaluate some of the major trends in work today.
6. Apply ideas and concepts of the sociology of work to individual work experiences.

COURSE REQUIREMENTS

Textbook:

Hodson, Randy, and Teresa A. Sullivan. 2007. *The Social Organization of Work*. 4th ed. Belmont: Wadsworth/Thomson Learning.



Title: The Social Organization of Work (4th Ed.)
Authors: Randy Hodson, Teresa A. Sullivan
Paperback: 528 pages
Publisher: Wadsworth Publishing (July 24, 2007)
ISBN-10: 0495003719
ISBN-13: 9780495003717
Product Dimensions: 9.1 x 7.4 x 0.7 inches
Shipping Weight: 1.2 pounds
List price: \$115.95

UH Bookstore:	TBA
Amazon:	\$115.95
Barnes & Noble:	\$115.95 (Members, \$104.35)
Borders:	\$115.95
ichapters.com	\$98.49 (ebook \$57.99)
eCampus:	\$101.99 (eVIP, \$96.90)

Course reader:

A set of supplemental readings will be provided.

Materials on reserve:

A copy of the course textbook will be made available at Sinclair Library with a three-hour loan period. A copy of the course reader will also be available for a similar loan period.

Online system:

Laulima is the University of Hawai'i course management system. Links to the discussion board and other salient features will be provided thereon.

ATTENDANCE POLICY

This is an online asynchronous course. Your active participation constitutes your attendance. While attendance is not explicitly used in the calculation of your overall course grade, I am required to report excessive absences – or in this case, non-participation – to your academic dean. The matter is then left to the dean's discretion.

Having explained the attendance policy, please know that research has shown — and my experience confirms — that absenteeism is correlated with lower grades. This is especially true of this course as the knowledge is cumulative with each step building on the previous step. Inconsistent attendance creates insurmountable "catch-up" problems for students.

In other words, absenteeism is counter-productive to your academic objectives and strongly discouraged. However, this course will come easily to anyone who keeps up with the assignments and gets help when needed.

METHOD OF EVALUATION: Assignments, Examinations and the Course Grading Criteria

The overall grading structure of the course consists of class discussions/critical readings (20%), quizzes (4 x 5% = 20%), activities (4 x 5% = 20%), a term examination (15%), and a final examination/research paper (25%).

Class discussions/critical readings:

Class discussions are based on students' thoughtful reflections on reading assignments and other relevant topics. To receive credit for the assignments, they are to be submitted electronically by a specified time. Please note that late assignments will not be accepted by the Lulima Drop Box.

Quizzes:

There are four quizzes administered during the course. These consist of multiple choice questions directly related to the textbook reading assignments. Each quiz is to be taken electronically before the close of the week in which it is assigned. Late submissions will not be accepted by the Lulima system.

Activities:

There are four activities administered during the course. These are designed to reinforce course concepts and to aid in the analysis of your individual work experiences.

Examinations:

The mid-term examination consists of several short-answer questions that will directly reflect lecture and reading assignments.

The final examination consists of an eight-page research paper, on a topic agreed to by the student and instructor, in which the student will provide an analysis and a critical evaluation of an area of inquiry. Submit a half-page proposal to the instructor by the close of week #11 (November 09, 2009 at 12 noon) of the course schedule.

WARNING: Do NOT miss a quiz or exam! All must be taken when scheduled. This online course allows you the freedom to self-direct your work within extended timeframes; as a result, there will be no makeup quizzes or exams.

Course Grading Criteria:

This course employs a criterion grading system. Therefore, theoretically, everyone in the class could earn an "A". This helps to prevent students from being penalized in the event that one or two students do exceptionally well. To assure a specific grade, consider the following scale:

98-100% = A+	87-89% = B+	77-79% = C+	67-69% = D+
94-97% = A	83-86% = B	73-76% = C	63-66% = D
90-93% = A-	80-82% = B-	70-72% = C-	60-62% = D-

GENERAL INSTRUCTIONS FOR PREPARING ASSIGNMENTS

Quality and clarity of content presented are grading criteria. All answers must be given in context and neatness counts. Written assignments are to be typed in 10-point Arial or 11-point Times New Roman fonts, double-spaced, with all margins set at one inch. The grade for a paper is based on:

1. Presentation Style
 - (a) Grammar (e.g., sentence structure, noun-verb agreement, consistent verb tense)
 - (b) Spelling and punctuation
 - (c) Correct citation (e.g., APA, Chicago, or MLA style). Each citation must be the result of an in-text reference with page number.
 - (d) Except for the title page, all pages are to be numbered consecutively at the top right-hand margin.
2. Organization
 - (a) Structure and format
 - (b) Logical sequencing and continuity of ideas
 - (c) Clarity of expression
 - (d) Conciseness.
3. Content

As indicated by specific paper assignment.

NOTE: Citation Guides and Style Manuals are available at:
<http://library.manoa.hawaii.edu/research/tools/writing.html#style>

KOKUA FOR STUDENTS WITH DISABILITIES

Any students who feel they may need an accommodation based on the impact of a disability are invited to contact me privately. I will be happy to work with you and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA may be reached at:

*Queen Lili'uokalani Center for Student Services 013
2600 Campus Road,
Honolulu, HI 96822*

*Hours: Monday-Friday, 7:45am-4:30pm
Tel.: (808) 956-7511 (V/T) or (808) 956-7612 (V/T)
Fax: (808) 956-8093
Email: kokua@hawaii.edu
Website: <http://www.hawaii.edu/kokua/>*

The KOKUA Program — *Kahi O Ka Ulu'Ana* ("The Place of Growing") — is the primary campus unit responsible for providing academic access services to students with disabilities toward equal opportunity. Creating equal access is a shared responsibility of students, faculty, KOKUA, and the entire campus community. KOKUA is administratively situated in the Office of Student Equity, Excellence, & Diversity within the Division of Student Affairs.

IMPORTANT NOTE CONCERNING STUDENT CONDUCT

Students are required to abide by the University of Hawai'i at Mānoa Student Conduct Code. Note that "the University of Hawai'i at Mānoa exists for the pursuit of knowledge through teaching, learning, and research conducted in an atmosphere of physical and intellectual freedom. Moreover, members of the UH academic community are committed to engage in teaching, learning, research, and community service and to assist one another in the creation and maintenance of an environment which supports these activities. It is therefore the policy of the University that members of the academic community may not violate the rights of one another nor disrupt the basic activities of the institution (as provided in section 1-4, chapter 1 of the Board of Regents' Bylaws and Policies [Part D]). Students who are disruptive are, consequently, subject to a variety of academically related penalties which may include reprimand, probation, restitution, suspension or expulsion" (<http://www.manoa.hawaii.edu/students/conduct/>).

Furthermore, recognize that the code prohibits all forms of scholastic dishonesty, including cheating, plagiarism, and falsification or misrepresentation of experimental data. The code covers all written and oral examinations, term papers, creative works, assigned computer related work, and any other academic work done at the University of Hawai'i. Any violation of the student code will be reported.

Any further questions regarding the Conduct Code should be addressed to the Office of the Dean of Students, Bachman Annex 10, phone V/TT (808) 956-3290.

Disclaimer: If circumstances change, the instructor reserves the right to alter, modify, amend, or otherwise change the syllabus. No changes are anticipated at this time, but if changes do become necessary, students will receive written notification.

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SCHEDULE OF READING ASSIGNMENTS AND EXAMINATIONS

°	ASSIGNMENT	TOPIC	POSTED
Part I: Foundations			
<input type="checkbox"/>	Chapter 1	<i>The Evolution of Work</i>	08/24/09
<input type="checkbox"/>	Chapter 2	<i>Studying the World of Work</i>	
<input type="checkbox"/>	Activity #1	<i>The Job Portfolio</i>	
Part II: The Personal Context of Work			
<input type="checkbox"/>	Chapter 3	<i>Meaningful Work</i>	08/31/09
<input type="checkbox"/>	➔	QUIZ #1 DUE BEFORE 12 NOON ON 09/08/09	
<input type="checkbox"/>	Chapter 4	<i>Class, Race, and Gender</i>	09/08/09
<input type="checkbox"/>	Reader	Critical reading and discussion #1: <i>Forthcoming</i>	
<input type="checkbox"/>	Chapter 5	<i>Work and Family</i>	09/14/09
<input type="checkbox"/>	Reader	Critical reading and discussion #2: <i>Forthcoming</i>	
<input type="checkbox"/>	Chapter 6	<i>Collective Responses to Work</i>	09/21/09
<input type="checkbox"/>	Activity #2	<i>Music and Alienation</i>	
Part III: Industries and Technologies			
<input type="checkbox"/>	Chapter 7	<i>Technology and Organization</i>	09/28/09
<input type="checkbox"/>	➔	QUIZ #2 DUE BEFORE 12 NOON ON 10/05/09	
<input type="checkbox"/>	Chapter 8	<i>From Field, Mine, and Factory</i>	10/05/09
<input type="checkbox"/>	Reader	Critical reading and discussion #3: <i>Forthcoming</i>	
<input type="checkbox"/>	➔	MID-TERM DUE BEFORE 12 NOON ON 10/19/09	10/12/09
<input type="checkbox"/>	Chapter 9	<i>The High-Technology Revolution</i>	
<input type="checkbox"/>	Chapter 10	<i>Services</i>	10/19/09
<input type="checkbox"/>	Reader	Critical reading and discussion #4: <i>Forthcoming</i>	
Part IV: Occupations and Professions			
<input type="checkbox"/>	Chapter 11	<i>Professions and Professionals</i>	10/26/09
<input type="checkbox"/>	➔	QUIZ #3 DUE BEFORE 12 NOON ON 11/03/09	
<input type="checkbox"/>	➔	HALF-PAGE PROPOSAL DUE BEFORE 12 NOON ON 11/09/09.	11/02/09
<input type="checkbox"/>	Chapter 12	<i>Managers</i>	
<input type="checkbox"/>	Activity #3	<i>The Job Portfolio – Technological Advances</i>	
<input type="checkbox"/>	Chapter 13	<i>Administrative Support and Sales</i>	11/09/09
<input type="checkbox"/>	Reader	Critical reading and discussion #5: <i>Forthcoming</i>	
<input type="checkbox"/>	Chapter 14	<i>Marginal Jobs</i>	11/16/09
<input type="checkbox"/>	Reader	Critical reading and discussion #6: <i>Forthcoming</i>	
Part V: Work in the Twenty-first Century			
<input type="checkbox"/>	Chapter 15	<i>The Work of the Large Corporation</i>	11/23/09
<input type="checkbox"/>	➔	QUIZ #4 DUE BEFORE 12 NOON ON 11/30/09	
<input type="checkbox"/>	Chapter 16	<i>Globalization</i>	11/30/09
<input type="checkbox"/>	Activity #4	<i>Employment Satisfaction and Job Redesign</i>	
<input type="checkbox"/>	Chapter 17	<i>The Future of Work</i>	12/07/09
<input type="checkbox"/>		Course Review	
<input type="checkbox"/>	➔	FINAL EXAMINATION DUE BEFORE 12 NOON ON 12/18/09	12/14/09

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COURSE CALENDAR (FALL 2009)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
AUG	24 BEGIN	25	26	27	28	29
30	31 QUIZ #1					

Sun	Mon	Tue	Wed	Thu	Fri	Sat
SEP		1	2	3	4	5
6	7 <i>Labor Day</i>	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28 QUIZ #2	29	30			

Sun	Mon	Tue	Wed	Thu	Fri	Sat
OCT				1	2	3
4	5	6	7	8	9	10
11	12 MIDTERM	13	14	15	16	17
18	19	20	21	22	23	24
25	26 QUIZ #3	27	28	29	30	31

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Sun	Mon	Tue	Wed	Thu	Fri	Sat
NOV	2	3	4	5	6	7
1						
8	½ PAGE PROPOSAL DUE BEFORE 12 NOON	10	11 <i>Veterans' Day</i>	12	13	14
15	16	17	18	19	20	21
22	23 QUIZ #4	24	25	26 <i>Thanksgiving</i>	27 <i>Thanksgiving</i>	28
29	30					

Sun	Mon	Tue	Wed	Thu	Fri	Sat
DEC		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18 FINAL DUE	19

IMPORTANT REGISTRATION AND WITHDRAWAL DEADLINE INFORMATION

- TBA Last day to register. Last day to receive 100% refund
- TBA Last day to drop (No "W" on transcript). Last day to receive 50% refund.
- TBA Last day to withdraw from class ("W" on transcript).

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STUDENT SUGGESTION AND QUESTION FORM

This form may be completed (anonymously, if you wish) at any time during the course and emailed to me or deposited in my mailbox at Saunders 247.

I HAVE THE FOLLOWING SUGGESTION/QUESTION:

PLEASE ANSWER ME (CHECK ONE):

- On discussion board.
- Through my email at: _____
- No answer is required.

NAME (optional): _____