

SOCIOLOGY 313: Survey of Sociology of Work
University of Hawai'i at Mānoa, Fall 2011

COURSE SYLLABUS

Lecture Posted: M 6:00pm	Instructor: Quincy Edwards
Course Dates: 9/12-11/19/2011	Office hours: TBA
Course No.: 1202	Office location: TBA
Online System: Laulima	Email: quincy.edwards@hawaii.edu
https://laulima.hawaii.edu/	Web: http://www2.hawaii.edu/~qedwards/

- | | |
|--|--|
| 1. <i>Classmate contact information:</i> | 2. <i>Classmate contact information:</i> |
| Name: _____ | Name: _____ |
| email: _____ | email: _____ |
| Tel.: _____ | 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.

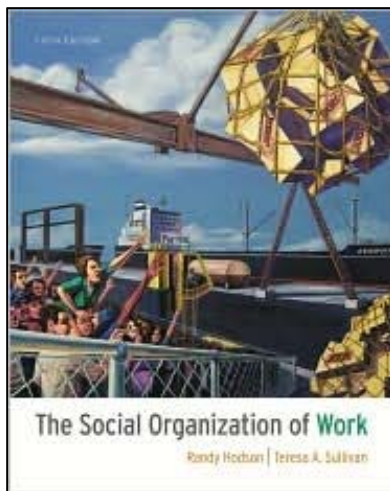
LEARNING OBJECTIVES

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.

REQUIRED 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 (5th Ed.)
Authors: Randy Hodson, Teresa A. Sullivan
Paperback: 528 pages
Publisher: Wadsworth Publishing (Feb. 18, 2011)
ISBN-10: 111130095X
ISBN-13: 978-1111300951
Product Dimensions: 9 x 7.3 x 0.8 inches
Shipping Weight: 1.6 pounds
List price: \$167.95

UH Bookstore: TBA
Amazon: \$130.05 (will buy back at \$83.70)
Barnes & Noble: \$134.00 (Rent, \$53.97)
ichapters.com \$150.99 (rental 90-day \$67.99)
eCampus: \$161.85 (Rent, \$73.21)

COURSE READINGS

A set of supplemental readings will be provided.

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.

COURSE MATERIALS

1. An active UHM email account that is checked regularly as there will be times when I will contact you individually or as a class.
2. A reliable computer with internet access. (ITS labs are available throughout campus with generous hours of operation.)

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.

COURSE DESIGN

1. *Class Discussions and 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.

2. *Quizzes*

There are two 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.

3. *Job Portfolio*

There are five job portfolio assignments during the course. These are designed to reinforce course concepts and to aid in the analysis of your individual work experiences.

4. *Examinations*

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

The final examination consists of a research paper in which the student will provide an analysis and a critical evaluation of an area of inquiry.

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.

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

Grading Policy

The overall grading structure of the course consists of:

Critical readings and discussions	25%
Quizzes (2 x 5%).....	10%
Job Portfolio (5 x 5%).....	25%
Term examination.....	15%
Final examination.....	25%

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:

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

GENERAL INSTRUCTIONS FOR PREPARING WRITTEN 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>

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SCHEDULE OF READING ASSIGNMENTS AND EXAMINATIONS (FALL 2011)

✓	ASSIGNMENT	CHAPTER	WEEK NO.	DATE
<input type="checkbox"/>	Chapter 1	The Evolution of Work	1	9/12/11
<input type="checkbox"/>	Chapter 2	Studying the World of Work		
<input type="checkbox"/>		<i>Job Portfolio #1</i>		
<input type="checkbox"/>	Chapter 3	Satisfaction and Alienation	2	9/19/11
<input type="checkbox"/>	Chapter 4	Class, Race, and Gender		
<input type="checkbox"/>		<i>Critical reading and discussion #1</i>		
<input type="checkbox"/>	➔	QUIZ #1 DUE BEFORE 12 NOON ON 9/26/11		
<input type="checkbox"/>	Chapter 5	Work and Family	3	9/26/11
<input type="checkbox"/>	Chapter 6	Collective Responses to Work		
<input type="checkbox"/>		<i>Critical Reading and discussion #2</i>		
<input type="checkbox"/>	Chapter 7	Technology and Organization	4	10/03/11
<input type="checkbox"/>	Chapter 8	From Field, Mine, and Factory		
<input type="checkbox"/>		<i>Job Portfolio #2</i>		
<i>HOLIDAY — COLUMBUS DAY 10/10/11</i>				
<input type="checkbox"/>	Chapter 9	The High-Tech Revolution	5	10/10/11
<input type="checkbox"/>	Chapter 10	Services		
<input type="checkbox"/>		<i>Critical reading and discussion #3</i>		
<input type="checkbox"/>	➔	TERM EXAM DUE BEFORE 12 NOON ON 10/17/11		
<input type="checkbox"/>	Chapter 11	Professions and Professionals	6	10/17/11
<input type="checkbox"/>	Chapter 12	Managers		
<input type="checkbox"/>		<i>Job Portfolio #3</i>		
<input type="checkbox"/>	Chapter 13	Administrative Support and Sales	7	10/24//11
<input type="checkbox"/>	Chapter 14	Marginal Jobs		
<input type="checkbox"/>		<i>Job Portfolio #4</i>		
<input type="checkbox"/>	➔	QUIZ #2 DUE BEFORE 12 NOON ON 10/31//11		
<input type="checkbox"/>	Chapter 15	The World of the Large Corporation	8	10/31//11
<input type="checkbox"/>		<i>Critical reading and discussion #4</i>		
<input type="checkbox"/>		<i>Job Portfolio #5</i>		
<input type="checkbox"/>	Chapter 16	Globalization	9	11/07/11
<input type="checkbox"/>	Chapter 17	The Future of Work		
<input type="checkbox"/>		<i>Critical reading and discussion #5</i>		
<i>HOLIDAY — VETERAN'S DAY 11/11/11</i>				
<input type="checkbox"/>		<i>Course Review — Finals Week</i>	10	11/14/11
<input type="checkbox"/>	➔	FINAL EXAMINATION DUE BEFORE 12 NOON ON 11/18/2011		

ADHERENCE TO ALL DUE DATES IS IMPERATIVE. EXTENSIONS WILL NOT BE GIVEN.

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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 be notified in writing.

SEPTEMBER 2011						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
12 First Day Sign-in	13	14	15	16	17	18
19	20	21	22	23	24	25
26 Quiz #1 Due	27	28	29	30	OCTOBER 2011	
					1	2

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OCTOBER 2011						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
3	4	5	6	7	8	9
10 Columbus Day HOLIDAY	11	12	13	14	15	16
17 Term Exam Due	18	19	20	21	22	23
24	25	26	27	28	29	30
31 Quiz #2 Due						

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NOVEMBER 2011						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	1	2	3	4	5	6
7	8	9	10	11 Veteran's Day HOLIDAY	12	13
14 Finals Week	15 Finals Week	16 Finals Week	17 Finals Week	18 12 noon: Final Exam Due	19	20

IMPORTANT REGISTRATION AND WITHDRAWAL DEADLINE INFORMATION

- 09/17/2011 Last day to register/add courses. Last day for 100% tuition refund.
- 09/24/2011 Last day to receive 50% tuition refund.
- 09/24/2011 Last day to drop classes (No "W" on transcript).
- 10/22/2011 Last day to withdraw from class ("W" on transcript).

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:

<i>Queen Lili'uokalani Center for Student Services 013 2600 Campus Road, Honolulu, HI 96822 Hours: Monday-Friday, 7:45am-4:30pm</i>	<i>Tel.: (808) 956-7511 or (808) 956-7612 (Voice/Text) Fax: (808) 956-8093 Email: kokua@hawaii.edu Website: http://www.hawaii.edu/kokua/</i>
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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.

Revised Student Conduct Code (July 2009)

There is a change in the Student Conduct Code that has been adopted by the Board of Regents. The new Student Conduct Code became effective in July 2009. It comes in two parts. The revised system-wide part is available at:
<http://www.hawaii.edu/apis/ep/e7/e7208.pdf>.

The Mānoa part is available at:

http://studentaffairs.manoa.hawaii.edu/downloads/conduct_code/UHM_Student_Conduct_Code.pdf

"The following are examples of the types of behavior that conflict with the community standards that the UH values and expects of students. Engaging in, or attempting to engage in any of these behaviors subjects a student to the disciplinary process and sanctions on each campus:

1. Acts of dishonesty, including but not limited to the following:
 - a. Cheating, plagiarism, or other forms of academic dishonesty.
 - b. Furnishing false information to any UH official, faculty member, or office.
 - c. Forgery, alteration, or misuse of any UH document, record, or form of identification.

The term '*cheating*' includes, but is not limited to:

- (i) The use of any unauthorized assistance in taking quizzes, tests, or examinations;
- (ii) The use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
- (iii) The acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student
- (iv) Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

The term '*plagiarism*' includes, but is not limited to:

- (i) The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement.
- (ii) The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials."

[E7.208 UNIVERSITY OF HAWAII SYSTEMWIDE STUDENT CONDUCT CODE, July 2009]

ONLINE eCAFE (electronic Course And Faculty Evaluation) SYSTEM

The Department of Sociology is committed to attaining continual improvement in the quality of its course offerings. For this reason, your assistance is much-needed as you progress with your education. As students (and course consumers), only you are able to tell us about your educational experiences in your classes, and you are encouraged to do so through our evaluation process.

Toward the end of each semester, you will be informed of the time period during which the online eCAFE system will be available for submission of course evaluations by logging in to <http://www.hawaii.edu/ecafe/>.

To assure the openness of the evaluation process and the availability of submitted information to incoming students, current students, the Department, and other interested parties, the results of the evaluations will be accessible at <http://www.hawaii.edu/ecafe/>.

By participating in this process, you are assuring that UH will continue to improve its course offerings and available resources for students.

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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): _____