

SOCIOLOGY 313: Survey of Sociology of Work
University of Hawai'i at Mānoa, Fall 2016

COURSE SYLLABUS

Lecture Posted: M 6:00pm	Instructor: Quincy Edwards, PhD, MS
Course Dates: 09/05 - 12/16/2016	Office hours: TBA
Course No.: 1148(E)	Office location: Saunders 247
Online System: Laulima	Email: quincy.edwards@hawaii.edu
https://laulima.hawaii.edu/	Web: http://www2.hawaii.edu/~qedwards/

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| 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 E**

Focus Designation: This course has a Contemporary Ethical Issues (E) Focus Designation. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the content. At least 8 hours of class time will be spent discussing ethical issues. Through the use of lectures, discussions and assignments, students will develop basic competency in recognizing and analyzing ethical issues; responsibly deliberating on ethical issues; and making ethically determined judgments.

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.

1. Each assignment will be graded and individual feedback will be provided.
2. After the term examination, each student will be provided with an individual grading sheet that explains any deduction of points.
3. Students are encouraged to contact me to discuss their progress.
4. Also, students may communicate with me to 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 discussions.

COURSE 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. Achieve basic competency in analyzing and deliberating upon contemporary ethical issues in order to make ethical judgments.
7. Students will learn to apply ethical principles within a cohesive ethical framework.
8. Apply ideas and concepts of the sociology of work to individual work experiences.

To accomplish such goals, a combination of readings, multimedia, discussions, and writings will be employed. Readings and multimedia will focus on the introduction of new material; discussions and writings will assist in comprehension of the material.

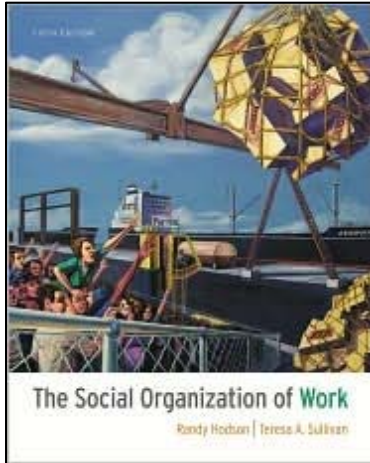
STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to:

1. Articulate how an increased focus on both stressful and rewarding work has linked issues of meaning and work satisfaction to broader themes in sociology.
2. Identify and summarize work roles and how these influence our daily lives (e.g., inequality and discrimination at work, obtaining meaningful work, integrating work and family, and participation in unions and other collective organizations at work).
3. Demonstrate an understanding of societal-level consequences of the changing nature of work. Discuss the world economy and the role of transnational corporations in molding the world of tomorrow.
4. Outline today's occupational roles and the unique sets of skills that are needed to perform these roles, whether professionals, managers, clerical workers, sales workers, or marginal workers.
5. Create compelling, original arguments that integrate theoretical perspectives and research findings, and that advance reasonable conclusions regarding major trends in work today relating to individuals, groups, and organizations.
6. Analyze and deliberate the social psychological aspects of work, including such concepts as role overload and role conflict. Also discuss the spill-over between work and personal life with both positive and negative effects.
7. Discuss how political, economic, and ethical policy issues arise from the controversial changes brought about by the technology revolution and globalization (e.g., the use of an appropriate analytic frame to predict the impact of global production chains linking the nations and workers of the world into a unified economic unit).
8. Display a thorough understanding of the knowledge, skills, and dispositions required of students as they complete college and enter the contemporary globalized workplace.

REQUIRED TEXTBOOK

Hodson, Randy, and Teresa A. Sullivan. 2011. *The Social Organization of Work*. 5th 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: \$232.33

UH Bookstore: TBA
Amazon: \$162.99 (Rent from \$23.81)
Barnes & Noble: \$188.82 (Rent 130 days, \$46.99)
ichapters.com eBook from \$69.99
eCampus: \$209.10 (Rent semester, \$38.34)

COLLABORATION AND LEARNING ENVIRONMENT (CLE)

Laulima is the University of Hawai'i's Collaboration and Learning Environment (CLE). Links to the discussion board and other salient features will be provided thereon.

COURSE MATERIALS

1. An active UH email account that is checked daily 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. Regular, timely, and meaningful participation is a key factor in your grade. 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 Laulima system.

2. Quizzes

Quizzes administered during the course 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 Lualima system.

3. Job Portfolio

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

4. Examination

The final examination builds upon the previous job portfolio assignments and the application of contemporary ethical issues.

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	25%
Job Portfolio	25%
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 ONLINE DISCUSSION PARTICIPATION

Asynchronous open class discussions form a significant part of this online course. As students share ideas, perspectives, and experiences with their classmates, they will find this collective interaction will enhance and support learning objectives.

Weekly Discussions

Discussions will begin each Monday at 12 noon (HST), and each session will last one week, ending the following Monday at 12 noon (HST).

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Requirements

One initial post and two responses are to be made during each discussion.

1. Initial posts should be a minimum of two paragraphs each and are students' comments based on the discussion topic. These are to be posted early in the session to ensure that a dynamic discussion ensues within the course community of learners.
2. Two peer responses should be a minimum of one paragraph each and are students' replies to their classmates' postings.
3. Additional posts/responses addressing the discussion topic may be made at timely intervals throughout the session. Statements are to be supported with examples, citations, references, etc.

Posts and responses should be thorough and thoughtful. One or two short paragraphs (i.e., a minimum three sentences per paragraph) will suffice, but merely posting "I agree," or similar, will be inadequate (see 1 and 2 above).

The following rubric will be used to assess the quality of students' initial postings and responses.

CRITERIA	UNACCEPTABLE	SATISFACTORY	EXCELLENT
<i>Participation</i>	None, or late in session.	Initial post early in session and at least two peer responses later in session.	Initial post by mid-week and two or more peer responses by weekend.
<i>Demonstrates understanding of readings and outside references</i>	Posts/responses show little evidence that readings were completed or understood. Postings are mostly personal opinions/feelings.	Posts/responses display understanding of required readings and underlying concepts with correct use of terminology and citations.	Posts/responses display understanding of required readings and underlying concepts with correct use of terminology and citations. Extends the learning of the community by integrating other resources to support important points. Well-edited quotes are cited appropriately.
<i>Follow-up postings</i>	Posts no follow-up responses to others.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts. Extends meaningful discussion by building on previous posts.
<i>Content</i>	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Posts information that is factually correct. Lacks full development of concept or thought.	Posts factually correct, reflective, and substantive contribution. Advances discussion.
<i>Clarity, spelling, and mechanics</i>	Posts long, unorganized or inappropriate content. May contain incomplete sentences that are grammatically incorrect and contain spelling errors.	Communicates in friendly, courteous, and helpful manner. Contributes valuable information to discussion with minor clarity, spelling, or mechanics errors.	Contributes to discussion with clear, concise comments. Written responses are free of grammatical, spelling, or punctuation errors. The style of writing facilitates communication.

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 11-point Arial or 12-point Times New Roman fonts, double-spaced, with all margins set at one inch, the first line of each paragraph indented ½ inch, and no additional spacing between paragraphs. The grade for a paper will be based on:

1. Presentation Style
 - (a) Grammar (e.g., sentence structure, noun-verb agreement, consistent verb tense)
 - (b) Spelling and punctuation
 - (c) Correct citation (ASA Quick Style Guide is provided). 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.

CLASS POLICIES

1. The most important rule in class is to respect one another. Any incivility or *argumentum ad hominem*¹ will not be tolerated.
2. When emailing the instructor, please observe the following:
 - (i) In the subject line, clearly state your course number and section, your full name, and briefly, the issue you are addressing.
 - (ii) Begin your emails with a salutation (an appropriate title and last name) and, at the end, sign your name.

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	Tel.: (808) 956-7511 or (808) 956-7612 (Voice/Text)
2600 Campus Road,	Fax: (808) 956-8093
Honolulu, HI 96822	Email: kokua@hawaii.edu
Hours: Monday-Friday, 7:45am-4:30pm	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.

¹ *The person presenting an argument is attacked instead of the argument itself.*

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SCHEDULE OF READING ASSIGNMENTS AND EXAMINATIONS (FALL 2016)

✓	ASSIGNMENT	CHAPTER	WEEK NO.	DATE
<input type="checkbox"/>		<i>Introduce yourself</i>	1	09/05/16
<input type="checkbox"/>	CHAPTER 1	THE EVOLUTION OF WORK		
<input type="checkbox"/>	CHAPTER 2	STUDYING THE WORLD OF WORK		
<input type="checkbox"/>		<i>Job Portfolio #1</i>		
<i>HOLIDAY — Labor Day 09/05/16</i>				
<input type="checkbox"/>	CHAPTER 3	SATISFACTION AND ALIENATION	2	09/12/16
<input type="checkbox"/>	<i>Reader</i>	TBA		
<input type="checkbox"/>	CHAPTER 4	CLASS. RACE, AND GENDER	3	09/19/16
<input type="checkbox"/>	<i>Reader</i>	TBA		
<input type="checkbox"/>	CHAPTER 5	WORK AND FAMILY	4	09/26/16
<input type="checkbox"/>	<i>Reader</i>	TBA		
<input type="checkbox"/>	CHAPTER 6	COLLECTIVE RESPONSES TO WORK	5	10/03/16
<input type="checkbox"/>	<i>Reader</i>	TBA		
<input type="checkbox"/>	CHAPTER 7	TECHNOLOGY AND ORGANIZATION	6	10/10/16
<input type="checkbox"/>	CHAPTER 8	FROM FIELD, MINE, AND FACTORY		
<input type="checkbox"/>		<i>Job Portfolio #2</i>		
<input type="checkbox"/>	CHAPTER 9	THE HIGH-TECH REVOLUTION	7	10/17/16
<input type="checkbox"/>	CHAPTER 10	SERVICES		
<input type="checkbox"/>	<i>Reader</i>	TBA		
<input type="checkbox"/>	CHAPTER 11	PROFESSIONS AND PROFESSIONALS	8	10/24/16
<input type="checkbox"/>	<i>Reader</i>	TBA		
<input type="checkbox"/>	CHAPTER 12	MANAGERS	9	10/31/16
<input type="checkbox"/>	<i>Reader</i>	TBA		
<input type="checkbox"/>		<i>Job Portfolio #3</i>		
<input type="checkbox"/>	CHAPTER 13	ADMINISTRATIVE SUPPORT AND SALES	10	11/07/16
<i>HOLIDAY — Election Day 11/08/16</i>				
<i>HOLIDAY — Veterans' Day 11/11/16</i>				
<input type="checkbox"/>	CHAPTER 14	MARGINAL JOBS	11	11/14/16
<input type="checkbox"/>	<i>Podcast</i>	TBA		
<input type="checkbox"/>		<i>Job Portfolio #4</i>		
<input type="checkbox"/>	CHAPTER 15	THE WORLD OF THE LARGE CORPORATION	12	11/21/16
<input type="checkbox"/>		<i>Job Portfolio #5</i>		
<input type="checkbox"/>	CHAPTER 16	GLOBALIZATION	13	11/28/16
<input type="checkbox"/>	<i>Reader</i>	TBA		
<i>HOLIDAY — Thanksgiving Day 11/24/16 and Non-Instructional Day 11/25/16</i>				
<input type="checkbox"/>	CHAPTER 17	THE FUTURE OF WORK	14	12/05/16
<input type="checkbox"/>	<i>Reader</i>	TBA		
	FINALS WEEK	FINAL EXAMINATION: DUE BEFORE 12 NOON ON FRIDAY, 12/16/16	15	FINALS WEEK

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

IMPORTANT REGISTRATION AND WITHDRAWAL DEADLINE INFORMATION

09/14/2016	Last day to register/add courses. Last day to receive 100% tuition refund.
09/26/2016	Last day to receive 50% tuition refund.
09/26/2016	Last day to drop classes (No "W" on transcript).
11/04/2016	Last day to withdraw from class ("W" on transcript).

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:

- 1) use of any unauthorized assistance in taking quizzes, tests, or examinations;
- 2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
- 3) the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student;
- 4) 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, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials."

[UNIVERSITY OF HAWAII SYSTEM WIDE STUDENT CONDUCT CODE, August 2010]

ELECTRONIC COURSE AND FACULTY EVALUATION (eCAFE) 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.

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.