

**SOCIOLOGY 313: Survey of Sociology of Work**  
University of Hawai'i at Mānoa, Spring 2015

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**COURSE SYLLABUS**

Lecture Posted: M 6:00pm	Instructor: Quincy Edwards, PhD
Course Dates: 01/26 – 05/15/2015	Office hours: TBA
Course No.: 3017 (E)	Office location: Saunders 247
Online System: Laulima	Email: <a href="mailto:quincy.edwards@hawaii.edu">quincy.edwards@hawaii.edu</a>
<a href="https://laulima.hawaii.edu/">https://laulima.hawaii.edu/</a>	Web: <a href="http://www2.hawaii.edu/~qedwards/">http://www2.hawaii.edu/~qedwards/</a>

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| 1. <i>Classmate contact information:</i><br>Name: _____<br>email: _____<br>Tel.: _____ | 2. <i>Classmate contact information:</i><br>Name: _____<br>email: _____<br>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 or ETH) 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 21<sup>st</sup> 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 or by means of electronic conference, 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 discussions.

### **LEARNING OBJECTIVES**

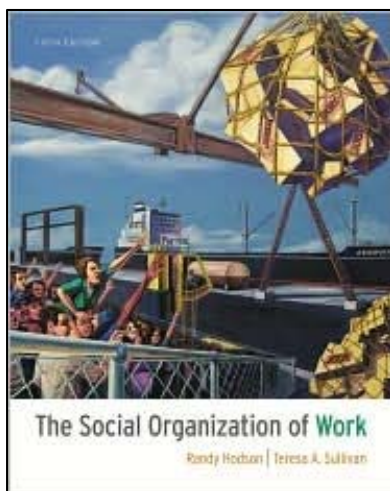
The goals of this course are for students, using both theory and contemporary application, to:

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. 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.

### **REQUIRED TEXTBOOK**

Hodson, Randy, and Teresa A. Sullivan. 2011. *The Social Organization of Work*. 5<sup>th</sup> ed. Belmont: Wadsworth/Thomson Learning.



**Title:** The Social Organization of Work (5<sup>th</sup> 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 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. 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**

There are three 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 Laulima 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 (3 x 5%) .....	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).

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.

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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 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 (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.

**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: <a href="mailto:kokua@hawaii.edu">kokua@hawaii.edu</a> Website: <a href="http://www.hawaii.edu/kokua/">http://www.hawaii.edu/kokua/</a></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 REGISTRATION AND WITHDRAWAL DEADLINE INFORMATION**

02/05/15	Last day to register/add courses. Last day to receive 100% tuition refund.
02/16/15	Last day to receive 50% tuition refund.
02/16/15	Last day to drop classes (No "W" on transcript).
04/01/15	Last day to withdraw from class ("W" on transcript).

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**SCHEDULE OF READING ASSIGNMENTS AND EXAMINATIONS (SPRING 2015)**

✓	ASSIGNMENT	CHAPTER	WEEK No.	POSTED
<input type="checkbox"/>		<i>INTRODUCE YOURSELF...</i>	1	01/26/15
<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>		
<input type="checkbox"/>	Chapter 3	SATISFACTION AND ALIENATION	2	02/02/15
<input type="checkbox"/>	<i>Reader</i>	TBA		
<input type="checkbox"/>	Chapter 4	CLASS, RACE, AND GENDER	3	02/09/15
<input type="checkbox"/>	<i>Reader</i>	TBA		
<input type="checkbox"/>	➔	QUIZ # 1 DUE BEFORE 12 NOON ON 02/16/15		
		<i>HOLIDAY — President's Day 02/16/15</i>	4	02/16/15
<input type="checkbox"/>	Chapter 5	WORK AND FAMILY		
<input type="checkbox"/>	<i>Reader</i>	TBA		
<input type="checkbox"/>	Chapter 6	COLLECTIVE RESPONSES TO WORK	5	02/23/15
<input type="checkbox"/>	<i>Reader</i>	TBA		
<input type="checkbox"/>	Chapter 7	TECHNOLOGY AND ORGANIZATION	6	03/02/15
<input type="checkbox"/>	<i>Reader</i>	TBA		
<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	03/09/15
<input type="checkbox"/>	Chapter 10	SERVICES		
<input type="checkbox"/>	<i>Reader</i>	TBA		
<input type="checkbox"/>	➔	QUIZ # 2 DUE BEFORE 12 NOON ON 03/16/15		
<input type="checkbox"/>	Chapter 11	PROFESSIONS AND PROFESSIONALS	8	03/16/15
<input type="checkbox"/>	<i>Reader</i>	TBA		
<input type="checkbox"/>		<i>Job Portfolio #3</i>		
		<i>SPRING RECESS: 03/23 – 03/27/2015</i>	9	
<input type="checkbox"/>	<i>Reader</i>	TBA	10	03/30/15
		<i>HOLIDAY — 1<sup>st</sup> pggCo</i>		
<input type="checkbox"/>	Chapter 12	MANAGERS	11	04/06/15
<input type="checkbox"/>	Chapter 13	ADMINISTRATIVE SUPPORT AND SALES		
<input type="checkbox"/>		<i>Job Portfolio #4</i>		

*Continued on next page...*



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**SCHEDULE (CONTINUED)**

✓	ASSIGNMENT	CHAPTER	WEEK NO.	POSTED
<input type="checkbox"/>	Chapter 14	MARGINAL JOBS	12	04/13/15
<input type="checkbox"/>	<i>Podcast</i>	TBA		
<input type="checkbox"/>	➔	QUIZ #3 DUE BEFORE 12 NOON ON 04/20/15		
<input type="checkbox"/>	Chapter 15	THE WORLD OF THE LARGE CORPORATION	13	04/20/15
<input type="checkbox"/>		<i>Job Portfolio #5</i>		
<input type="checkbox"/>	Chapter 16	GLOBALIZATION	14	04/27/15
<input type="checkbox"/>	<i>Video</i>	TBA		
<input type="checkbox"/>	<i>Reader</i>	TBA		
<input type="checkbox"/>		Course Review — Finals Week	15	05/04/15
<input type="checkbox"/>	➔	FINAL EXAMINATION DUE BEFORE 12 NOON ON 05/15/15		

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

**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.

**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](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.