

# **SOC 4550: SOCIOLOGY OF WORK**

Fall 2016 (CRN 21932) – Tuesdays 5:30-8:10 PM – SS113

Dr. Ollilainen

## **Contact information**

Office: SS116, Office hours: M/W 9-10 AM T/R 10:30-11:30 AM or by appointment

Phone: (801) 626-6238, E-mail: [mollilainen@weber.edu](mailto:mollilainen@weber.edu) (Entitle your e-mail as "Soc of Work")

## **Course Description**

Why is work so important to people? How has the nature of work changed with the recent changes in the U.S. economy? Which jobs do women and minorities work in? How is power wielded in the workplace? Who gets paid how much? What are the sources of unemployment in the "new economy"? Will robots do most of our current jobs in the future? These are just few of the questions dealing with the world of work that this course will examine.

This semester, we will learn what it means to work in today's economy and what work means to us. It is a well-known fact that people derive a great deal of their identity and purpose in life from their work. Whatever the occupation, work means much more than a paycheck. Since people spend a great deal of their time working, it is evident that the nature of their job, the quality of their work relationships, and the extrinsic and intrinsic rewards they get from work also shape their lives even when they are not working.

## **Class Objectives**

During this course, students will:

- describe the main approaches to the sociological study of work
- examine the interaction between economic transformation, jobs, and organizations
- identify ways in which technological development and globalization influence work in the United States
- analyze occupations and professions and understand occupational stratification and wage differences based on gender and race-ethnicity

## **Required Texts**

- 1) Perrucci, Robert and Carolyn C. Perrucci. 2007. *The Transformation of Work in the New Economy: Sociological Readings*. Los Angeles: Roxbury.
- 2) Assigned readings on Canvas (listed in the course schedule)
- 3) Handouts (given out in class)

## **Note on Special Needs**

A student requiring accommodations or services due to a disability must contact Services for Students with Disabilities, located in the Student Service Center or visit: <http://www.weber.edu/ssd/>

## **Course Format**

This course is a seminar, which means that it is different from the traditional, lecture-based class. In a seminar, the main focus on reading and critically considering the literature through discussion and writing. Therefore, most of this course is made up of class discussions on the readings with occasional

films shown to highlight key ideas. It is therefore EXTREMELY IMPORTANT that you will have completed ALL the assigned readings before you come to class. I assure you that our class time will be more productive and fun when everyone has read. Without your (and your classmates') input, the class will be boring and our discussion will fall flat. Since the class is largely based on discussion, it is crucial that we take turns, respect everyone's views and recognize they may be different from ours, and allow everyone to speak without anyone dominating the discussion. Note also that there may be times you are asked to take a viewpoint different from your own for the purpose of discussion.

**Evaluation**

I Exams (30% + 30% = 60%)

There will be two exams, a midterm and a final, during the semester. They will be open-book, take-home essay exams which the students will have one week to finish. The materials for the exams include the assigned readings from the reader, hand-outs, and all class notes.

II Occupations and professions: A case study project (30%)

Students conduct research on an occupation or profession. The research project entails developing a bibliography of relevant articles on the occupation and interviewing one or more persons in that occupation. They then prepare a presentation that combines data and research findings about the occupation as well as insights from the personal interview/s. The projects will be presented in class at the end of the semester. In place of a formal paper, students prepare a one-page *information sheet* to share in class. More detailed instructions about the project will be provided.

III Reading leadership, summaries/reviews, and class participation (10%)

a) Students will *lead the class discussion* on the assigned readings three times during the semester. Although this is not a formal presentation, your discussion should outline the following points:

- What is the basic argument presented in the article?
- What evidence is provided to support the argument?
- What conclusions are drawn? Your job is also to encourage your classmates to discuss the main points of the reading.

b) In addition, students will turn in a brief, *written summary* of the article they discuss, using the above outline (max two pages, double-spaced). The summary paper is due at the time of discussion presentation. On the days without a discussion leader, I will post a set of *reading review questions* for all students to write about and turn in in class.

c) *Class participation* includes participation in class discussions, attendance, and all in-/out-of-class assignments. Thoughtful comments and questions about class materials and topics are encouraged and rewarded. I will record attendance as well. Please see the class attendance policy below.

Grading scale for course performance:

	A = 100-93%	A- = 92-90%	
B+ = 89-87%	B = 86-83%	B- = 82-80%	
C+ = 79-77%	C = 76-73%	C- = 72-70%	
D+ = 69-67%	D = 66-63%	D- = 62-60%	E ≤ 59%

<b>CLASS POLICY</b>	
<b>1. Attendance</b>	You must be present at least 80% of the class time. A below 80% attendance rate will result in a 10% reduction of your final grade.
<b>2. Late exams and assignments</b>	All exams and assignments are to be handed in on the due date. <i>The late submissions penalty is a - 5% reduction for EACH DAY the assignment/exam is late.</i>
<b>3. Extra credit</b>	There is no extra credit in this class.
<b>4. WSU Student Code</b>	Students are expected to be familiar with the WSU Student Code and abide by it. The Code may be reviewed on line at <a href="http://www.weber.edu/ppm/Policies/6-22_StudentCode.html">http://www.weber.edu/ppm/Policies/6-22_StudentCode.html</a> . All necessary steps will be taken to enforce the Student Code to guarantee fairness to all students.
<b>5. Plagiarism</b>	As you write your exam essays, make sure you cite other people's work appropriately. Plagiarism (i.e., using someone else's work, ideas, or wording as your own without citing) is considered cheating at Weber State (see student code, section IV.D.2b) and will result, at minimum, in failing your assignment. This also includes getting ideas from your class mates, working on exams together, and copying from the Internet. We will review in class some basic rules of using citations and writing essay exams before the first midterm. <i>WSU subscribes to TurnItIn.com, an electronic service that verifies the originality of student work. Enrollment in this course may require you to submit some or all of your assignments to it this semester, and documents submitted to TurnItIn.com are retained, anonymously, in their databases.</i>

### TENTATIVE CLASS SCHEDULE

Day	Topics	Assigned readings (to be completed by class time)
<b>Week 1</b> 8/30	Introductions and the syllabus * How do sociologists study work?	
<b>Week 2</b> 9/6	* How was work organized in early industrialization?	(Ch.1) Jacoby: "The Way It Was: Factory Labor Before 1915" (Ch. 2) Braverman: "Scientific Management" (Ch. 3) Edwards: "Bureaucratic Control" (Ch. 4) Marx: "Alienated Labor"— <i>Optional</i>

<b>Week 3</b> 9/13	* What is new about the “new economy”?	(Ch. 5) Clawson: Neoliberal Globalization (Ch. 6) Perrucci & Wysong: “Global Economy ...” (Ch. 9) Rodriguez: “Workers Wanted ...”
<b>Week 4</b> 9/20	* How is technology changing work?	(Ch. 11) Zuboff: “Worker Skills and Computer-Mediated Work” (Ch. 12) Fraser: “They Used to Use a Ball and Chain ...” (Ch. 13) Levy & Murnane: “How Computers Change Work and Pay”
<b>Week 5</b> 9/27	* Working in the ‘flexible’ organization	(Ch. 14) Kalleberg: “Flexible Firms and Labor-Market Segmentation” (Canvas) Kalleberg: “Good Jobs, Bad Jobs” (Ch. 16) Rogers: “Just a Temp” (Canvas) Real: “Temp”
<b>Week 6</b> 10/4	* Job security in the new economy	(Ch. 7) Uchitelle & Kleinfeld: The Price of Lost Jobs (Canvas) Sweet & Meiksins: “Whose Jobs Are Secure?” (Canvas) Lane: “A Company of One”
<b>Week 7</b> 10/11	* From manufacturing to service work: Routinization and deskilling  <b>MIDTERM EXAM GIVEN OUT IN CLASS</b>	(Ch. 24) Vallas: “Why Teamwork Fails ...” (Ch. 28) Leidner: “Over the Counter: McDonalds” (Ch. 29) Ehrenreich: “Walmart” or (Canvas) Newman: “School and Skill in the Low Wage World”
<b>Week 8</b> 10/18	* Professions in the new economy  <b>MIDTERM EXAM DUE IN CLASS</b>	(Ch. 21) Van Hoy: “The Organization of Mass Production Law” (Ch. 23) Brannon: “Professionalization ...”
<b>Week 9</b> 10/25	* Diversity and inequality at work	(Ch. 18) Tilly & Tilly: “Inequality at Work ...” (Ch. 19) Moss & Tilly: “‘Soft Skills’ and Race” (Ch. 20) Maume Jr.: “Glass Ceilings ...”
<b>Week 10</b> 11/1	* Presentation of self in the workplace  <b>PROPOSALS FOR OCCUPATIONAL CASE STUDY DUE</b>	(Canvas) Hochschild: “The Managed Heart” (Canvas) Williams & Connell: “Looking Good ...” (Canvas) Wingfield: “Are Some Emotions ...?”

<b>Week 11</b> 11/8	* Work, family, and time-management	(Ch. 30) Glass: "Envisioning the Integration ..." (Ch. 31) Jacobs & Gerson: "Overworked Individuals..." (Canvas) Moore: "Mommies and Daddies on the Fast Track ..."
<b>Week 12</b> 11/15	* Unpaid work: Care work and volunteering	(Canvas) Edgell: "Unpaid Work" (Canvas) Hochschild: "Love and Gold" (Canvas) Solomon: "I Feel Like a Rock Star ..."
<b>Week 13</b> 11/22	* The 21 <sup>st</sup> century workplace: Policies, practices, and challenges	(Ch. 36) Glass and Estes: "The Family Responsive Workplace" (Ch. 37) Bonacich: "The Challenge of Organizing in a Globalized/Flexible Industry ..." (Ch. 39) Barlett and Steele: "Critical Condition ..."
<b>Week 14</b> 11/19	* The 21 <sup>st</sup> century workplace: Ages and identities <b>Student project presentations begin</b>	(Canvas) Besen-Cassino: "Fun or Exploitation? ..." (Canvas) Schildt: "Just One of the Guys? ..."
<b>Week 15</b> 12/6	Course wrap-up: <b>Student presentations cont.</b> <b>FINAL EXAM GIVEN OUT IN CLASS</b>	No reading
12/14	<b>FINAL EXAM DUE - 5:30 PM</b>	