



SOC 338.WSO - Sociology at Work - Winter 2019-2020

Instructor: Elizabeth (Liz) Stygar

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Class Details: Online (Bb) from Dec. 16, 2019 – Jan. 5, 2020

Office Location: PH 0225

Office Hours: *Plan to communicate with me via email but if you would like to see me in my office, I will be happy to meet with you in person when the university is opened; please make an appointment in advance.*

Required Reading:

Hodson, Randy and Teresa A. Sullivan (2012) *The Social Organization of Work* 5th ed. Belmont, CA.: Wadsworth
(Your textbook is listed in the Course Calendar as: Ch # with the title)

Additional readings are accessible on Blackboard under the “Week by Week” and “Discussions” tabs.
(Your additional readings are listed in your Course Calendar as **Bb** with the title)

Course Description:

I expect this course to be challenging and enjoyable. We will learn about the social organization of work within our diverse social world. Our main focus will be on the economic structure of capitalism within the U.S., but the global context of our economy is important and thus emphasized throughout as well. The course is based on recent social research and theory, not opinions.

Work is fundamental to any society. The way work is organized, however, changes over time and across cultures. In this class, we will explore the social construction of work mostly in the United States. How has work been organized historically? How is work organized now? How does the organization of work affect our families, our happiness, and society as a whole? We will see that the organization of work in the United State is deeply influenced and influences other social systems, such as the U.S. government, families and other countries. Thus, the first objective of class is to understand how something as basic as work is socially constructed. Why do people organize work the way they do and who does this organization benefit?

We will pay special emphasis to paid work. If you are not a paid worker now, chances are that you will be very soon. Today, the world of paid work is rapidly changing. New work organizations are emerging which emphasize participation. We will ask ourselves why these new participatory work places are emerging and try to understand their relationship to a global economy. Are workers benefitting from these workplaces? Why or why not? Thus, the second objective of class is to analyze the changing workplace and its effect on workers. Since the organization of work is not inevitable but constructed by people, workers have a stake in the emerging workplace. How can workers help define the workplace?

Course Goals:

Course goals here relate to class materials and socializing toward general professionalism. Both types of goals exist to enhance the students’ marketable skills in the paid workplace:

Use analysis rather than morality to understand issues in class:

- Use curiosity to ask questions
- Avoid moral language like “should” “bad” “right and wrong”
- Uncover the social context of behavior

Understand the social construction of work:

- Recognize the changing nature of work over history and culture
- Apply theory to make sense of how we do work today

Understand contradictions in our thinking:

- Understand ways we believe two opposite thoughts
- Make sense of how we rationalize the oppositional thoughts

Learn to communicate in writing

- Develop a thesis in a paper and logically present thesis
- Use grammar, sentence structure, and spelling, correctly
- Put effort into papers by editing drafts
- Refrain from plagiarizing

Demonstrate professional behavior expected in class and other workplace environments

- Read syllabus, directions for assignments, and readings carefully
- Timeliness in class attendance and through submission of assignments
- Demonstrate respect for peers and instructor
- Modify behavior, if needed, based on feedback

Practice problem solving:

- Uncover important and relevant information
- Organize time effectively
- Take responsibility when absent or when assignments are late
- Strategize how to complete assignments effectively

Teaching Style

Our course requires much reading and writing. Students will be expected to come to online discussion prepared. Prepared means that the student has: a) completed all assigned readings, b) given some thought to those readings, c) prepared written responses to discussion questions, and, d) formulated comments about what s/he found interesting, confusing, or unclear. The success of this class is based on student cooperation, enthusiasm, and a willingness to participate fully on Blackboard (Bb). Although we will not be physically meeting, I do hold my online students to the same deadlines as my in-class students. Assignments are due as stated on the syllabus. Attendance online is expected, like a face-to-face class, in which you review Bb at least three times each week. See Course Policies (below) for my policy with regard to late work. It is helpful to begin the course with clear expectations on both your side and mine. To that end the following are what you may expect of me and what I will expect of you.

What you can expect from me: **1. A sincere effort to help you learn the course material.** I intend to spend enough time and effort in class preparation to make the material understandable and interesting. **2. Accessibility.** I will be available to you in the online environment and will answer your messages within 24-48 hours. Remember to contact me via email. **3. Fairness.** Your grade will be based upon what you have learned. It will neither be based upon any purely personal consideration nor by whether you and I agree about an issue.

What I expect from you: **1. A sincere effort to learn the course material.** **2. Careful and complete reading of the assignments in a timely manner.** **3. Regular use of the class Blackboard site.** Please use the discussion board forum within Bb if you have questions that are appropriate for the entire class. If your question is private, or not beneficial for all to read, then email is appropriate.

What we can expect from each other: Respect and courtesy. I respect you, I expect you to respect and to be courteous to other students and to me. Please address me as Professor Stygar, Ms. Stygar (Mrs. is not appropriate), or Liz.

Course Policies:

1. If you have a condition (i.e. learning disability, etc.) or circumstance (i.e. ill child, etc.) that may result in difficulty in completing assignments, **contact me AS SOON AS POSSIBLE to avoid any potential problems.** We only have three short weeks together, let's avoid issues.
2. Students must attend/**come to our online class prepared** to learn. Preparation includes completion of work on time.
3. The Final Paper is the only assignment that may be submitted after the deadline will earn a **20% deduction for each day (24 hour period) it's late, beginning at the date/time they are due.**
4. **There are NO make-up or late discussions** as you'll have missed interacting with your classmates.
5. **There are NO make-up or late quizzes or essays** unless you provide me with **legitimate documentation** (i.e. doctor's note) with your name and the date.
6. Students will demonstrate **ethical behavior** and use appropriate language in discussions, which includes avoiding slang, and maintaining a respectful tone when responding to others' work and opinions. Students must respect each other, online bullying or disrespect of any kind is NOT tolerated and will result in disciplinary actions.
7. Students who **plagiarize will earn a zero for the assignment** (copy & pasting from the Internet, etc.) and, depending on severity, will have their names submitted to the University (see the policy about Academic Integrity below).
8. **All work will be submitted electronically through Blackboard, often through TurnItIn, NOT via email attachments.**
9. All assignments should be written at the expected college level and well-edited. Points will be deducted for poor quality. **Practice your writing, like you would with your professional employer, which includes emails to me.**
10. There is **no "extra" credit** in our course. If you work hard throughout the semester, this won't be an issue. (There are "easier" assignments/ways to earn points, like the introductory and concluding discussion assignments).
11. **Attendance** reports may be required from the university. For online courses, attendance is generally gauged by dates of submissions: quizzes, discussion(s), etc...

Points Available this Semester:

Discussions (7 of the 8)

Discussions on Blackboard are an excellent learning aid, students learn a great deal from conversations with each other. The discussion entries are expected to be of high quality and it is essential you take them seriously. These Discussions are unique assignments in which you're applying what you learned in the chapters, readings, clips, and then start a thread in the specific forum. For these discussions, expect to create an original thread with at least three paragraphs discussing the reading in-context with the chapter and clip. Specific details for Discussions are available on Blackboard under the "Discussion" tab. In general, students who earn most of the available points will illustrate a high level of understanding of the topic (evidence of reading the chapter, Bb reading, and clip) in their participation. Full details are expected. In addition to your original thread, you need add a thoughtful response (example, elaboration, etc.) to at least two other students and check back in to read what all others are writing if you want to earn full points. Students must cite the textbooks and clips, no other sources are required. **Discussions are due by 11:59pm** on said due dates, but do NOT wait until the last minute and you're required to participate on different days. The due dates for these assignments are noted in the Course Calendar at the end of the syllabus and under the "Discussions" tab. These Discussion assignments are worth **30 points each.** You **choose which seven** of these eight assignments (based on your interest or schedule), for a **total of 210 points.** There are NO LATE & NO MAKE-UPS as much of the grade is calculated based on your timely interaction with classmates. If you have formal documentation, then I will record your missed assignment as a null or " – " rather than a zero. I do not recommend waiting to participate in the last seven.

If you copy and paste from the internet or if you are uncivil to someone in the class, you will earn a zero for the assignment. Depending on the severity of the plagiarism or hostility, you may be subject to further disciplinary action with the University.

Additional Discussions I want everyone to participate in the "Introductory Discussion" at the start of the semester and the "Concluding Discussion" at the end of the semester. You'll find the details about these assignment and due dates are on Bb under the "Discussions" tab. Discussions are **due by 11:59pm** (see the Course Calendar below). Each are worth five points, for a **total of 10 points.**

Essays (4 of the 15)

This semester you're asked to write four essays, there will be fifteen options in which to write, you choose which four you'd like to submit based on your interest or schedule. These assignments are open-book/open-note essays; a preview of the chapter and they can help you study for the quizzes. Essays are **due by 11:59pm** on said due dates (before we take the coordinating quizzes over the chapters). You'll find specific details about each option on Bb under the "Essays" tab which is also where you'll submit your final draft to TurnItIn. You will be asked to answer five questions, based on the chapters in Hodson and Sullivan's textbook *The Social Organization of Work*. You will also often be asked to use your sociological imagination and apply your experience with work to some of the concepts in the textbook. This conceptual application reveals advanced comprehension expected of a 300-level course. These essays are worth **25 points each for a total of 100 points**. Anticipate writing about 2 double-spaced pages (it's more about adequate responses than length). Note: a two-page paper quoting the text is not acceptable in a 338 class, use your own explanations. Citations are needed where appropriate, (after reporting statistics, etc.) including a works cited (using ASA); do NOT use a source other than your Hodson & Sullivan text. If you use information from the Internet, you will lose points as you need to provide evidence of reading the assigned textbook. There are NO LATE ESSAYS & NO MAKE-UPS, unless you have formal documentation. I do not recommend waiting to submit the last four essays.

Quizzes (14)

Online quizzes are the replacement for exams in this class and cover information in the chapters of your textbook: *The Social Organization of Work*. There is a quiz for EVERY chapter you read. The quizzes take place on Blackboard under "Quizzes." These quizzes will be available to you approximately one week before they're due (and thus, take them when you're ready). Take note, **quizzes are due on by 11:59pm** – see the Course Calendar below and on Bb under the "Quizzes" tab for due dates. The quizzes are technically "open-book/open-note," but you will have only 10 minutes to complete these ten question quizzes. The format for the quizzes are multiple-choice, true/false, and fill-in-the-blank questions, each question is worth two points. THERE ARE NO LATE QUIZZES AND THERE ARE NO MAKE-UPS. I will, however, drop the lowest quiz score for each student at the end of the semester. Thus, of the **13** total Quizzes, worth **twenty points each**, for a **total of 260 points** this semester. Unlike essays and discussions, you are expected to take every quiz and thus the due dates are highlighted in green in the Course Calendar. I strongly advise you NOT TAKE A QUIZ FROM YOUR SMART PHONE; you will need a reliable Internet connection and device to avoid technological issues. NO LATE QUIZZES & NO MAKE-UPS, unless you have formal documentation

Paper (1 of the 2)

You chose which one of the following two options you'd like to discuss this semester. Both papers are equally challenging and require an approximate length of 4-5 double-spaced pages and you have the opportunity to earn up to **100 points**. The final draft of your Semester Paper is due via **TurnItIn by 11:59pm on Wednesday 7/3/19**. Course Policy #3 applies with regard to late papers. Check under the "Papers" tab for more details.

Paper Option 1: Workplace Inequality

Goal: We are going to see how different groups (race, gender, age, ability, and sexuality) influence your workplace or a previous workplace. The purpose of all final/semester papers is to convey to your educator what you've learned from the class this semester.

Directions:

- 1) Choose **five** concepts we discussed this semester that exist in your workplace. Some examples may include: Occupational segregation, tokenism, sexual harassment, networking, statistical discrimination, gender/race typing of jobs, gender/race discrimination, homosocial reproduction, job sex/race segregation, pay gap etc. Feel free to check with me about your concept choices. Remember to apply your sociological imagination throughout.
- 2) First, define each concept you are applying **without plagiarizing** but with citing either from the textbook or another scholarly source. Do not use the dictionary for any reason. Make sure you demonstrate that you have a firm grasp on the concepts and make sure you cite any material you use.
- 3) Next, after you write the definition of the concept, give evidence that the concept exists in your workplace, be sure to do so for all three concepts. Conceptual application is central to your paper and reveals your level of comprehension.

Continued: Evidence entails explaining a situation in detail either using statistics or narrative to convince the reader your interpretation of the situation is correct. Use more than just one incident if possible when applying the concepts.

4) Now, write a paper in essay form that just does not simply answer the questions, but provides logical flow of information. The paper must begin with a thesis statement in your introductory paragraph and end with a concluding paragraph. Of course, you must discuss the business where you are working and explain its nature if the reader might be unfamiliar with it. Give pseudonyms to the workplace and workers if you are worried about privacy issues.

5) Develop a bibliography, and remember to cite throughout, using ASA guidelines. Do not plagiarize, simply put things in your own words. I will count off if students rely too much on quoting and plagiarized papers will earn a 0.

Paper Option 2: Global Stratification

Goal: Learn about the social implications of stratification and U.S. consumerism. The purpose of all final/semester papers is to convey to your educator what you've learned from the class this semester.

Directions:

1) Choose one of the following goods: coffee, chocolate, flowers or diamonds. Remember to apply your sociological imagination throughout.

2) Read **at least 3 creditable outside sources** (none from the industry count) that discuss how workers and environments in those industries are impacted. If you're unsure about sources, stick with non-biased journalism (NPR, New York Times, etc.) and scholarly articles from different sources (Pew Research, American Sociological Review, etc.).

3) Answer the following questions in essay format: 1) Who generally are the workers in this industry? 2) Where is production most likely done? 3) What are the working conditions? 4) How does production of those goods affect i) the environment and ii) social conditions (family, equality, etc.)? 5) What is the relationship between U.S. consumption of those goods and what you wrote above?

4) Write a paper in essay form that just does not simply answer the five questions above, but provides logical flow of information. The paper must begin with a thesis statement in your introductory paragraph and end with a concluding paragraph. In your conclusion, reflect upon the fact that in our consumer culture, we often do not consider the workers behind many of the products we purchase for consumption (with our own hard-earned money from our jobs). This connection to global capitalism is an important part of your sociological imagination and seeing your role as a consumer purchasing goods that others make/mine/harvest.

5) Develop a bibliography, and remember to cite throughout, using ASA guidelines. Do not plagiarize, simply put things in your own words. I will count off if students rely too much on quoting and plagiarized papers will earn a 0.

Academic Integrity

*Academic dishonesty includes plagiarism and cheating of any kind on an assignment. If you use someone else's words, you must cite properly. I take offenses of plagiarism and academic dishonesty very seriously. **Any violation WILL result in either a zero on the assignment/quiz, two violations result in the failure of the course. Additionally, I will forward the name of any student who plagiarizes to the Provost's Office for further review.** You can find the university policy on plagiarizing at <http://www.siue.edu/policies/1i6.shtml>. If you are unclear about when and how to cite in your work, please ask me or the **Writing Center in the SSC at (618)650-2045.***

Grading:

A – 90-100	Quizzes (14):	280 points
B – 80-89	Discussions (7):	210 points
C – 70-79	Additional Discussions (2):	10 points
D – 60-69	Paper:	100 points
F – Below 60	Essays (4):	100 points
	TOTAL:	700 points

For more information on SIUe grading policies, go to <http://www.siue.edu/policies/1j1.shtml>.

How to Succeed in This Class

- ✓ READ THE SYLLABUS, perhaps print it. It is your guide to the class. **Refer to the syllabus often.**
- ✓ This course takes place in 3 weeks, but carries the content of a 16-week 3-credit hour course, **be prepared to keep up.**
- ✓ **Check Blackboard at least 5 days** a week. Plan to spend at least 600 minutes online for this class each week. This is the amount of time that we would spend in class if we were meeting face-to-face.
- ✓ **Check your SIUE email regularly** (every other day or so) as it's one of the only means for me to reach you.
- ✓ For Discussions: complete each assigned reading/assignment early enough to allow time to thoughtfully formulate answers to questions posted in the Bb Discussions and before officially submitting your work. Participate in discussions at least two days before the deadline. **Engage with other students within discussions on DIFFERENT days** of the week.
- ✓ Write clearly in all assignments, with few spelling or grammatical errors. Use the spell check option and **EDIT your work.**
- ✓ Submit only final drafts as **Turnitin allows students to submit only once**, therefore, submit after you've carefully edited.
- ✓ **Complete all assignments by the due date/time.** The rare exception: if Blackboard happens to be "down" when an assignment is due (the university will inform us of such, and it has not happened for over a year) then please email it to me as an attachment to "time stamp" your work. Then, please submit the assignment in Bb once it comes back online.
- ✓ I expect professionalism. When communicating with me, please address me as Ms. Stygar, Prof. Stygar, or Liz. **Practice writing emails to me, like you would with your professional employer:** include a specific subject, sign your name, etc. – a useful skill.
- ✓ **Follow all instructions** in the syllabus carefully.
- ✓ **All assignments are due by 11:59 p.m.** *Quizzes are scored immediately, but if you want to review the quiz, you have to do so after the due date. Please be patient for your grades on Discussions, Essays, and Papers. These will be accessible under "My Grades" tab once I've completed grading.*

Successful studying tips I have created a link in Blackboard (under the "Start Here!" tab) to a beneficial web site, <http://www.howtostudy.org/>. A college course is designed with the expectation that for each hour you spend in the classroom, you will spend two to three hours outside of the classroom reading, thinking, studying, and working on assignments. You become an active rather than a passive reader, and think about what you are reading until it becomes clear. I suggest you take notes while reading. It's important too that our minds be open and ready to receive and think about new ideas. **Your education is your responsibility.**

Resources on Campus

1. Academic Advising and Counseling: 650-3701 – Student Success Center 1220 <http://www.siue.edu/advising/>
2. SIUE's Writing Center: 650-2045 – Student Success Center 1254 <http://www.siue.edu/IS/WRITING/>
3. SIUE Counseling Services: 650-2197 <http://www.siue.edu/counseling/>
4. Lovejoy Library is an excellent resource, familiarize yourself with our library <http://www.siue.edu/lovejoylibrary/>
5. Information Technology Services: 650-5500 – email: ftc_help@siue.edu <http://www.siue.edu/its/>

*Students needing accommodations because of medical diagnosis or major life impairment will need to register with **Accessible Campus Community & Equitable Student Support (ACCESS)** and complete an intake process before accommodations will be given. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access.*

Tentative Course Calendar

See the "Week by Week" tab on Blackboard for more details.

Week 1 Monday, December 16th - Class Officially Begins

Read: Ch 1 The Evolution of Work

Ch 2 Studying the World of Work

Ch 3 Satisfaction & Alienation

Ch 4 Class, Race, & Gender

Bb "It pays to be White"

Bb "How to Bridge that Stubborn Wage Gap"

Ch 5 Work and Family

Bb "How America Fails Parents and their Babies"

Bb "Work-Life Balance: balancing time or balancing identity?"

Ch 6 Collective Responses to Work

Bb "The Lowdown on Living Wage Campaigns"

Bb "Right to Work Laws: Lions, Tigers, & Unions. Oh My!"

Ch 7 Technology and Organization

Bb "Talk about Externalized Costs!"

Bb Bureaucracy Basics...

Due by 11:59pm on Monday, 12/16

Introductory Discussion

1st Optional Essay over Ch 1 **Quiz 1 over Ch 1**

2nd Optional Essay over Ch 2 **Quiz 2 over Ch 2**

Due by 11:59pm on Tuesday, 12/17

3rd Optional Essay over Ch 3 **Quiz 3 over Ch 3**

4th Optional Essay over Ch 4 **Quiz 4 over Ch 4**

Discussion #1

Due by 11:59pm Wednesday, 12/18

5th Optional Essay over Ch 5 **Quiz 5 over Ch 5**

Discussion #2

Due by 11:59pm on Thursday, 12/19

6th Optional Essay over Ch 6 **Quiz 6 over Ch 6**

Discussion #3

Due by 11:59pm on Friday, 12/20

7th Optional Essay over Ch 7 **Quiz 7 over Ch 7**

Discussion #4

Week 2

Read: Ch 9 The High-Tech Revolution

Bb Humans Need Not Apply

Bb Online Retail Boom Means...

Ch 10 Services

Bb "Women are just better at this stuff..."

Bb A Burger Joint is paying \$15 an hour. And, yes, it's making money.

Bb Bureau of Labor Statistics: characteristics of minimum wage workers, 2016

Ch 11 Professions & Professionals

Ch 13 Administrative Support and Sales

Ch 14 Marginal Jobs

Bb "What Makes Us Feel Good About Our Work?"

Bb "How America is Killing the Middle Class"

Due by 11:59pm on Monday, 12/23

8th Optional Essay over Ch 9 **Quiz 8 over Ch 9**

Discussion #5

Due by 11:59pm on Tuesday, 12/24

9th Optional Essay over Ch 10 **Quiz 9 over Ch 10**

Discussion #6

Due by 11:59pm on Thursday, 12/26

10th Optional Essay over Ch 11 **Quiz 10 over Ch 11**

11th Optional* Essay over Ch 13 **Quiz 11 over Ch 13**

** If you've not submitted an Essay yet, you're running out of options.*

Due by 11:59pm on Friday, 12/27

12th Optional Essay over Ch 14 **Quiz 12 over Ch 14**

Discussion #7

Week 3

Read: Ch 15 The World of the Large Corporation

Bb America's Monopoly Problem...

Ch 16 Globalization

Bb "Globalization and the poor: a look at the evidence"

Ch 17 The Future of Work

Due by 11:59pm on Monday, 12/30

13th Optional Essay over Ch 15 **Quiz 13 over Ch 15**

14th Optional Essay over Ch 16 **Quiz 14 over Ch 16**

Discussion #8

Due by 11:59pm on Tuesday, 12/31

15th and LAST Optional Essay over Ch 17 **Quiz 15, LAST Quiz, over Ch 17**

Concluding Discussion

Due by 11:59pm on Thursday, 1/2

Paper Due: either Workplace Inequality – or – Global Stratification