

About the Instructor

Name: Liz Stygar

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Office Location: PH 0225

Office Hours: If you want to Zoom, I will be happy to meet with you, please email me to make an appointment.

Course Textbooks

Sweet, Stephen and Peter Meiksins. 2021. *Changing Contours of Work: Jobs and Opportunities in the New Economy*. 4th Ed. Los Angeles, CA: Sage.

Orleck, Annelise. 2018. *We Are All Fast Food Workers Now: The Global Uprising Against Poverty Wages*. Boston, MA: Beacon Press.

Additional readings are accessible on Blackboard (Bb) and below in the Course Calendar.

Undergraduate students can rent textbook from SIUE. Please visit the [Textbook Service website](#) for more information.

For off-campus classes, the textbook may be shipped to you. Look for the option "Off-Campus Classes have special instructions, click here for these." Note: shipping time may take up to two weeks.

Welcome to Class!

I'm passionate about thinking sociologically and teaching this course. I hope you'll be enriched from our various discussions. I want to provide you all with a general welcome to the class, like we would in a face-to-face version of this course. Please see my full introduction in the Introduction Discussion (our first assignment). Our entire course takes place on Blackboard (Bb). **I encourage you to go to the "About This Course" link right away.** Please email me if you have questions at estygar@siue.edu. If you have questions in which others will benefit from your question and my answer, you can post your questions (and even answer other's questions) under the "General Questions" discussion tab. I want this area to be beneficial as if we were all physically in the same space this semester. I'm looking forward to the 3-week semester with you all!

Bio

My name is Liz Stygar, I do prefer you refer to me as Liz or Professor Stygar. I am an SIUE alumnus! I graduated with my undergraduate degree in 2005 and my Masters of Arts in Sociology in 2008. I remain active in my discipline as an activist and scholar. I train SIUE faculty, staff, and students about issues related to social justice as an IMPACT Fellow. I also organize and offer Safe Zone (LGBTI+) ally training for SIUE students, faculty, and staff. I currently live locally with my partner and our two young children. We enjoy family hikes, bike rides, and traveling. I like to cook, garden, and practice yoga. I care a lot about students and I am happy to help!

Communicating

If you have a question about an assignment, you can expect a response from me as long as the email/request is more than 24 hours before the due date/time. In general, plan for approximately 24-hour email response time (Exception: likely longer over the weekends/federal holidays).

About the Course

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?

Catalog description: Development, changing nature, and social impact of industrial organization; transition from mass production to flexible systems, employee participation and labor-management relations.

Course goals

Course goals here relate to class materials and socializing toward general professionalism. These goals and objectives 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
- Evaluate yourself before using moral language like "should" "bad" "right and wrong"
- Uncover the social context of behavior

Question 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:

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

Learn to communicate in writing

- Develop a thesis in a paper and logically present thesis
- Utilize grammar, sentence structure, and spelling, correctly
- Put effort into papers by editing drafts
- Recognize what constitutes plagiarizing and avoid doing so

Demonstrate professional behavior expected in class and other workplace environments

- Recall the syllabus, read directions for assignments, and readings carefully

- Demonstrate respect for peers and instructor
- Modify behavior, if needed, based on feedback

Practice problem solving:

- Uncover important and relevant information
- Organize time effectively
- Strategize how to complete assignments effectively

Course requirements

How to Succeed in This Class

1. PRINT THE SYLLABUS. It is your guide to the class. Refer to it often and organize a planner or calendar.
2. Check Blackboard (Bb) frequently. Each week plan to spend 16+ hours on Bb; this is the amount of time we would spend in class if we were face-to-face. Of course, you will spend additional hours off-line reading, writing, etc.
3. 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.
4. Participate in discussions at least a few days before the deadline. Engage with other students within discussions on different days throughout each week.
5. Write clearly and with few spelling or grammatical errors. Use the spell check option.
6. Only final drafts are to be submitted to Turnitin via Bb, **Turnitin will only allow students to submit work once**, therefore, only submit your work after you've edited it carefully.
7. Complete all assignments by the deadlines. Some coursework will be docked 10% for each 24-hour time period beginning immediately after the 11:59pm deadline. Please see Course Policies (below) for more details.
 - a. The rare exception: if the Bb system happens to be "down" when an assignment is due (the university will inform me of such an event and it has not happened for over a year) then please email it to me as an attachment. The attachment will not substitute for the completed assignment, but it will show that you met the deadline. Please submit assignment in Bb once the system comes back online.
8. Follow all instructions in the syllabus carefully.
9. **All assignments are due by 11:59 p.m.**, avoid waiting until minutes before the deadline to submit/participate.

Successful studying tips I suggest accessing a beneficial web site: <http://www.how-to-study.com/>. The two major keys to success in higher education are so basic that they are often overlooked: keep up with your reading and being present in class. In online learning, you're even more responsible to engage in class. University courses are designed with the expectation that for each hour you spend in the classroom, you will spend 2-3 hours outside of the classroom reading, thinking, studying, and working on assignments. Reading course material is not like reading a novel for entertainment. You should be reading for understanding. You may need to look up unfamiliar terms or read something several times and take notes. It's important too that our minds be open and ready to receive and think about new ideas. **Your education is your responsibility.**

Course and University policies

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**. We only have 3-weeks together, let's avoid issues.
2. Students must **attend our online class, be prepared** to learn. Preparation includes completion of work on time.
3. **Late or make-up work applies to the Quizzes, Summaries and Semester Paper:** Students will earn a 10% deduction for every 24-hour period your work is submitted late. If you want to avoid said deduction, be

prepared to: 1) share documentation with me, or 2) communicate with me before the deadline. A note from the doctor stating you were ill on or near the due date is appropriate (so is a receipt - with your name and the date - from your internet provider, auto mechanic, etc.).

4. **Late Discussions are not accepted.** Participating in discussions late makes learning moot as your peers have moved on. If you want to avoid earning a zero, see above about documentation as the points for the discussion assignment may be waived.
5. If a technological error occurs and you ask ITS to reset a quiz, you need to communicate with me. **Any quiz reset done without my permission** would be penalized: the student will **earn a 20% (4 point) deduction**.
6. Students will demonstrate **ethical behavior** and use appropriate language in discussions, which includes editing, 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** 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 Bb, 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 "low-stake" assignments, like the introductory discussion and checklist 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... If you do not attend the first day of this 3-week semester, you will be administratively dropped from the course.

Course activities/assessments

Anti-Plagiarism Tutorial and Quiz

Students must complete the Anti-Plagiarism Tutorial and Quiz right away, before submitting your first essay assignment. Students may take the quiz as often as necessary to get the score you want, you may earn **up to 10 points** for the Anti-Plagiarism Quiz. You must earn 80%+ before starting the essays, failing is not an option (you certainly don't want to fail essays or the paper, this tutorial is a requirement to avoid severe deductions for plagiarism). See the Course Policy on late work below.

Introductory & Concluding Discussions

I think it's important to try to get to know my students each semester and for students to get to know each other a bit too. Through my experience, teaching online doesn't naturally offer the opportunities to get acquainted like a face-to-face classroom. I'm asking for you to share about yourself in this Introductory Discussion. It is worth **up to 10 points**. Additionally, I would like all students to participate in one final discussion about the class at the end of the semester. This Concluding Discussion is worth **up to 10 points** also, that's up to 20 points total for these two full-class discussions.

Quizzes (8)

Quizzes are the replacement for exams in this class and cover information in the chapters of your primary textbook: *Changing Contours of Work*. There is a quiz for every chapter we cover. Quizzes are **due by 11:59 pm CST** – see the Course Calendar below and on Bb under the Calendar link 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. Of the 8 total Quizzes, worth **20 points each**, for a **total of 160 points** this semester. I strongly advise you NOT TAKE A QUIZ FROM YOUR SMARTPHONE; you will need a reliable Internet connection and device to avoid technological issues. See this [ITS KnowledgeBase article](#) for other test taking tips. See the Course Policy on Late Work below.

Summaries (6)

Your primary textbook provides a foundation for Sociology at Work, but I want you to learn and discuss various topics more in-depth. We will utilize our secondary textbook and I have posted additional readings/films/podcasts on Bb, this is the content for summaries. When we're scheduled to review these materials (see the Course Calendar), I want you to summarize each, following the guidelines posted to Bb. **Students will submit the summaries on Bb via TurnItIn by 11:59pm on said due date.** Expected length: 2-5 paragraphs. **Thus, for the 6 summaries, students may earn up to 10 points each for a total of 60 points this semester.** See the course policy regarding late work.

Group Discussions (6)

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 assigned 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 are available on Blackboard. 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 11:59 pm CST** on said due dates, but do NOT wait until the last minute and you're required to read others' input and participate on different days. The due dates for these assignments are noted in the Course Calendar at the end of the syllabus and on the course calendar under the Calendar link in the left navigation. These Discussion assignments are worth **30 points each**, for a **total of 180 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. **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.

Paper

You chose which one of the following two options. Both papers are equally challenging and require an approximate length of 6 double-spaced pages and you have the opportunity to earn up to **100 points**. Your paper is due to TurnItIn on Bb **by 11:59pm on Friday, 1/7/22**. See the course policy about late work.

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 papers is to convey to your educator what you've learned from the course.

Directions:

- 1) Choose one job in which you currently or have previously worked. Apply **five** concepts we discussed this semester that exist in your one workplace. Some examples may include: Occupational segregation, tokenism, sexual harassment, networking, gender/race discrimination, homosocial reproduction, etc. Feel free to check with me about your conceptual 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 all sources you use.
- 3) Next, after you write the definition of the concept, give evidence that the concept exists in your one workplace, be sure to do so for all five concepts. Conceptual application is central to your paper and reveals your level of comprehension. 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) Write a paper in narrative 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. Your textbook is your guide, you're welcome to utilize any of the supplemental materials I've provided this semester too. Additionally, you're asked to utilize **at least two creditable outside sources**. 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 papers is to convey to your educator what you've learned from the course.

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? Discuss their demographics. 2) Where is production most often 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? In other words, be sure to illustrate the role of globalization.
- 4) Write a paper in narrative 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 zero.

Paper Outline and Draft: Peer Reviews

Before submitting your final copy of your paper to TurnItIn on Blackboard, we will review your work ingroups to ensure you're following all instructions and that your work is well-edited. First, you're asked to submit an outline to your group members on Bb under the "Discussion Board" tab. The more detail you provide, the more feedback your group can offer you. Your **outline is due by 11:59pm on Monday, 1/3/22**. Your feedback for your group members is due by 11:59pm on Tuesday, 1/4/22. Timely submission of your outline and giving useful feedback to peers is worth up to **10-points**.

Second, you will share your **first draft of the paper with your group by 11:59pm on Wednesday, 1/5/22**; submit on Bb under the "Discussion Board" tab. Your feedback for your group members is due by 11:59pm on Thursday, 1/6/22. The more detailed your paper, the more feedback your group can provide you. Timely submission of your first draft and giving useful feedback to peers is worth up to **15-points**.

Group Evaluation

You are assigned to work with 5-6 others in class. There will be NO group assignments that take place outside of class; group work takes place only within the classroom. At the end of the semester, I will ask you to evaluate each person you worked with throughout the semester, including yourself. These evaluations are to be filled out PRIVATELY and what you write will remain anonymous, please be honest about the level of effort put forth by each person. These evaluations are accessible on Blackboard under the "Groups" tab, they are to be submitted on Blackboard **by 11:59pm on Friday, 1/7/22**. You can earn up to **10 points** based upon how your group evaluates your work and whether you

submit a complete evaluation. Therefore, I suggest being prepared and attempt to interact and work well with your peers. Late evaluations are not accepted without documentation or communicating with me BEFORE the deadline.

Grading

Anti-Plagiarism Quiz	10 points
Discussions (6):	180 points
Additional Discussions	20 points
Summaries (6):	60 points
Quizzes (8):	160 points
Group Evaluation	20 points
Paper Reviews	25 points
<u>Semester Paper:</u>	<u>100 points</u>
TOTAL:	575 points

Grading scale

A – 90-100
B – 80-89
C – 70-79
D – 60-69
F – Below 60

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

Grading rubric[s]/criteria

Grading rubrics and assignment criteria details are provided on Blackboard (Bb).

Feedback and grading timeline

Quizzes are graded automatically; you can see your numerical score just after you finish. Do check for typos in your fill-in-the-blank responses after the quiz becomes available to you again. Recall, you access the quizzes in “My Grades” not where you took the quiz. I strive for timely assessment of essay and discussion assignments: within 48 hours of the due date/time. Please read the details feedback I include for you in the comments section of the “My Grades” tab on Bb.

Online class behavior

- **Reflect** to avoid emotionally-reactive emails and discussion responses. Reread what you have written to be sure it is professional. Communicate as a professional at a workplace.
- **Communicate** effectively.
 - Edit all written assignments and emails to ensure clarity and professionalism.
 - Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.
- **Sign your name.** Take responsibility for your discussion input in order to build a strong classroom community.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course. In our asynchronous online class, discussion assignments are one of the only ways we can establish a quality peer-learning and social environment.
- **Be constructive.** Challenge ideas and the course content, but do so in positive ways. It’s fine to disagree, but when done politely you stimulate and encourage helpful discussion, and maintain positive peer relationships.
- **Keep the conversation on topic.** Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread. Go beyond opinions/experience and be sure to remain academic.

Academic integrity/plagiarism

Academic Misconduct 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.siu.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**.

Turnitin

This course will utilize the Turnitin plagiarism detection software. A Turnitin link will be available anywhere written work is to be submitted in the course. [Find out more about using Turnitin](#).

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siu.edu/policies/3c1.shtml>.

Services for Students Needing Accommodations

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling [618-650-3726](tel:618-650-3726).

Diversity and Inclusion

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Center for Student Diversity & Inclusion <https://www.siu.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

Additional Support

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Academic Advising](#)
- [Academic Success Sessions](#)
- [Campus Events](#)
- [Career Development Center \(CDC\)](#)

- [Counseling Services](#)
- [Financial Aid](#)
- [Lovejoy Library Resources](#)
- [The Center for Student Diversity & Inclusion](#)
- [The Writing Center](#)
- [Tutoring Resource Center](#)

If you find that you need additional support, please reach out to me and let me know.

Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siue.edu or by calling [618-650-2842](tel:618-650-2842).

Technical Support

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Contact ITS at [618-650-5500](tel:618-650-5500) or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS Knowledge Base](#) for various how-to and troubleshooting guides.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time

Technology capabilities

Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments and communicate with others in class
- Attach files to emails or course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Additional guidance for taking online courses can be found on the [Online at SIUE site](#).

Course Calendar/Schedule:

Week	Topic	Learning Activities	Assignments	Due Dates All due at 11:59 pm CST
Week 1 Dec. 20-25	Introduction to the Course	<ul style="list-style-type: none"> Read syllabus Watch welcome video/course tour Read/Listen: The Sociological Imagination Explanation (00:30m) Read: Semester Paper instructions 	<ul style="list-style-type: none"> Anti-plagiarism tutorial Introductory discussion 	M 12/20
	Chapter 1 - Mapping the Contours of Work Chapter 2 - New Products, New Ways of Working, and the New Economy	<ul style="list-style-type: none"> Read: Chapter 1 Review: Chapter 1 Notes/Explanation Read: Prologue to <i>We Are All Fast Food Workers Now</i> (WAAFFWN) Read: Chapter 2 Review: Chapter 2 Notes/Explanation Read: Discussion Instructions Look ahead to Discussion #1 	<ul style="list-style-type: none"> Chapter 1 quiz Chapter 2 quiz Start participating in Discussion #1 	Tu 12/21
	Unions	<ul style="list-style-type: none"> Read: Ch 4 (WAAFFWN) "I Consider the Union My Second Mother" <p>--- For Discussion #1</p> <ul style="list-style-type: none"> Watch: What Happened to Organized Labor? (R. Reich on YouTube, 13 min) Watch: How Corporations Crush the Working Class (Robert Reich on YouTube, 4.5 min) 	<ul style="list-style-type: none"> Summary 1 over Ch 4 Discussion #1 Due by 11:59pm Start participating in Discussion #2 	W 12/22
	Chapter 3 - Economic Inequality, Social Mobility, and the New Economy Social Inequality, the power of corporations, solutions	<ul style="list-style-type: none"> Read: Chapter 3 Review: Chapter 3 Notes/Explanation Watch: The Dirty Secret of Capitalism – and a new way forward (Nick Hanauer TED Talk 17 min) Review: Neoliberalism Notes/Explanation <p>--- for Discussion #2:</p> <ul style="list-style-type: none"> Read: Bureau of Labor Statistics: characteristics of minimum wage workers, 2020 Watch: The System: Who Rigged It, How We Fix It (R. Reich on YouTube, 12 min) Watch: How Workers Can Reclaim Power... (R. Reich on YouTube, 6 min) Watch: This 1916 Social Experiment Made Workers Wealthy (R. Reich on YouTube, 4.5 min) 	<ul style="list-style-type: none"> Chapter 3 quiz Summary 2 over TED Talk Discussion #2 Due by 11:59pm Start participating in Discussion #3 	Th 12/23
	Social Inequality, continued	<ul style="list-style-type: none"> Read: Ch 1 (WAAFFWN) "Inequality Rising" <p>----- For Discussion #3</p> <ul style="list-style-type: none"> Explore: https://equalitytrust.org.uk/spirit-level 	<ul style="list-style-type: none"> Summary 3 over Ch 1 Discussion #3 Due by 11:59pm Start participating in Discussion #4 over before Monday 	F 12/24

Week	Topic	Learning Activities	Assignments	Due Dates All due at 11:59 pm CST
Week 2 Dec. 27-Jan. 1	Fast Fashion and Externalized Costs	<ul style="list-style-type: none"> Read: Ch 21 (WAAFFWN) "If People Would Think About Us, We Wouldn't Die" Review: Fast Fashion & Externalized Costs Notes/Explanation <p>--- For Discussion #4</p> <ul style="list-style-type: none"> Read: How Fast Fashion Hurts Environment, Workers, Society (from PHYS.org) Watch: Fast Fashion's Effect on People, the Planet, and You (Patrick Woodyard TEDx, 18 min) Read: Rise of Externalized Costs 	<ul style="list-style-type: none"> Summary 4 over Ch 21 Discussion #4 Due by 11:59pm 	M 12/27
	Chapter 4 Whose Jobs are Secure?	<ul style="list-style-type: none"> Read: Chapter 4 Review: Chapter 4 Notes/Explanation Read: ... Americans Losing Jobs in the Pandemic... Robots and AI... (from TIME) 	<ul style="list-style-type: none"> Chapter 4 Quiz Summary 5 over Time article 	Tu 12/28
	Chapter 5 A Fair Day's Work? The Intensity and Scheduling of Jobs in the New Economy	<ul style="list-style-type: none"> Read: Chapter 5 Review: Chapter 5 Notes/Explanation Watch: "Work-Life Balance: balancing time or balancing identity?" (Michelle Ryan TEDx, 13 min) 	<ul style="list-style-type: none"> Chapter 5 Quiz Summary 6 over TED Talk Start participating in Discussion #5 	
	Chapter 6 Gender Chasms in the New Economy	<ul style="list-style-type: none"> Read: Chapter 6 <p>----- For Discussion #5</p> <ul style="list-style-type: none"> Listen: "Pandemic Makes Evident 'Grotesque' Gender Inequality in Household Work" (NPR, 31 min) Watch: "The US Needs Paid Family Leave, for the Sake of its Future" (J. Shortall TED Talk, 15 min) 	<ul style="list-style-type: none"> Chapter 6 Quiz Discussion #5 Due by 11:59pm 	W 12/29
	Read: Race, Ethnicity, and Work	<ul style="list-style-type: none"> Read: Chapter 7 	<ul style="list-style-type: none"> Chapter 7 Quiz Start participating in Discussion #6 	Th 12/30
	Discrimination in the Workplace	<p>----- For Discussion #6</p> <ul style="list-style-type: none"> Read: "The Bias of 'Professionalism' Standards" (from Sanford Social Innovation Review) Read: Immigrants Keep an Iowa Town Alive (from the New York Times) 	<ul style="list-style-type: none"> Discussion #6 Due by 11:59pm 	F 12/31

Week	Topic	Learning Activities	Assignments	Due Dates All due at 11:59 pm CST
Week 3 Jan. 3-8	Application of course concepts. Use of your Sociological Imagination	<ul style="list-style-type: none"> Read: Reread: parts of the textbook you need to utilize to write a quality paper 	<ul style="list-style-type: none"> Outline due 	M 1/3
	Reshaping the Contours of the New Economy	<ul style="list-style-type: none"> Read: Chapter 8 	<ul style="list-style-type: none"> Chapter 8 Quiz Feedback for peers' outlines due 	Tu 1/4
	Application of course concepts. Use of your Sociological Imagination	<ul style="list-style-type: none"> Read: Reread: parts of the textbook you need to utilize to write a quality paper 	<ul style="list-style-type: none"> Draft due 	W 1/5
	Application of course concepts. Use of your Sociological Imagination	<ul style="list-style-type: none"> Be reflective about your goals for the class. Consider what you've learned. Share your opinions about what you've learned in this 3-week semester course. 	<ul style="list-style-type: none"> Feedback for peers' drafts due Concluding Discussion Due 	Th 1/6
	Conclusion to the course	<ul style="list-style-type: none"> Think carefully about your group experiences and access the evaluation form, complete it honestly 	<ul style="list-style-type: none"> Semester Paper Group Evaluation Due 	F 1/7

Subject to change notice

Some course material, assignments, and deadlines are subject change. In over a decade of teaching, I have never overhauled a syllabus, but I need to caution this possibility change because extenuating circumstances do happen in life. Please recognize: it is your responsibility to stay in touch with me and communicate well, I promise to do the same. Review Blackboard and check your email inbox regularly; adjust as needed if assignments or due dates change.