

Syllabus for Work, Employment and Society (SOC302)

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Course Code: xxxxx

Office Hours: TTh 11-noon or by appointment

Our lives are defined by relationships. Among the most important relationships in our lives include our family relationships, our political relationship with the "state," economic relationships, and since the industrial revolution, the "employment relationship." Increasingly the employment relationship is becoming more important in people's lives and in the 21st century, the employment relationship is undergoing transformation. This course will examine facets of the "employment relationship" from the perspective of the employee. Topics include basic labor law, forms of the employment relationship, gender and racial employment discrimination, regulation of the employment relationship with a special focus on gender and racial aspects of such regulation, promotions and workplace politics.

"Work, Employment, and Society" (SOC 302) serves as a Foundational Studies Integrative Upper-Division Elective (IUDE). IUDEs must meet the following objectives. They are:

1. use a thematic approach to a particular topic or issue that integrates multiple ways of knowing;
2. engage in a project or conduct research that makes use of multiple ways of knowing to address a particular topic or issue;
3. analyze and write at an advanced level.

Because this course is part of the Foundational Studies Program, it is important to place this course in the context of the program's goals, which are to:

1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics and history);
4. Demonstrate an appreciation of human expression through literature and fine and performing arts;
5. Demonstrate the skills for effective citizenship and stewardship;
6. Demonstrate an understanding of diverse cultures within and across societies;
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
8. Demonstrate an understanding of the ethical implications of decisions and actions;
9. Apply principles of physical and emotional health to wellness;
10. Express (yourself) effectively, professionally, and persuasively both orally and in writing.

The program is also designed to build skills for applied learning. These Skill and Applied Learning Objectives (S&LO) require that the course contribute to:

1. Developing critical thinking skills;
2. Developing information literacy skills;
3. Developing your writing skills (by including a graded writing component).

This course will directly address all of the IUDE learning objectives, all of the Skill and Applied Learning Objectives, and all or part, but one (9), of the overall Foundational Studies goals. Specifically, you will be required to

1. use “work as an instrumental and expressive activity” to understand how the employment relationship affects student’s lives. Several social science methods, history, and the arts and humanities will be used to understand “work.” (IUDE LO 1, FS LO 3, 4)
2. complete a case study of the occupation or profession you hope to enter after your education is complete that includes multiple sources, a statistical portrait of the occupation or profession, and interviews with at least 5 individual currently doing that work. (IUDE LO 2, S&LO 2, 7, 10)
3. write at an advanced and intensive level in the above case study and complete a take home final that involves an analysis of a fictional workplace in terms of the “employment relationship” and the instrumental and expressive aspects of work. (IUDE LO 3, S&LO 3, FS LO 1,3, 10)
4. participate in about 20 “classroom collaborations” (small group discussion/problem solving sessions) discussing the assigned readings, applying a variety of concepts to solve problems (S&LO 1, FS LO 2, 10)
5. learn the basic federal labor and employment laws as they apply to your chosen occupation or profession (FS LO 5)
6. read scholarship on issues of race and gender inequality in work and employment (FS LO 6, 8)

REQUIRED TEXTS: *Intuition* by Allegra Goodman (a novel)

Nightshift, NYC by Sharman and Sharman (a cultural look at nightwork)

The Essential Guide to Federal Employment Law by Guerin and Delpo

Electronic readings on Blackboard

COURSE REQUIREMENTS: Attendance is required. However, I will not be taking attendance. But, if you are absent, you cannot participate in classroom collaborations or which there will be approximately 20. For each class room collaboration you participate in, you earn 15 points (200 points make up your participation grade (if you participate in all CCs, you earn 100 points of extra credit). **There are no excused absences.**

Readings. There is quite a bit of reading in this course. However, some of it is not meant to be read as closely as other parts. I will signal to you which readings can be “skimmed” and which others should be read more closely. The skimmed portions are like reference books. Familiarize yourself with it so that you know where to look things up. *If, however, I sense that the class has*

not read the material on a particular day, I reserve the right to pose a pop quiz worth 10 points. Answering the quiz correctly results in your not losing any points for that day. In others words, it is the worst kind of quiz....you gain no points for being right...you lose if you are wrong.

A **case study** is also required. Based on an interview with at least five people and library and internet research, the case study will follow the guidelines attached to this syllabus as well as additional areas that will be detailed to you on the course website. Guidelines are provided at the end of this syllabus. *You must interview at least five people doing the kind of work you hope to do after college, you must have at least 10 conventional library sources and no more than 50% internet sources (unless the same sources are also available in a conventional library). You must also consult the Occupational Outlook Handbook (reference book in library or on the internet) about your occupational or area of work you are hoping to enter.*

I encourage student collaboration throughout this course. However, your case study is your own work; that does not mean that if several students are interested in pursuing a career in accounting after graduation that they cannot discuss or share resources, but the case study that is turned in should be the individual student's work. This is true with the final exam. We will work somewhat on the final during the last week of class and again, I encourage students to discuss the final amongst themselves, but the final exam that is turned in during Final Exam week is the student's own work and should conform in all ways to the Academic Dishonesty Policy in the Student Code of Conduct.

GRADES: Your grades will be computed according to the following:

| | | | |
|--|----------------|-----|-----------------------------|
| Classroom Collaborations | 20 @ 15 points | 200 | (100 bonus points possible) |
| The final | | 300 | |
| The case study (each interview is worth 50 points) | | 500 | |

Grades will be computed this way: total score=

| | |
|----------|------|
| 900+ | --A |
| 868-899 | --A- |
| 834-867 | --B+ |
| 800-833 | --B |
| 768-799 | --B- |
| 734-767 | --C+ |
| 700-733 | --C |
| 668-699 | --C- |
| 634-667 | --D+ |
| 600-633 | --D |
| 568-599 | --D- |
| 0-567--- | --F |

any scores with a fraction of a point, like .1, .5, etc, will be rounded using conventional rounding rules, .5+ rounded up, less than .5, rounded down. Grades which fall on borders, like 899, are

not likely to receive any special consideration.

“The Sycamore Standard”
Indiana State University

Students at Indiana State University are expected to accept certain personal responsibilities that

Constitute the “standard” for behavior in a community of scholars.

As a student at Indiana State University:

I will practice personal and academic integrity; I will commit my energies to the pursuit of truth, learning and scholarship; I will foster an environment conducive to the personal and academic accomplishment of all students; I will avoid activities that promote bigotry or intolerance; I will choose associations and define my relationships with others based on respect for individual rights and human dignity; I will conduct my life as a student in a manner that brings honor to me and to the University Community; I will discourage actions or behaviors by others that are contrary to these standards.

Adopted by the Indiana State University Student Government Association April 17, 2002

Academic Freedom

Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful

not to introduce into their teaching controversial matter which has no relation to their subject.

The preceding comes from the American Association of University Professors statement on academic freedom. Though the entire statement

(<http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>) speaks to many issues, it is this portion on the conduct of the course that is most relevant. For the purpose of Foundational Studies courses this means that faculty have the right to conduct their class in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty.

The above two paragraphs are mandated by the ISU Faculty to be included in the syllabi of all Foundational Studies courses. Just as most academic study of work and employment has a managerial bias to it (privileges the view of the employment relationship for management—SOC302 privileges the perspective of the employee), the above two paragraphs privilege the view of the faculty. Notice that “The Sycamore Standard” focuses on your responsibilities and the statement on Academic Freedom focuses on my rights. But there is more about Academic Freedom from the AAUP that extends to students. Students and employees are always reminded of their responsibilities but so rarely about their rights.

In the Classroom

The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

1. Protection of Freedom of Expression.

Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

2. Protection against Improper Academic Evaluation.

Students should have protection through orderly procedures against prejudiced or capricious academic evaluation.⁴ At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

3. Protection against Improper Disclosure.

Information about student views, beliefs, and political associations that professors acquire in the course of their work as instructors, advisers, and counselors should be considered confidential. Protection against improper disclosure is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge and consent of the student.

--From the **Joint Statement on Rights and Freedoms of Students**

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/stud-rights.htm>

AMERICANS WITH DISABILITIES ACT STATEMENT

“Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 812-237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers.

If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.”

Laptop Usage

While there will be no assignments or examinations for which the laptop will be used (in class), your use of a laptop is generally permitted as long as such usage remains within the bounds of the Code of Student Conduct and it conforms to the provisions of its use as laid out in this syllabus. *The only appropriate usage of the laptop in this course is to take notes during class.*

Any other usage is prohibited. There may be occasions where laptop usage is forbidden and if that occurs, failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

| <u>DATE</u> | <u>TOPIC</u> | <u>READING ASSIGNMENT</u> |
|-------------|---|--|
| Week 1 | Introduction: “Work” a central activity of humanity. | Begin reading <i>Nightshift</i> |
| Week 2 | Work as instrumental and expressive behavior | Selections from “The Oxford Book of Work” and “Work Is Desirable/Loathsome (Tausky) |
| Week 3 | Work and employment as expressed in music and art | Keep reading <i>Nightshift</i> |
| Week 4 | Work and employment in literature. | <i>Nightshift, NYC</i> |
| Week 5 | A Brief and Selective History of Work | “Social Change in the 20 th Century” “From Industrial Economy to Flexible Economy” Work in the Flexible Economy” (Rubin) “The History of Work” (Ackerman) |
| Week 6 | The “employment relationship” Things every employee needs to know: federal labor and employment law | <i>The Essential Guide to Employment Law</i> (Guerin, et al) |
| Week 7 | Professional goals: moving up the career ladder Changing Professional | “Looking Up and Looking Around” (Jackall); “New Forms of Work Organization” (Smith); The Organizational Context of Work (Leicht, et al); “The Overtime Culture in a Global Corporation (Wharton, et al); |
| Week 8 | Gender and race discrimination in the Workplace | “Has the Problem of Discrimination Gone Away?” “Discrimination and Market Competition” (Berg); Glass Ceilings and Glass Escalators (Maume) “Soft Skills and Race” (Moss and Tilly) |

| <u>DATE</u> | <u>TOPIC</u> | <u>READING ASSIGNMENT</u> |
|-------------|--|--|
| Week 9 | Affirmative Action and Equal Opportunity | “Understanding Affirmative Action” (Crosby); “Difference and Diversity in the workplace” (Dougherty); “26 Things to Remember about Discrimination” (Berg); “The Denial Of Personal Discrimination” (Crosby) |
| Week 10 | Work-Family Relationship | “Overworked Individuals or Overworked Families” (Jacobs, et al); “Are the Interests Of Women Inherently at Odds with The Interests of Children or the Family?”(Ferber); “Effective Work/Life Strategies” (Moen and Yu); “The Family Responsive Workplace” (Glass et al); |
| Week 11 | How technology is changing work and employment | They Used to Use a Ball and Chain: Technology’s Impact upon the Workplace” (Clawson); “How Computers Change Work and Pay” (Camp); “Unlikely Rebels” (Burris); |
| Week 12 | Globalizing work: | “Neoliberal Globalization” (Clawson); effects on employment “Global Economy and Privileged Class” (Perrucci et al); “The Price of Jobs Lost” (Uchitelle et al); |
| Week 13 | The employment relationship and Professional Goals | Begin reading <i>Intuition</i> (Goodman) |
| | The Labor Market: Marketing your Labor <u>We will meet in the Career Center, second floor, Student Services Building</u> | |

| <u>DATE</u> | <u>TOPIC</u> | <u>READING ASSIGNMENT</u> |
|-------------|---|--|
| Week 14 | Future trends in the employment | “The Capitalist Firm in the 21 st Century” relationship: flexibility versus stability (Powell); Structural Unemployment and Case Studies Due the reconstruction of the self” (smith); Capitalism and the Erosion of Care” (England et al) |
| Week 15 | A fictional workplace to practice our newly learned skills... Final Exam Distributed | <i>Intuition</i> (Goodman) |
| Week 16 | “Final” discussion | |

Annotated Schedule with Learning Objectives

| Week | Topic | Expanded Description of Topic and Pedagogy | Learning Objectives |
|-------------|--|--|--|
| 1 | Introduction: Work a central activity of humanity | A thorough introduction to the course discussing the syllabus with special emphasis on course requirements and the perspective of the employee taken in this course. Begin to distinguish “work” and “employment” (work in exchange for a wage). All student will introduce themselves to the class. Begin reading <i>Nightshift NYC</i> (for focus on in Week 4), this book is a work by two print and one photo-journalist chronicling the work and workers most of us never see...the nightshift. It attempts to capture the “rhythm” of nightwork. | FS 3, 10 S&ALO 1 |
| 2 | Work as instrumental and expressive behavior | Work as instrumental behavior (work for pay; work to produce) is thought to be understood and captures most of the emphasis through “employment” but work is also expressive, a side of work much less noticed or understood. Students will read excerpts of world literature about “work”, excerpts from sources such as Genesis, John Locke, Buddha. They will also read a social science article on defining work as desirable or loathsome. Classroom Collaborations will occur in every class throughout the semester and in small groups will discuss which of the Oxford selections come closest to their own understanding of work; examine the literary excerpts in terms of instrumental or expressive. Discuss case study assignment. | FS 1, 2, 3, 4, 6, 7, 10 S&ALO 1, 2, 3 IUDE 1, 2, 3 |
| 3 | Work and employment | In class students will examine music and art about work. Students will discuss the meanings of various songs and | FS 3, 4, 6, 7, 10 (orally) |

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| | as expressed in music and art | works of art. They will work to produce a short work song and a graphic depiction of work, using concepts already covered. | S&ALO 1 IUDE 1, 2, |
| 4 | Work and employment in literature | <i>Nightshift NYC</i> will be the focus for this week. Although not “literature” in the narrow sense, “journalism” is the most popular medium through which work and employment is discussed. The “conditions” of employment are key components of the employment relationship and this focus on night work will demonstrate how that “shift” affects the lives of those who work it. | FS 1, 2, 3, 4, 6, 7, 10 S&ALO 1 IUDE 2, |
| 5 | A brief and selective history of work | Often “work” is confused with industry and labor markets, so these selections, from historians, sociologists, and economists, focus on the conditions of work and the employment relationship since the industrial revolution, and turning now on globalization. | FS 1, 3, 7, 10 S&ALO 1 IUDE 2 |
| 6 | The employment relationship | Especially in the US, most conceive of the employment relationship as one’s personal relationship with their “boss.” However, the employment relationship is an institutional relationship grounded in law, social custom, organizational rules, collective bargaining, and individual employment contracts. The relationship begins with the doctrine of “employment at will” which emerged in the US at the dawn of the industrial revolution. This is the central concept in the course. And the remainder of the course will be viewed through this particular lens. Students will understand the asymmetry in the employment relationship, the role of public policy in influencing the employment relationship. In small groups students will apply federal law to workplace “problems” from pay discrimination to privacy to boundaries of all sorts. | FS 1, 3, 5, 7, 8, 10 S&ALO 1 IUDE 1, 2 |
| 7 | Professional goals: moving up the career ladder | Students will work on stating professional goals (which include goals beyond career). “Careers” will be looked at from various perspectives, the labor market perspective, as a means of controlling employees, workplace politics, etc. | FS 3, 4, 5, 7, 8, 10 S&ALO 1 IUDE 1, 2 |
| 8 | Gender and race discrimination in the workplace | Both statistical analysis and more qualitative accounts of gender and race discrimination, as well, as current law on the subject will be covered. The forms discrimination takes, how employees experience discrimination, and how the employment relationship enables/disables it are discussed. Students, through their allocation of roles in the Classroom Collaborations are shown how gender discrimination is the “norm” and commonly unwitting and even defended by those who are discriminated against. | FS 1, 2, 3, 5, 6, 7, 8, 10 S&ALO 1 IUDE 1, 2 |
| 9 | Affirmative Action and Equal Opportunity | These are the major public policies that address workplace and employment discrimination. They are discussed thoroughly as both policy and practice. Students engage in developing a “better” policy/practice to achieve nondiscrimination. | FS 1, 2, 3, 5, 7, 8, 10 S&ALO 1 IUDE 1, 2 |
| 10 | Work-Family | Conventionally work and family have been separate spheres. | FS 1, 2, 3, 5, |

| | | | |
|----|--|--|--|
| | Relationship | <p>However, with US women's labor force participation rate at all time highs, work and family are no longer separate, they are increasing blurred. Readings cover the challenges of this blurring line, strategies employees engage in to "balance" these demands, and policies that address it.</p> <p>Students are encouraged to think about how they will address these issues and how they impact their professional goals.</p> <p>This is also an area that distinguishes work from employment. (Housework)</p> | 7, 8, 10 S&ALO 1 IUDE 1, 2 |
| 11 | How technology is changing work and employment | <p>The readings focus mostly on the effects of computers on the workplace, work, and workers.</p> <p>Students are encouraged to think about and discuss how computers affect their chosen occupations and how it might in the future.</p> | FS 1, 2, 7, 8, 10 S&ALO 1 IUDE 1, 2 |
| 12 | Globalizing work: effects on employment | <p>Readings focus on the effects of globalization on the employment relationship. Students will address effects on their chose areas of employment, emphasizing cross cultural work teams, a 24 hour business day, emerging forms of employment relationships</p> | FS 1, 2, 3, 7, 10 S&ALO 1 IUDE 1,2 |
| 13 | The employment relationship and professional goals. | <p>Students will be "map" how the employment relationship affects their professional goals. They will do this both generally as well as individually.</p> | FS 1, 3, 4, 5, 6, 7, 8, 10 S&ALO 1 IUDE 1, 2 |
| 14 | Future trends in the employment relationship: stability versus flexibility | <p>The labor market is dynamic, as is the economy. The employment relationship, however, is institutional. It changes more slowly than the labor market or economy in general.</p> <p>We will look at how the needs of employers and the needs of employees create a see saw effect in the employment relationship using the concepts of stability and flexibility. For instance, employers want flexibility in terms of work rules and ability to hire and fire; but sometimes so do employees such as work rules and flex schedules. Yet, often, flexible work rules conflict with employees desire for stability and predictability.</p> <p>Students will examine scenarios and analyze them in terms of flexibility and stability.</p> | FS 1, 2, 3, 5, 7, 10 S&ALO 1 IUDE 1, 2 |
| 15 | A fictional workplace to practice our newly learned skills | <p>The final exam will be distributed via Blackboard on Monday of this week. In class we will discuss <i>Intuition</i>, a novel about work in a medical research facility. The novel doesn't just use the workplace as a setting, the workplace is a central "character" in the novel. Students for their final exam, will analyze this novel in order to demonstrate their understanding of the concept of the employment relationship. We will begin discussing the novel in class. The final is take home and due on the date the final is scheduled.</p> | FS 1, 2, 3, 4, 6, 10 S&ALO 1, 3 IUDE 1, 2, 3 |
| 16 | "Final" discussion | <p>While the final is take home, we will still meet during the scheduled exam time. Students are offered the opportunity to discuss their exams in groups and may change their exams</p> | FS 1, 2, 3, 4, 8, 10 S&ALO 1, 3 |

| | | | |
|--|--|---|--------------|
| | | using a red pen. Alterations to their exams are not held against them in the grading of them. | IUDE 1, 2, 3 |
|--|--|---|--------------|

Annotation on Case Study

The Case Study is arguably the most important learning activity as well as demonstration of learning in this course. The Case Study is worth half the available credit in SOC302. The Case Study could be shown to meet ALL learning objectives that this course meets, however, the following are especially met: FS 3, 10, S&ALO 1, 2, 3 IUDE 1, 2, 3. Examining the case study outline that follows will show how sections of the case study are connected to specific parts of the class meetings, thus tightly integrating the case study with classroom activities. One half the case study points are in conducting the five interviews. The other half will be based upon the written case study. The learning objectives for this course will be used to evaluate the case study among other criteria.

Guidelines for Case Study

The case study must have the following sections. The amount of information in each is going to vary, but you must address each area. (*Tip: use at least the roman numeral headings as subtitles in your case study*).

Statement of Professional Goals

- A. This should include a personal statement about your motivation and interest to do the particular kind of work you have chosen)
- B. How is doing this work going to connect/relate to your stated professional goals?

II Qualifications and Credentials

- A. Continuing education to achieve your professional goals?
- B. Relationship of your college education (Foundational Studies, major, minor, certificates to achieving your professional goals.
 - 1. Specifically connect the following: (these are ten “common goals of Liberal and Professional Education”)
 - a. **Communication Competence:** reading, writing, speaking, and listening.
 - b. **Critical Thinking:** rational, logical, coherent, examination of issues (problem solving).
 - c. **Contextual Competence:** understanding of the societal context and capability to adopt multiple perspectives.
 - d. **Aesthetic Sensibility:** sensitivity to relationships among arts, the natural environment, and human concerns.
 - e. **Professional Identity:** a sense of one’s place in the world as an individual, a citizen, and a professional.
 - f. **Professional Ethics:** understanding and accepting professional ethics as a guide to behavior.
 - g. **Adaptive Competence:** anticipation and promotion of change

in professional practice.

h. **Leadership Capacity:** the intelligent, human application of knowledge and skills, and the capacity to contribute as a productive member of the profession.

i. **Scholarly Concern for Improvement:** sense of obligation to participate in the improvement of the profession.

j. **Motivation for Continued Learning:** exploration and expansion of personal, civic, and professional knowledge throughout a lifetime.

III. Work setting/work conditions

A. What are the different kinds of work settings/work conditions. This would include discussion of the employment relations, instrumental and expressive work, flexibility versus stability.

IV. What protections can you, only you, count on as an employee in this kind of work?

A. In the settings you identified, are the basic employment laws in effect?

V. Discrimination issues in your area of work.

A. Be sure to provide a statistical portrait of the people in this occupation/area of work.

VI. Diversity issues in your area of work.

A. This includes the people who do this kind of work as well as “clients” or customers.

VII. Work-family relationship

A. The household division of labor

- B. Who takes care of the children.
- C. Who takes care of elderly parents.

VIII. Pending public policy changes that may affect your employment relationship.

IX. While your interviews can serve as information sources for much of the above, this section is to summarize your experience from interviewing your five individuals.

X. Evaluate your own case study. Map out where you:

1. use a thematic approach to a particular topic or issue that integrates multiple ways of knowing;
2. engage in a project or conduct research that makes use of multiple ways of knowing to address a particular topic or issue;
3. analyze and write at an advanced level.
4. Locate, critically read, and evaluate information to solve problems;
5. Critically evaluate the ideas of others;
6. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics and history);
7. Demonstrate an appreciation of human expression through literature and fine and performing arts;
- 8.. Demonstrate the skills for effective citizenship and stewardship;
- 9.. Demonstrate an understanding of diverse cultures within and across societies;
- 8.. Demonstrate the skills to place your current and local experience in a global, cultural, and historical context;
- 9.. Demonstrate an understanding of the ethical implications of decisions and actions;
10. Express (yourself) effectively, professionally, and persuasively in writing.
11. show critical thinking skills;
12. show information literacy skills;
13. Develop your writing skills .

Appendix of your notes from your interviews.