

New Course Proposal Form

Directions:

- A. Complete this form.
- B. Attach a syllabus or course guidelines that includes
 - a. list of measurable student learning outcomes
 - b. information on how outcomes will be assessed including descriptions of reading and writing activities, projects, presentations, testing, etc
 - c. list of course requirements such as attendance, assignments, etc
- C. Have your proposal reviewed by the appropriate department and school/college committee.
- D. Submit your proposal to the University Curriculum Committee in care of the Office of Academic Affairs.

Form information:

1. Department/Program: **Behavioral & Social Sciences, Sociology**

2. Course Information: **ANSO 2700/Sociology of Institutions**

Prefix Number Title

3 ANSO 1010 or ANSO 1070

Credit Hours Prerequisites

3. Catalog Description for the catalog: (This description should briefly describe the basic content of the course as it will be offered.)

An in-depth analysis of one of the various social institutions that work to socialize the groups and individuals in society. Compares differences in the ways diverse social groups are represented in or experience the topic institution. Uses a variety of sociological theoretical approaches to familiarize students with sociological principles related to the topic institution. Topics vary each semester. May be repeated for credit if content differs.

4. May students repeat this course for credit? If so, are there limits?

Yes, the course will be "repeatable if content differs." Possible subtitles include: Work and The Economy, Family, The State, Law and Public Policy, Media, Religion, Education, Medical and Health Care Systems, Art and Architecture, Language and Linguistics, etc.

5. What is the rationale for adding this course?

Sociology of Institutions is a basic part of the field of sociology. With the arrival of Danielle MacCartney, we have an opportunity to make this a regular offering for our students.

- a. How does it support the philosophy and enhance the curriculum of your department?

The mission of the Department of Behavioral and Social Sciences is to offer students an understanding of the richness, complexity and diversity of human behavior. The sociology of institutions is designed to explicitly discuss the complexity of experiences related to social institutions.

- b. How does it relate to the overall University curriculum?

This course is directly related to several core values of the University. Specifically, this course is designed to tap the core values of global citizenship and diversity by educating students about the diversity of institutional experiences among various social groups.

6. Should this new course be considered for General Education coding? _____
If yes, attach the Application for General Education Coding Form.

7. Staffing requirements:

- a. Qualifications necessary for instructor - **Sociology degree**
- b. What staffing changes, if any, will be necessary to offer this additional course?
None

8. When will this course be initiated? **Spring 2010** How often will it be taught? **biannually**
What sites are likely to offer this course? **Home campus**

9. Does this course affect degree requirements in your, or any other, department/program's major, emphasis, minor, or certificate. **No.**

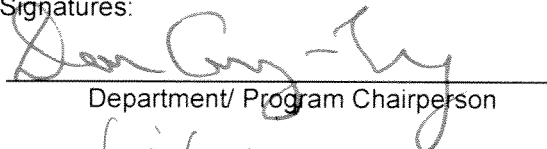
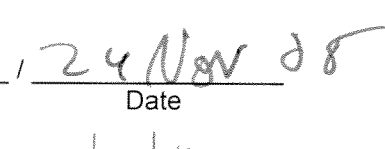
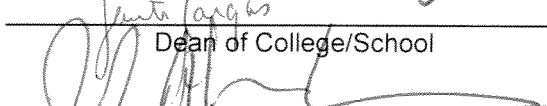
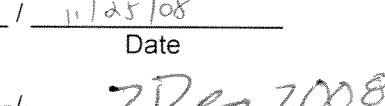
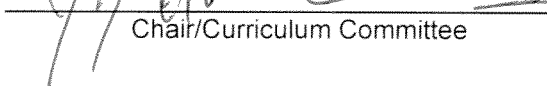
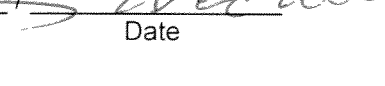
10. List any existing University course(s), undergraduate or graduate, which are similar in title and /or subject matter and explain how this course differs from them. **None.**

11. Are University resources adequate to support this course? (library holdings, space, specialized, equipment, etc.) **Yes.**

12. What course(s), if any, will be dropped to make room for this course? **None.**

13. What entities (department, college/school) have reviewed and approved this proposal?
ANSO faculty.

Signatures:

	
Department/ Program Chairperson	Date
	
Dean of College/School	Date
	
Chair/Curriculum Committee	Date

Rev. 2004

ANSO 2700: Sociology of Institutions: WORK

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OFFICE HOURS

MWF 10:00-11:00

TR 10:00-12:00

Students are always welcome to come see me during office hours or set up an appointment via email.

Course Description:

Work occupies a central role in our lives. Its social significance extends beyond our personal identities and daily activities. It is closely intertwined with other social institutions, structures, and processes, especially social inequality. Work is an important way in which society shapes our adult social experiences. This course will help students understand the nature of work, its history, and how it affects our lives.

The course is divided into five sections, some of which are overlapping. The first section provides an overview of the historical changes in the nature of work, including the development of the paid v. unpaid labor market. The second section investigates relations in the workplace. Specifically, we will look at the social relations under capitalism and continue to emphasize the ways work has changed over time. The third section will focus on various applications of inequality at work, focusing especially on race, class, gender, and sexual orientation inequality at work. The fourth section will focus on types of work, including work in different industries and "invisible" work. The last section will focus on work and family, including the commercialization of emotion work, family work, and time allocation cross-nationally.

Course Objectives:

1. Familiarize students with some of the basic conceptual, theoretical, and methodological issues in the sociology of work.
2. Examine trends in the social organization of work, work and inequality, types of work and family and work and society.
3. Explore the connections between the societal, organizational, and interpersonal levels (e.g., the meanings of work, technical change and the workplace, work-family relations and policies, new forms of work).
4. Analyze the gendered, racialized, and classed nature of work.

Learning Outcomes:

Students completing this course should be able to:

1. Communicate (written and orally) the major theoretical issues in the sociology of work.
2. Discuss sociological methodology as it has been used to analyze labor.
3. Describe the trends in the changing nature of paid and unpaid work over the last 100 years, primarily in the U.S.
4. Understand the significance of paid and unpaid work to shape personality.
5. Identify major workplace public policy, including policies designed to negotiate work-family conflicts.

6. Distinguish between individual-level and structural factors regarding labor.
7. Recognize the hidden and explicit inequality in contemporary paid and unpaid work, focusing especially on race, class, and gender inequality.

Required Texts/Readings:

Wharton, Amy S. 1998. Working in America: Continuity, Conflict, and Change. Mountain View, CA: Mayfield Publishing Co.

Readings in the Sociology of Work. (RSW) on e-reserve

Required Supplies:

Stapler (any document you turn in to me *must* be stapled)

Folder (you are required to keep ALL documents and papers; you *will* resubmit them)

Course requirements:

Memos (5% each, 6 required, for 30% of your final grade)

Class attendance, participation, and facilitation 25%

Project and presentation 25%

Research paper 20%

Memos (5% each, 6 required, for 30% of your final grade)

Each student will prepare 6 memos on the readings. A memo is a short argumentative paper (2-3 printed, double-spaced pages with 1" margins and 12 point Times Roman or other standard font) that shows you have read and understood the key points in the reading, raises questions or comments you have about the readings, includes some analysis of the readings, and, most importantly, proposes an argument or question you would like to explore. By analysis, I mean critical thinking. You may discuss how the readings fit together or the implications of the readings or raise and explain your criticisms of the readings. The argument of your paper must systematically address the question(s) you raise about the reading. The memo will focus primarily on one reading for the week, but *must* indicate how the other required readings for the week fit with the specific reading you are analyzing. See Clarke's *On Writing and Criticism* (<http://leeclarke.com/courses/orggrad/critical.pdf>) for some tips on effective critical writing.

Address the following points as *concisely* as possible:

1. What is the author's *primary thesis*? Try to summarize the author's argument in one sentence. Then state what you think is significant about this argument.
2. What evidence does the author use to support the thesis?
3. What unstated biases or assumptions does the author incorporate in his/her arguments?
4. What is *your critique* of the author's arguments/evidence and thesis? (What are the strong points in the author's argument/evidence? Why are these strengths? Where are the flaws in the author's argument/evidence? Relate these flaws to the author's argument.)
5. What is your *personal response* to this reading? (What questions does this reading raise for you? What did this reading make you think about? What did you learn from this reading?)
6. Select a specific passage or theme from the reading that you would like to explore further in class. Base the argument of your paper around this point. Note the page number(s) of the passage or theme, write a question you have about the text, and propose an answer (i.e., your argument).

7. How does this specific reading fit with the primary argument/thesis from the other readings for the week? Identify, in one sentence each, the primary thesis of each of the other readings. Do the major arguments in this paper contradict or complement the arguments in the other readings? How so?

In responding to questions 1-4 please confine your comments to the *author's* thesis, arguments and evidence. The first two questions aid you in uncovering *what the author means* by the reading. Whether or not, for example, you "liked" the reading is not germane when responding to the first two questions.

Every student must turn in a memo by the third week of classes (January 28). Your remaining 5 memos can be turned in any time during the semester. Remember, however, that memos are due at the beginning of class on the day that we discuss the readings covered in your memos. *Late memos (i.e., memos turned in after the class period when we discuss the reading) are not accepted.* If you have completed a memo but unexpectedly have to miss class (e.g., you become hospitalized), you may turn in your memo before class by emailing it to me. Otherwise, you must be in class the days that you turn in your memos. Also, there are no memos turned in when we hear project presentations (April 21 – May 2) or during final exam week (May 5-9). At the end of the semester, you must turn in ALL of your original memos in one folder.

Class attendance and participation (25%)

This course requires your participation. We will spend the majority of our time reviewing and discussing the readings, although I will sometimes present additional information in class. *You must come to class with the readings done – and done carefully.* If you neglect that responsibility, the class will suffer. With responsible preparation, the class will be interesting and enjoyable.

I am committed to peer learning. *An important aspect of this course is that you develop a learning community for each other – that you put forth your best as a "teacher" and that you are respectful as a "learner."* As a result, you **MUST** come to class prepared and you must regularly participate in class.

Beginning the third week of classes, a student will also serve as the facilitator for each week. This person will bring a list of discussion questions and comments to class and s/he will be willing to step in when discussion slows or needs a change in direction. You should prepare at least five questions, comments, or points you would like to discuss. You may begin with your own questions or thoughts about the reading. You may also link the day's readings to previous readings, to articles you find in the newspaper, to your own experiences, to a movie or novel that illustrates the points, or whatever you can dream up. I will ask the facilitator to email me his/her questions and ideas for starting discussion by noon on the Sunday before class. I will then respond to the student with comments and suggestions. I will also shape the plans for class partly around the facilitator's ideas.

When you are not a facilitator, contributing to class discussion can take a number of forms. You may answer a question I ask. You may ask a question. You may comment on another person's contribution. Or, you may try to encourage others to speak. All of these are valuable contributions to class discussion.

At times, your experience may be important to share with the class. Personal experience should be relevant and central rather than tangential, or it is self-indulgent. It is OK to have an unexpressed thought. Merely speaking often rather than advancing the discussion will not result in a high grade.

Remarks that are dismissive rather than respectful of others' views, like irrelevant comments or excessive personal reflections, can reduce your participation grade. Vigorous argument is encouraged to the extent that it contributes to our understanding without silencing others.

Learning how to argue publicly about issues that matter most to us is an important political skill, much as we may have an aversion to conflict and arguing. Merely repeating one's position at a higher volume should not be confused with vigorous argument. Thinking out loud, however, in response to questioning is strongly encouraged. You can change your position as many times as you wish, or try out different ones.

With the help of note cards you will fill out at the beginning of class, I take attendance and keep track of who has spoken and (ideally) how often. These numbers assist me in calculating the participation grade. *Attendance in and of itself, however, counts for little – although it is difficult to get a high participation grade if you frequently miss class.* While I keep a rough count of quantity, I grade on the basis of quality.

Some of you may be accustomed to lectures where you passively take notes. This is not my vision of good education. *I am here to work through the material with you, and I ask you to take a lot of responsibility for your own learning.*

What I seek to create is a setting where you can be free to ask questions without fear of censure or ridicule about what you found confusing in the reading, or what knowledge has been assumed that you do not have. You are also free to express opinions, although you will be pressed to defend them. I will argue some interpretations of the readings and the evidence supporting policies are better than others. You may challenge that position. But the class discussion should not be an "I'm OK, you're OK" all positions are equally supportable random chat session. As an educator, I do not believe such a discussion helps students learn (although I would urge you to talk about the material outside of class in whatever way you choose as often as possible).

I may challenge the positions students offer in class because I want you to defend them to the fullest rather than because I disagree with the position you are taking, and certainly not because I dislike you personally. I may call on you to offer your ideas on a topic. This is not a sadistic act of hazing on my part. *I like to hear from everyone.* You should not regard it as a performance test. In my experience, students who do not volunteer their thoughts often have much to offer the class. I also have concluded that students often do not think they know the answer or have an opinion until they are called upon to give one, and then they surprise themselves. I also believe that I can only be an effective teacher if I know what you are thinking and where you are struggling with the material or argument. *I welcome your thoughts regardless of whether they are the perfectly constructed answer to the question* because they help me to focus the class discussion in a way that will be most helpful to learning.

Project and presentation (25%)

You can work on this project alone or in pairs. If you work in pairs, you will need to write an additional 1-page evaluation of you and your partner's contribution to the project and presentation. Each student or pair will choose one project and present it to the class towards the end of the term (April 21 – May 2). Students may choose from a number of projects, which we will discuss in class: a service learning project; a case study (of an organization or occupation); in-depth interviews; a scientific analysis of cultural representations of work; a workplace ethnography; an analysis and comparison of international, national, regional, or local statistics about work; a board game. You may present your project in a number of ways: as a poster, as a PowerPoint presentation, as a lecture, or something else.

You should begin planning your project early in the semester. In class, we will discuss deciding on a project, gaining access to respondents or sites, finding background information, preparing to talk to respondents, and other basic methodological issues. For any interview-based project, we will develop a list of questions together; for this and any other project involving human subjects, I will seek approval for the project from the University's Human Subjects Review board. You must turn in a short description of the plan for your project, including confirmation that you have gained permission from the organization and/or the individuals you will study before I submit the human subjects review form.

You must decide on your project by the fourth week of class (February 4). Turn in a one page project proposal. There will be ongoing deadlines leading up to the presentation to ensure you are not waiting until the last minute to conduct this time-consuming research.

Research paper (20%)

This paper can be fun to write! Again, you can work on this paper alone or in pairs; it's your choice. If you work in pairs, you will need to write an additional 1-page evaluation of you and your partner's contribution to the paper.

You must draw on the material covered throughout the semester (that is, use examples), and you must argue and support your thesis. Your thesis does not necessarily have to reflect your opinion, but you must provide a convincing argument.

This paper will be based on the project above. You must gather data and literature about previous research on your topic or argument (or similar topics/arguments). You must provide a clear and testable hypothesis and a clear thesis statement/argument. You must support your argument or test your hypothesis.

The final paper must be 8-12 pages long (typed, double spaced, 1 inch margins) with at least 7 academic sources. (Wikipedia and other internet websites do not count as academic sources.) The paper must be formatted in APA style.

A paper prospectus is due on March 7. This prospectus should describe what you plan to write about in narrative form and a general outline of your paper. Include a preliminary thesis statement or argument that will guide your paper and indicate at least four sources you think you will use in the final paper. The prospectus will not be graded! It is simply an opportunity for you to get feedback from me about your ideas. I will give you written commentary, offering you suggestions about how to proceed. You are welcome to make an appointment with me to discuss this paper as well. A rough draft will be due March 31.

The final paper is due Monday, May 5 @ 10:30 am (FINAL).

You *must* turn in your rough draft, outline, and prospectus with my comments along with this final draft. If you do not, *you will lose one full grade for each component not turned in.*

ASSESSMENT:

Competent verbal and written expression is a concrete skill all college students should possess. Many of the assignments in this course require written analysis. I require carefully produced, edited, and proofed work. (Not just spellchecked.) Therefore, your papers will be graded on the following criteria: *content* (is the topic itself an engaging and useful question?), *originality* (are you saying something new and interesting?), *presentation* (is it well proofread, grammatically and syntactically correct?), *thoroughness* (do you cover the topic completely, leaving no holes in your argument?), and *clarity* and *coherence* (does it make sense?). I consider your writing skills an essential part of your grade. I am not impressed by sloppiness, incoherence, poor organization, spelling mistakes, typos, punctuation errors or incomplete sentences. I invite you to consult the **Harbrace College Handbook** or some other comparable work on writing well. Webster University also has a Writing Center that is available to help you improve your writing skills.

Grades for written assignments and the course as a whole follow the guidelines in the attached rubric.

Please note: I will not give an Incomplete (I) as a final grade. If the required work is not completed, I will post an 'F' grade; if the work, by agreement with me, is completed later, the grade may be changed at my discretion.

PLAGIARISM AND CHEATING:

Webster University strives to be a center of academic excellence. As part of our Statement of Ethics, the University strives to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. The University reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

Any student who deliberately or unintentionally submits an assignment as his/her own work which is in any part taken from another person's work without proper acknowledgment is guilty of plagiarism. That includes downloading papers or other information from the internet, and claiming it as one's own. Punitive action for a student guilty of plagiarism or cheating may include a grade of "F" for the assignment or dismissal from the course with a grade of "F" – at the discretion of the instructor.

ACCOMMODATIONS:

If any student in this course has a need for special arrangements, such as note-taking assistance or other accommodations because of a documented disability, please feel free to discuss this with me privately. The college has professionals to guide, counsel, and assist students with disabilities or learning differences. The Academic Resource Center (Loretta Hall Rm. 134; x7495) will evaluate and approve your accommodation needs. If you receive services from the Academic Resource Center that require accommodations in this class, you will need to inform me; I will hold any information you share in strictest confidence unless you inform me otherwise. Again, please feel free to make an appointment with me to discuss any specific needs you may have. If you have a disability and have no need for accommodation, the use of the Academic Resource Center or discussing the issues with me is voluntary.

I reserve the right to have in class assignments with or without notice

If you have conflicts with due dates you must talk to me beforehand; if you do not have permission from me and do not turn the assignment in on time you will receive a zero.

This syllabus is a contract between you, the student, and me, the instructor. By accepting this syllabus and not dropping the class, you agree to abide by the terms of this syllabus.

I gratefully acknowledge Professors Sally J. Kenney (Humphrey Institute of Public Affairs), Erin L. Kelly (U of Minnesota), Lisa D. Brush (U of Pittsburgh), Don Conway-Long (Webster U), and Pat McLeese (Webster U) for ideas and text on assignments, assessment, and other components of this syllabus.

COURSE CALENDAR
Subject to Change

Week 1

14-Jan
16-Jan
18-Jan

The Way It Was (p2)
How Mothers' Work Was "Disappeared" (p18)
The Evolution of the New Industrial Technology (p31)

Week 2

21-Jan No Class
23-Jan
25-Jan

Alienated Labour (p 44)
Bureaucracy (p 51)

Week 3

28-Jan **1st memo
deadline**
30-Jan
1-Feb

Fundamentals of Scientific Management (p57)
The Division of Labor (p65)
The Managed Heart (p78)

Week 4

4-Feb **Project Proposal**
6-Feb
8-Feb

Structural Unemployment and the Reconstruction of the Self in the
Turbulent Economy (p94)
On the Digital Assembly Line (p125)
The Transformation of Work Revisited (p136)

Week 5

11-Feb
13-Feb
15-Feb

The New Geography of Global Income Inequality (p170)
Jobless Poverty (p178)
Gender Inequality at Work (p189)
Video: No Logo

Week 6

18-Feb
20-Feb
22-Feb

Stories Employers Tell (p235)
The Glass Escalator (e-reserves)
The Economic Penalty for Being Gay (e-reserves)

Week 7

25-Feb
27-Feb
29-Feb

Unionization and Immigrant Incorporation in San Francisco Hotels (p261)
Behind the Label (p284)
Maid in L.A. (p299)
Video: The ACLU: A History OR Made in L.A.

Week 8

3-Mar
5-Mar
7-Mar **Paper
prospectus**

Thirty Years of Making Out (p318)
Women on the Line (p324)
Fast Food Nation (p330)

Week 9

17-Mar
19-Mar
21-Mar

Over the Counter (p345)
Lives on the Line (p358)
The House Rules (p377)

Week 10

24-Mar
26-Mar
28-Mar

Rambo Litigators (p394)
The Social Structure of Managerial Work (p406)
Blacks on the Bubble (p418)
Video: A Tale of "O": On Being Different

Week 11

31-Mar **Draft**
2-Apr
4-Apr

American Untouchables (p447)
Toward a 24 Hour Economy (p459)
Flat Broke with Children (p466)
Video: A Day's Work, A Day's Pay

Week 12

7-Apr
9-Apr
11-Apr

Love and Gold (p486)
Capitalism and the Erosion of Care (p496)
Maid to Order (p510)

Week 13

14-Apr
16-Apr
18-Apr

The Time Bind (p522)
Motherhood on the Night Shift (p532)
The Time Divided (p547)
Video: Juggling Work and Family
Or
The Motherhood Manifesto

Week 14

21-Apr
23-Apr
25-Apr

PRESENTATIONS

Week 15

28-Apr
30-Apr
2-May

PRESENTATIONS

Week 16

FINAL PAPER Due 10:30 a.m. Monday, May 5