

11-10f.

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-51f.	AP-3/1/11	App-9/11/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Hildebrandt, Melanie	Email Address melanieh@iup.edu
Proposing Department/Unit Sociology	Phone 7-7635

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) SYLLABUS OF RECORD FOR AN EXISTING COURSE (NONE CURRENTLY ON FILE), NO CHANGES TO COURSE

New Course Course Prefix Change Course Deletion
 Course Revision Course Number &/or Title Change Catalog Description Change

SYLLABUS OF RECORD AMNESTY, NO SUBSTANTIVE CHANGES TO COURSE

SOC 340 Sociology of Industry

<i>Current</i> Course prefix, number and full title	<i>Proposed</i> course prefix, number and full title, if changing
---	---

2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program Program Title Change Program Revision
 New Minor Program New Track Other

<i>Current</i> program name	<i>Proposed</i> program name, if changing
-----------------------------	---

4. Approvals

Chair(s)	Date
Department Curriculum Committee	4/9/10
Department Chair(s)	11-9-10
College Curriculum Committee Chair	11/17/10
College Dean	4/10/12
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	Edel Reilly TECC chair 4/10/12 AK RL Col Den 4/11/12
UWUCC Co-Chairs	Gail Hedquist 4/13/12

* where applicable

Received

APR 13 2012

Received

SEP 21 2011

Received

DEC 9 2010

SYLLABUS OF RECORD
SOC 340, Sociology of Industry

I. Catalog Description

Prerequisite: SOC 151

03c-1-03cr

An examination of industrial organizations and their environments. Production systems analyzed in terms of different forms of organization, e.g., bureaucratic, power-equilibrium, and worker-participation. Special attention paid to who defines production, how such definitions are legitimized, and how constraints are placed on such definitions by union and other political organizations

II. Course Outcomes:

Students will be able to:

- a) Use a sociological perspective and sociological terminology to explain dynamics of the organization of production and work
- b) Employ historical and cross-cultural analyses of changes in production and the organization of work both in the USA and internationally.
- c) Explain the logic of sociological inquiry and social research methods used for the scientific study of the organization of production, work and consumption.
- d) Analyze, discuss, and apply sociological theories to the organization of production, work and consumption
- e) Describe how social change affects the organization of work, production and consumption
- f) Analyze and evaluate social policies that influence patterns of production and work.
- g) Practice and develop transferable skills, such as information literacy and application; effective communication (through writing and speaking); critical thinking and analysis; and research, synthesis, and presentation of reliable information using various formats and employing intellectual honesty.

III. Course Outline

Week One: Introduction to Work and the Organization of Production

1. Sociological Perspective on the Organization of Production and Work
2. Research Methods in the Organization of Production and Work
3. Sociological Theories of the Organization of Work and Production

Week Two: Production and Work in the Industrial Revolution

1. Historical Perspectives on Early Industrial Revolution
2. Technology and the Expansion of Production
3. The Growth of Unions

Week Three: The Heyday of American Capitalism

1. The Growth of the Steel and Auto Industries
2. Scientific Management and the Organization of Production in Steel and Autos
3. Specialization and Mass Production
4. Vertical and Horizontal Organization in Production

Week Four: The Growth of International Competition in Autos and Steel

1. Lean Production and the Rise of Japanese Competition
2. Rethinking Craft Production and the Rise of German Competition
3. Reorganization of Work Under Lean and Mass Production

Week Five: The Growth of International Competition in Electronics and Chemicals

1. Subcontracting and the Globalization of Production and Distribution
2. Specialization in the International Division of Labor
3. The Dissolution of American Unions and the rise of contingent labor

Week Six: The Routinization of Work

1. Human Relations and Productivity
2. Moving Up the Corporate Hierarchy
3. Woman on the Line and in the Office

Week Seven: The Growth of the Service Economy

1. Work in Different Service Sectors
2. Gender Stratification in the Service Sectors
4. Changes in Work Conditions in Different Service Sectors

Week Eight: Emotional Work in the Service Sector

1. Front and Back Stage Behavior
2. Lying and Front Stage Behavior
3. Emotional Labor and Burnout

Week Nine: The Structure of Production and Work in High-Technology Industries

1. Computers, the Internet and Cell Phones
2. Convergence in High Technology Industries
3. Alliances and Coalitions in High Technology Industry—Organizational linkages

Week Ten: Sociological Factors in Stimulating Change in High Technology

1. Mass Consumption and the rise of digital theft
2. Cultural Diffusion in Leveling in Mass Culture
3. Fragmenting Markets

Week Eleven: Professionals in High Technology Industry

1. Changing Career Paths of High Tech Employees
2. The Growth of High Tech Cottage Industries
3. Joys and Sorrows of Self-Employment

Week Twelve: The Impact of High Technology Production on the Consumer

1. Changes in Literacy
2. Changes in Patterns of Thought
3. Changes in Social Discourse

Week Thirteen: The Impact of High Technology on the Citizen

1. Fragmentation in Ideology
2. Reinforcing Points of View
3. Confusing Information
4. Rumors and Falsehoods

Week Fourteen: The Impact of High Technology on the student

1. Facetime with Facebook
2. Do you really want to make information about you public?
3. Employers and Facebook

Exam Week: Culminating Activity

In-class exam and/or presentations

[Note: Each faculty member should determine the culminating activity and state it in the syllabus.]

IV. Evaluation Methods

The final grade will be determined as follows:

Participation	0 to 15%
Writing assignments	10 to 50%
Class presentation(s)	0 to 25%
Quizzes (may be in-class or take-home, multiple choice and/or essay)	0 to 40%
Exams (may be in-class or take-home, multiple choice or essay)	25 to 75%
Other forms of evaluation	0 to 50%
	Must total 100%

This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

V. Grading Scale

Grading Scale: A: 90% or higher B: 80-89% C: 70-79% D: 60-69% F: 59% or lower

VI. Attendance Policy

IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: 3 absences in classes that meet for 50 minutes 3 times per week (i.e., MWF classes); 2 absences in classes that meet for 75 minutes twice per week (i.e., (T, Th classes); and 1 absence in classes that meet for 150 or more minutes once per week.

[Note: Individual faculty members should develop an attendance policy for the course that it is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.]

VII. Required textbooks, supplemental books and readings

[One text, such as the sample texts below, supplemented by other readings and videos.]

1. Allison A. (2006). *Millennial monster – Japanese toys and the global imagination*. Berkeley, CA: University of California Press.
2. Fishman, C. (2006). *The Wal-Mart effect*. New York, NY: Penguin Press.
3. Head, S. (2003). *The New Ruthless Economy: Work and power in the digital age*. New York, NY: Oxford Press.
4. Reich, R. (2001). *The future of success*. New York, NY: Knopf.

Supplementary Texts

1. Carr, N. (2010). *The Shallows*. New York, NY: Norton Press.
2. Shulman, D. (2007). *From hire to lire: The role of deception in the workplace*. Ithaca, NY: Cornell University Press.

VIII. Special resource requirements

Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

Technical Support

Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at it-supportcenter@iup.edu or via electronic form available online in Moodle.

Disability Services

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: <http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page

number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

IX. Bibliography

[See also American Sociological Association teaching resources available at www.asanet.org.]

Abolafia, M. Y. (1996). *Making markets*. Cambridge, MA: Harvard University Press.

Almeling, R. Gendering commodification: How egg agencies and sperm banks organize the medical market in genetic material.

Bearman, P. (2005). *Doormen*. Chicago, IL: Chicago University Press.

Becker, G. (1996). *Accounting for tastes*. Cambridge, MA: Harvard University Press.

Biggart, N. W. (1989). *Charismatic capitalism: Direct selling organizations in America*. Chicago, IL: University of Chicago Press.

Blair-Loy, M., & Jacobs, J. A. (2003). Globalization, work hours, and the care deficit among stockbrokers. *Gender & Society*, 17(2), 230-249.

Brines, J. (1994). Economic dependency, gender, and the division of labor at home. *American Journal of Sociology*, volume 100, 652-688.

Carrington, C. (2002). Domesticity and the political economy of lesbian families. In Gerstel, N., Clawson, D., & Zussman, R. (Eds.), *Families at work* (pp. 82- 107). Nashville: Vanderbilt University Press.

Centeno, M. (2005, November). The rise of Nafta. *Points of Development*. Center for Migration and Development, NJ: Princeton University Press.

CILen, L. (1996). From town center to shopping center; The reconfiguration of community marketplaces in postwar America. *American Historical Review*, 101, 1050-1081.

Cowen, T. (2002). *Creative Destruction*. Princeton, NJ: Princeton University Press.

Dobbin, F., & Zorn, D. (2005). Corporate malfeasance and the myth of shareholder value. *Political Power and Social Theory*, 17, 179-98.

Duneier, M (1999). Accusations: Caveat Vendor. *Sidewalk* (pp. 217-230). New York: Farrar, Strauss and Giroux.

Duneier, M (1999). Introduction. *Sidewalk* (pp. 3-14). New York: Farrar, Strauss and Giroux.

Duneier, M (1999). The magazine vendors. *Sidewalk* (pp. 43-80). New York: Farrar, Strauss and Giroux.

Easterly, W. (2006, March). The big push déjà vu: A review of Jeffrey Sach's *The end of poverty: Economic possibilities for our time*. *Journal of Economic Literature*, XLIV, 96-105.

- Edin, K., Nelson, T. J., & Paranel, R. (2004). Fatherhood and incarceration as potential turning points in the criminal careers of unskilled men. In M. Patillo, D. Weiman, and B. Western (Eds.) *Imprisoning America: The social effects of mass incarceration* (pp. 46-75). New York, NY: Russell Sage Foundation.
- England, P., & Folbre N. (2005). Gender and economic sociology. In N. Smelser & R. Swedberg (Eds.), *The handbook of economic sociology* (2nd ed.). (pp. 627-49). New York, NY: Russell Sage Foundation & Princeton, NJ: Princeton University Press.
- Friedman, E. A., & Friedman, A. (2006). Payment for donor kidneys: Pros and cons. *Kidney International*, 69, 960-962.
- Granovetter, M. (1995). *Getting a Job: A study of contacts and careers*. Chicago, IL: University of Chicago Press.
- Healey, K. (2006). *Last Best Gifts: Altruism and the market for human blood and organs*. Chicago, IL: Chicago University Press.
- Hochschild, A. (2000). The nanny chain. *The American Prospect*, 11, 32-36.
- Khurana, R. (2002, September). The curse of the superstar CEO. *Harvard Business Review*, 3-8.
- Levitt, S. D., & Dubner, S. J. (2005). *Freakonomics*. New York, NY: William Morrow.
- Massey, J. E., & Hope, T. L. (2005). A personal dance: Emotional labor, fleeting relationships, and social power in a strip bar. In C. Morrill, D. A. Snow, & C. H. White (Eds.), *Together alone: Personal relationships in public places* (pp. 66-90). Berkeley, CA: University of California Press.
- Momjian, M. (2004, March). Debts, divorce, and student loans: Case update on division of student loans and claims for equitable reimbursement. *The Matrimonial Strategist*, 22.
- Momjian, M. (2003, June). Estoppel in the name of love: Child support litigation between former domestic partners. *Divorce Litigation*, 22(2), 104-108.
- Newman, K. (1989). *Falling from grace*. New York, NY: Vintage.
- Orellana, M. F. (2001). The work kids do: Mexican and Central American immigrant children's contributions to households and schools in California. *Harvard Educational Review*, 71, 366-389.
- Portes, A. (2000). Globalization from below: The rise of transnational communities. In D. Kalb, M. van der Land, R. Staring, B. Van Steenberg, & N. Wilterdink (Eds.), *The Ends of Globalization: Bringing Society Back In* (pp. 253-270). New York, NY: Rowman and Littlefield Publishers, Inc.
- Portes, A., & Haller, H. (2005). The Informal Economy. In N. Smelser & R. Swedberg (Eds.), *The Handbook of Economic Sociology* (2nd ed.) (pp. 403-425). New York, NY: Russell Sage Foundation and Princeton, NJ: Princeton University Press 2005.

- Posner, R. A. (1992). *Sex and reason*. Cambridge, MA: Harvard University Press.
- Postrel, V. (2005, July 24). Market share. *The Boston Globe*, pp. 1D.
- Putnam, R. D. (2000). *Bowling alone*. New York, NY: Simon & Schuster.
- Ritzer, G. (1996). *The McDonaldization of America*. Thousand Oaks, CA: Pine Forge.
- Rothman, S. M., & Rothman, D. J. (2006). The hidden cost of organ sale. *American Journal of Transplantation*.
- Royster, D. A. (2003). *Race and the invisible hand*. Berkeley, CA: University of California Press.
- Saxenian, A. (1994). *Regional advantage: Culture and competition in Silicon Valley and route 128*. Cambridge, MA: Harvard University Press.
- Smith, C. (1993). Auctions: From Walras to the real world. In R. Swedberg (Ed.), *Explorations in economic sociology* (pp. 176-192). New York, NY: Russell Sage Foundation.
- Spar, D. L. (2006). *The baby business. How money, science, and politics drive the commerce of conception*. Boston, MA: Harvard Business School Press.
- Stepick III, A., & Grenier, G. (1993). Cubans in Miami. In J. Moore & R. Pinderhughes (Eds.), *In the Barrios* (pp. 79-100). New York, NY: Russell Sage Foundation.
- Swedberg, R., & Granovetter, M. (2001). *The sociology of economic life* (2nd ed.). Boulder, CO: Westview.
- Tilly, C. (2007). Global connections and disturbances, 1980-2010. In J. Coatsworth, J. Cole, M. Hanagan, P. Perdue, C. Tilly, & L. Tilly (Eds.), *Politics, exchange and social life in world history*.
- Tilly, C., & Tilly, C. (1998). *Work under capitalism*. Boulder, CO: Westview.
- Warren, E. (2006, January – February). The middle class on the precipice. *Harvard Magazine*. Retrieved from <http://www.harvardmagazine.com/on-line/010682.html>.
- Watson, J. (1997). Transnationalism, localization, and fast foods in East Asia. In J. Watson (Ed.), *Golden arches east: McDonald's in East Asia* (pp. 1-38). Stanford, CA: Stanford University Press.
- Williams, C. (2006). *Inside Toyland*. Berkeley, CA: University of California Press.
- Williams, C. L. (1995). *Still a man's world: Men who do women's work*. Berkeley, CA: University of California Press.
- Zelizer, V. (1999). Official standardization vs. social differentiation in Americans' uses of money. In E. Gilbert & E. Helleiner (Eds.), *Nation-states and money: The past, present*

and future of national currencies (pp. 82-96). London, England: Routledge.

Zelizer, V. (2005). Culture and consumption. In N. Smelser & R. Swedberg (Eds.), *The handbook of economic sociology* (2nd ed.) (pp. 331-54). Princeton, NJ: Princeton University Press and New York, NY: Russell Sage Foundation.

Zelizer, V. A. (2005). *The purchase of intimacy*. Princeton, NJ: Princeton University Press.

Conceptual Framework	INTASC Standards	Program Standards	Course Objectives	Course Assessment
1a	1	1 Culture and Cultural Diversity 5. Individuals, Groups and Institutions 7. Production, Distribution, and Consumption	(b), (d), (e), (f) (a) – (g) (a), (b), (e), (f)	Midterm evaluation Final evaluation