APR 13 2012

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
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		10-5Ti.	AP-3/1/11	App - 9/11/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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

__X__ Course Revision _____Course Number &/or Title Change _____Catalog Description Change

SYLLABUS OF RECORD AMNESTY, NO SUBSTANTIVE CHANGES TO COURSE

SOC 348 Sociology of Work

Current Course prefix, number and full title	_Proposed_ 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,
_____ This course is also proposed as an Honors College Course. Pan-African)

3. **Program Proposals** _____Catalog Description Change _____Program Revision
_____New Degree Program _____Program Title Change _____Other
_____New Minor Program _____New Track

Current program name	_Proposed_ program name, if changing

4. **Approvals**		**Date**
Department Curriculum Committee Chair(s)	*Melanie DH(2)*	10/18/10
Department Chair(s)	*auy Itch*	11-8-10
College Curriculum Committee Chair	*Emil Bul*	11/17/10
College Dean	*A am*	4/10/12
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	*Edel Reilly TECC Curr*	4/10/12
	A. K Rel Dean COS	4/4/12
UWUCC Co-Chairs	*Gail Sechrist*	4/13/12

* where applicable

I. Catalog Description

Prerequisite: SOC 151   **3c-0l-3cr**

Focuses upon the sociological examination of the various forms of labor, employment, and unemployment present in industrial societies. Examines the nature of work and unemployment in the modern era and how these forms are being transformed in the present period.

II. Course Outcomes

In this course, students will:

a) Apply sociological perspectives to work—paid, unpaid, and marginal— and its changing organization and impact on U.S. society and in the global economy.
b) Identify factors that contribute to changes in the labor market, in the meanings assigned to work, and in the role of bureaucracy and technology on work.
c) Analyze how individuals, families, and society are affected by the nature and organization of work and occupations.

III. Course Outline   [Below are example topics and content for this course.]

Week 1:   The Social Meanings of Work
                      Problems of defining work
                      Different orientations to work
                      Choices, constraints, and opportunities in work

Week 2:   History of Work & Occupations
                      Work through the ages
                      Emergence of industrial societies
                      Changing nature of work

Week 3:   Sociological Theories of Work
                      Systems and functionalism
                      Interactionism and negotiated order
                      Conflict and labor processes

Week 4:   Division of Labor
                      Effect of capitalism and industrialization on work
                      Specialization and production
                      Social distribution of type of labor

Week 5:   Work & Bureaucracies
                      Roles of technology and organization
                      Manufacturing, service, business industries
                      Productivity and pay in different sizes and types of organizations

Week 6:   Labor Organization & Unionization
                 Trade unions
                 The rise and fall of labor unions
                 The future of collective action and work

Week 7:   Emotional Labor
                 Feeling rules and culture
                 Emotion work for pay, variations by job types
                 Managing feelings on the job, costs and consequences for workers

Week 8:   Midterm Assessment Activities

Week 9:   Service Work
                 Segmentation of the services industries
                 Routinized service work
                 Stratification of service

Week 10:   Professional & Managerial Work
                 Class, conflict, and middle work
                 Professionalization, credentialing, and control
                 Education and credential inflation

Week 11:   Race, Class, & Gender Inequalities and Work
                 Labor, recruitment, and race/ethnicity
                 Social class and labor markets
                 Pink collar and professional women and work

Week 12:   Work & Family
                 Time binds and challenges in balancing domains
                 Unpaid labor and paid labor
                 Types of work and family dynamics

Week 13:   Work & Technology
                 Technology and specialization
                 Technological determinism
                 "Fordism"

Week 14:   Globalization & Work
                 The future of work in the context of globalization
                 Global inequalities and work
                 Global cultures and work

Week 15:   Exam Week
                 Culminating Activity: Examination 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 or more texts, such as the sample texts below, supplemented by other readings and videos.]

1. Grint, Keith. 2005. *The Sociology of Work: Introduction.* Boston, MA: Polity Press.
2. Head, Simon. 2005. *The New Ruthless Economy: Work & Power in the Digital Age.* New York: Oxford University Press.
3. Vallas, Steven P., William Finlay, and Amy S. Wharton. 2009. *The Sociology of Work: Structures and Inequalities.* New York: Oxford University Press, USA.
4. Volti, Rudi. 2007. *An Introduction to the Sociology of Work and Occupations.* Thousand Oaks, CA: Pine Forge Press.
5. Amy S. Wharton *Working in America: Continuity, Conflict, and Change* (2nd ed.) edited by. 2002. Mc-Graw Hill.

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

Arthur, Michael B. and Denise M. Rousseau (eds). 2001. *The Boundaryless Career: A New Employment Principle for a New Organizational Era.* New York: Oxford.

Barley, Stephen R. and Gideon Kunda. 2004. *Gurus, Hired Guns, and Warm Bodies: Itinerant Experts in a Knowledge Economy.* Princeton, NJ: Princeton University Press.

Ehrenreich, Barbara. 2005. *Bait and Switch: The (Futile) Pursuit of the American Dream.* New York: HarperCollins.

Hochschild, Arlie Russell. 1997. *The Time Bind: When Work becomes Home and Home becomes Work.* New York: Owl Books.

Hochschild, Arlie Russell. 2003. *Commercialization of Intimate Life: Notes from Home and Work.* Berkely, CA: University of California Press.

Hondagneu-Sotela, Pierrette. 2001. *Doméstica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence.* Berkely, CA: University of California Press. Andrew, Ross. 2002. *No-Collar: The Humane Workplace and Its Hidden Costs* New York: Basic Books.

Korczynski, Marek, Karen A. Shire, May Tam, Stephen J. Frenkel. 1999. *On the Front Line: Organization of Work in the Information Economy (Cornell International Industrial and Labor Relations Reports, No 35.)* by ILR/Cornell University Press.

Kunda, Gideon. 1993. *Engineering Culture: Control and Commitment in a High Tech Corporation.* Philadelphia, PA: Temple University Press.

Lamont, Michèle. 2002. *The Dignity of Working Men: Morality and the Boundaries of Race, Class, and Immigration.* Camrbidge, MA: Harvard University Press.

Leidner, Robin. 1993. *Fast Food, Fast Talk: Service Work and the Routinization of Everyday Life.* Berkely, CA: University of California Press.

Prestowitz, Cylde. 2005. *Three Billion New Capitalists: The Great Shift of Wealth and Power to the East.* New York: Basic Books.

Shenkar, Oded. 2004. *The Chinese Century: The Rising Chinese Economy and Its Impact on the Global Economy, the Balance of Power, and Your Job.* Upper Saddle River, NJ: Wharton School Publishing.

Watson, Tony J. 2003. *Sociology of Work and Industry.* New York: Routledge.

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

Conceptual Framework	INTASC Standards	NCSS Program Standards	Course Objectives	Course Assessment
1a	1	5 Individuals, Groups and Institutions	(a) – (c)	Midterm Evaluation Final Evaluation