

AUG 13 1990

# WRITING ACROSS THE CURRICULUM REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 20  
Action A 9-6-90

## TYPE I. PROFESSOR COMMITMENT

- (x) Professor Thomas Nowak Phone 357-2731
- (x) Writing Workshop? (If not at IUP, where? when? at IUP \_\_\_\_\_)
- (x) Proposal for one W-course (see instructions below)
- (x) Agree to forward syllabus for subsequently offered W-courses?

## TYPE II. DEPARTMENTAL COURSES

- ( ) Department Contact Person \_\_\_\_\_ Phone \_\_\_\_\_
- ( ) Course Number/Title \_\_\_\_\_
- ( ) Statement concerning departmental responsibility.
- ( ) Proposal for this W-course (see instructions below)

## TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- ( ) Professor(s) \_\_\_\_\_ Phone \_\_\_\_\_
- ( ) Course Number/Title \_\_\_\_\_
- ( ) Proposal for this W-course (see instructions below)

## SIGNATURES:

Professor(s) Thomas Nowak

Department Chairperson Thomas Nowak

College Dean Robert Jordan

Director of Liberal Studies Charles Colwell 9-6-90

## COMPONENTS OF A "WRITING SUMMARY"

- (I) "Writing Summary" — one or two pages explaining how writing is used in the course. First, explain distinctive characteristics of the content or students which would help the Liberal Studies Committee understand the summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is expected to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- (II) A copy of the course syllabus.
- (III) Samples of assignment sheets, instructions, or criteria concerning writing that are given to students.

Provide 12 copies to the Liberal Studies Committee.

## Writing Summary -- SO 340 The Sociology of Industry

I propose SO 340 The Sociology of Industry for identification as a "W" course. SO 340 is typically taught during the Spring Semester and enrolls students from Sociology, Safety Science, Psychology, and the School of Business. Students tend to be either juniors or seniors. Class size is limited to 25.

Four types of writing occur in this class:

### 1. WRITING TO ENHANCE READING

Each week one third of the class is asked to submit a three (typed) page summary of major points and arguments made in assigned chapters. This assignment will help the students recognize and focus on major points and better understand the arguments developed in particular chapters. In preparation students will refer to the document "Guidelines for Summary Paper". Each student will write three such summary papers. (15% of the grade)

### 2. WRITING FOR EVALUATION

I will give three in class essay exams. Each exam will have from 5 to 12 questions. One week before each exam students receive a number of study questions, some of which will be on part one of the exam. Questions on part two of each exam will not be revealed to students beforehand. (45 % of the grade)

### 3. WRITING TO INTEGRATE LEARNING

After exam number one, students receive a copy of one answer randomly chosen from actual exam answers to each question on the exam. These essays are typed from actual exams to preserve confidentiality. Each student will be asked to "grade" each essay, indicating at length strengths and weaknesses of each answer. These essay assessment papers are typically three to four typed pages in length. (15% of the grade)

### 4. WRITING TO STIMULATE CREATIVITY AND INTEGRATE LEARNING

While reading Hochschild's book, The Second Shift, students will write a paper on how gender ideology affects the division of labor in their parents' household. They will be asked to contrast their parents' ideas about gender and the division of labor between men and women to the cases cited in Hochschild. These papers will be no shorter than 5 typed pages. Students from single parent households will be asked to comment on how gender ideology affects division of labor in the household between the parent and child(ren). (25 % of the grade)

In total, three summary papers, three essay exams, one exam answer assessment paper, and one paper integrating personal experience and observation with readings and class discussion constitute the writing requirements for this course.

Sociology of Industry  
Tues 5:30-8:30  
SO 340 Section 01

Dr. Thomas Nowak  
126 Keith  
357-2731

### Introduction

In this course we focus on a number of important changes facing American industry and labor. In an effort to bolster profits industry leaders in the last decade undertook a number of experiments in the organization of work and searched for more "flexible" arrangements with employees, subcontractors, customers and governments. A decade (the 1980s) which began with the discovery of the entrepreneur and deregulation threatened to close with layoffs, deficits, wasteful leveraged buyouts (which increased the susceptibility of many corporations to bankruptcy), and loss of market share to European, Japanese and Korean competitors.

### Course Objectives

By analyzing the history of Ford and Nissan we first attempt to understand the economic and cultural environment shaping the evolution of corporations in post World War II United States and Japan. Second we examine current corporate strategies to keep pace with constant technological change and changing global competition. We will investigate why many efforts at corporate restructuring (including buyouts and sell-offs) in the 1980's have often not produced steady increases in productivity or market share. We also examine how corporate structuring affects careers--the skills and services that employees bring into the marketplace. Our third general objective is to examine how the movement of the majority of women into the workforce affects the "second shift"--the practical and ideological difficulties of raising children and maintaining a household while both couples work. Finally, we look at how the survival tactics of many American corporations-- abandoning core businesses, investing offshore, outsourcing work to low wage subcontractors, substituting part-time for full-time labor--affects the standard of living of most Americans, employed as well as unemployed, middle managers as well as blue collar workers.

### Course Requirements

Students will complete a number of different types of writing exercises in this course. These include:

#### 1. WRITING TO ENHANCE READING

Each week one third of the class is asked to submit a three (typed) page summary of major points and arguments made in assigned chapters. This assignment will help you recognize and focus on major points and better understand the arguments developed in particular chapters. In preparation you should refer to the document "Guidelines for Summary Paper". Each student will write three summary papers.  
(15% of the grade)

#### 2. WRITING FOR EVALUATION

I will give three in class essay exams. Each exam will have from 5 to 12 questions. One week before each exam you will receive a number of study questions, some of which will be on part one of the exam. Questions on

part two of each exam will not be revealed to you beforehand. (45 % of the grade)

### 3. WRITING TO INTEGRATE LEARNING

After exam number one, you will receive a copy of one answer randomly chosen from actual exam answers to each question on the exam. These essays are typed from actual exams to preserve confidentiality. You are to "grade" each essay, indicating at length strengths and weaknesses of each answer. These essay assessment papers are typically three to four typed pages in length. (15% of the grade)

### 4. WRITING TO STIMULATE CREATIVITY AND INTEGRATE LEARNING

While reading Hochschild's book, The Second Shift, you will write a paper on how gender ideology affects the division of labor in your parents' household. You are to contrast your parents' ideas about gender and the division of labor between men and women to the cases cited in Hochschild. These papers will be no shorter than 5 typed pages. Students from single parent households will be asked to comment on how gender ideology affects division of labor in the household between the parent and child(ren). For direction in this project you should refer to the documents, "Guidelines for Paper on Gender Ideology" and "Check List for Papers on Gender Ideology". (25 % of the grade)

In total, three summary papers, three essay exams, one exam answer assessment paper, and one paper integrating personal experience and observation with readings and class discussion constitute the writing requirements for this course.

### Texts (available in the Coop Bookstore)

1. David Halberstam, The Reckoning, (Avon Books, 1986)
2. Bennett Harrision and Barry Bluestone, The Great U-Turn-Corporate Restructuring and the Polarizing of America, (Basic Books, 1988)
3. Arlie Hochschild, Second Shift: Working Parents and the Revolution at Home, (Viking, 1989)
4. Roseabeth Moss Kanter, When Giants Learn to Dance, (Simon & Shuster, 1989)

### Reading Assignments

Jan. 23-25	Halberstam, pp. 3-55, 264-320
Jan. 30-Feb. 1	Halberstam, pp. 393-510
Feb. 6-Feb. 8	Halberstam, pp. 511-541, 579-629
Feb. 13-Feb. 15	Halberstam, pp. 633-747
Feb. 20-Feb. 22	Kanter, pp. 9-116

Feb. 27

March 1-6

March 8-20

March 22-27

March 29-Apr 3

April 5

April 10-12

April 19-24

April 26-May 1

May 4-8

Exam 3

Exam 1.

Kanter, pp. 117-224

Kanter, pp. 229-322

Hochschild, pp. 1-109

Hochschild, pp. 110-203

Exam 2

Hochschild, pp. 204-278

Harrison, pp. 1-108

Harrison, pp. 109-168

Harrison, pp. 169-204

Finals Week

## Guidelines for Paper on Gender Ideology

1. Briefly describe the educational, family and occupational background of each parent. How do you think your father and mother's background affected how each views the place of men and women at home and at work?
2. Try to determine the gender ideology of each of your parents. What does each feel is the appropriate role of men and women in the work world. Should the male be the primary breadwinner and hold a higher status job than the female? Should women be as active in the work world as men?
3. Are the gender ideologies of your parents complementary or antagonistic? Do your mother and father both agree on appropriate roles for male or female or do they disagree? If your father and mother disagree on what appropriate activities for men and women should be, how do they reconcile such disagreements.
4. How do your mother and father handle conflict over who should do what in the household? Does your father withdraw, become angry, or act out in some other way if your mother asks him to do more around the house? Does your mother "pester" or "nag" if she works and feels she does too much around the house?
5. Does your mother have a paid job because of economic necessity or because she enjoys working outside the household? If she works, how does your father feel about her working?
6. Do your parents relax by engaging in activities together or do they typically relax and recreate separately? What type of activities does your mother enjoy? What types of activities does your father enjoy?

If you come from a single parent family, please contact me. We will change the aforementioned questions so that they do not make mistaken assumptions about your family.

### CHECK LIST FOR PAPER ON GENDER IDEOLOGY

1. Check the document "Guidelines for Paper on Gender Ideology". Did you answer the questions asked?
2. Does your paper clearly identify the gender ideology of each parent?
3. Does your paper discuss the behavioral consequences of your parents' gender ideology?
4. Does your paper make comparisons with the appropriate cases cited in Hochschild.
5. Have you supported your positions well?
  - a. Have you backed up your comparisons with evidence? Is the the evidence appropriate to the points you are making?
  - b. Does your argument proceed logically? Are there points placed toward the end that would make more sense near the beginning or vice-versa?
6. Have you edited your paper for meaning and style?
7. Have you edited your paper for grammar and punctuation?

The Sociology of Industry SO 340

Guidelines for Summary Paper

1. What are the major points the author is trying to make in these chapters? Do these points complement points made in previous chapters? If so how?
2. How does the author(s) support this thesis or major points? What sub-points does the author use to advance the argument? What types of sources were examined.
3. What is the author's point of view? What are his or her thoughts about the problems discussed and outcomes or possible solutions? Is the author satisfied, proud, troubled or offended?

Your chapters summary paper should be no more than four typed or printed pages long. Each week roughly one third of the class will submit chapters summary papers. In total you will write three chapter summary papers.



## Sociology of Industry Study Questions

In the Chapter, "Tensions in Marriage in an Age of Divorce" Hochschild argues that two job marriages seemed vulnerable to 3 types of tension--between the husband's ideal of what he and his wife should do at home and work, and his wife's idea about that; between the desire to live an old-fashioned life and the need to face economic hardships that made it impossible to keep the wife at home; and the tension between the importance of a family's need for care and the devaluation of the work it takes to give that care, a devaluation of the work a homemaker once did. Which of these tensions do you feel caused the greatest stress in the household and why? Which is these tensions (if any) is most likely to lead the couple to divorce). In your answer provide explicit examples from Hochschild's cases as well as any other examples (e.g., your parents) about which you are knowledgeable.

When she started her research, Hochschild assumed that of the factors that influence the relations between husbands and wives, money would loom the largest. Why? After completing the research she did not find much relation between the amount a man earns relative to his wife and how much housework or childcare he does. What other principles then affected the relationships between her cases? Discuss in detail at least two of these principles.

What evidence did Hochschild find linking a father's involvement in the household with the development of children and adjustment in life?

Briefly describe how the industrial (and post-industrial) revolution (begin roughly with the 1930's) affected the position of men and women both in the labor market and in the household.

Hochschild argues that women's move into the economy has on the while increased the power of women. Yet other realities lower women's power. What are some of these other realities and why are women still relatively vulnerable in today's economy?

In her concluding chapter, Hochschild argues we need a Marshall Plan for the family. Briefly discuss some of her (and others) recommendations for such a plan.

Study Questions  
Sociology of Industry

1. Discuss three reasons why American corporations began to experience a profit squeeze beginning in the mid 1960's and continuing for the next 15 years.
2. Discuss three strategies adopted by American corporations to counter falling or stagnant rates of profits in the last decade and one half.
3. Why did so many American corporations turn toward financial speculation and away from productive investment? Where did funds come from for such speculation? What forms did such speculation take?
4. What is supply side "Reaganomics"? What steps did the Reagan administration take to implement its supply side policies?
5. Harrison and Bluestone argue that many of the strategies adopted by corporations since the mid 60's did improve the bottom line but at an enormous cost to the nation. How did such strategies affect wages, the distribution of income, the level of family income and unemployment?
6. How did the supply side policies of the Reagan administration affect savings, interest rates, investment, labor productivity and military spending? Why do Harrison and Bluestone argue that much of our recent economic growth has a "shaky" foundation and may not be sustainable in the future?
7. What was the Reagan's administration attitude toward government regulation. Briefly describe the Reagan administration policy toward regulation. Did regulation typically create more competition or less competition? How did deregulation affect the banking industry?

Sociology of Industry  
Exam #1

Answer 4 of the first 10 questions. Then answer 2 of next 4 questions (11-14). Finally answer 2 of the final six questions (15-20). Each question is worth 12.5 points.

1. Halberstam calls the American auto industry of the 1950's and 1960's a "shared monopoly". How did the oligopolistic structure of the auto industry at that time affect pricing, innovation, quality and fuel efficiency? In your answer include a description of the characteristics of oligopoly.

2. High level bureaucrats (i.e. those from the MITI) play a different role in regulating the economy than do their American counterparts in agencies such as the Department of Commerce. Briefly describe what these differences are. Your answer should include differences in the backgrounds of such bureaucrats, the length of their tenure in office, funding sources and susceptibility to political pressures, and how they exert pressure on corporations.

3. Briefly describes differences in how corporations (i.e. the Auto industry) in Japan and the United States raise money. Your answer should discuss differences in stock markets and relationships with banks. You might also mention something about the cost of capital in each society and why these costs differ.

4. In several places, Halberstam describes the Japanese education system and how this system has helped the auto industry. (See for example the chapter on the engineer--Tanaka). What are some of the major differences between the Japanese and American educational systems and how do these differences affect the quality of the labor force--both skilled and semi-skilled, white and blue collar. What role does the Japanese family play in educating children? In which industries were talented Japanese engineers likely to work? In which industries were talented American engineers likely to work?

5. Using Katayama's experience as head of Nissan West in the United States as a case study, discuss Japan's early (and current) strategies for gaining market share in the American auto industry. How did the Japanese initially succeed? Which part of the market did they first penetrate? Where did the Japanese find their dealers in the early years? How did they treat their customers?

6. Halberstam repeatedly critiques American management in the post war American auto industry. Briefly describe several such critiques. Are the similarities among American auto managers greater than the differences?

7. Compare and contrast the role of the Japanese auto workers union at Nissan to the role of the UAW at Ford. How do each

represent their workers. How do each work with (or not work with) management? What types of wage structures do the two types of unions support. How do their activities make (or not make) auto companies competitive (or less competitive). How are Japanese unions run?

8. Briefly describe how Japanese culture affects Japanese corporations. Contrast this with how American culture affects American corporations. In your essay you might discuss attitudes towards workers, management peers, competition, profitability, etc.

9. Both American and Japanese corporations experienced phases of consolidation (e.g., vertical and horizontal integration; conglomeration) historically. Using Nissan's changing relationships with its suppliers, how would you compare this form of consolidation with forms of consolidation often typical in American industry?

10. What happened to the structure of the oil industry in the 1960's and 1970's (and of course oil prices) and how did these changes affect both the American and Japanese auto industries?

11. Using Goddard (the tool and die maker at Ford) as a case study, discuss what has happened to many American auto workers in the last two decades. How do corporations such as Ford view their workers (e.g., valued employee, a commodity, a cost, an investment, etc)? What does Shaiken argue is the response to many auto companies to increased competition from the Japanese? How do Japanese auto companies view their employees? As a result of their experiences in an unstable labor market, has the attitude of American auto workers towards their work changed in the last decade?

12. Why have American auto manufacturers been so reluctant in the last two decades to modernize their plants? Why do they frequently shut down plants and build new ones elsewhere rather than modernize existing plants?

13. Contrast Runyon's experience working with Nissan with his experience working at Ford. You should discuss relationships with and among management (both financial and the production sides), and workers. Could someone like DeLoren work for Nissan. Why or why not?

14. Describe some of the tactics used by the Japanese to keep foreign goods out of their markets.

15. Kanter argues that the global business environment has changed over the last two decades and these changes affect corporations in many different ways. Briefly describe three such changes and how they affect how American corporations operate and/or reorganize themselves.

16. If handled poorly, mergers (or takeovers) can damage corporate productivity. Describe why, according to Kanter, productivity

often falls after mergers.

17. What according to Kanter, is Cowboy management and why is it often destructive?

18. Describe some of the strategies corporations choose in their search for synergies.

19. Kanter argues that stakeholder alliances (alliances between a company and its suppliers, customers, or employees) often increase productivity in a corporation. Briefly describe three reasons why such alliances might increase productivity.

20. Kanter describes a number of reasons why partnerships between corporations or a corporation and its union may fail. Briefly describe three reasons why such an arrangement might fail.

Exam #2  
Sociology of Industry

Answer three of the first five questions.

1. Kanter argues many corporations are rethinking how they pay people. Why? In her discussion she examines several pay principles (e.g. merit, profit sharing, performance bonuses, venture return). What are the strengths (if any) and the weaknesses (if any) of each?

2. Why do "post entrepreneurial" workplaces drive people to work long hours? How and why does such intensity in the workplace affect personal relationships between men and women. What implications does such intensity at work have on personal relationships outside the workplace (i.e. in the family)?

3. Kanter examines several reasons why climbing the career ladder is being replaced by hopping from job to job. Discuss in some depth three of these reasons.

4. Kanter argues in the post-entrepreneurial world the pursuit of skill and reputation has the potential to undermine the commitment workers and managers feel towards employers. Why? In the absence of employment security, what motivates managers and other types of workers to do a good job?

5. Kanter argues that formal alliances (alliances between a company and another company, suppliers, customers or employees) often change power relationships within each partner. Using examples cited by her, discuss at least three ways in which partnerships affect internal power relationships within a company or organization.

Answer three of the next seven questions.

6. Hochschild argues that the ideas a person has about gender are often "fractured and incoherent". Many men for example support the idea of their wives working, but changed perspectives about the appropriate role of men and women in the household. Many men and women also said one thing, but felt something different. Briefly discuss at least three examples that demonstrate an inconsistency in the ideas Hochschild's cases held and how they felt.

7. What a woman thought and felt about the second shift typically affected her strategy for involving her husband. Using at least three examples from Hochschild's cases, discuss how gender ideology affected such strategies.

8. A number of strategies developed by women to cope with the second shift involved changing their own behavior, ideas, or

needs rather than imposing on their husbands. Discuss using examples drawn from Hochschild's cases at least three such strategies.

9. Many men described by Hochschild resisted efforts by wives to more fully involve them in the second shift. Discuss with appropriate illustrations, at least three such strategies.

10 Hochschild argues that social class affects how dual career couples cope with the many demands and pressures placed on them. Using at least one "working" or "blue collar" family and at least one upper middle class couple as examples, describe how class affects how dual career couples struggle with the second shift.

11. In her presentation in class Dr. Kay Snyder described her gender ideology as a child and student and how this ideology affected ideas about work, relationships with men. Is this type of ideology less or more common today? Why? In your essay, remember to indicate what her gender ideology actually was. Are there any women in Hochschild who had similar gender ideologies?

12. What kinds of strategies did Dr. Snyder develop to cope with the demands of the second shift after she had children? Did any of the women described by Hochschild develop similar strategies?

Sociology of Industry  
Final Exam

Answer three questions from questions 1 through 6.

1. In the Chapter, "Tensions in Marriage in an Age of Divorce" Hochschild argues that two job marriages seemed vulnerable to 3 types of tension--between the husband's ideal of what he and his wife should do at home and work, and his wife's idea about that; between the desire to live an old-fashioned life and the need to face economic hardships that made it impossible to keep the wife at home; and the tension between the importance of a family's need for care and the devaluation of the work it takes to give that care, a devaluation of the work a homemaker once did. Which of these tensions do you feel caused the greatest stress in the household and why? Which of these tensions (if any) is most likely to lead the couple to divorce. In your answer provide explicit examples from Hochschild's cases as well as any other examples (e.g., your parents) about which you are knowledgeable.

2. When she started her research, Hochschild assumed that of the factors that influence the relations between husbands and wives, money would loom the largest. Why? After completing the research she did not find much relation between the amount a man earns relative to his wife and how much housework or childcare he does. What other principles then affected the relationships between her cases? Discuss in detail at least two of these principles.

3. What evidence did Hochschild find linking a father's involvement in the household with the development of children and adjustment in life?

4. Briefly describe how the industrial (and post-industrial) revolution (begin roughly with the 1930's) affected the position of men and women both in the labor market and in the household.

5. Hochschild argues that women's move into the economy has on the whole increased the power of women. Yet other realities lower women's power. What are some of these other realities and why are women still relatively vulnerable in today's economy?

6. In her concluding chapter, Hochschild argues we need a Marshall Plan for the family. Briefly discuss some of her (and others) recommendations for such a plan.

Answer the next 5 questions.

1. Discuss three reasons why American corporations began to experience a profit squeeze beginning in the mid 1960's and continuing for the next 15 years.

2. Discuss three strategies adopted by American corporations to counter falling or stagnant rates of profits in the last decade



and one half.

3. Harrison and Bluestone argue that many of the strategies adopted by corporations since the mid 60's did improve the bottom line but at an enormous cost to the nation. How did such strategies affect wages, the distribution of income, the level of family income and unemployment?

4. How did the supply side policies of the Reagan administration affect savings, interest rates, investment, labor productivity and military spending? Why do Harrison and Bluestone argue that much of our recent economic growth has a "shaky" foundation and may not be sustainable in the future?

5. What was the Reagan's administration attitude toward government regulation. Briefly describe the Reagan administration policy toward regulation. Did regulation typically create more competition or less competition? How did deregulation affect the banking industry?