

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi

Open Educational Resources (OER)

Fall 9-1-2021

SOCI 306.01: Sociology of Work

Daisy Rooks

University of Montana, Missoula, daisy.rooks@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Rooks, Daisy, "SOCI 306.01: Sociology of Work" (2021). *University of Montana Course Syllabi*. 12436.
<https://scholarworks.umt.edu/syllabi/12436>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

**The Sociology of Work
Fall 2021
University of Montana**

Course Number: 75865 – SOCI 306 - 1
Day: Monday, Wednesday, Friday
Time: 11:00am – 11:50am
Class Location: Liberal Arts 106

Professor: Daisy Rooks
Email: daisy.rooks@umontana.edu
Office Phone: (406) 243-2852
Office Location: Social Science 313
Zoom meeting room: <https://umontana.zoom.us/j/2432852406>

Pronouns: She/her/hers
Please call me: Professor Rooks, Doctor Rooks

Office Hours: Mondays 2:00pm – 3:00pm
Thursdays 12:30pm – 2:00pm
Fridays 9:00am – 10:00am

All of my office hours this semester will be by appointment in my personal zoom meeting room (see link above). To sign up for an appointment, click on this link: <https://calendly.com/professor-rooks-office-hours-signup/office-hours-visit-with-prof-rooks>

Course Overview

Course Description

This course focuses on work, a basic human activity. The course starts with a discussion of Sociological and common sense definitions of work. Next, we explore work in the 19th and 20th centuries, with an emphasis on the division of labor, and scientific management. From there, we move into an examination of how work is organized today, paying attention to bureaucratization, standardization, emotional and aesthetic labor, and service and care work.

Next, we investigate the gendered and racialized nature of work by examining women’s experiences in the professions, work-life conflict and inequality in the American home, and the gender, class and race aspects of emotional labor. Next, we explore resistance in the workplace, including the reasons that workers resist, the methods that they use to resist policies or procedures at work, and employers’ response to resistance and collective action. The course ends with a discussion of the changing landscape of work in the U.S., including remote work, independent contracting, chronic time strain, and flexibility.

Course Outcomes

By the end of this class, students will be able to:

- Identify work, and the workplace, as distinctly social, political, and economic phenomena.

- Demonstrate an understanding of how work in the U.S. has been organized historically, how it is organized today, and how it might be organized in the future. Students will describe how employers, workers, and the state have influenced the organization of work in different time periods.
- Compare and contrast the workplace experiences of women and men, people of color and white workers, professional and blue collar workers, and LGBTQ+ and heterosexual workers, among others.
- Determine how and why the labor market positions of some groups of American workers have improved over time, while others' have deteriorated.
- Identify the barriers to and possibilities for community and collective action at work. In particular, students will be able to describe how labor unions and other worker organizations create community and facilitate collective resistance in the workplace.

Learning Outcomes for the Writing Assignments

By the end of this class, students will be able to:

- Compose written documents that are appropriate for a given audience or purpose.
- Formulate and express opinions and ideas in writing.
- Use writing to learn and synthesize new concepts.
- Revise written work based on constructive feedback.
- Find, evaluate, and use information effectively.
- Begin to use discipline-specific writing conventions (in this case ASA or APA).
- Demonstrate appropriate English language usage.

Expectations of Students

Be an Active Learner

This is a challenging course. In order to pass it, you will need to adopt an active approach to learning. While reading, you will take careful notes, make note of any questions that you have, and bring them to class meetings and office hours. During lectures, you will take detailed notes, ask questions, and participate in discussions and exercises. You will also refrain from texting, emailing, surfing the web, and using social media during class; they disrupt your classmates, and are disrespectful to your instructor.

If you are unable to attend a class meeting, you will obtain lecture notes from another student. I will not provide lecture notes or PowerPoint slides to absent students, regardless of the reason for their absence.

Prepare for Class Meetings Diligently

To prepare for class meetings, students will complete the required reading in advance and take detailed notes on each article. You will bring an electronic or hard copy of the readings to every class meeting so that you can refer to them during discussions and exercises.

Participate Respectfully

All students need to participate respectfully in order to help maintain a respectful, open and inquisitive classroom environment. You will:

- Explain your views using reasoned arguments, and provide evidence for all assertion;
- Use personal anecdotes sparingly. When sharing a personal anecdote, always connect it back to the course material, and
- Respect others' views and listen to them. You do not have to agree with your classmates, but try your best to give them your full attention and consideration when they are talking during class meetings.

Communication

You should maintain a university email account and check it regularly. I will send out email announcements to the class on a regular basis, and you are responsible for all information contained in class emails. All of my emails to the class will be archived in the “announcements” block on Moodle.

If you have a question about the class, please use the following guidelines:

- First, carefully review the syllabus.
 - In most cases, you’ll be able to find an answer to your question there.
- If you are unable to find an answer to your question in the syllabus, please bring your question to class and ask it at the beginning or the end of class.
 - If your question is confidential and/or only relates to you (and no other students), please email me directly.
- To help me manage my email volume, please do not send multiple copies of the same email if you don’t hear back from me right away.

When emailing me always:

- Use your UM email account
 - University policy prohibits faculty and staff both from responding to emails sent from students’ personal, non-UM email accounts and from sharing grade information via email.
- Include “SOCL 306” or “Sociology of Work” in the subject line of your email.
- Sign your full name (first and last).

Academic Honesty

All students must practice academic honesty in this course. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. You need to be familiar with the Student Conduct Code, which is available for review online (<http://www.umt.edu/student-affairs/dean-of-students/default.php>).

Recording Policy

Students whose accommodations from the Office for Disability Equity include recording class meetings must meet with me and discuss their needs before recording anything related to the class. If I grant you permission to record class meetings, you may only use recordings for educational purposes. You may not modify, publish, copy, or distribute the recordings, even to other students in the class.

Mask Policy

Mask use is required within all classrooms and laboratories at UM this semester. Students must have masks on and positioned correctly (no exposed noses) at all times. Refusal to wear a mask in the classroom constitutes a violation of the student conduct code. If even one student is not following this policy, I will exercise my right to end class on the spot.

Students in this class will select a seat in week one and will stay in that seat for the duration of the semester to support contact tracing efforts. You are strongly discouraged from drinking liquids and eating food in the classroom, because both activities require mask removal.

If you are feel sick and/or are exhibiting COVID-19 symptoms, please do not come to class. Instead, contact the Curry Health Center at (406) 243-4330. If you are required to isolate or quarantine, you will receive support to ensure your continued academic progress.

UM recommends that all students get the COVID-19 vaccine. You can get a vaccine for free at Curry Health Center. Please direct your questions or concerns about the vaccine to Curry Health Center.

Thank you in advance for remaining vigilant inside and outside of the classroom this semester in order to mitigate the spread of COVID-19.

Expectations of the Professor

Communication

I will communicate regularly with students in the class using their UM email accounts. These emails will contain important information about class meetings, readings, peer review exercises, and reading quizzes, and writing assignments. All of my emails to the class will be archived in the “announcements” block on Moodle.

I will do my best to respond to student emails within 48 hours during the week. For the most part, I do not respond to work emails on the weekends.

Accessibility

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity (ODE). If you think that you may have a disability that adversely affects your academic performance, and you have not already registered with ODE, please contact them in Lommasson Center 154 or (406) 243-2243. I will work with you and ODE to provide an appropriate modification.

Affirming Names and Pronouns

I affirm people of all gender expressions and gender identities. I will gladly honor your request to address you by the name and gender pronouns that you prefer. If you go by a different name than the name on the class roster, please let me know early in the semester so that I can make appropriate changes to my records. For information about [name changes](#) at the University of Montana, please go here:

<https://www.umt.edu/registrar/students/name-change/default.php>.

UM’s Cultural Leave Policy

I support UM’s cultural and ceremonial leave policy that allows excused absences for cultural, religious, and ceremonial purposes. According to this policy, to receive an authorized absence for a cultural, religious, or ceremonial event, the student or their advisor must submit a formal written request to me. The request must include a brief description (with inclusive dates) of the cultural event or ceremony, and a brief statement about the importance of the student’s attendance or participation. Authorization for the absence is subject to approval by me, but students may appeal my decision to the Department Chair, Dean, or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students who take excused leaves are responsible for completion or make-up of assignments, at my discretion.

Students can find more information about the University of Montana’s cultural leave policy [here](#):

<https://catalog.umt.edu/academics/policies-procedures/>.

Other information

Basic Needs Statement

Any student who faces challenges securing food or housing, and believes that this could affect their performance in this course, is urged to contact any or all of the following campus resources:

- Food Pantry Program
 - UM offers a food pantry that students can access for emergency food. The pantry is located in UC 119 (in the former ASUM Childcare offices). Pantry staff operate several satellite food cupboards on campus (including one at Missoula College). For more information about this program, email umpantry@mso.umt.edu, visit the pantry's [website \(http://www.umt.edu/asum/agencies/food-pantry/default.php\)](http://www.umt.edu/asum/agencies/food-pantry/default.php) or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um_pantry on Instagram).
- ASUM Renter Center
 - The Renter Center can connect students who are at risk of homelessness or food insecurity with resources. You can find the Renter Center [here: http://www.umt.edu/asum/agencies/renter-center/default.php](http://www.umt.edu/asum/agencies/renter-center/default.php) and [here: https://medium.com/griz-renter-blog](https://medium.com/griz-renter-blog).
 - Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referrals.
- TRiO Student Support Services
 - TRiO serves UM students who are low-income, first-generation college students, and/or have a documented disability. TRiO services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring. Students can check their eligibility for TRiO services online [here: http://www.umt.edu/trioss/apply.php#Eligibility](http://www.umt.edu/trioss/apply.php#Eligibility).
- If you are comfortable, please come see me. I will do my best to help connect you with additional resources.

How This Class Is Designed to Engage a Community of Diverse Learners

Students in my courses have diverse worldviews and experiences, disparate learning styles, varied levels of academic preparation, and dissimilar backgrounds in Sociology. I view this diversity positively, believing that it makes teaching and learning more interesting, dynamic, and relevant than it would be if my courses were comprised of homogenous learners.

Over the years I have developed techniques to engage the diverse learners in my courses. I provide structured, linear lectures. I encourage students to participate actively and frequently in discussions during class meetings. I encourage students to interrogate the course material closely when it does not make intuitive sense to them. I also create a somewhat casual learning environment in order to spark students' interest; using jokes, short stories, and pop culture references to animate the course material. Despite the casual learning environment, this is not an easy course. The required readings are dense and theoretical and the writing assignments are incredibly structured and short. This is by design; it ensures that students develop a deep, accurate understanding of the course material and retain that information for years to come.

All graded assignments in this class focus directly, and exclusively, on the course readings. Students do not earn points on writing assignments or reading quizzes for describing their worldviews, experiences, personal opinions, or information that they gleaned in other Sociology courses. I view this as a matter of fairness. While diversity of worldview, experience, opinion, and prior exposure to Sociology enrich the teaching and learning experience in my courses, I do not believe that they can, or should, be assigned value by instructors.

Course Requirements

Writing Assignments

Students will write three mini papers in this class. These papers will explore the following topics: how work is organized, race, gender and sexuality at work, and resistance at work. Students will also write a final paper that addresses the changing contours of work in the U.S. The final paper will be one part original writing, and one part revision of one of the mini papers submitted earlier in the semester.

All papers will be due on the Moodle site on Sundays at 11:59pm. I will mark papers down for each day that they are late. After a paper is one week late, I reserve the right not to accept it.

Reading Quizzes

Throughout the semester, students will take six short reading quizzes in-class on Fridays. These quizzes will not be announced ahead of time and cannot be made up if a student misses class. Students can drop their lowest reading quiz grade at the end of the semester.

Peer Review Exercises

Throughout the semester, students will participate in three peer review exercises. They will bring drafts of their mini papers to class and give and receive feedback on the drafts from their peers. Within 24 hours of each exercise, students will answer a short survey on Moodle about the feedback that they provided their peers, the feedback that they received from peers, and how they will revise their draft in response to that feedback.

Participation in the University-wide Program-level Writing Assessment

At the end of the semester, all students must submit their final paper for inclusion in UM's writing assessment program. UM collects writing from all students in all intermediate writing courses on campus, removes all identifying information, and then assesses a random sample of student submissions.

Course Grade

Students' final grades will be based on the following components: mini papers, a final paper, reading quizzes, peer review exercises, and participation in UM's writing assessment. The weight of each component is as follows:

Mini papers (3)	30%
Final paper (1)	15%
Reading quizzes (6)	30%
Peer review exercises (3)	20%
Participate in UM's university-wide writing assessment	5%

This class employs something called contract grading. One of the goals of contract grading is to reduce the anxiety about grades that students often experience. In courses with contract grading, the instructor sets a clear and unambiguous bar for passing the course. If students meet this bar, they are guaranteed that they will pass the course. Students must go above and beyond this bar in order to earn an A or B in the course, and they must fall below the bar in order to fail the course.

Grading Contract

You are guaranteed to pass this class with a C- if you:

1. Meet the stated criteria for all assignments;
2. Earn at least 50% of possible points on all assignments;
3. Meet due dates for all assignments;
4. Edit all assignments so that they conform to the conventions of academic English;
5. Attend class regularly, arrive on time and stay for the duration of the class;
6. Actively and thoughtfully participate in all class discussions and peer review exercises.

If you meet the conditions above, you will earn at least a C- in the class. However, you will be at risk of earning less than a C- in the class if you do not meet these conditions.

To earn above a C- in this class, you must do everything in the previous list as well as:

1. Demonstrate a sophisticated understanding of the Sociology of Work, including what work is, how it is organized, how different groups of workers experience work, when, why, and how workers resist, and how work is changing;
2. Produce creative, unique, thoughtful writing assignments;
3. Demonstrate a detailed and accurate understanding of the course material in reading quizzes;
4. Receive critiques during peer exercises and workshops in a professional and non-defensive manner;
5. Turn in writing assignments that are concise, carefully edited, and easy to read.

To earn an A, your performance in all aspects of this class must be exceptionally high quality.

You are welcome to discuss this grading contract, your performance in the course, or your concerns about your final grade with me during my office hours. Grade questions and concerns are best addressed earlier rather than later.

The ideas and explanation in this section were borrowed liberally from Jake Hansen, former Associate Director of the UM Writing Center, Elbow and Danielwicz (2009), and Elbow (1997).

Course Materials

Required Readings

There is one book to buy for this course:

- Amy Wharton. 2016. *Working in America: Continuity, Conflict and Change in a New Economic Era*. New York: Routledge.

In addition to this book, there are six supplemental articles, all of which are required. These articles are marked with (*) in the syllabus and are available as PDFs on the course Moodle page.

Make sure that you bring an electronic or hard copy of the week's readings at every class session. Lectures and class discussions will reference the readings frequently, and students who do not have the readings in front of them will find themselves at a disadvantage during class.

Important Dates

Sunday September 26th	Mini paper 1 due on Moodle @ 11:59pm
Sunday October 24st	Mini paper 2 due on Moodle @ 11:59pm
Sunday November 21st	Mini paper 3 due on Moodle @ 11:59pm
Sunday December 12th	Final paper due on Moodle @ 11:59pm

Course Schedule

Unit 1: Course Introduction

Week 1

What is Work?

- Jim Frederick “Internment Camp” pp. 1-8
- Arlie Hochschild “Emotional Life on the Market Frontier” pp. 89-100

Unit 2: A Historical Perspective on Work

Week 2

The Division of Labor

- Harry Braverman “The Division of Labor” pp. 25-28

Scientific Management

- Frederick Winslow Taylor “Fundamentals of Scientific Management” pp. 17-24

No class on Monday September 6 – Labor Day holiday

Unit 3: How Work is Organized

Week 3

Bureaucratization

- Max Weber “Bureaucracy” pp. 11-16

Standardization

- Robin Leidner “Over the Counter: McDonald’s” pp. 37-48

Week 4

Emotional Labor

- Arlie Hochschild “The Managed Heart” pp. 29-36

Service Work

- Miliann Kang “The Managed Hand” pp. 133-142

Mini paper 1 due on Moodle @ 11:59pm Sunday September 26th

Week 5

Aesthetic Labor

- Christine Williams & Catherine Connell “Looking Good and Sounding Right” pp. 169-180

Care Work

- Cameron Macdonald “Nannies on the Market” pp. 103-120

Unit 4: Race, Gender, Sexuality and Work

Week 6

Gender Discrimination in the Professions

- Heather Haveman & Lauren Beresford “If You’re So Smart, Why Aren’t You the Boss?” pp. 239-252

Sexual Orientation and Discrimination

- Andras Tilcsik “Pride and Prejudice” pp. 215-224

Week 7

Gender Inequality at Home

- * Arlie Hochschild “The Second Shift” pp. 33-58

Gender Inequality at Home

- Rebecca Glauber & Kristo Gozjolko “Do Traditional Fathers Always Work More?” pp. 255-269

Week 8

Race and Emotional Labor

- Adia Wingfield “Are Some Emotions Marked ‘Whites Only?’” pp. 201-213

Class and Work-Family Conflict

- Lisa Dodson “Stereotyping Low-Wage Mothers Who Have Work and Family Conflicts” pp. 299-310

Mini paper 2 due on Moodle @ 11:59pm Sunday October 24st

Unit 5: Resistance at Work

Week 9

Why Workers Resist

- Karl Marx “Alienated Labor” pp. 3-9

Dangerous Work

- Matthew Desmond “Making Firefighters Deployable” pp. 121-132

Week 10

Gender & Resistance

- * Dana Frank “Girl Strikers Occupy Chain Store, Win Big” pp. 59-118

Strikes & Collective Action

- Movie: At the River I Stand

Week 11

Employers Respond

- * Howard Zinn "The Colorado Coal Strike, 1913-14" pp. 7-55
- * Martin Levitt "Copeland Oaks" from *Confessions of a Union Buster* pp. 163-200

Unit 6: The Changing Contours of Work in the U.S.

Week 12

Remote Work

- * Ben White & Eleanor Mueller "The Future of Work Has Arrived, and It's Messy" pp. 1-5

Independent Contracting

- Michelle Maroto "Professionalizing Body Art" pp. 143-155

Mini paper 3 due on Moodle @ 11:59pm Sunday November 21st

Week 13

Chronic Time Strain

- Phyllis Moen et al. "Time Worked by Overworked Professionals" pp. 283-298

No class on Wednesday November 24 and Friday November 26 – Thanksgiving holiday

Week 14

Redesigning Work

- Leslie Prelow & Erin Kelly "Toward a Model of Work Redesign..." pp. 311-323

Course wrap-up and course evaluations

Week 15

- One-on-one writing conferences with instructor re: final paper

No class meetings this week

Final paper due on Moodle @ 11:59pm Sunday December 12th