

**The Sociology of Work**  
**Fall 2017**  
**University of Montana**

Course Number: 74428 – SOCI 306 - 1  
Day: Monday, Wednesday, Friday  
Time: 11:00am – 11:50am  
Class Location: Don Anderson Hall 316

Professor: Daisy Rooks  
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Office Location: Social Science 313

Office Hours: Mondays 2:00pm – 3:00pm  
Wednesdays 9:30am – 10:30am  
Fridays 2:00pm – 4:00pm  
or by appointment when possible

Teaching Assistant: Rachel Just  
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Office Location: Social Science 312  
Office Hours: Tuesdays 10:00am – 11:00am  
Thursdays 2:00pm – 3:00pm

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***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 industrialization, the division of labor, Fordism, and scientific management. From there, we move into an examination of how work is organized today, paying attention to bureaucratization, routinization, automation, and emotional labor.

Next, we investigate the gendered nature of work by examining women’s labor market participation, women’s experiences in the professions, and the ways that women’s labor market participation has transformed work, social relations, and power inside the home. Next, we explore resistance in the workplace, including theories about conflict and resistance at work, the methods that workers use to resist policies or procedures at work, and employers’ response to workplace resistance and collective action. The course ends with a discussion of the changing landscape of work in the U.S., including post-Fordism, the rise of temporary and contract work, and structural unemployment.

**Course Outcomes**

- Students will identify work, and the workplace, as distinctly social, political, and economic phenomena.
- Students will demonstrate an understanding of how work in the U.S. has been organized historically, how it is organized today. Students will describe how employers, workers and the state have influenced the organization of work in different time periods.

- Students will compare and contrast the workplace experiences of women, men, immigrants, people of color, and white workers.
- Students will determine how and why the labor market positions of some groups of workers have improved over time, while others' have deteriorated in the U.S.
- Students will identify the barriers to and possibilities for community and collective action at work. They will describe labor unions' and other worker organizations' ability to create community and facilitate collective resistance in the workplace.

### **Learning Objectives for the Connecting Classrooms Assignments**

- By the end of the class, students will not only be able to discuss course subjects intelligently, but will also gain critical insights into how students in a different part of the country evaluate similar or related subjects.
- Students will develop awareness about a range of different perspectives and viewpoints related to the course material and related subjects.
- Students will develop an awareness of the logic and rationale underlying perspectives that are different from their own, even if they disagree with others' arguments or conclusions.
- Through collaborating with other students at our own and our partner institutions, students will reflect on how their own perspectives and those of others are shaped by particular experiences and environments.
- Students will learn to consider perspectives from various communities as having equal value rather than privileging one kind of experience or knowledge, whether such privilege matches one's own background or that of others.

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### ***Expectations of Students***

#### **Preparation**

*Be prepared for class.* Always read the assigned reading materials in advance of class so that you can follow the lecture and participate fully in discussions. Bring the assigned reading materials to class with you so that you can refer to them during lectures and discussions.

*Take careful lecture notes.* You should obtain lecture notes from another student if you are unable to attend class. Neither the instructor nor the TA will provide lecture notes or PowerPoint slides if you miss class.

#### **Participation**

Class sessions will include a mixture of lectures, discussion, and exercises. I strongly encourage you to participate actively during all discussions and exercises. In order to maintain a respectful, open, and inquisitive classroom environment, please observe the following guidelines:

- Explain your views using reasoned arguments, and provide evidence for assertions of fact.
- Use personal anecdotes sparingly. When sharing a personal anecdote, always connect it back to the course material.
- Respect others' views and listen. 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 discussions.
- Texting, emailing, surfing the web, and using social media should not be done during class time. They disrupt your classmates, and are disrespectful to your teaching team.

## **Communication**

You should maintain a university email account and check it regularly for class announcements. I will communicate regularly with students in this class via email. You are responsible for all information contained in these emails. University policy prohibits me both from responding to emails sent from personal, non-UM email accounts, and from sharing grade information with you via email.

Feel free to contact me via email or during my office hours with questions or concerns about the course and/or your performance in the course. If you email me during the work week, I will do my best to get back to you within 48 hours. When emailing me, always include “SOC 306” or “Sociology of Work” in the subject line of your email. When I take time during class to answer a question that a student has emailed me, I consider the question answered.

## **A Note About Classroom Culture**

My classroom is a somewhat casual environment for learning. I use jokes, short stories, and pop culture references to animate the course material. I also encourage students to engage with each other, and me, during class sessions. Despite the casual learning environment, this is not an easy course. The assigned readings are dense and theoretical, and the exams are quite challenging. In order to pass the course, you must prepare carefully for each class session, pay close attention to details, and demonstrate an accurate understanding of the course material on the exams and in the assignments. This is by design. I nurture a somewhat casual classroom environment in order to spark students’ interest in the course material, and I develop challenging exams and assignments to ensure that students develop a deep, accurate understanding of that material.

## **A Community of Diverse Learners**

Students in my classes 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 classes were comprised of homogenous learners.

Over the years I have developed techniques to integrate diverse learners into my classrooms. I provide structured, linear class sessions, and encourage students to participate actively and frequently in class discussions. I also encourage students to interrogate the course material closely when it does not make intuitive sense to them.

While this pedagogy is designed to engage diverse learners, my exams and assignments focus exclusively on the course material. Students do not earn points on exams or assignments 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, they cannot and should not be assigned value by the instructor or the TA.

## **Academic Honesty**

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](#), which is available for review online (<http://www.umt.edu/vpesa/Dean%20of%20Students/default.php>).

## **Accessibility**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think that you may have a disability that adversely affects your academic performance, and you have not already registered with Disability Services,

please contact Disability Services in Lommasson Center 154 or (406) 243-2243. I will work with you and Disability Services to provide an appropriate modification.

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## ***Course Requirements***

### **Connecting Classrooms Assignments**

The connecting classroom assignments are designed to involve students in cross-cultural learning. Our Sociology of Work class will be paired with a class on Social Theory at Barnard College in New York City. Instructors will create small groups comprised of students from both institutions. Students will complete short online assignments that require interaction with the members of their groups. There will be no expectation of simultaneous interaction among group members, but all group members will have the same deadlines for assignments. To help us assess learning, students will be required to complete surveys related to these assignments at the beginning and end of the semester.

We intentionally developed a partnership between schools with quite different characteristics. Students in one class are from both Barnard College, a private liberal arts college for women, and Columbia University, the co-ed private university of which Barnard is a part. Students in the other course are from the University of Montana, a co-ed public university. Barnard has approximately 2,500 undergraduates; Columbia has almost 9,000 undergraduates, and the University of Montana has 12,000 undergraduate students. At Barnard and Columbia, tuition and fees are \$51,000 and \$55,000 respectively. At the University of Montana, tuition and fees are \$6,000 for in-state undergraduates and \$25,000 for out-of-state undergraduates. Barnard is located in New York City (population 8.5 million), which is in New York State (population 20 million). The University of Montana is located in the city of Missoula (population 72,000), which is in Montana (population 1 million).

This classroom connection has two goals. The first is to help students at both schools deepen their understanding of course content. The second is to develop students' skills in relating to others, meaningfully engaging with others, and putting sociological topics in historical and political context.

Assignments will be marked down for each day that they are late. After an assignment is one week late, the instructor reserves the right not to accept it.

### **Connecting Classrooms Assessment Surveys**

You will complete two assessment surveys related to the connecting classrooms assignments. It should take you about 10 minutes to complete each survey. Your participation in these surveys is critical to our assessment of your learning experiences in the connecting classrooms assignments. Although you will not be graded on your responses to the survey, you must complete both of them. We will check that you complete them and match your two completed surveys.

The surveys will be confidential. You will be given a random, unique number to use instead of your name. During the semester, the instructor and TAs will only connect your name and that number for two reasons: to inform you of your number, and to remind you if you have not completed your surveys. At the end of the semester, any record of the connection between your name and that number will be destroyed.

### **Exams**

There are three exams in this course. All exams will take place during class, and will have the same format; they will contain a combination of identifications and short answers. Students must generate all information on their exams; there will be no multiple choice, fill-in-the-blank, or true/false questions.

Exams will cover all material (readings, lectures, exercises, media, discussions, etc.) covered in the preceding section of the course. Exam 1 will cover all material from September 1 through September 29. Exam 2 will cover all material from October 6 through October 27. Exam 3 will cover all material from November 3 through December 6. It is not cumulative.

Students should arrive on time for all exams. Students who arrive late will not get extra time to complete the exam.

Make-up exams are available under two conditions: 1) you must have a valid excuse with adequate documentation, and 2) you must receive my written permission to take a make-up exam at least 24 hours in advance of the exam. Valid excuses include a death in your immediate family, a legitimate family emergency such as a seriously ill child, or an illness requiring hospitalization. Invalid excuses include vacation travel, scheduling preferences, inadequate preparation, or routine illness such as colds or migraines. It is your responsibility to provide legitimate written verification of your excuse to me. Under no circumstances will I accept a note from the Curry Health Center as evidence of a serious illness. If I do not receive verification from you, you will not be allowed to take the make-up exam. If you are allowed to take a make-up exam, you must use tokens (see below) to do so.

If you receive permission to take a make-up exam, you will be required to take the exam at [Testing Services](http://www.umt.edu/testing/) on campus (<http://www.umt.edu/testing/>) for a nominal fee.

To help students prepare for exams, the instructor will provide a study guide and one in-class review session for each exam. The TA will hold one review session per exam outside of class time.

### **Course Grades**

Students' final grades will be based on the following components: 2 connecting classroom assessment surveys, 5 connecting classrooms assignments, and 3 in-class exams. The weight of these components is:

Connecting classrooms assignments (5)	35%
Connecting classrooms assessment surveys (2)	5%
Exams (3)	60%

### **Extra Credit**

Students can earn a maximum of 5 extra credit points in this course for participating verbally in class discussions.

- Students will earn extra credit points:
  - By asking insightful questions about the course material.
  - By making thoughtful contributions to the class discussions.
- Students will not earn extra credit points:
  - For asking questions that indicate that they are not paying attention.
  - For repeating points that their fellow students have already made.
  - If they attend class infrequently or erratically.
  - If they routinely arrive late to class or leave class early.

The teaching team will track verbal participation throughout the semester. Any extra credit points that a student earns will be posted to their moodle gradebook during finals week.

## Tokens

Deadlines are necessary for academic courses. They enable instructors to predict their grading workload during the semester, and make it possible for students to plan ahead for periods of intensive studying. They create an even playing field by ensuring that all students have the same amount of time to complete assignments. Firm deadlines are particularly essential for courses that have in-class exams. Without firm exam times, instructors would have to schedule (and proctor) dozens of make-up exams throughout the semester, which is simply not sustainable.

As we all know, though, real life sometimes interferes with academics. When this happens it becomes challenging, and in some cases impossible, for students to meet academic deadlines. Students in this situation often experience tremendous anxiety. Many throw themselves on the mercy of the instructor, hoping that the instructor will be understanding and/or be able to offer flexibility about deadlines.

The course uses “tokens” both to provide students with some flexibility around exams and connecting classrooms assignments, and to reward wise planning and careful time management. Every student in this class will start the semester with ten tokens.

During the semester, students can exchange their tokens for the following:

- Make-up exam, with a valid excuse (described above) (10 tokens)
- 72-hour extension on a connecting classrooms assignment (7 tokens)
- 48-hour extension on a connecting classrooms assignment (5 tokens)
- 24-hour extension on a connecting classrooms assignment (3 tokens)

At the end of the semester, students may exchange leftover tokens for the following:

- 1 extra point (2 tokens)
- 2 extra points (4 tokens)
- 4 extra credit points (8 tokens)
- A 20-minute one-on-one exam review session with the instructor (10 tokens)
  - This appointment must be scheduled at least 48-hours in advance
  - This appointment must take place during finals week

If you plan to use your tokens for an extension on a connecting classrooms assignment, you must contact the instructor via email at least two hours before the original deadline.

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## Course Materials

### Required Readings

There is one book to buy for this course:

- Amy Wharton. 2006. *Working in America: Continuity, Conflict and Change*. New York: McGraw-Hill.

In addition to this book, there are four supplemental articles, all of which are required. These articles are marked with (\*) in the syllabus and are available in hard copy at the Mansfield Library reserves and electronically on the course moodle page. Students are strongly encouraged to print out copies of every supplemental article and not try to read them online. 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. Students who decide not to print out the supplemental articles should plan on taking very detailed notes on the readings, so that they are prepared for class discussions, written assignments and exams.

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**Course Schedule****Topic 1: Course Introduction**

<b>Date</b>	<b>Topic</b>	<b>Author</b>	<b>Article Title</b>	<b>Pages</b>
Fri Sept 1	Introduction to Course	No assigned reading		
Mon Sept 4		No Class: Labor Day Holiday		
Wed Sept 6	What is Work?	* Jim Frederick	* “Internment Camp”	* 1-8
Fri Sept 8	What is Work?	Ann Crittenden	“How Mothers’ Work Was “Disappeared””	18-31
		Teresa Gowan	“American Untouchables”	447-458

**Topic 2: A Historical Perspective on Work**

<b>Date</b>	<b>Topic</b>	<b>Author</b>	<b>Article Title</b>	<b>Pages</b>
Mon Sept 11	Industrialization	Sanford Jacoby	“The Way it Was: Factory Labor Before 1915”	2-17
Wed Sept 13	The Division of Labor	Harry Braverman	“The Division of Labor”	65-69
Fri Sept 15	Fordism	Stephen Meyer	“The Evolution of the New Scientific...”	31-44
Fri Sept 15		Assessment survey 1 due at 5pm on moodle		
Mon Sept 18	Scientific Management	Frederick Winslow Taylor	“Fundamentals of Scientific Management”	57-65
Mon Sept 18		Assignment 1 step 1 due at 5pm on moodle		

**Topic 3: How Work is Organized**

<b>Date</b>	<b>Topic</b>	<b>Author</b>	<b>Article Title</b>	<b>Pages</b>
Wed Sept 20	Bureaucratization	Max Weber	“Bureaucracy”	51-56
		Robert Jackall	“The Social Structure of Managerial Work”	406-418
Fri Sept 22	Routinization	Robin Leidner	“Over the Counter”	345-357
Fri Sept 22		Assignment 1 step 2 due at 5pm on moodle		
Mon Sept 25	Automation	Shoshana Zuboff	“In the Age of the Smart Machine”	113-125
Wed Sept 27	Service Work	Jeffrey Sallaz	“The House Rules”	377-393
Fri Sept 29	Care Work	Paula England and Nancy Folbre	“Capitalism and the Erosion of Care”	496-510
Mon Oct 2		Exam 1 review in class (no required reading)		
Wed Oct 4		Exam 1 in class		
Fri Oct 6	Emotional Labor	Arlie Hochschild	“The Managed Heart”	69-78

Mon Oct 9	Emotional Labor	Jennifer Pierce	“Rambo Litigators”	394-405
Wed Oct 11	Managing Managers	Sharon Collins	“Blacks on the Bubble”	418-433

#### Topic 4: Gender and Work

Date	Topic	Author	Article Title	Pages
Fri Oct 13	Gender in the Professions	Keven Henson and Jackie Rogers	“Why Marcia How You’ve Changed!”	202-217
Mon Oct 16	Gender in the Professions	Kirsten Dellinger & Christine Williams	“The Locker Room and…”	218-234
Mon Oct 16		Assignment 2 step 1 due at 5pm on moodle		
Wed Oct 18	Women Workers & Family	Harriett Presser	“Toward a 24 Hour Economy”	459-465
Fri Oct 20	Women Workers & Family	Anita Garey	“Motherhood on the Night Shift”	532-547
Fri Oct 20		Assignment 2 step 2 due at 5pm on moodle		
Mon Oct 23	Gender Inequality at Home	* Arlie Hochschild	* <u>The Second Shift</u>	* 33-58
Wed Oct 25	Gender Inequality at Home	Arlie Hochschild	“The Time Bind: Men”	522-531
Fri Oct 27	Outsourcing Care Work	Barbara Ehrenreich	“Maid to Order”	510-521
		Arlie Hochschild	“Love and Gold”	486-496
Mon Oct 30		Exam 2 review in class (no required reading)		
Wed Nov 1		Exam 2 in class		

#### Topic 5: Resistance at Work

Date	Topic	Author	Article Title	Pages
Fri Nov 3	Why Workers Resist	Karl Marx	“Alienated Labor”	44-51
Mon Nov 6	Management By Stress	Simon Head	“On the Digital Assembly Line”	125-130
Wed Nov 8	Dangerous Work	Eric Schlosser	“Fast Food Nation”	330-344
Fri Nov 10		No Class: Veterans Day Holiday		
Mon Nov 13	Games & Passive Resistance	Michael Burawoy	“30 Years of Making Out”	318-323
Mon Nov 13		Assignment 3 step 1 due at 5pm on moodle		
Wed Nov 15	Gender & Resistance	* Dana Frank	* “Girl Strikers Occupy Chain Store, Win Big”	* 59-118
Fri Nov 17	Strikes & Collective Action	Miriam Wells	“Unionization and Immigrant Incorporation in…”	269-272
Fri Nov 17		Assignment 3 step 2 due at 5pm on moodle		
Mon Nov 20	Employers Respond	* Howard Zinn	* “The Colorado Coal Strike, 1913-14”	* 7-55
Wed Nov 22		No Class: Thanksgiving Holiday		
Fri Nov 24		No Class: Thanksgiving Holiday		
Mon Nov 27	Employers Respond	Movie: At the River I Stand		
Mon Nov 27		Assignment 4 step 1 due at 5pm on moodle		

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

<b>Date</b>	<b>Topic</b>	<b>Author</b>	<b>Article Title</b>	<b>Pages</b>
Wed Nov 29	Post-Fordism	Steven Vallas and John Beck	“The Transformation of Work Revisited”	136-154
Fri Dec 1	Temporary Employment	Jackie Rogers	“Are We Not Temps?”	434-446
Fri Dec 1		Assignment 4 step 2 due at 5pm on moodle		
Mon Dec 4	Structural Unemployment	Vicki Smith	“Structural Unemployment and...”	94-112
Mon Dec 4		Assignment 5 step 1 due at 5pm on moodle		
Wed Dec 6	Project-Based Work	James Evans et al.	“Beach Time, Bridge Time and...”	564-589
Fri Dec 8		Exam 3 review in class (no required reading), course wrap-up, and evaluations		
Fri Dec 8		Assignment 5 step 2 due at 5pm on moodle		
Mon Dec 11		Exam 3 in class		
Mon Dec 11		Assessment survey 2 due at 5pm on moodle		