Course: Sociology 230 -- Sociology of Work
Time and Place: 10:00am - 11:15am Tuesdays and Thursdays, Chambers 3084
Prerequisite: None.
Instructor: Gerardo Marti, Ph.D.
Phone Number: (704) 894-2481
My Office: Papers turned in outside of class go outside my door in Preyer 107
Pre-Scheduled appointments meet in my office, Preyer 107
Email: gemarti@davidson.edu
Office Hours: Wednesdays, Fridays 10:00am – 11:30am and by appointment.

Course Description

This course provides an introduction to the sociology of work. Covering the entire field is beyond the scope of this course, so the course is designed to give a broad overview while also emphasizing selected topics in greater depth. Topics will include: contemporary issues in 21st century work; a look at work during and after the Industrial Revolution; major theorist’s contributions to the study of work; work and self in the service industry; work and self among professionals and managers; and the modern distinction between work and family. We will study these topics with material at both the macro level of analysis (e.g., the occupational structure, the U.S. and global economies, changes of technology and demographics) and the micro level of analysis (e.g., the demands of workplaces and occupations on workers’ sense of self and identity; the influence of work on families), and with both qualitative and quantitative data.

While work occupies a central role in our lives, its social significance extends beyond our personal identities and daily activities. It is closely intertwined with other social institutions, social structures, and social processes, especially social inequality. Work is perhaps the most important way in which society impacts our social experiences and life chances. Throughout the course, we will challenge the taken-for-granted notions of our society about what constitutes work, what constitutes an occupation or profession, and the value of the economic vs. the social as a work outcome.

Please note this course is reading, writing, and speaking intensive. Critical reading of texts, cogent writings, articulate oral presentations, and full participation in dialogue are all mandatory. Full attendance is not only encouraged but expected. Class assignments in the form of integrative papers will measure your ability to grasp and apply the sociological perspective from readings and from information emerging from class discussions. Analytical projects provide opportunities to pursue interests in greater depth.

Course goals for this course include:

- Apply the aims and objectives of the sociological analysis of work,
- Demonstrate understanding of the historical development of modern forms of work,
- Demonstrate understanding of social change stimulated by transforming work processes and "globalization,"
- Articulate the challenges and oppressions of humanity through the lens of class, race, and gender both nationally and internationally,
- Articulate the initial theoretical considerations of prominent thinkers of sociology of work,
- Pursue and personalize a greater understanding of particular occupations in-depth,
- Understand and critique the current forms of work and managerial trends,
Apply sociological perspective to the understanding of everyday work in both service and professional occupations,

Demonstrate understanding of dynamic relationship between work roles and organizational cultures,

Understand and anticipate work/family tensions as well as critique alternative structures for resolving them,

Clearly discuss contemporary developments and critiques in the sociology of work,

Understand qualitative research methodology in pursuit of specific research questions, and

Develop analytical and critical thinking abilities in both written and oral forms in exploring ideas, organizational structures, and current events within the alternative frameworks within the sociology of work.

**Required Books & Readings for All Students:**

- Reserved readings available through the Davidson College library online, indicated by (R).

**Books Recommended for All:**


**Specific Requirements:**

**Pre-Discussion Papers**

• from Unit 1 2.5%
• from Unit 2 2.5%
• from Unit 3 2.5%
• from Unit 4 2.5%

**Projects**

• #1 Interview Your Future Career 15%
• #2 Analysis of Career Path 20%

**Integration Papers**

• *New Ruthless Economy* 15%
• *Fast Food, Fast Nation* 15%
• *Hollywood Fath* 15%

**Participation**

Total Grade = 100%

**Note on Attendance**

I expect you to come to class, that is to say, show up on time, stay the entire class period, and participate fully in each class the whole time you are there. Students often ask me how many times they are allowed to cut my class. The answer is that every absence will have a negative effect on your grade. For one thing there are frequent analytical discussions and in-class writing. And if you are absent, you can’t make up those experiences. If you arrive late for a class period, you won’t make up for the experience either.

Please note: While student athletes may miss one class meeting in this semester for pre-scheduled events, every student must find another student in class to obtain any material covered on days missed. Please have event schedules provided to me at the beginning of the semester.
I'm concerned about tardiness, too. Here's how I handle it: pre-discussion papers and other assignments are checked at the beginning of class. If you are late, I won't accept your work. And if you walk out early, I'll return your work to you. Ungraded.

One more thing. three unexcused absences are sufficient grounds for failing this course.

I presume students can and will attend all or almost all classes, but may occasionally have a legitimate reason to miss one class in the semester (extremely sick, family funeral, etc.). However, I am not interested in adjudicating doctors' notes and other excuses. Come to class, and don't miss more than one, if any. An unreasonable number of absences from class will definitely hurt one's final grade.

If you miss more than one class, you might want to have one or more excused. What is an excused absence? For an absence to be excused, there must be three components: First, you must tell me ahead of time when and why you will miss this class. Second, you must have a legitimate excuse (student athletic events, class trips, sickness, weddings, funeral); please note that failed alarm clocks or other business outside of this class are simply not excusable. Third, you must find another student afterward to make up the work.

I've become a stickler about attendance. I want you here. I want you here on time. I expect you to be attentive and participate actively the whole class period. I expect you to stay until the end of class.

Note on Participation

Attending class is an important part of your job, but it isn't the whole story. Get actively involved in the learning process. Don't be a passive listener! Never underestimate the power you have to make a positive impact on the energy and progress that we make as a class. If class is boring, lifeless, irrelevant, if the dialogue falls flat, the students are not responsive, the professor talks too much, or the back row is disrespectful, ask yourself this question: what can I do to be an instrument of energy, light, creativity, encouragement, focus, and intellectual energy in this class? Then do it.

During class, you should ask at least one question and make at least one comment every time we get together. That is your charge. Ask questions. Make comments. Express your opinion. That way, our class will become an interesting and energetic conversation among interesting and energetic people.

The extent of learning you experience depends a great deal on your thoughtful questions! During group work and class discussion, your input is especially important. We will work in groups to review concepts, share ideas, make new connections, follow-up on insights & arguments as well as encourage and support each other in learning sometimes difficult and sometimes very subtle ideas. This interaction is one of the most important things we do.

Note on Due Dates

Hard copies of written assignments are due on the designated date at the beginning of class. Papers are considered late if turned in after the beginning of class. Late assignments will be docked a full grade for each 24 hour period they are late beginning after the start of class. Please avoid last-minute frustrations by finishing and printing your documents EARLY.

Analytic Pre-Discussion Papers

It is essential for you to keep up with the reading and to read actively. Active reading means taking notes as you read, making a list of questions you have as you read, and reading far enough ahead that you have a chance not only to read but to think about what you have read. I expect that you will have read each day’s readings for our class meeting unless otherwise indicated in the syllabus.

About every-other class meeting, you will prepare an analytic pre-discussion paper. These analytic pre-discussion papers are assignments that integrate the most recent week’s reading material. These pre-discussion papers consist of at least two parts: 1) Essentialize, TWO summaries of things you learned from the readings, e.g., What are the essential concepts, ideas, insights and how are they connected? and 2) Then Improvise, TWO questions provoked through the assignment, e.g., What are the implications I see
which the author does not or did not bring out? You may view the assignment as writing a critical, introductory preface to each section’s papers that reflects our growing understanding of “knowledge” from a sociological perspective. As such, your paper should be analytical, assume a personal point-of-view, and integrate mention of each reading in the context of that essay. These weekly pre-discussion notes provide launch points for our class discussion. Each paper should be between 2.5 and 4 pages in length, double spaced, have one inch margins, and typed in 12 point type. Papers are due at the beginning of class, weekly, except for the first week of the semester, and will be the basis for in-class discussion. They will help you in class discussion and prepare you for writing your papers with an accentuated critical awareness. During class discussions, you are to demonstrate a grasp of the reading material assigned. Participation through questions, comments and clarifications will be especially noted.

Analytic Projects

Analytic projects are concise papers that explore different aspects of work based on your personal interests. Each assignment allows you to explore the past, present, and future of a particular occupation. You may concentrate on one occupation for all three projects; alternately, you can choose different one’s for each one. This is your opportunity to explore alternative vocational paths, so please take advantage of it. All three projects are further described at the end of this syllabus.

Analytical Project 1: Professional Work -- Interview or Content Analysis

The second Analytic Project (#2) will result in a 4-5 page paper. For this project, you will conduct either an interview with a professional worker or a content analysis of information about professional training sites. Everyone will complete a common set of questions about their profession of choice to supplement their empirical research. Please see detailed sheet at the end of this syllabus. Possible professions to consider include: physician, lawyer, executive, lawyer, engineer, scientist, dentist, architect, college professor (if your profession is not on the list, see me for approval).

Analytic Project 2: Occupational Analysis Research Paper

The third Analytical Project (#3) will result in a final 5-6 page paper. Choose an occupation that you would like to know more about. You can focus on a specific job within the occupation or an occupation overall. If you choose a specific job, be sure to consider and discuss it in relation to its broader occupational context. More details are given in the detailed sheet at the end of this syllabus.

For this final paper, I would suggest organizing your paper as follows:

**Introduction** (1 page). First state the topic of your paper and briefly situate this topic in terms of the topics and questions covered during this course. By the end of the second paragraph it is essential that you have told me what the purpose of your paper is and what your central argument / thesis is. If you read the first two paragraphs of your paper and the goals and purpose of the paper are not very clear, please revise. I would also suggest a “map” paragraph at the end of the introduction that tells me where we will be going in the paper. (For example, “I first explain….then argue….by presenting evidence about three themes....”)

**Body** (3-4 pages). In this section please present and development your argument by providing several distinct pieces of information / evidence in support of it.

If there is any relevant background to explain about your thesis / argument present that first. (For example, key terms may need a paragraph to articulate what you mean. Perhaps a brief paragraph or two about the history relevant to your argument would be necessary). A section providing background is not essential for everyone. You need to decide whether it is necessary to help your reader(s) understand. Think of your audience as me and other people in the class.
If much of your paper is based on the analysis of primary sources (newspapers, web pages, etc.), please be sure to explain how you located them (i.e. what your method was). If you utilized any social scientific methods, please provide a methodological description. An appendix with appropriate material (e.g., survey questionnaires, interview questions, coding schemes) may be necessary.

Then develop your argument by clearly presenting the evidence you have gathered in support of it. For example, if you are comparing two or more arguments, this section will be organized around the themes around which you are doing the comparison. There are two ways to structure a compare and contrast paper. Pick the one that works best for you.

Theme 1
Argument/Theory A
Argument/Theory B

Theme 2
Argument/Theory A
Argument/Theory B

etc.

Or

Argument/Theory A
  Theme 1
  Theme 2

Argument/Theory B
  Theme 1
  Theme 2

etc.

This is certainly not the only way to structure your paper, and you have the opportunity to craft your paper as you please. I encourage you to use section headings in this section and throughout the paper if it helps you organize your thoughts and presentation.

**Conclusion** (1-2 pages): By this point, your argument and all of your evidence should be clearly presented. Briefly summarize your argument here and think about what the implications of your argument are more broadly. If your findings raise questions about other topics covered in this class, please make those connections briefly here. If you have concluded, after writing this paper, that you want to know more about your topic, explain what the next steps might be. etc.

**After you have finished writing your paper, go back and read the introduction, the first sentence of each of your paragraphs, and your conclusion. From this, the point of your paper should be very clear. If parts of your argument are embedded in the middle of other paragraphs (so you don’t see them when doing this little test), restructure your paragraphs. Also make sure that you don’t conclude something that contradicts or is very different from what you say in the introduction. After finishing their first draft, most people need to take the conclusion to their paper and use it to rewrite their introduction!**

If you want me to help you make a more specific outline / list of questions to answer in your paper, please let me know. I am happy to work with you on this.

Integration Papers
Integration papers are 4 - 5 page papers that vividly convey your growing understanding of sociological concepts/theories/perspectives/processes of work. Each of these three integration papers will focus on a text. The three papers are:

*Simon Head’s The New Ruthless Economy Integration Paper*, in which you write vividly, clearly and intelligently your integration of concepts by focusing your analysis and critique on Simon Head’s *The New Ruthless Economy*. This paper will draw on ideas from class discussion as well as readings from Unit 1: History, Transformation, and Theory of Work.

*Robin Leidner’s Fast Food, Fast Nation Integration Paper*, in which you write vividly, clearly and intelligently your integration of concepts by focusing your analysis and critique on Robin Leidner’s *Fast Food, Fast Nation*. This paper will draw on ideas from class discussion, readings from Unit 2: Routinization and Service Work, and cumulative concepts/ideas up to this point.

*Stephen R. Barley and Gideon Kunda’s Gurus, Hired Guns, and Warm Bodies Integration Paper*, in which you write vividly, clearly and intelligently your integration of concepts by focusing your analysis and critique on Barley and Kunda’s *Gurus, Hired Guns, and Warm Bodies*. This paper will draw on ideas from class discussion, readings from Unit 3: Professionals and Professionalization, and cumulative concepts/ideas up to this point.

*Remember*: These papers are an opportunity to display your growing understanding of a sociological perspective of work. The papers should integrate cumulative learning from this course.

A suggested structure is below just to get you started, but please note that you have freedom to structure the essay however you wish:

**FIRST PARAGRAPH** identify a thesis and whether the author achieves the stated purpose of the book; overall description and purpose of the book.

*What is the book about?*
*What arena of social life does it explain?*
*Does the book deliver what the title suggests it is going to deliver? Judge the book by its intentions, not yours.*
*Does the book do what it says it is going to do?*

**SECOND (AND MAYBE THIRD) PARAGRAPH** summarize the major themes of the book.

*What is the book’s argument?*
*What are the books terms and how are they defined?*
*Place the book in the context/texture of its field: importance, place, historical or social function.*
*What is the academic/philosophical/theoretical lineage or school of thought (context)?*

**NEXT PARAGRAPH (AND MAYBE ANOTHER)** connect book with other sociological ideas/concepts/theories.

*How does it add to our knowledge?*
*Does the book extend, amend, critique, and/or affirm other ideas?*
*Does it conflict with other ideas? Does it complement other ideas?*
*Do concepts/ideas/theories from others amend or critique those presented in this book?*

**FINAL PARAGRAPH** on my assessment of book’s relevance to me/others, my evaluation.

*How does this book apply to your own life/culture/historical time period?*
*What did you learn about your own social context that was not evident to you before?*
*Should this book be read, and by whom? Who would benefit from reading this book?*
*What makes this book important?*
*What are the implications of this book on understanding our world?*
Finally, keep in mind the basics -

- organize thinking before you write,
- make a good argument,
- write a strong thesis statement,
- make clear claims, and support them,
- do not be afraid to be provocative,
- avoid juvenile "I think, I feel, I believe" trap, or even name calling instead of analytical insights,
- make analogies that hold up,
- do not trust research sources gained from Google or Wikipedia,
- do trust research from 1) course materials, 2) academic journal articles (e.g. JSTOR is an excellent database), and 3) scholarly books (books from university presses and other academic publishers),
- cite properly in-text or in a “bibliography” or “works cited” page,
- write a good topic sentence in a paragraph; structure your paragraph, OR sum it up before moving on,
- connect ideas in thoughtful, unforeseen, non-obvious ways,
- sequence ideas in a paragraph,
- transition ideas from paragraph to paragraph,
- write a good intro and conclusion.

Final Review

There will be no final review. I reserve the right to schedule a final review, however, if you are not keeping up with class readings.

Policy on Collaboration and Plagiarism

Writing is a collaborative art, especially in this class where discussion groups are built into the course. Talking about your paper with a spouse, roommate, friend, family member, etc. is also encouraged. You are welcome to work through ideas with other students. Collaboration is good.

On the other hand, the paper you write must be entirely your own. Passing off somebody else’s work as your own (because you copied it out of a book, paraphrased it out of a book, bought a paper from a research paper service, downloaded it form the internet, wrote down ideas that someone else was dictating to you, recycled an essay written by someone else, or had someone else rewrite your paper for you) is plagiarism. It is unethical, illegal, and, in a college course, sufficient grounds for failure of the course. Don’t do it. When in doubt, cite. If you are unsure of something, ask. Diana Hacker in A Writer’s Reference gives excellent advice on avoiding plagiarism, pages 82-91.

Final Grade

Your final grade for the class will be based on participation in class discussions, analytic pre-discussion papers, three analytical projects, and three integration papers. I will use the following guidelines to grade your written assignments:

A Outstanding Work (90-100%) Goes above and beyond the requirements of the assignment, above and beyond merely competent work. Outstanding effort, significant achievement, and mastery of the material of the course are clearly evident. Exceptional critical skills, creativity or originality is also evident. Consistently developed sociological perspective.
B  Above Average (80-89%) A “B” paper fulfills all aspects of the assignment and goes bit beyond minimum competence to demonstrate a thorough and above average understanding of course material. Extra effort, extra achievement or extra improvement often evident. Clearly demonstrated sociological perspective.

C  Average (70-79%) A “C” paper fulfills all aspects of the assignment with obvious competence and grace. A thorough and satisfactory understanding of basic course material and incorporation of a sociological perspective. If you do the assignment exactly as it is assigned, you will receive an average grade; in other words, you will receive a grade of 75.

D  Below Average (60-69%) A “D” paper represents marginally satisfactory understanding of basic course material. A “D” may indicate failure to follow directions, failure to implement specific recommendations, or failure to demonstrate personal effort and improvement. Surface level grasp or application of a sociological perspective. Often a “D” is given either because some aspect of the assignments have not been fulfilled, or because a preponderance of errors (more than one or two per page) interferes with clear communication.

F  Lack of demonstration of satisfactory understanding of basic course material. Failure to grasp or apply a sociological perspective. Not Acceptable, either because the student did not complete the assignment as directed, or because the level of writing skill is below an acceptable level for college work.

**All papers and/or reviews must be completed to receive a passing grade in this class**

In addition to these five grades, a student may receive a grade of R. R stands for “Redo” and means the student has both the opportunity and the responsibility to do the assignment over. Usually this is given because the student has misunderstood the assignment, or because some particularly egregious error prevents the paper form achieving its purpose, or because I believe that the student has made a good faith effort to excel but has run into significant difficulties with the assignments. If you receive a grade of R, you have 48 hours to contact me for a phone or face-to-face appointment. In our appointment, we will discuss what went wrong with the assignment, and we will contract a way and a time to redo the assignment. If you fail to turn in a revision according to the individual contract, the student will receive a 0 on the assignment. My scale for final averages is as follows:

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<tr>
<th>Grade</th>
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<tr>
<td>94-100</td>
<td>A</td>
<td>74-77</td>
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<td>90-93</td>
<td>A-</td>
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<td>88-89</td>
<td>B+</td>
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<td>84-87</td>
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<td>64-67</td>
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<td>78-79</td>
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Please Note: Topics & Assignments May Shift; Changes in will be Announced

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<tr>
<th>Date</th>
<th>Topics &amp; Exams</th>
<th>Read, Think &amp; Explore</th>
<th>Analyze, Write &amp; Create</th>
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<tr>
<td>January 18</td>
<td>Sociological Study of Work: What is Work? What is Occupation? Capturing the Soul of Modern Work</td>
<td><strong>Unit 1. History, Transformation, and Theory of Work.</strong> Expanding our notions of work; The occupational structure; broad trends that affect the study of work and occupations; implications of change in industry for the American workforce; occupational prestige; stigma and the experience of temps; expectations of men's work and women's work; work in the underground economy.</td>
<td>Pre-discussion Paper.</td>
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<td>Date</td>
<td>Topic</td>
<td>Readings</td>
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<td>February 20</td>
<td>Comparing Service Work at McDonald’s &amp; Selling Insurance</td>
<td>Socialization processes at McDonald’s – difference owners and workers. Socialization of insurance salespeople; mechanism to secure member commitment; identities of insurance salespeople. Robin Leidner chapter 3-4, “Over the Counter: McDonald’s” and “Orchestrating Optimism: Combined Insurance” Notes for Next Pre-discussion Paper. Project 1 Due.</td>
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<td>February 22</td>
<td>Workplace Control of the Self and Identity</td>
<td>Revisit theories of Taylor and Marc re: interests of managers/owners and workers; how are the interests of workers, owners, and customers aligned McDonald’s and Combined Insurance?; what is the impact of routinization on workers in both settings? Robin Leidner chapter 5, “Controlling Interests” Pre-discussion Paper.</td>
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<td>February 27</td>
<td>Meanings of Service Work</td>
<td>Identify and gender meanings at McDonald’s and Combined Insurance; “identity work” – salience of identity and identity construction; American values and routine work. Robin Leidner chapters 6-7, “Meanings of Routinized Work” and “Conclusion” Notes for Next Pre-discussion Paper.</td>
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<td>Date</td>
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<td>March 29</td>
<td>Unanticipated Skills for the Future of Work</td>
<td>Barley and Kunda, chapters 5 and 6, “The Information Game” and “Making the Deal.”</td>
<td>Pre-discussion Paper.</td>
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<td>April 5</td>
<td>Stratification among Professionals</td>
<td>Discussion of hierarchies among professional workers and within professional firms. Barley and Kunda, chapters 7-9, “Contractors as Commodities,” “Contractors as Experts,” and “Navigating between Respect and Resentment.”</td>
<td>Pre-discussion Paper.</td>
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<td>April</td>
<td>Stratification</td>
<td>Managerial and professional projects; managers and professionals “trading places”;</td>
<td>Notes for Next Pre-discussion Paper.</td>
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<td>12</td>
<td>among Professionals, con't</td>
<td>discussion of “Rambo Litigators”; Goffman’s theory of dramaturgy</td>
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<td>WR 31: “Rambo Litigators: Emotional Labor in a Male-Dominated Job” by Jennifer L. Pierce</td>
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<td>Barley and Kunda, chapters 13, “Itinerant Professionals in a Knowledge Economy.”</td>
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<td><strong>Recommended:</strong> Leicht and Fennell, chapter 9, “Conclusion”</td>
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<td>April 17</td>
<td>Anti-Corporate Culture in New Media Companies, Vision and Tensions</td>
<td>Work expectations in the New Economy; shifts in gender, status, and required skills among new media workers; digerati and the rise of technoculture, re-engineering fads, employment practices for contingent work, future of the knowledge industry.</td>
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<td>WR 15: “Employee Involvement, Involved employees: Participative Work Arrangements in a White-Collar Service Occupation” by Vicki Smith</td>
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<td>April 19</td>
<td>Anti-Corporate Culture, Vision and Tensions, con't</td>
<td>Bobo’s (Bourgeois/Bohemians); growth and core values of silicon “paradise,” dotcoms designed to “flip,” corporate buy-outs and betrayal.</td>
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<td>The Job Search among White Collar workers</td>
<td>White collar unemployment, resume-building as impression management, coaches, “The Gap,” networking, resume “spamming” through internet, religion and the corporation, personality tests and job fit, skills vs. passion.</td>
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**Dr. Marti, Soc 230 Sociology of Work**
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<tr>
<th>April 26</th>
<th><strong>What is Work and What is Family: The History of Family Roles and Divisions</strong></th>
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**Unit 4: Boundaries and Domains: Work and Family**

Historic shifts in women’s work lives, conception of housework, implications of changes.

Thistle, Chapters 1 and 2.

WR 3: “The Invention of Housework” by Ruth Schwartz Cown

WR 39: “Motherhood of the Night Shift” by Anita Ilta Garey

**Recommended:**


May 1 | **Historical Shifts in Women, Work, and Economy.** |
|----------|--------------------------------------------------------------------------|

Underlying assumptions about The Family; comparison of different cases

Thistle, Chapters 2 and 3.

May 3 | **The Development of Female Underclass** |
|----------|--------------------------------------------------------------------------|

Difficulties in renegotiating gender assignments, the female underclass, development of new work roles for women.

Thistle, Chapters 4 and 5.

May 8 | **The Management of Time and Work/Family Boundaries and Balance** |
|----------|--------------------------------------------------------------------------|

Shift and part-time work as solutions to work/family balance issues.

Thistle, Chapters 6, 7, skim 8.


**Recommended:**


May 10 | **Reading Day.** |
|----------|--------------------------------------------------------------------------|

None.

May 11-16 | **Final Exam Period.** |
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None.
Project 1

Professional Work: Interview or Content Analysis

For this project, you will conduct either an interview with a professional worker or a content analysis of information about professional training sites. Everyone will complete a common set of questions about their profession of choice to supplement their empirical research. Possible professions to consider include: physician, lawyer, executive, lawyer, engineer, scientist, dentist, architect, college professor (if your profession is not on the list, see me for approval).

Part 1: Common Questions
Once you have selected your profession, you will need to collect some basic information about it. Use the Occupational Outlook Handbook published by the U.S. Department of Labor Bureau of Labor Statistics or another suitable, authoritative source. When you do your write-up, provide this information first as “context” for your paper.

Part 2a: Interview
If you choose to conduct an interview with a professional worker, plan to set aside at least 45 minutes to conduct your interview. Allow time to ask follow-up questions and to follow tangents as they come up. You may write up specific interview questions to follow or you may want to have an outline of topics to cover. Either way, be sure to address the following topics:

- Required training—where did you go to school? what kind of courses did you have to take, what was training like, etc.
- Work setting—describe a typical day, a typical week
- What has influenced your decision to become a professional
- Professional networks—are you a member of professional associations
- What is your view of changes in the profession over time
- What is your view of the future outlook of your profession

When you write-up the results of your interview, include the name of your interviewee and demographic characteristics (approximate age, race, gender). Summarize by topic area your interviewee’s responses to your questions, using direct quotes as appropriate. Do not write-up your results as a transcript (question, answer, question, answer, etc.).

As a last step, compare your interviewee’s responses to the information about the profession given in the Occupational Outlook Handbook. Does the Handbook’s portrait of the profession match your interviewee’s? If there are differences, discuss possible causes.

Part 2b: Content Analysis
If you choose to conduct a content analysis of professional training sites, you will need to choose a profession with ranked schools in the publication America’s Best Graduate Schools by U.S. News and World Report. From the list of schools, you will be comparing schools of high, medium, and low status. Use the rankings to select two schools of high status (top 20), two schools of low status (bottom 20), and two schools of medium status (in the middle). Gather what information you can about these schools from the magazine.

Next, go to each professional program’s website and gather information about the schools. Provide each website address in your write-up as a separate list or in your bibliography. On the website, look for information about admissions requirements, program requirements to graduate, the curriculum/courses offered, the presentation of the program (what are its specialties, what does it offer, what are its advantages, how is it special), and any information about the profession itself (e.g. work settings, future outlook).
Compare the six schools based on status. Do the high status schools present themselves differently than the low or medium status schools? Are the low status schools different than the high and medium? Etc. Are there discernible differences in curriculum, requirements and information provided? Are there any status cues given on the website (are they telling you they are high status, low status, etc.)? Describe any other interesting comparisons you find.

As a last step, compare your content analysis to the information about the profession given in the Occupational Outlook Handbook. Does the Handbook’s portrait of the profession match what you see on the training site web pages? If there are differences, discuss possible causes.

**Evaluation:**
This project is worth 15 percent of your grade. I am not exactly sure of the expected length but I think it should be about 4-5 pages, exclusive of appendices or extra material. I will evaluate the presentation of your data, the clarity and reasonableness of your analyses, and the completeness of your project.
Project 2

Occupational Analysis of Career Path Research Paper

Choose an occupation that you would like to know more about. You can focus on a specific job within the occupation or an occupation overall. If you choose a specific job, be sure to consider and discuss it in relation to its broader occupational context.

Your research should include a definition of the job or occupation, what kind of work is involved, and a brief historical overview (How and why did this job/occupation come about? What changes have occurred and why?). Additionally, you should include the following items marked with an asterisk:

* Demographic composition (gender, race/ethnicity, age, etc.). Has it changed over time?
* General compensation data (salary/wage range) for this type of work.
* What you see as the one or two most important issues this job/occupation faces, and why.
* What strategy(ies) or solution(s) you propose or support; or, how would you “reconstruct” this job/occupation for the future in relation to the issue(s) you raise?

After researching your job/occupation, you should be able to respond to the following questions. They are a guide to help you develop a comprehensive understanding. However, for your paper, select only those items that are relevant to the key issue(s) or focus you want to address. Don’t try to address all of these in your paper.

How would Marx characterize this job/occupation? What issues does that raise?
What kind of education or training is normal? Has this changed over time? How?
How does one get into this job/occupation? What are the mobility prospects?
Is this job/occupation skilled or not? Evidence of deskilling?
Is this job/occupation unionized or not? Why or why not?
To whom is this job/occupation responsible? Closely supervised or not? How much autonomy?
What time commitment does this job/occupation take? Flexibility in scheduling?
How compatible is this job/occupation with family, childcare responsibilities? Issues?
How conductive to nontraditional work patterns or arrangements is this job/occupation?
Are there health or safety issues that affect this job/occupation or those who hold it?
Which issues related to this job/occupation are related to work environment, and which are related to social relationships?
Can a worker make a reasonable living? If not, discuss. What other compensation issues arise?
What are the worker supply and demand issues, in the past and today?
Has the workforce changed in any major way (e.g. demographics, education, etc.)?
Is this job/occupation gendered? How? Or why not?
Which inequalities are related to this job/occupation? (e.g. discrimination, harassment, tokenism, exploitation, abusive practices, systemic advantages, disadvantages)?

How has technology affected this job/occupation over time?
Is this job/occupation “professionalizing” or “deprofessionalizing”?
Has this job/occupation been affected by globalization? Is it likely to be in the future?
What are the present job/occupational trends for the future?

Use your course readings and lecture material where relevant to help you discuss the topics or issues you have chosen. You will need to do some outside reading on your job/occupation. How many sources you need depends on what issues(s) you choose to cover, and how comprehensive the sources are. Be sure to cite whatever sources you use.

If you know someone who currently is in this job or occupation, or once was, you are welcome to talk with her/him, as an interview, and use that as part of your research data. Do not identify the individual in any recognizable way when taking notes or using data in your paper (unless this person holds public office). All individuals should be over age 18, and their responses should not put them at risk of criminal or civil liability, or affect their employment. If you are observing work, be sure to get permission from the
firm as well as the individual, unless it is in a public place. Be sure to exclude identifying characteristics in your notes.

In your paper, you should at some point compare your job/occupation with another occupation. What similarities or differences are there in relation to the issue(s) you are discussing? You will not be expected to do more than brief outside reading on a second occupation—just enough to give you the ability to make an informed comparisons. You also can develop a comparative perspective by “interviewing” another student who is studying a different occupation. Your written work should be your own, however.

*Research paper.*
Your paper should be 5-6 pages, double-spaced (the bibliography does not count against the count limit). Paper represents 20% of course grade.

*Evaluation objective:* To see how well you can apply course concepts and material to analyze key topics or issues in relation to a job and its occupational context, or to an occupation overall.