



**FLORIDA
ATLANTIC
UNIVERSITY**

**COURSE CHANGE REQUEST
Undergraduate Programs**

Department Sociology
College Arts and Letters

UUPC Approval 12/4/23
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Current Course Prefix and Number SYO 3372

Current Course Title
Sociology of Work

Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:

Change prefix

From: _____ **To:** _____

Change course number

From: _____ **To:** _____

Change credits*

From: _____ **To:** _____

Change grading

From: _____ **To:** _____

Change WAC/Gordon Rule status**

Add Remove

Change General Education Requirements***

Add Remove

*See Definition of a Credit Hour.

**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.

***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Change description to:

This course provides students with an introduction to the sociology of work. Topics will include the role that workplaces and labor markets play in creating and reproducing social inequality; the social dynamics of labor unions, labor movements, and class conflict in the workplace; the relationship between work and self-identity; how individuals select and are sorted into jobs; how recent changes in the workplace have impacted families, relationships, and the process of becoming an adult; and how the cultural meaning and significance of work has changed over time.

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes: Summer 2024

Terminate course? Effective Term/Year for Termination:

Faculty Contact/Email/Phone Philip Lewin / lewinp@fau.edu / (678) 770-8425

Approved by

Department Chair Ann Branaman
College Curriculum Chair [Signature]
College Dean _____
UUPC Chair Korey Sorge
Undergraduate Studies Dean Dan Meeroff
UFS President _____
Provost _____

Date

11/6/23
11/13/23
11/14/23
12/4/23
12/4/23

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

SOCIOLOGY OF WORK
SYO 3372 / SCTN TBD / CRN TBD
Florida Atlantic University
Sociology Department
Fall 2024

LOCATION:

Format: Primarily classroom (some sessions maybe instructed remotely or substituted for out-of-class assignments)

Campus: Boca Raton

Classroom: Social Science Building (SO), Rm. 170

Time: Tuesdays and Thursday, 2:00 pm – 3:20 pm

Credit Hours: 3.0 credits; this course counts toward the requirements for a major in sociology

Prerequisites: None.

CONTACT:

Instructor: Philip Lewin, Ph.D.

Office: Culture and Society Building, Rm. 260

Email: lewinp@fau.edu (this is the preferred method of contact)

Phone: 678-770-8425

Office Hours: Mondays and Wednesdays 10:00 am – 12:00 pm (via Zoom) or by appointment. Face-to-face meetings are available upon request.

Teaching Assistant: Trey Donnelly, B.A.

Office: Culture and Society Building, Rm. 253

Email: tdonnelly2021@fau.edu

Class Website: <https://canvas.fau.edu/>

COURSE OVERVIEW and OBJECTIVES:

This course provides students with an introduction to the sociology of work. Topics will include the role that workplaces and labor markets play in creating and reproducing social inequality; the social dynamics of labor unions, labor movements, and class conflict in the workplace; the relationship between work and self-identity; how individuals select and are sorted into jobs; how recent changes in the workplace have impacted families, relationships, and the process of becoming an adult; and how the cultural meaning and significance of work has changed over time.

Though I will periodically lecture in order to introduce and contextualize course material, I will not do so often. We will devote the bulk of our time to discussion and reflection. You should come to class prepared to engage with the readings via critical discussion, not to absorb information that I will pour into you. In other words, do not expect for me to tell you what to think or what the readings mean. Expect instead for me to supply you with questions and to help you inform them through your own thought process. We will struggle through the material collectively—all of us teaching and learning from one another.

LEARNING OBJECTIVES

By the end of this class, students will be familiar with:

- the relationship between work, personality, and self-identity
- the cultural meaning and significance the institution of work holds in human society
- how individuals in the labor market are sorted into jobs
- how labor markets and working conditions are stratified by gender, race, and ethnicity
- the role that work and labor markets play in creating and reproducing social inequality
- the relationship between work and class conflict, especially the social dynamics of labor unions and labor movements
- how work and labor arrangements have changed over time, especially over the past 30-40 years
- how changing working conditions have impacted families, class relations, and racial and ethnic relations

REQUIRED TEXTBOOKS:

All readings will be available to download on our course Canvas page.

CLASSROOM POLICIES:

1. Please arrive to class on time.
2. Unless you have an emergency, please remain in your seat until class ends (i.e., do not leave early, enter/exit the room during class time, etc.).
3. Please activate “silent mode” on your phone and put it away when you arrive. Unless you have an emergency, you are not permitted to use it during class.
4. Unless you have accommodations from Student Accessibility Services, you may not use your laptop in class.
5. Please make a strong effort to bring the assigned readings to class.
6. Please be fully present during class sessions. You may not sleep or do work for other courses during class time.
7. Please be respectful to both me and your peers during class discussions.
8. Please allow 24-48 hours for a response to emails. If you have a serious concern regarding the course, please plan to meet with me in person.

ASSESSMENT and GRADING:

1. **ATTENDANCE:** I will call attendance at the beginning of each class. If you do not answer when called, you will be marked absent. If you arrive to class after I have called roll, please notify me at the end of class, and I will mark you tardy (two tardies will equal one absence). Please note that violation of my classroom policies (e.g., using your phone or laptop) will result in being marked absent.

Grading scale:

- 2 or fewer absences: two extra-credit points added to final grade
- 3 absences: one extra-credit point added to final grade
- 4 absences: no effect on final grade
- 5-6 absences: two points deducted from final grade
- 7-9 absences: four points deducted from final grade

10 or more absences: six points deducted from final grade

For your absence to be excused, you must furnish **official documentation** (e.g., doctor's note, jury summons, etc.). Excused absences will negate deductions from your final grade, but they will not count for extra-credit (e.g., if you finish the class with four excused absences, I will neither add nor deduct points from your final grade).

2. **PARTICIPATION:** I will assess your participation throughout the semester in four main ways: (1) evaluating the degree to which you participate in in-class discussions and debates; (2) giving short quizzes that test your knowledge of the assigned readings; (3) issuing short writing assignments which relate to the course content; and (4) issuing other small-stakes assignments at my discretion. Some participation assignments will be announced via Canvas, but most will be given during class. Neglecting to attend class or to check Canvas are not acceptable excuses for failing to complete participation assignments.

If you miss an in-class assignment or quiz for an excused reason, I will provide a make-up assignment. Make-up work will be due one week after you return to class. I will not accept make-up work that arrives after that point in time. It is your responsibility to determine what you missed and obtain make-up assignments from me.

If you miss an in-class assignment or quiz due to tardiness or an unexcused absence, make-up work will be granted only at my discretion. If permitted, it will incur a late penalty.

I will aggregate your participation assignments at the end of the semester into a consolidated grade, which will be worth 15 percent of your final average.

3. **SHORT RESPONSE PAPERS:** You will write three 3-page response papers during the semester. The response papers will ask you to explore and reflect upon the issues raised by the course material. I will announce the topics and provide further detail about formatting as the due dates near. They should demonstrate that you have *read the required materials*, mulled over them, and developed the capacity to apply the concepts and theories they advance. The papers will be worth 15 percent of your final grade each.

Due Dates:

Response #1 is due **Sunday, 9/26** via Canvas.

Response #2 is due **Friday, 11/12** via Canvas.

Response #3 is due **Thursday, 12/9** via Canvas.

4. **EXAMS:** I will administer two exams during the semester. The exams will cover assigned readings, lectures, and the films that we view. I will provide further details about their format as they approach. While the final exam will emphasize material from the last unit of the course, it may probe your knowledge of material that recurs throughout the semester as well. The first exam will take place on **10/7** and is worth 20 percent of your final grade. The second will take place on **12/14** and is worth 25 percent of your final grade.

SUMMARY of GRADING and ASSESSMENT:

Assessment Component	Value
Participation	10 percent
Midterm exam	20 percent
Final exam	25 percent
Response paper #1	15 percent
Response paper #2	15 percent
Response paper #3	15 percent
Total	100 percent
Attendance	+2 to -5 on final average

Letter Grade	Points
A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D	60 - 69
F	0 - 59

CLASSROOM POLICIES and EXPECTATIONS:

1. I expect you to prepare for, attend, and participate in our class sessions. I also expect you to keep up with assignments. If you miss a session or assignment, it is your responsibility to make up the material you missed.
2. I expect you to follow the university's COVID-19 safety protocols. That means wearing a mask at all times, maintaining social distancing guidelines, contacting FAU Student Health Services if you have been exposed to COVID-19, and quarantining if you are displaying symptoms of the infection.
3. Unless you have an emergency, I expect you to arrive to class on time and stay until it ends.
4. I expect you to activate "silent mode" on your phone and put it away when you arrive. Unless you have an emergency, you are not permitted to use it during class.
5. Unless you have accommodations from Student Accessibility Services, you may not use your laptop in class.

6. I expect you to be fully present during class sessions. You may not sleep or do work for other courses during class time.
7. Please allow 24-48 hours for a response to emails. If you have a serious concern regarding the course, please plan to set up a virtual or in-person meeting.
8. One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly is the keystone of the academic experience. In this course, the professor may articulate positions and make statements for the purpose of accomplishing this objective and enhancing the learning environment. As a result, students should keep in mind that, at times, the ideas conveyed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter. You are expected to be respectful to both me and your peers during class discussions.

RECORDING POLICY

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

ABSENCES AND LATE WORK

You are expected to attend all class sessions and abide by the due dates given for assignments. If you anticipate missing or have missed an assignment deadline for an excused reason, please notify me ASAP to request accommodations (e.g., an extension). Please note that I reserve the right to request verifying documentation. If you fail to submit an assignment for an unexcused reason (e.g., poor planning, going on vacation, etc.), accommodations will be granted only at my discretion.

Although assignments are due on the dates, at the times, and in the format I have specified, you may submit work after the deadlines for a penalty. The penalty for late work is as follows:

- 5 points per day for the first two days
- 2 points for each additional day late
- 41 points total for any assignments that are 14 or more days late

ATTENDANCE POLICY STATEMENT

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATIONS FOR STUDENTS AND FACULTY

In accordance with regulations of the Florida Board of Governors and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations, and work assignments. The details of this policy, as it pertains to FAU, may be found in the University Catalog and University Regulation 2.007, Religious Observances.

DISABILITY POLICY STATEMENT:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on

personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations: http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

TIMETABLE

Depending on how the course develops, modifications to the syllabus might be needed. I will announce any deviations in class and/or through email. You should complete the reading listed for each date before that particular meeting.

The Meaning of Work in Capitalist Societies

- 8/24: Orientation: What is Work? No reading.
- 8/26: Social and historical meanings of work. Read Mills, "White Collar."
- 8/31: Labor alienation. Read Erikson, "On Work and Alienation."
- 9/2: Scientific Management. Film: "[Modern Times](#)."
- 9/7: Emotional labor and self-authenticity. Read Hoschild, "The Managed Heart."

Work and Social Inequality

- 9/9: Lecture on discrimination and inequality at work. No reading.
- 9/14: Gender inequality. Read Quadlin, "The Mark of a Woman's Record: Gender and Academic Performance in Hiring."
- 9/16: Historical racial and ethnic inequalities. Read Wilson, "The Declining Significance of Race."
- 9/21: Contemporary pay gaps, resume audit studies, and solutions. Read Wilson, "The Declining Significance of Race: Revisited and Revised" and Porter, "Black Workers Stopped Making Progress on Pay."

Looking for Work: Job-Seeking and Unemployment

- 9/23: Occupational selection. Read chapt. 1 of Sharone's *Flawed System/Flawed Self*.
- Sunday, 9/26 - Response paper #1 is due via Canvas at 11:59 pm.**
- 9/28: Chemistry and cultural matching. Read chapt. 2-3 of Sharone's *Flawed System/Flawed Self*.
- 9/30: Resumes and specs. Read chapt. 4-5 of Sharone's *Flawed System/Flawed Self*.
- 10/5: Class, unemployment, and wrap up discussion. Read chapt. 6-7 of Sharone's *Flawed System/Flawed Self*.
- 10/7: **Midterm exam.**

Unions and the Labor Movement

- 10/12: Introduction to unions and the birth of the U.S. labor movement. Read Jacoby, "The Way It Was: Factory Labor before 1915."
- 10/14: The decline of the U.S. labor movement. View "[Harlan County, U.S.A.](#)"
- 10/19: The contemporary labor movement. Read Streitfield, "Amazon's Clashes with Labor: Days of

Conflict and Control”; MacGillis, “Lessons from Bessemer”; and the three Fernandez-Campbel news articles.

10/21: Wrap up discussion on the future of the labor movement. Read Maisano, “Can Labor Break Its Double-Bind?”

Work in the New Millennium: From Fordism to Flexibility

10/26: Introduction to post-Fordism. No. Reading

10/28: The emergence of a precariat. View and discuss Roger and Me.

11/2: Outsourcing and global labor unrest. Read Silver and Zhang, “China as an Emerging Epicenter of World Labor Unrest.”

11/4: Case study of Wal-Mart and big box retailers. Adams, “Making the New Shop Floor.”

11/9: Worker control under post-Fordism. Read Sallaz, “Permanent Pedagogy: How Post-Fordist Firms Generate Effort but Not Consent.”

11/11: **Veteran’s Day – No Class.**

Friday, 11/12 – Response Paper #2 Due is due via Canvas at 11:59 pm.

The Demise of Working-Class Families and Selves

11/16: Economic change and family instability. Read Cherlin, “The Fall of the Working-Class Family.”

11/18: Working class adulthood. Read Silva, “Constructing Adulthood in an Age of Uncertainty”

The Future of Work in the COVID-19 Era

11/23: Covid’s effect on labor markets. Read Cotofan et. al, “Work and Well-being during COVID-19: Impact, Inequities, Resilience, and the Future of Work” and Brookings’ “Addressing America’s Crisis of Despair and Economic Recovery.”

11/25: **Thanksgiving Break – No Class**

11/30: Covid’s effect on the labor process. Read Roose, “Welcome to the YOLO Economy” and Barrero et. al, “Why Working from Home Will Stick.”

12/2: Covid’s effects on class relations. Read Stokes, “For Hundreds of Years, Pandemics Have Reshaped the Way We Work”; Bateman and Ross, “The Pandemic Hurt Low-wage Workers the Most”; and Peyser “These People Actually had a Pretty Great Year.”

Wrapping Up

Thursday, 12/9 - Response paper #3 is due via Canvas at 11:59 pm.

12/6 to 12/8: **Reading days**

Tuesday, December 14th 1:15 pm – 3:45 pm: **Final exam**