

SOC 3320: Work & Inequality

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Spring 2016 T/TH 12:00 – 1:15 PM MAIN 121	Sociology Peer Advisor Grant Holyoak grant.holyoak@aggiemail.usu.edu

Course Description

Work organizes our lives. American cultural conceptions of citizenship, community and identity are deeply rooted in notions of work. Through our work, we gain access to social, cultural, economic and political resources. However, the workplace is also a site where political, economic, and social hierarchies are produced and reproduced. Who works, how we work, who does which jobs, and how jobs are organized vary across time and space.

The terms of employment and conditions of work that emerged in the 19th century and prevailed through most of the 20th century in the United States have been radically transformed in the past few decades. This course explores historical transformations of work in the U.S., with a focus on the emergence of industrial production, the rise of mass production, and, more recently, the shift from a manufacturing to a service-based and global economy. We will consider the social, political and economic causes and consequences of these transformations.

Course Objectives and Learning Outcomes

My role in this class is to support the development of your critical thinking and analytic skills. Please contact me at any time during the semester with questions or problems regarding course material, lectures, discussions, or classroom dynamics more generally.

The course objectives, the ways they will be evaluated and their relationship to the learning objectives used in USU's IDEA course evaluation system are as follows:

IDEA Objective	Course Objective	Method of Evaluation
1. Gaining factual knowledge	► Gaining factual knowledge about trends in work and inequality in the U.S.	► Lectures ► Course assignments ► Exams

<p>2. Learning fundamental principles, generalizations or theories</p>	<p>▶ Gaining understanding about theories and concepts related to work and inequality. ▶ Gaining understanding about the causes and consequences of inequality in the U.S.</p>	<p>▶ Lectures ▶ Course assignments ▶ Exams</p>
<p>3. Learning to <i>apply</i> course material (to improve thinking, problem solving and decisions)</p>	<p>▶ Gaining insight into how your own experience has been shaped by structural changes in the economy.</p>	<p>▶ Papers ▶ In-class discussions ▶ In-class exercises ▶ Exams</p>
<p>4. Acquiring an interest in learning more by asking my own questions and seeking answers</p>	<p>▶ Learning to apply course material to develop as a critical thinker, citizen and worker. ▶ Developing a commitment to life-long learning.</p>	<p>▶ Papers ▶ In-class assignments ▶ Course assignments</p>

Evaluation Procedures

Your final grade will be determined by the following:

1. Class Attendance/Participation/Exercises (15%): The format of the class will be a mixture of lecture and discussion. While the traditional lecture format can be useful, I believe that debate and discussion are fundamental to the learning process. Therefore, the success of this course requires attendance, active preparation and participation. You must attend class having read and thought about the assigned readings prior to class and prepared to discuss issues raised in the readings and lectures. There will be several in-class exercises that cannot be completed if you are not present in class on the day they are assigned.

NOTE: If you must miss class at any time during the semester, it is your responsibility to find out from your student peers what you missed. It is never appropriate to ask your professor if you missed anything.

2. 10 Homework assignments (40%): There will be ten homework assignments throughout the semester, due dates for which are indicated on the syllabus. All assignments must be typed and turned in during class. Late or emailed assignments will not be accepted. Detailed guidelines for each assignment are posted on CANVAS.

3. 3 Exams (45%): There will be three exams, dates for which are indicated on the syllabus. These exams, which are non-cumulative, will include true/false, multiple choice, short answer and essay questions. The exam will test your mastery of course readings (50%) and in-class lectures and materials (50%). A study guide will be posted on CANVAS in advance of each exam.

NOTE: There will be no make-up exams permitted.

Required Reading

- Wharton, Amy, ed. 2015. *Working in America: Continuity, Conflict and Change in a New Economic Era*. McGraw-Hill. 4th Edition.
- New York Times. 2005. *Class Matters*. New York: Times Books.
- Additional required readings available on course Canvas page. These readings are indicated with (CV) on the syllabus.

Classroom Civility and Other Stuff

1. You. Must. Be. On. Time. Walking in late or leaving early is disruptive of others' learning and that's not okay.
2. Avoid using your phone or any other electronic device during class. Again, this is disruptive and disrespectful. Not okay.
3. If you are using a laptop, use it for class purposes only. Do not surf the web, play solitaire, watch porn (it happens) or do anything else unrelated to class. Again, disruptive and lame and may result in your being denied access to the laptop during class.
4. Be respectful of the fact that not everyone shares your values, your worldviews or your opinions. That's what makes the world (and the classroom) interesting.
5. Welcome the challenge of a difficult class. Get your money's worth and work your butt off. Commit to learning as much as you can. College won't last forever and you may not have another opportunity in your life to learn about this stuff.
6. Understand that if college does not challenge you to think about the world in new ways then it's a waste of your time. Don't fight it even though it's hard sometimes. Welcome it. It will serve you well this semester and beyond.

Academic Integrity—“The Honor System”

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: **"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."**

Students with Disabilities

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program." If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the **Disability Resource Center (797-2444)**, preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

Part I: The Rise of Industrial Capitalism

- Tues, 1/12 **Why (and how to) study work and inequality?**
Read: Marx, "Alienated Labor" (WHARTON); CLASS MATTERS, Chapt. 1
Exercise: Social Class: Where Do You Fit In?
http://www.nytimes.com/packages/html/national/20050515_CLASS_GRAPHIC/index_01.html
- Thurs, 1/14 **The Rise of Modern Capitalism**
Read: Jacoby, "The Way it Was" (CANVAS)
Assignment #1 due: Social Class Biography
- Tues, 1/19 **Race/Ethnicity & (Im)migration: The Changing Face of America**
Read: Hirschman, "Immigration and the American Century" (CANVAS)
- Thurs, 1/21 **Gender & the Family: The Rise of a New Cultural Regime**
Read: Crittendon, "How Mother's Work Was 'Disappeared'" (CANVAS)
- Tues, 1/26 **The Rise of the Modern Factory System**
Read: Taylor, "Fundamentals of Scientific Management" (WHARTON)
Watch: Modern Times
- Thurs, 1/28 **Conflict & Control in the Modern Factory**
Read: Braverman, "The Division of Labor" (WHARTON)
Assignment #2 due: Modern Times film questions
- Tues, 2/2 **Conflict & Control in the Modern Factory**
Read: Harvey, "Fordism" (CANVAS)
- Thurs, 2/4 **The Rise of Industrial Unionism**
Read: Cohen, *Making a New Deal*, Chapt. 7 (CANVAS)
Assignment #3 due: Work Biography
- Tues, 2/9 **The Rise of Industrial Unionism**
Read: Cohen, *Making a New Deal*, Chapt. 8 (CANVAS)
- Thurs, 2/11 **Mass Production & Consumption**
Read: Cohen, *A Consumer's Republic*, Chapt. 3 (CANVAS); Smart, "WWII Put Utah Women to Work; Changed Face of State"
- Thurs, 2/18 **Mass Production & Consumption**
Read: Cohen, *A Consumer's Republic*, Chapt. 3, cont. (CANVAS)
- Tues, 2/23 **Exam #1**

¹ NOTE: Tuesday, 2/16, will follow a Monday class schedule.

Part II: The Rise of a New Economy

- Thurs, 2/25 ***Deindustrialization & the New Economy***
Read: Krugman, "The Great Divergence" (CANVAS); Freeman, "Where Have All the Unions Gone?" (CANVAS)
Watch: Guy Standing and the Rise of the "Precariat"
- Tues, 3/1 ***Deindustrialization & the New Economy***
Read: Crowley et al., "Neo-Taylorism at Work" (WHARTON)
- Thurs, 3/3 ***Non-Standard Employment, Insecurity & Risk***
Read: Smith, "Shift Work in Multiple Time Zones" (WHARTON); Ehrenreich, "Dead, White and Blue" (CANVAS); CLASS MATTERS, Chapt. 6 & 7
Watch: Roger & Me
- Tues, 3/15² ***Work in the Service Economy***
Read: Hochschild, "The Managed Heart" (WHARTON); Leidner, "Over the Counter" (WHARTON); Williams and Connell, "Looking Good and Sounding Right" (WHARTON)
Assignment #4 due: Roger & Me film questions
- Thurs, 3/17 ***Work & Family Life in the New Economy***
Read: Dodson, "Stereotyping Low-Wage Mothers" (WHARTON); Zarya, "Childcare Now Costs More than Rent" (Available at: <http://fortune.com/2015/10/06/childcare-rent-women-workforce/>)
- Tues, 3/22 ***Professionals in the New Economy***
Read: Moen et al., "Time Work by Overworked Professionals" (WHARTON); Rivera, "Hiring as Cultural Matching" (WHARTON)
- Thurs, 3/24 ***The Truly Wealthy***
Read: The Economist, "America's Elite: An Hereditary Meritocracy"(CANVAS); CLASS MATTERS, Chapt. 11 & 12
- Tues, 3/29 ***Inequality in the New Economy***
Read: Jones, "Why Minority Millennials Can't Get Ahead" (CANVAS); White, "Black Workers Really Do Need to be Twice as Good" (CANVAS)
Watch: Waging a Living
Assignment #5 due: Making Ends Meet
- Thurs, 3/31 ***Inequality in the New Economy***
Read: Pager et al. "Race at Work" (CANVAS)
In-class Exercise: Introduction to Audit Studies
Assignment #6 due: Waging a Living film questions
- Tues, 4/5 **Exam #2**

² NOTE: March 7-11 is Spring Break.

Part III: The Rise of a Global Economy

- Thurs, 4/7 ***Introduction to the Global Economy***
Read: Pollin, "The Landscape of Global Austerity" (CANVAS); Arabandi, "Globalization and Flexibility" (WHARTON)
- Tues, 4/12 ***The New Immigration***
Read: Massey, "Seeing Immigration Clearly" (CANVAS); Hagan et al., "Skills on the Move" (WHARTON); CLASS MATTERS, Chapt. 8
Assignment #7 due: Export Processing Zones
- Thurs, 4/14 ***The New Immigration***
Read: Hochschild, "Love and Gold" (CANVAS); MacDonald, "Nannies on the Market" (WHARTON)
Assignment #8 due: Immigration in America
- Tues, 4/19 ***Defining the Problem, Debating Solutions: Improving the Workplace***
Read: Schultz, "The Need for a Reduced Workweek" (CANVAS); Perlow & Kelly, "Toward a Model of Work Redesign" (WHARTON)
- Thurs, 4/21 ***Defining the Problem, Debating the Solutions: Strengthening Democracy***
Read: Hochschild, "Emotional Life on the Market Frontier" (WHARTON); Gans, "Fixing the Bad Jobs Economy" (CANVAS)
Assignment #9 due: Policy Solution
- Tues, 4/26 ***Defining the Problem, Debating the Solutions: Consumption***
Read: Cortright, "What America's 'Most Egalitarian Zip Code' Demonstrates about Equality" (CANVAS); Hobbes, "The Myth of the Ethical Shopper" (CANVAS)
Watch: One Day Longer
- Thurs, 4/28 ***Defining the Problem, Debating Solutions: Worker Power***
Read: Fantasia & Voss, Chapt. 4 & 5 (CANVAS)
- Tues, 5/3 ***Exam #3*** (MAIN 121, 11:30 AM -1:20 PM)
Assignment #10 due: One Day Longer film questions

