

## Sociology of Occupations and Work

### **Sociology 3374**

CRN 80316 - Section 01 / Fall 2014

Friday

2 pm – 4:45 pm

Social Science 2030

**Instructor: Robin Crawford**

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**Consultation Hours:**

**F: 12:30 pm – 1:30 pm; or by appointment**

**"First you must find your trajectory, and then comes the social coordination." – Joseph Campbell**

### **Fall 2014**

This course is designed to explore a broad range of sociological thought related to occupations and work. We will begin with an examination of social history and continue with the evolution of occupations and work over time to include current trends, challenges and controversies. Subjects of social inquiry include but are not limited to social and technological change, race, ethnicity, gender, social class, education, social networks, and organizational structure. During the latter third of the course we'll connect the conceptual to the concrete and explore the "what" and the "how" of creating a more fulfilling experience of work and acquire a set of tools for finding and doing the work you love within the existing economic, educational, and social structures.

This course requires a significant amount of reading, which will be complemented with rich, in class discussion, interactive assignments and experiential learning. The language and ideas may at times be challenging. Be open and accept the challenge, as you will sharpen and acquire skills that will be as functional in your everyday life as they are intellectually stimulating and capable of expanding the boundaries of your freedom.

### **Required Texts**

Obtaining the required texts is solely the responsibility of the student. If you order the assigned books from sources other than the bookstore, you are responsible for ensuring that the books arrive on time or getting another copy in the meantime - you are responsible for remaining current with your assigned readings.

 Boldt, Laurence G. 2009. *Zen and the Art of Making a Living: A Practical Guide to Creative Career Design*. New York, NY: Penguin Books.

 Volti, Rudi. 2012. *An Introduction to the Sociology of Work and Occupations*. Thousand Oaks, CA: Sage Publications, Inc.

 All other articles can be accessed through links via Basecamp.

### **Course Objectives:**

- Examine the social history and evolution of occupations and work.
- Review how different segments of society have been affected by profound changes in work and its social environment.
- Critically examine unionization, worker satisfaction and dissatisfaction, and the ongoing significance of race, ethnicity, and gender as it relates to work.
- Analyze current topics and trends to provoke thought and reflection, and explore practical application for today's workers.
- Engage in at least one experiential learning experience related to work.

**Course Guidelines** - This course requires the use of [Basecamp](#), which will be used to post any documents, links, videos, audios, class projects, etc. Learning how to effectively use this tool will be addressed during the first week of class.

You are responsible for reading all of the assigned material each week. The reading schedule is designed so that you will have read the assigned material BEFORE class discussion. As you read the material, ask yourself:

- What are the issue(s), main conclusion(s), and reason(s) for these conclusions?
- What was the social, political, and cultural climate of the time? What are the historical links/connections?
- What do I know about the authors? Are there any fallacies in their reasoning?
- How strong is the evidence? Any significant gaps?
- Are there any other reasonable conclusions? What do I think?

As you analyze a broad range of sociological thought as it relates to occupations and work, there will be several opportunities to demonstrate your understanding of these through in class interactive assignments, group assignments, and class discussions. In addition to the required readings, you may watch film clips and critique a number of current events using newly learned or expanded upon insights.

**Attendance** - Attendance is essential for successful completion of this course. Some of the material covered in class will not be found in the readings; therefore if you miss class, you miss important information directly connected to your overall success in the class. Past experience has revealed that relying on the notes from other students does not work, as you will miss key points. Additionally, I will not make a special effort to bring you up to date on information and materials missed – please consult with one of your group members. You are also expected to arrive to class prepared and on time, just as you expect me to arrive prepared and on time.

**Class Participation** - Participation is part of your grade. This can only be accomplished by reading the assigned material BEFORE class to become familiar with the topic for discussion. Be assured that lectures and class discussion will go beyond what is assigned in the readings. Your preparation ahead of time contributes to class discussions in a meaningful way. A good portion of your learning will come from interacting in-class with your fellow classmates.

**Academic Citizenship and Classroom Behavior** - I expect students to take responsibility for their own learning and their own learning environments. I expect students to come to class prepared to take part and even to facilitate class discussion and to support your assertions and theories with evidence from reading and research. Not to be condescending, as most of you already know and adhere to these basic rules of civility, but for those of you who have managed to get by without following these basic rules to date:

- Laptops are welcome for note taking, however, instant messaging and web surfing while in class are not – please do not be rude to the instructor and your fellow classmates by engaging in these activities while class is in session. Violation will result in the banning of all laptops in class.
- Cellphone use is welcome for Internet access, but again, no checking Facebook, Twitter or any other social media; this is just not the place or time to disconnect from the instructor and your classmates.
- Assignments have due dates, familiarize yourself with them.
- Excessive use of profanity and/or the degradation of specific individuals or groups in any class discussion or assignment will compromise your grade.

**Technology** - [Basecamp](#) will be used for announcements, assignments, tests, to communicate with fellow classmates, communicate with me through e-mail, and access additional links to articles, etc. You should be checking Basecamp at least twice a week to stay current. Have a question, comment, complaint, concern, or you just want to say how much you are enjoying your learning experience, e-mail me at [rcrawfor@kennesaw.edu](mailto:rcrawfor@kennesaw.edu). My goal is to respond within 24 hours to e-mails that don't require effort beyond a quick response. If your e-mail requires additional effort beyond a quick response, my goal is to respond as soon as possible. When using my university e-mail, include your last name, and course and section in the subject line (ex. Crawford – Sociology 3374/01). **Recommendation: Save all of your work. This includes copies of drafts and final versions of tests and projects. I will not accept excuses for lost work – even when printers are out of cartridges or computers crash. Always plan for challenges and hope for the best when it comes to technology.**

**Academic Honesty Policy** - I expect you to conform to the rules listed in the undergraduate catalog related to the Student Code of Conduct, which includes the University's policy on academic honesty and more specifically plagiarism and cheating. Please familiarize yourself with this section of the Undergraduate Catalog. Any student caught cheating or plagiarizing will receive an "F" on the assignment – no exceptions! It is your responsibility to know and understand what constitutes plagiarism. Check out: <https://www.youtube.com/watch?v=ptHIA5bMnio>.

**The KSU Writing Center** - is a free service offered to all KSU students. Experienced, friendly writing assistants work with you on thesis development, organization, research documentation, grammar, mechanics, and more. They help you improve your paper AND teach you strategies to become a better writer on your own. For more information or to make an appointment, visit <http://www.kennesaw.edu/english/WritingCenter>, or stop by Room 242 in the English Building.

**Special Accommodations Notice** - In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that YOU take the initiative to bring such needs to my attention, as I am not legally permitted to inquire about such particular needs of students. For more information, visit: [http://www.kennesaw.edu/stu\\_dev/dsss/dsss.html](http://www.kennesaw.edu/stu_dev/dsss/dsss.html).

**Course Strategy** - Guidelines for your assignments will be posted on Basecamp including any grading rubrics.

- Each student will be assigned to a class group. Use your connections within the group to support your success this semester.

- All writing assignments should be typed and should include your name, date, class, etc., 1" margins, double-spaced in the font of your choice and should be submitted electronically! Please include your last name or group name and page numbers in the footer of all of your papers. Papers will be evaluated based on content, use of sociological concepts, structure, and mechanics.
- ASA Style Guide is required for all writing assignments. Visit the following link for more information <http://www.buffalostate.edu/library/docs/asa.pdf>.
- Late assignments will be reduced 10% of the total grade received for each weekday late.
- There are no extra credit opportunities for this course.

### Summary of Evaluations

Assignments are handled as they would be in the working world. No supervisor will tolerate an employee turning in an expected report a day late or failing to present an oral presentation on the date anticipated. Meeting deadlines is an important key to success as a student and as a professional in the working world. Failure to turn in the assignment or portions of the assignment will result in a 10% deduction per weekday late. All assignments are due at on the specified due date. An assignment will be considered "late" if it is not turned in by 11:59 pm on the date it is due. You are responsible for keeping track of your grades; I will also keep track of your grades. For an update, simply send me an email or connect with me after class. You will receive notice of your grade for assignments/exams via email within 10 business days of submission.

### "Real World" Group Discussions (25%)

Each week (beginning August 29<sup>th</sup>) you and your class group are tasked with bringing a copy of a current article from a reputable news source related to the topic/subject assigned for that week. You and your group members will discuss and come to some consensus on which one of your articles best illustrates the topic for that week. Your summaries will be collected and credit for participation will be noted. Two (2) percentage points will be deducted for each week missed.

### WorkPrint™ Reflection and Essay (25%)

Engaging the "sociological imagination" is to understand how your personal experiences are connected to social forces and trends that shape society. Your assignment is to reflect on your work history and identify themes, insights, etc., and then compose an essay about your own experiences as a member of the workforce (a minimum of three and a maximum of five pages)

### Shark Tank Simulation (up to 5% extra credit)

Students will volunteer to work with the Piggybank to Prosperity students to create a Shark Tank simulation. This should be a lot of fun. You will have creative freedom with this project as you research and work with these elementary and middle school students to explore aspects of entrepreneurship.

### Essay Exams (50%)

There will be two (2) essay exams – a midterm and a final.

- **Midterm**– available **October 10<sup>th</sup>**; due **October 17<sup>th</sup> at 11:59 pm**
- **Final** – available **December 1<sup>st</sup>**; due **December 8<sup>th</sup> at 11:59 pm**

**Grading Scale: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59 and below = F**

### Important Dates

<b>August 5</b>	Early Registration Payment Deadline	<b>August 31-September 2</b>	Labor Day Break – NO classes (Sat – Mon)
<b>August 13-14</b>	Final Registration	<b>November 27-December 1</b>	Fall Break – NO classes (Wed – Sun)
<b>August 16</b>	First Day of Classes	<b>November 27-December 1</b>	University Closed
<b>August 16-22</b>	Drop/Add	<b>December 4</b>	Last Day of Classes
<b>August 27</b>	Final Payment Deadline	<b>December 5-11</b>	Final Exams

***"You've got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So keep looking until you find it. Don't settle." - Steve Jobs***




**Detailed Course Schedule** (The instructor reserves the right to adjust the syllabus and course schedule as needed).

**Reading Assignments:** Bring your text(s) to class. Additional article links will be posted in [Basecamp](#).

Week	Date	Reading Assignment/Exam Dates
1	8/22/14	Orientation/Laying a Foundation
2	8/29/14	<ul style="list-style-type: none"> <li>• Read Chapters 1 and 2 – An Introduction to the Sociology of Work and Occupations (SWO)</li> <li>• Skim Pages 3-37 – Zen and the Art of Making a Living (ZAML)</li> </ul>
3	9/5/14	Read Chapters 3 and 4 (SWO)
4	9/12/14	Read Chapters 5 and 6 (SWO)
5	9/19/14	Read Chapters 7 and 8 (SWO)
6	9/26/14	Read Chapter 10 (SWO) <b>Tentative visit to Georgia Dept. of Labor (Cobb/Cherokee Career Ctr.) or Project Work Day</b>
7	10/3/14	Read Chapters 9 and 13 (SWO)
8	10/10/14	Read Chapters 11 and 12 (SWO) (October 16, 2014 is National Boss Day) (March 6, 2015 is National Employee Appreciation Day)
9	10/17/14	Read Chapters 14 and 15 (SWO) <b>Midterm Essay Exam due by October 17<sup>th</sup> at 11:59 pm</b>
10	10/24/14	<b>Georgia Center for Nonprofits Review and Project Work Day</b>
11	10/31/14	Skim Act I, pages 125-247 (ZAML); complete exercises on 177-180, 193-197, 211-213, 223-228
12	11/7/14	Skim Act II, pages 248-323 (ZAML); complete exercises on 278-283, 287-289
13	11/14/14	<b>Harrison Assessment Presentation</b> and Review (please complete this assessment by the 14 <sup>th</sup> )
14	11/21/14	Entrepreneurship / <b>Shark Tank Simulation</b>
15	<b>Fall Break – Thanksgiving Holiday – NO CLASSES (Wednesday – Sunday)</b>	
16	12/5/14	Review and Integration <b>Final Essay Exam due by December 8<sup>th</sup> at 11:59 pm</b>

**“Too many people spend money they haven’t earned, to buy things they don’t want, to impress people they don’t like. – Will Rogers**

**Recommended Texts** – You may find the following “recommended” texts insightful (*the descriptions below are excerpts from Amazon.com*):

-  **Fantasia, Rick. 2004. *Hard Work: Remaking the American Labor Movement*. University of California Press.**  
 This concise overview of the labor movement in the United States focuses on why American workers have failed to develop the powerful unions that exist in other industrialized countries. Packed with valuable analysis and information, *Hard Work* explores historical perspectives, examines social and political policies, and brings us inside today's unions, providing an excellent introduction to labor in America.
-  **Freedman, Marc. 2008. *Encore: Finding Work That Matters in the Second Half of Life*. Public Affairs.**  
 In one of the most significant social trends of the new century, and the biggest transformation of the American workforce since the women’s movement, members of the baby boom generation are inventing a new phase of work.
-  **Shell, G. Richard. 2014. *Springboard: Launching Your Personal Search for Success*. Portfolio Trade.**  
 Wharton professor Richard Shell created the Success Course to help his world-class MBA students answer two questions that aren’t as obvious as they seem: “What, for me, is success?” and “How will I achieve it?” Based on that acclaimed course, *Springboard* shows how to assess the hidden influences of family, media, and culture on your beliefs about success. Then it helps you figure out your unique passions and capabilities, so you can focus more on what gives meaning and excitement to your life, and less on what you are “supposed” to want.