

This the syllabus for Sociology 315 from 2008. The new syllabus will be posted to Blackboard as soon as it is available. The specific readings may change but the topics and requirements will be similar.

Sociology W315: **Work and Society** (Fall 2008), Section 1

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Hours: W 4:15-5:15, Th 2:45-3:45
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This course will examine the nature of work in the capitalist economy, mainly in the US. We will focus on the dynamic of autonomy and control in work, the sources of rewards, the stratification of the labor force, and the role of other institutions like education, the family, and trade unions. We will examine worker rights and play a simulation game about the enforcement of worker rights. Finally, we will discuss the changing nature of work opportunities in the US economy in the new millennium.

COURSE REQUIREMENTS:

This is a writing-intensive course and meets the college's writing requirement. That means there is a lot of writing, graded and ungraded. Since most of the writing is based on reading, there is also a lot of reading. You must plan to do the reading and assignments on time and come to class prepared to talk intelligently about them.

At the end of most classes we will take a few minutes to write a "One-Minute Paper" to answer two questions: what is the most important thing that you learned today, and what questions remain unanswered from today's class. These will be handed in anonymously and will not be graded. You may want to keep a copy for review purposes.

The following assignments will be required:

1. Send me an **e-mail** from your preferred e-mail address by September 4. Every student is assigned a Hunter e-mail address but many prefer to use an outside Internet Service Provider. The subject line should read "Sociology 315, Section 1" and the body of the message should contain only your name and e-mail address. If you have any other communication for me, send it in a separate message.

I will add all addresses from which I receive mail by September 4 to my address book. Anyone who does not get included during the first week will not get on the class e-mail list, and messages sent later will be rejected as spam.

2. A short in-class writing assignment in the first class. If you miss the first class, you will get a make-up assignment.

3. A short paper based on an assignment handed out in the first class and due September 11. This assignment will be read but not graded.

4. A short paper on an assigned topic. Details of the assignment will be handed out. The process will have several stages; intermediate due dates are September 22 and October 6. Because these are part of a longer process, class attendance is required with the completed assignment on September 22 and October 6. The final paper will be due October 20.

5. Another short paper on an assigned topic, due November 13.

6. Research paper on a topic of your choice. A proposal stating your thesis and discussing the evidence you will need to prove it is due November 20. You must meet with me in my office at least once by November 19 to discuss the proposal. It will be returned with comments. It will not be graded, but if it is not handed in on time it will affect the grade on your paper. It must be returned to me with the research paper.

The paper is due December 8, with the proposal previously submitted.

7. On October 2, December 1, and December 4, we will be playing some simulation games. Attendance is required on those days.

8. Final exam.

All assignments must be handed in on the day due, in **hard copy** (no fax, no e-mail). Late papers will be penalized one-third of a grade for each day late. (If the grade is a B and the paper is one day late you will receive a B-; if it is two days late you will receive a C+; etc.) Handing in a paper on the day due means handing it in in class the day it is due. Papers handed in later the same day will be counted as one day late. Saturdays and Sundays do not count in determining lateness penalties.

The grade will be based on the following:

1. class participation: 6%
2. 2 short papers: 34%
3. Research paper: 30%
4. Final exam: 30%

All assignments, graded and ungraded, must be handed in to receive a passing grade. Ungraded assignments which are preliminary to a graded assignment must be handed in with enough time to get feedback before completing the assignment.

EXTRA CREDIT may be earned in two ways (you may do either or both):

Optional midterm, Nov 10

An in-class oral report sometime between October 1 and December 1. The date and topic must be confirmed with me in advance. For details on the oral report, see Course Documents on the course page. If you want to do an oral report, you must consult with me well ahead of time, so you should look at the oral report assignment on the course page right away. To give an oral report in October, you must consult with me by September 22. To give an oral report in

November, you must consult with me by October 16.

ONLINE COURSE PAGE: Some course materials will be available on the course page: go to Blackboard, bb.hunter.cuny.edu and log in with your Hunter e-mail ID, then go to Courses. (If you have not used Blackboard before you will need a portal account; click on "How to get a Portal account.")

Copies of class handouts will also be available on Blackboard. However, in case not all handouts are on Blackboard, the official source for all handouts is in class.

There is also an online discussion board for optional participation. I will read the discussion board and try to answer any questions that arise.

ELECTRONIC COMMUNICATION: Everyone in the class is expected to have an e-mail address and to check your e-mail regularly. Information distributed by e-mail will also be given in class but you will sometimes get it sooner by e-mail.

Feel free send me e-mail. When you do, always sign your full name and include the course number and section number. To avoid having your message discarded as spam, include the course number in the subject line. (Also see point 1 under requirements.)

While I recognize that everyone is busy and not always free to come see me in my office, there are times when **e-mail is not a substitute for a conversation**. If I answer your e-mail and say you must come to see me to discuss your question, you must come to see me. If I say I will answer the question in class, you must come to class. If I ask you to raise this question in class so that I can tell everyone at once, you must come to class and raise the question in class.

FULL TEXT READINGS ON LINE: Many of the readings (and many other journals, magazines, and newspapers) are available on line through the Hunter College library. You will find a journal article on line by going to the library home page (<http://library.hunter.cuny.edu>). Click on "journal title list" on the left side of the screen, then type in the name of the journal you are looking for. Log in using your Hunter e-mail address. You will then be taken to the index page for that journal and can find the article by date.

The online syllabus in Blackboard contains links to some articles available on line; you can get them by going to the syllabus and clicking on the link.

When you find an online article, you can save it to disk or print it. If you have a choice of formats, choose the PDF format which will show you the article exactly as it appears in the original. Other formats may not include page numbers and illustrations.

For students who will be using off-campus computers to access Blackboard and get online readings, Prof. Manfred Kuechler has prepared a handout detailing what you need on your computer and how to check whether you have it. Go to http://urban.hunter.cuny.edu/%7Emkuechle/check_your_computer.html

ACADEMIC INTEGRITY. Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The college is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures. (Hunter College Senate Resolution, May 11, 2005)

Academic dishonesty is prohibited and punishable by a variety of penalties, including failing grades, notation on a student's record, suspension, and expulsion. It should be noted that plagiarism detection services are available for use by faculty.

Do not plagiarize. Any words or ideas that come from other sources must be properly credited. Documentation has at least three purposes: to give credit where it is due, as evidence which a reader can go and check, and to suggest sources of further information. If you use information or ideas from someone else in your paper, the sources must be cited even when they are not quoted directly. Failure to cite sources constitutes plagiarism and it is wrong whether it is intentional or unintentional. Submission of a paper which presents someone else's work as your own will be grounds for failure. Definitions and examples of academic dishonesty can be found in the Hunter College Undergraduate Catalog (2004-07) on page 251. The catalog is online at http://registrar.hunter.cuny.edu/subpages/undercatalog04_07quickdownload.shtml See also "Avoiding Plagiarism: When and What to Cite" in the *Guide to Writing Sociology Papers*, 5th ed., 35-40, available at the fourth floor reference desk in the library.

A personal note: I have a physical disability. My right ear is extremely sensitive to noise: loud noise most of all, but also noise coming steadily from my right side. When talking to me, please keep to my left. I sometimes do strange-looking things, like facing sideways to avoid noise, or covering my right ear. Do not unwrap crinkly food wrappers in class. If you are coughing or sneezing, I may ask you to change your seat. Please don't take it personally. Listening is hard in a room with noise coming from several directions, so I ask that you not ask me questions right after class. Come to see me in my office. (I am not hard of hearing. Talking louder may make it worse.) Thanks for your consideration.

REQUIRED BOOKS:

Braverman, Labor and Monopoly Capital (Monthly Review, 1998)

Garson, All the Livelong Day (Penguin, 1994)

Padavic and Reskin, Women and Men at Work (Pine Forge, 2002)

(Note: all these books are second editions; be sure to get the editions listed.)

The First Measured Century: An Illustrated Guide to Trends in America, 1900-2000, by Theodore Caplow, Louis Hicks and Ben J. Wattenberg, is a book based on a PBS series giving data on American society during the twentieth century. It is also available at <http://www.pbs.org/fmc/book.htm> .

Chapter two of this book has interesting data on changes in work in the twentieth century.

Print out all the tables from chapter two (color printer recommended).

In the syllabus below, this book is referred to as FMC; the pages to be consulted are listed under the sections of the syllabus when we will be discussing them. Bring them to class with you.

COURSE PACK: A packet of readings is available at Shakespeare's. These are not all the required readings; readings available on line are not included.

REQUIRED READINGS can be found in several places. Some are in the required books. Some are in the course pack, for sale at Shakespeare's. If a URL is given in the syllabus, the reading is available online from any computer. Other readings are online and can be accessed through the Hunter library data bases. All readings are required.

1. The nature of work

Garson, ix-xvi, 3-154

Kolbert, "The Chief," New Yorker October 8, 2001

Padavic and Reskin, 1-16

Gill, The meaning of work: Lessons from sociology, psychology, and political theory. Journal of Socio-Economics, Elsevier, 28 No. 6 (1999), 725-743

2. Work in human history: Before capitalism

Hodson and Sullivan, The Social Organization of Work (Wadsworth, 2d ed., 1995), 3-17

Padavic and Reskin, 17-20

Thompson, "Time, Work-discipline, and Industrial Capitalism," Past and Present 38 (December, 1967), 56-97

"Chronometry: the Science that Rules our Lives" (interview with David Landes), Harvard Magazine, Jan.-Feb. 1984, 38-43.

3. The rise of capitalism and the transformation of work

Hodson and Sullivan, The Social Organization of Work (Wadsworth, 2d ed., 1995), 17-33

Marx, Alienated Labor; Weber, On Bureaucracy; in Wharton, Working in America, 2d ed., 42-54

Jacoby, The Way It Was: Factory Labor before 1915, in Perucci and Perucci, The Transformation of Work in the New Economy, 6-19

Padavic and Reskin, 20-36

Reich, "The Proletarianization of the Labor Force," in Edwards et al., The Capitalist System, 3d ed., 122-30. Note p. 126, first full paragraph, sentence beginning "By contrast:" the date 1930 appears twice and it is apparently a typo for 1980.

Bennhold, "Love of Leisure, and Europe's Reasons." The New York Times, July 29, 2004

<http://query.nytimes.com/gst/fullpage.html?res=9B05E3DE103DF93AA15754C0A9629C8B63>

&sec=&spon=&pagewanted=print

Surowiecki, James. "The Financial Page: Punctuality Pays." *New Yorker*, 80, No. 7 (April 5, 2004), 31

http://www.newyorker.com/archive/2004/04/05/040405ta_talk_surowiecki?printable=true

FMC Chapter Two: WORK: Men's Occupations, Farm Operators

4. The Changing Labor Force

Mishel et al., *The State of Working America 2008-09*, Executive Summary

http://www.stateofworkingamerica.org/swa08_00_execsum.pdf

Mishel et al., *The State of Working America 2008-09*, Introduction

http://www.stateofworkingamerica.org/swa08_00_intro.pdf

U.S. Dept. of Labor, *Futurework: Trends and Challenges for Work in the 21st Century*. Executive Summary.

<http://web.archive.org/web/20000302223628/http://www.dol.gov/dol/asp/public/futurework/execsum.htm>

5. The Capitalist Labor Process

Babson, "Lean or mean: The MIT model and lean production at Mazda," *Labor Studies Journal*, 18, No. 2 (Summer 1993), 3-24.

Foster, introduction to Braverman, *Labor and Monopoly Capital*, ix-xxiv

Braverman, *Labor and Monopoly Capital*, 3-85, 117-26, 163-71

Taylor, *Fundamentals of Scientific Management*; Mayo, *The Hawthorne Experiment*, in Wharton, *Working in America*, 2d ed., 54-68

Vallas and Beck, *The Transformation of Work Revisited*. *Social Problems* 43, No. 3 (August 1996), 339-61

Smith, *Employee Involvement, Involved Employees*, *Social Problems* 43, No. 2 (May, 1996), 166-79

6. Marginal, Contingent, and Underground Work

Braverman, 203-58

Ehrenreich, *Nickel-and-Dimed*. *Harper's Magazine*, 298 No. 1784 (January 1999), 37-52

Evans et al., *Beach Time, Bridge Time, and Billable Hours*. *Administrative Science Quarterly* 49 (2004), 1-38

Leidner, *Serving Hamburgers and Selling Insurance: Gender, Work, and Identity in Interactive Service Jobs*. *Gender and Society* 5, No. 2 (June, 1991), 154-77

Rogers, *Just a Temp: Experience and Structure of Alienation in Temporary Clerical Employment*. *Work and Occupations* 22, No. 2 (1995), 137- 66

Smith, *The Fractured World of the Temporary Worker*. *Social Problems* 45, No 4 (1998), 411- 30

7. Racial Minorities in the Labor Force

Herring, *Is Job Discrimination Dead?* *Contexts* 1, No. 2 (Summer, 2002), 13-18

Levy, *The New Dollars and Dreams*, 81, 92-103 (note: the reading assignment is about the occupations and earnings of black men but the course pack also contains a table showing occupational change for white men, p. 81, and a graph showing wages for white men, white women, and black women, p. 102)

Neckerman and Kirschenman, Hiring Strategies, Racial Bias, and Inner-City Workers. *Social Problems* 38, No. 4 (November, 1991), 433-47.

Sturm and Guinier, "The Future of Affirmative Action." *Boston Review*, December 2000/January 2001. <http://bostonreview.net/BR25.6/sturm.html>

Wilson *When Work Disappears*, 3-7, 18-24.

FMC: Chapter Two: WORK: Minority Professionals

8. Women in the labor force

Padavic and Reskin, 37-97, 121-75

Gerson and Jacobs, "The Work-Home Crunch." *Contexts* 3, No. 4 (Fall 2004), 29-37

Giuffre and Williams, Boundary Lines, *Gender and Society* 8, No. 3 (Sept 1994)

Hochschild, The Second Shift. *Utne Reader*, March/April, 1990, 66-73

Jacobs, Detours on the Road to Equality. *Contexts* 2, No. 1 (Winter, 2003), 32-41

FMC Chapter Two: WORK: Daily Housework, Working Women, Women at Work: Values, Women's Occupations

9. Immigrant workers

Bonacich, 1998. Latino Immigrant Workers in the Apparel Industry. *New Political Science*, 20, no. 4 (December), 459-74.

Borjas, The New Economics of Immigration; *The Atlantic Monthly* 278, No. 5 (November, 1996), 72-80. http://bss.sfsu.edu/jmoss/resources/635_pdf/No_21_Borjas.pdf

Lowenstein, The Immigration Equation. *The New York Times Magazine*, July 9, 2006.

Massey, Closed-Door Policy: Mexico vividly illustrates how U.S. treatment of immigrant workers backfires. *The American Prospect*, 14, No. 7 (July 2003), 26-29. http://prospect.org/cs/articles?article=closeddoor_policy

Massey, Blackballed by Bush. *Contexts*, 5, No. 1 (Winter, 2006), 40-42.

Portes, The Fence to Nowhere. *American Prospect on Line*, September 24, 2007. http://www.prospect.org/cs/articles?article=the_fence_to_nowhere

Waldinger, From Ellis Island to LAX: Immigrant Prospects in the American City. *International Migration Review*, 30, No. 4 (Winter, 1996), 1078-1086

10. Labor unions

Edwards and Podgursky, "Labor Unions: Context and Crisis." in Edwards et al., *The Capitalist System*, 3d ed., 149-65

Freeman and Medoff, "The Two Faces of Unionism." *The Public Interest* 57 (Fall, 1979), 69-93.

Milkman, Win or Lose: Lessons from Two Contrasting Union Campaigns. *Social Policy*, 35 No. 2 (Winter, 2004/2005), 43-47.

AFL-CIO, *The Silent War: The Assault on Workers' Freedom to Choose a Union and*

Bargain Collectively in the United States (June, 2002).

http://www.aflcio.org/joinaunion/how/upload/vatw_issuebrief.pdf

Voss and Fantasia, *The Future of American Labor*. *Contexts* 3, No. 2 (Spring, 2004), 35-41

FMC Chapter Two: WORK: Labor Unions

11. Worker Rights

ILO Declaration on Fundamental Principles and Rights at Work. 86th Session, Geneva, June 1998.

http://www.ilo.org/dyn/declaris/DECLARATIONWEB.static_jump?var_language=EN&var_page_name=DECLARATIONTEXT

International Covenant on Economic, Social, and Cultural Rights (available on many internet sites)

Adams and Friedman, *Human Rights in Employment*. *Perspectives on Work* 2, No. 2 (1998), 24-27.

Human Rights Watch, *Blood, Sweat, and Fear: Workers' Rights in U.S. Meat and Poultry Plants*, 1-140 <http://www.hrw.org/reports/2005/usa0105/>

Schlosser, *The Chain Never Stops*. *Mother Jones*, 26 No. 4 (July/August, 2001), 38-49, or Schlosser, *Fast Food Nation*, 169-92.

12. Deindustrialization, High Technology, and the Future of Work

Garson 259-271

U.S. Dept. of Labor, *Futurework* (review)