

LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: Soc 2-15-11

Proposal Title Proposal for graduate course entitled "Sociology of Work"

Originating Department Sociology

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE X UNDERGRADUATE & GRADUATE _____
(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
3/17/11	3/17/11	3/17/11	Approved	<u>DEPARTMENT CHAIR</u> [print name here] Lisa S. Walker
	4/15/11		Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> Print name: Cheryl L. Brown
5/6/11	5/6/11	5/6/11	Approved	<u>COLLEGE FACULTY CHAIR</u> Print name:
5/6/11	5/11/11	5/11/11	Approved	<u>COLLEGE DEAN</u> Print name here if signing on behalf of Dean: CHARLES BRODY
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
8-29-11	9-6-11	10-28-11	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses)
			Approved	<u>FACULTY GOVERNANCE SECRETARY</u> (noting Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

I. University of North Carolina at Charlotte

New Graduate Course

Course and Curriculum Proposal from Sociology

Title: Proposal for Graduate course entitled "Sociology of Work"

Proposal Summary and Catalog Copy

- A. Summary. The sociology department proposes to add a new elective graduate course to the graduate curriculum: SOCY 6112, Sociology of Work.

Proposed Catalog Copy.

SOCY 6112. The Sociology of Work (3) Theoretical and methodological approaches to work; work in a globalized society; work structures; inequalities at work; success at work; gender, race, ethnicity and age differences in the workplace; work-family balance; workplace transformation; historical studies of work; labor markets, employment and unemployment; work rewards; workplace and employment policies. *(On demand)*.

B. Justification.

1. The study of work is core to the discipline of sociology and also contributes to the Organization Science program.
2. Students must be graduate students; it is offered as part of the Sociology Master's program and is an appropriate elective for PhD students.
3. This course will be offered as a SOCY 6000 level elective.
4. The course fills a gap in the sociology curriculum.

C. Impact

1. This course will provide an elective for graduate students in Sociology, Organizational Science, Public Policy, Education, and other graduate programs for which the study of the workplace is relevant. I anticipate more than 5 students per semester; the course draws in students from multiple departments and graduate enrollments in sociology and elsewhere are increasing.
2. The proposed course will contribute additional electives to a number of graduate programs across colleges.
 - a. The course will be taught in the Spring semester on a semi-regular basis contingent on program need, student demand and professor availability.
 - b. This course complements but does not overlap with other courses taught in sociology (Sociology of Organizations, Economic Sociology).
 - c. The anticipated enrollment is 7-15 students (it is a graduate seminar).
 - d. This course will not affect enrollment in other courses. It will be offered on a semi-rotating basis in order to ensure sufficient enrollment. The professor will confer with Chairs and Program Directors of relevant programs and departments.
 - e. The course was offered by Professor Rubin as SOCY 6090/OSCI 8001) in Spring 2011. There were 5 students enrolled.
 - f. This course will not affect other catalog copy.

D. Resources required to support proposal.

1b. Faculty interested and able to teach this course:

Dr. Beth A. Rubin

Dr. Yang Cao

Dr. Wei Zhao

E. Consultation with the Library and Other Departments or Units

1. Library Consultation. First, I would like to note that given the availability of JSTOR and other on-line resources available through the library, there is little concern about availability of resources; the library provides access to every major journal in Sociology and Organizational studies that students would need as the Librarian's evaluation indicates. These include, for example:

- a. Sociology of Work and Occupations
- b. Social Forces
- c. Administrative Science Quarterly
- d. Academy of Management Journal,
- e. Academy of Management Review
- f. Organizational Studies
- g. American Sociological Review
- h. American Journal of Sociology

and many more.

2. Consultation with other departments or units. I have attached the e-mail correspondence between myself and Professors Rogelberg and Shanock (Director and co-Director of the Organization Science Program).

F. Initiation and Consideration of the Proposal

1. Summarize action on the proposal in the originating unit: I have consulted with my chair and the Director of the Graduate Program; both are supportive of this proposal.
2. Other Considering Units: Please see attached e-mail correspondence between myself and OS.

G. Attachments: Please see attached Syllabus. Please note that specific topics and readings are subject to change depending on the Professor's and students' research foci.

SOCIOLOGY OF WORK (SOCY 6090/OSCI 8001)

Professor Beth. A. Rubin
Spring, 2011
Office Hours: T, TH: 11:00-12:00 and by appointment

Office: Fretwell 490M
Email: barubin@uncc.edu
Phone: (704)687-6215

Course Overview and Objectives

"[Before the Flood] the said Earth...was yet generally much more fertile than ours is...The exterior *stratum* or surface of it consisted entirely of a kind of terrestrial matter proper for the nourishment and formation of plants...Its soil was more luxuriant and teemed forth its productions in far greater plenty and abundance than the present earth does...requiring little or no care or culture, but yielding its increase freely, and without considerable labour and toil, or assistance or human industry; by this means allowing mankind that time, which must otherwise have been spent in agriculture, ploughing, sowing and the like, to far and more divine and noble uses."

John Woodward (1665-1728), *An Essay toward a Natural History of the Earth*, 1695.

"To get the whole world out of bed
And washed and dressed, and warmed, and fed,
To work, and back to bed again,
Believe me, Saul, costs worlds of pain."

John Masefield (1878-1967), *The Everlasting Mercy*, 1911.

"Work is the curse of the drinking classes."

Oscar Wilde (1854-1900)

"Labour for labour[s] sake is against nature."

John Locke (1632-1704), *Of the Conduct of the Understanding*, 1706

"There's many a one who would be idle if hunger didn't pinch him; but the stomach sets us to work."¹

George Elliot (1819-80), *Felix Holt*, 1866.

"In former times...men were...forced to labour because they were slaves to others; men now are forced to labour because they are slaves to their own wants."

Sir James Steuart Denham (1713-80), *An Inquiry into the Principles of Political Oeconomy*, 1767.

"Work is what you do so that some time you won't have to do it any more."

Alfred Polgar (1873-1955)

"Among a democratic people, where there is no hereditary wealth, every man works to earn a living, or has worked, or is born of parents who have worked. The notion of labor is therefore presented to the mind, on every side, as the necessary, natural, and honest condition of human existence. Not only is labor not dishonorable among such a people, but it is held in honor; the prejudice is not against it, but in its favor. In the United States a wealthy man thinks that he owes it to public opinion to devote his leisure to some kind of industrial or commercial pursuit or to public business. He would think himself in bad repute if he employed his life solely in living. It is for the purpose of escaping this obligation to work

¹ All literary excerpts are the wonderful book edited by Keith Thomas (1999) *The Oxford Book of WORK* Oxford: Oxford University

that so many rich Americans come to Europe, where they find some scattered remains of aristocratic society, among whom idleness is still held in honor.”

Alexis de Tocqueville (1805-59), *Democracy in America*, 1835-40.

“Perfect freedom is reserved for the man who lives by his own work and in that work does what he wants to do.”

R. G. Collingwood (1889-1943), *Speculum Mentis*, 1924.

And I could go on, but I must get to the things students expect of a syllabus. The sociology of work is a vast and interdisciplinary inquiry into worlds of work, the experience of work, the consequences of work, the structures and inequalities that both result in and result from the way, where and when people work. And that’s just the start. Given the wide array of potential topics this course could cover, I have narrowed the focus of the course to the study of workplace transformation because I believe that the way people work structures the world in which they work. When there are dramatic shifts in the ways in which people work, that has implications for the way they do non-work, the way they live, have families, do politics and everything else. An additional focus of the course is on power and inequalities that both affect and are affected by the workplace.

Format and Requirements

As do all of my classes, this class requires that students attend, read assigned readings, think, discuss in class, and write. The format of the class is a graduate seminar. A graduate seminar includes participation as a crucial component of the learning process. I do not adopt the “empty vessel” model of teaching; that is, students are not empty vessels into which a professor pours accumulated knowledge. That model has little to do with learning. Rather, learning requires active engagement with the material and with other class participants. We will learn a great deal in this class from each other’s ideas and through working through our shared and divergent understandings of the material. The bottom line here is that I will lecture infrequently and we will all share in the discussion of material. That said, I will evaluate students on the following:

1. Weekly memo

To facilitate the quality of the discussion, each student will prepare a memo that provides a mechanism to grapple concretely with the assigned reading. Use the memos to develop ideas informally over time and to put into words your impressions and thoughts that seem worth developing. Use these memos to address ideas, concepts and arguments you found stimulating, frustrating, worth remembering etc. Use them to raise questions, concerns and disagreements with ideas encountered and particularly useful to your long-term learning; use them to make connections, linkages and to identify contradictions between and among other ideas. Because I will read them each week, the memos also provide an opportunity to receive individualized feedback. Part of each seminar period should be devoted to having students raise points and questions from their memos as a basis for group discussion. Memos are graded on a ✓✓+ or 0 scale. Please submit them electronically to the Moodle website for this class both to me and the rest of the class, by **noon, Tuesday before class**. These memos should be relatively short (1-2 pages, double-spaced, 1 inch margins).

2. Discussion Leader

Probably beginning with the 5th week of class, each student will facilitate *at least* one of the topics for discussion. Given the size of the class, there will be multiple facilitations. The discussion leader is responsible for summarizing, briefly, the content of the assigned reading, then using her or his own and

classmates' memos to organize the discussion about the reading. Emphasis should be on an interactive exchange among students and *not* on delivering a lecture and particularly not on summarizing the reading (avoid PowerPoint presentations!!). Discussion leaders are encouraged to draw on literature *in addition* to the required readings where relevant (e.g., from other classes, etc.).

3. Discussion Participant

Seminars require and depend on the active participation of all members. I expect everyone in class to respond to discussion leaders, to other participants' memos, to the readings, and to me. I particularly encourage each of us to think about each class as a mini-research incubator. Let us always ask what are the research implications and potential of the week's readings and each other's reactions to the readings.

4. Final Paper

Each student will write a final paper (15-20 pages, double-spaced) that can take one of three forms.

1. Students may write a research paper that focuses on one important research question, articulates a theoretical framework and research questions or hypotheses (depending on methodological strategy), develops a research design and conducts an analysis. The idea is to write a paper that you could expand to a journal article.
2. Students may write a literature review. This option is for those who want to read more deeply into one of the areas from *this* class.
3. Students may write a grant proposal that be revised to submit for external funding.

5. Paper presentation.

During the final class meeting, each student will present their paper as if presenting at a conference (its good practice). Non-presenters will provide critical feedback on the paper.

Students should, as warranted, revise their paper in response to feedback and submit the final version by 4:30 p.m. on May 12th (the final exam period scheduled for this class). Students may submit papers electronically.

All students must discuss their paper choice with me and obtain my approval. Papers submitted for a grade that have not received my approval will not be accepted.

Course Policies

1. Because this class meets only once a week and each session includes material that is experiential thus cannot be retrieved from books or articles, and because I put such a high premium on participation, attendance is expected, its absence will lower the final grade.
2. I do not accept late assignments. In fairness to all students, I do not provide special opportunities to turn in assignments late or early.
3. Students MUST observe university Academic Integrity policies (<http://www.legal.uncc.edu/policies/ps-105.html>). All work that students do is subject to the standards of "The UNCC Code of Student Academic Integrity." Students should have a clear understanding of the definitions and penalties for violation.
4. Students should arrive on time and not leave early unless previously cleared with me. I know the class is a long one; we'll discuss on how best to handle the demands of a 2 ¾ hour class.

5. Okay, this isn't a policy, but it is an important point of information. I am a fairly direct (perhaps blunt, not always tactful) communicator. I urge you to talk with me about your interests, your concerns, your issues with this class. Be willing to disagree, get in an argument, and know that it is all good preparation for your professional life both inside and outside of the academy. I am open to what you have to say despite the passion and commitment with which I may say some things and with which I may disagree (or agree!) with what you say. My definition of good teaching is when I can learn something new from my students. Then I've done my job.

Grading

Weekly memos (20 %) Discussion facilitation (20%) Class participation (20%) Final Paper (40%)

A= 90-100; B=80-89; C=70-79; U < 70.

Books and Readings

I have ordered three books for this class. Most of the other readings are either available on line or I make available excerpts, indicated below by *. In some cases, such as the books on writing, I've not ordered them and recommend you order them from Amazon (or elsewhere on line).

- Blair-Loy, Mary. 2003. *Competing Devotions*. Cambridge: Harvard University
- Cappelli, Peter. 1999. *The New Deal at Work*. Boston: HBS.
- Edwards, Richard. 1979. *Contested Terrain*. New York: Basic.
- Green, Francis. 2006. *Demanding Work: the Paradox of Job Quality in the Affluent Economy*. Princeton: Princeton University.

Recommended:

Tilly and Tilly, *Work Under Capitalism* (A useful book about a variety of aspects of work-I've used it for this class elsewhere).

Zuboff, S. *In the Age of the Smart Machine* (Important about technology in the "new" economy).

Leidner, R. *Fast Food Fast Talk* (Terrific book about the routinization of service work)

Nelson, R. and Bridges, W. *Legalizing Gender Inequality* (I haven't read but have heard I should)

Wilson, W.J. *When Work Disappears* (or anything from Wilson, a major research on, particularly, urban, African-American, poverty and underemployment).

And so many more that I will mention over the course of the semester.

Class Schedule and Readings (Subject to change)

Jan. 13- Introduction to me, the Sociology of Work, each other. We will discuss expectations, readings, proposed paper topics, and assign discussion facilitators.

Jan.20- Conceptual Background: Classical and Contemporary Theory

Reading:

- Karl Marx: "Alienated labor*"
- Max Weber "Bureaucracy*"
- Frederick Winslow Taylor "Fundamentals of Scientific Management*"
- Harry Braverman, "The Division of labor*"

- Arlie Hochschild, "The managed heart*" (From Wharton, *Working in America*)

Recommended:

Burawoy, Michael, 1979. *Manufacturing Consent*. Chicago, Chicago University Press.

Jan 27 Work Structures

Reading:

- Kalleberg, A. and I Berg. 1987. *Work and Industry: Structures, Markets, and Processes*. Pp. 7-47.*
- I will likely pose some questions to guide your reading.

Feb. 3 The Labor Process

Reading:

- Edwards, *Contested Terrain*, Chapters 1-9.
- I will pose some questions to guide your reading.

Feb. 10- Fordism to Flexibility-The changing social and psychological contract I

Reading:

- Rubin, Beth. 1995. "Flexible accumulation: the decline of contract and social transformation." *Research in Social Stratification and Mobility* 14:297-323.
- Cappelli, Peter, 1999. *The New Deal at Work*, Chapters 1 and 2.
- Vallas, Steven. 1999. "Rethinking post-Fordism: the meanings of workplace Flexibility." *Sociological Theory* 17:68-101.
- Kalleberg, Arne. 2009. "Precarious work, insecure workers: employment relations in transition." *American Sociological Review (ASR)* 74:1-22.

Feb. 17: The changing social and psychological contract II

Reading:

- Cappelli, Peter, 1999. *The New Deal at Work* Chapters 3, 4
- Green, Francis. 2006. *Demanding Work: the Paradox of Job Quality in the Affluent Economy*. Chapter 7.
- Vallas, Steven. 2006. "Empowerment redux: structure, agency, and the remaking of managerial authority." *AJS* 111:1677-1717.

Feb. 24: Gender inequalities at work

Reading:

- Reskin, Barbara, 1993, "Sex Segregation in the Workplace," *Annual Review of Sociology*
- Reskin, B. 2003. "Including Mechanisms in our models of ascriptive inequality." *American Sociological Review* 68-1-21.
- Ridgeway, Cecilia L. 1997. "Interaction and the conservation of gender inequality: considering employment." *ASR* 62:218-35.
- Kmec, Julie. 2005. "Setting occupational sex segregation in motion." *Work and Occupations* 32: 322-353.
- England, Paula. 2010. "The gender revolution: uneven and stalled." *Gender and Society* 24:149-166.

Recommended:

Padavic, Irene and Reskin, Barbara, *Women and Men at Work*.

Kanter, R.M. *Men and Women of the Corporation*

March 3: Mechanisms of Inequality: Race

Reading:

- Tomaskovic-Devey, D. 1993. "The Gender and Race Composition of Jobs and the Male/Female, White/Black Pay Gaps." *Social Forces* 72 : 45-76
- Moss, P. and Tilly, C. , 1996, "Soft" Skills and Race: An Investigation of Black Men's Employment Problems. *Work and Occupations* 23: 252-276.
- Zamudio, Margaret M. and Michael I. Lichter. 2008 . "Bad attitudes and good soldiers: soft skills as a code for tractability in the hiring of immigrant Latina/os over native blacks in the hotel industry." *Social Problems* 55:573-589.
- Pager, D. and Quillian. 2005. "Walking the Talk? What employers say versus what they do." *ASR* 70:355-80.
- Kalev, A, F. Dobbin, and E. Kelly. 2006. "Best guesses or best practices? Diversity management and the remediation of inequality." *ASR* 71:589-617.

Recommended:

C. Tilly, *Durable Inequalities*

D. Tomaskovic-Devey, *Racial and Gender Inequality at Work*

W.J. Wilson, *When Work Disappears*

March 10: No classes-Spring Break

March 17: Intersectionality-Race-Gender and the Workplace

Reading:

- Cotter, David A., Joan M. Hermsen, Reeve Vanneman. 1999. "Systems of gender, race and class inequality: multilevel analyses." *Social Forces* 78: 433-460.
- Maume, David J. 1999 "Glass ceilings and glass escalators: Occupational segregation and race and sex differences in managerial promotions." *Work and Occupations* 26 483-509.
- Browne, Irene and Joya Misra. 2003. "The intersection of gender and race in the labor market" *ARS* 29: 487-513.
- Acker, Joan. 2006. "Inequality regimes gender, class, and race in organizations." *Gender and Society*, 20:441-464.

March 24: Work and Family

Reading:

- Blair-Loy, Mary. 2003. *Competing Devotions*.
- Scheiman, S. and P. Glavin, 2008. "Trouble at the border?: gender, flexibility at work, and the work-home interface." *Social Problems* 55:590-611.

March 31: Workplace intensification in the 24/7 Economy

Reading:

- Green, F., 2006 *Demanding Work: The Paradox of Job Quality in the Affluent Economy*. Chapters 1-6, 8.
- Rubin, B. and C. Brody, 2005. "Contradictions of commitment in the new economy: Insecurity, time and technology." *Social Science Research*, 34:843-861.

April 7: Southern Sociological Meetings:

Class cancelled-Students should (but it's *not* required) attend and bring back reports on cutting edge research on the Sociology of Work. Do research for final paper.

April 14: Class choice from one of the following topics:

- Technology, work and skills
- Employment policy/work-family policy
- Service work
- Unions and worker power
- Occupational differentiation (status, wage and other differences)

April 21: Research, thinking and writing

Reading:

- Becker, Howard. 1986. *Writing for the Social Scientists: How to Start and Finish your Thesis, Book, or Article*. Chicago: University of Chicago Press.
- Struck, William Jr. and E.B. White. 2000. *The Elements of Style*. New York: Allyn and Bacon

April 28: Last Class-Presentations of Papers

May 12th- 2:00-4:30: Final Exam Period-Papers due



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Bridgette Sanders
From: Beth Rubin
Date: March 15, 2011
Subject: SOCY 6090/ OSCI 8001 – Sociology of Work

Summary of Librarian's Evaluation of Holdings:

Evaluator: Bridgette Sanders Date: March 15, 2011

Please Check One:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if Dept. purchases additional items.
- Holdings are inadequate

Comments:

Library holdings are adequate for a course on "Sociology of Work." A cursory search in the catalog yielded over 160 books. Additional monograph purchases, as funds permit, are recommended to strengthen this subject area.

Atkins Library has an expansive set of databases in the proposed area of study. Journal articles and books that are not held by the Library can be obtained through Interlibrary Loan.

The major databases that will provide research support for this course are *Sociological Abstracts*, *ASSIA: Applied Social Sciences Index and Abstracts*, *Academic Search Premier*, *Business Source Premier*, *Project Muse*, *JSTOR*, *Web of Science* and *Science Direct*.

The Library has an excellent collection of journals, both print and electronic, that can support this course.

Overall, Atkins Library has adequate resources to support the proposed course.

Bridgette Sanders
Evaluator's Signature

3-15-11
Date

Rubin, Beth

From: Rubin, Beth
Sent: Monday, March 14, 2011 2:13 PM
To: 'shanock@gmail.com'
Cc: Rogelberg, Steven; Rubin, Beth
Subject: RE: Proposal to turn 6090/OSCI 8001 into a permanent class

Dr. Shanock (and Rogelberg):

Thank you for your support. I will make sure the course proposal only includes a SOCY number.

Best,
Beth

Beth A. Rubin, PhD | Professor, Sociology,
Professor, Organizational Science and Adjunct Professor, Management
UNC Charlotte | Fretwell, 490M
9201 University City Blvd. | Charlotte, NC 28223
Phone: 704-687-6215 | Fax: 704-687-3091
barubin@uncc.edu | <http://www.uncc.edu> <<http://www.uncc.edu>>

If you are not the intended recipient of this transmission or a person responsible for delivering it to the intended recipient, any disclosure, copying, distribution, or other use of any of the information in this transmission is strictly prohibited. If you have received this transmission in error, please notify me immediately by reply e-mail or by telephone at 704-687-6215. Thank you.

From: Linda Shanock [<mailto:shanock@gmail.com>]
Sent: Monday, March 14, 2011 2:02 PM
To: Rubin, Beth
Cc: Rogelberg, Steven
Subject: Re: Proposal to turn 6090/OSCI 8001 into a permanent class

Hi Dr. Rubin,

Professor Rogelberg and I just talked about this. Please consider this email our letter of support for making SOCY 6090 Sociology of Work a permanent class. We are excited about this class offering. We do think Organizational Science students will take it as an elective.

From an administrative standpoint however, we recommend simply listing it as a SOCY class (don't go through the hoops of making it an OSCI class too). Our students are able to take 6000 level classes no problem so there really isn't any reason to cross-list...Steven mentioned that adding an OSCI class would require some sort of process and discussion with the OS faculty regarding curriculum.

Linda Shanock

On Mon, Mar 14, 2011 at 11:33 AM, Rubin, Beth <barubin@uncc.edu> wrote:

Professors Rogelberg and Shanock:

I am currently working on the proposal to make the Sociology of Work (SOCY 6090/OSCI8001) a permanent course and the Long Form Proposal to the Curriculum Committee requires that I consult other departments or units in writing and list the dates consulted. I am also to summarize results of consultation and attach correspondence. I am considering this e-mail a consultation in writing and look forward to your response. I have attached the syllabus for your consideration.

Thank you,

Beth

Beth A. Rubin, PhD | Professor, Sociology,
Professor, Organizational Science and Adjunct Professor, Management
UNC Charlotte | Fretwell, 490M
9201 University City Blvd. | Charlotte, NC 28223
Phone: 704-687-6215 | Fax: 704-687-3091
barubin@uncc.edu | <http://www.uncc.edu> <<http://www.uncc.edu>>

If you are not the intended recipient of this transmission or a person responsible for delivering it to the intended recipient, any disclosure, copying, distribution, or other use of any of the information in this transmission is strictly prohibited. If you have received this transmission in error, please notify me immediately by reply e-mail or by telephone at [704-687-6215](tel:704-687-6215). Thank you.

Linda Rhoades Shanock, Ph.D. | Assistant Professor of Psychology,
Associate Director of Organizational Science
UNC Charlotte | Dept. of Psychology Colvard South 4018
9201 University City Blvd. | Charlotte, NC 28223
Phone: 704-687-4381 | Fax: 704-687-3096
lshanock@uncc.edu | <http://www.uncc.edu>

If you are not the intended recipient of this transmission or a person responsible for delivering it to the intended recipient, any disclosure, copying, distribution, or other use of any of the information in this transmission is strictly prohibited. If you have received this transmission in error, please notify me immediately by reply e-mail or by telephone at 704-687-4381. Thank you.