Course description and organization: Work is of centrality to individuals, economy, and society. This course is to introduce students to sociological perspectives and analyses of work. The instructor will give lectures on relevant topics. Students are expected to satisfy three course requirements: (1) read the required and recommended texts and participate in class discussions organized to exchange opinions about issues of work in America today; (2) take in-class quizzes designed to review some of lectured topics and discussed issues; and (3) develop three essays on problems of work described on this syllabus. This is a writing intensive course, and the development of the three essays has a heavy weight in the final course grade. There will not be a cumulative in-class exam. The prerequisite is Soc1001 “Introduction to Sociology.” Instructor’s permission is required if students do not have taken this course.

Required Reading Materials:
(4) Lecture notes: available from the course Canvas.

Graded Work:
(1) Attendance, reading, and participation in class discussions, 15%.
(2) Five quizzes, 5% each, 25% total.
(3) Three essays, 20% each, 60% total.
(4) Lecture grade: 100-95=A; 94-90=A-, 89-85=B+, 84-80=B, 79-75=B-, 74-70=C+, 69-65=C, 64-60=C- (minimum passing grade), 59-55=D+, 54-50=D; <50=F.

Essays: Each is a 5-page study report and analysis of a given issue below
(1) What is a good job in America today and why? Argument and evidence?
(2) What is a bad job and why? Argument and evidence? How do we reduce bad jobs?
(3) What does a jobless situation generate for individuals? What are your policy recommendations for increasing good jobs, reducing bad jobs, and eliminating no jobs?

**Detailed Expectations for Essays**

Three essays are to be completed by each student. Each is a 5-page report on an independent study conducted by the student on the three topics enlisted at the end of this description.

This study can be an interview or observation of an informant whose work experiences help describe and analysis the issues of each essay. The informants are to be found and secured by the student. The same informant who has had a good job, a bad job, and a jobless situation in his/her work career can be used and analyzed in all three essays, but such a person is hard to be found. In most circumstances, different informants are to be used. These people can be a close friend, relative, neighbour, former classmate, or an acquaintance as far as he/she is willing to offer relevant information that helps the student to complete the essays.

For the writing, the student is free to write in any way he/she prefers to write, but the writing is to meet the following expectations of what a good essay should be: (1) a title that informs the issue(s) of the essay, (2) a rich description of work and non-work experiences of the informant which help to explore and analyse the issue(s) of the essay, (3) a theory-informed analysis of the issue(s) by using relevant concepts and theories learned from the class or elsewhere, (4) a high level of clarity, and (5) a list of references cited.

This is a writing intensive class. Therefore, in the first two essays, the students are given the opportunity to use the comments of the instructor to revise and resubmit their essays for a remarking. A substantially improved revision may result in a perfect remarking.

Specifics about the essays are as follows: **Due Dates To Be Given.**

1. **What is a good job in America today and why? Argument and evidence?** Due in Week 11.


3. **What does a jobless situation generate for individuals? What are your policy recommendations for increasing good jobs, reducing bad jobs, and eliminating no jobs?** Due in Week 15.
Weekly Topics, Required Readings, and Quiz/Essay Schedules: Tentative

Week 1: The Evolution of Work, H&T chapter 1

Week 2: The World of Work, H&T chapter 2; Quiz 1 Tuesday

Week 3: Satisfaction and Alienation, H&T chapter 3, ALK 2011 chapter 1; Quiz 2 Tuesday

Week 4: Class, Race, and Gender, H&T chapter 4; Quiz 3 Tuesday

Week 5: Work and Family, H&T chapter 5; Quiz 4 Tuesday

Week 6: Collective Response to Work, H&T chapter 6, Quiz 5 Tuesday

Week 7: Occupations and Professions, H&T chapter 11

Week 8: Managers, H&T chapter 12

Week 9: Administrative Support and Sales; H&T chapter 13

Week 10: The Decline of Institutional Protections, ALK 2011 chapters 2-3; Essay #1 due.

Week 11: Marginal Jobs, H&T chapter 14; The Mismatched Worker; ALK 2007 chapters 1-4

Week 12: Thanksgiving Week No Class

Week 13: Inequality in Job Quality, ALK 2010 chapters 4-8, Essay #2 due.

Week 14: Unemployment and Jobless People, H&T chapter 14;

Week 15: The Future of Work, H&T chapter 17, ALK 2007 chap 10, ALK 2010 chap 11

Week 16: The Transformation of Work, H&T chapters 9, 10, 16; Essay #3 due.