



Syllabus: Work & Society

Course Name:

DCM 325 Work and Society

Credit Hours:

DCM (4 credits)

Day/Time:

Tuesday, 5:45 – 9:00 p.m. Loop Campus

Begins Tuesday, September 7, 2017

Ends Tuesday, November 21

Room TBD

Instructor: Dr. Mary Jane Dix

mjdix@depaul.edu

Meetings can be scheduled by appointment

Mary Jane (M.J.) Dix is a graduate of SNL, earned her Masters in Pastoral Studies from Loyola University in Chicago and her Ed.D in Adult and Continuing Education at National-Louis University. She is part of the Core Faculty and has been teaching, Spirituality & Leisure, Externship, Advanced Project Workshop, and Summit Seminar since 1984.

DCM Contact Information:

snldcm@depaul.edu

Course Description:

Our identities are shaped by the work that we do (and by the work that we may not have the opportunity to do). This course will address how cultural values and social institutions affect or even define our work.

For some people, "work" refers to a job or career, the means of their livelihood. Others use the word to describe volunteer work, housework, or other unpaid but productive activities. Some people associate "work" with drudgery and compulsion, while others relate the word to creativity and stimulation. We will discuss these different experiences of work and working, but will also consider the value that society assigns to different types of work (and the impact of that valuation on us as individuals and as members of various social groups).

We will consider work from the perspective of our personal needs and values, but also from the perspective of the work that must be done in order for human societies

to flourish. Specifically, we will address the various social benefits that are typically associated with social institutions, such as the family and economic and political structures and practices.

Our consideration of how modern values impact our work will compare these values with the more traditional perspectives of ancient belief systems and philosophies. Finally, we will reflect on the possible roles of technology, money, and individual habits and choices in replacing the discipline traditionally imposed on the individual by social institutions.

Learning Experience:

Classroom learning strategies include brief presentations on key concepts, viewing of viewing of Internet-based material, in-class writing exercises, structured class discussions of the assigned reading, and small-group discussions of mini-cases that illustrate course concepts. Written assignments are designed to help students to develop an understanding of important course concepts and to begin to apply these concepts.

Course Outcomes:

In this course, you will develop the following Outcomes:

- Discuss the impact of six modern values on the experience of working in a specific career, industry, or profession.
- Relate four basic institutions of society to a specific career, industry, or profession.
- Describe the impact on work of recent changes in political and economic institutions and practices.
- Describe the impact of at least one technological innovation on a specific career, industry, or profession
- Apply four understandings of justice to work in early 21st century American culture.
- Consider five perspectives on the role of work in early 21st century American society.

Competences Offered (not applicable for students in the DCM programs):

FX: Can describe the role of [a career, profession or industry that you specify at the beginning of the course] in meeting human needs.

You will identify how your focus area contributes to human work. In particular, your analysis will focus on the role of institutionalized practices in both empowering you as a worker but also in circumscribing how you go about doing your work. A three-page paper for this competence will be due about mid-point and a six-page paper or a classroom presentation will be due Session Ten. Details for writing for the FX competence will be provided early in the course.

H-4: Can analyze power relations among racial, social, cultural, or economic groups in the United States.

1. Describes the unequal power relations between at least two racial, social, cultural, or economic groups in the U.S.
2. Discusses the historical, sociological, or economic dynamics under which these groups came to be in conflict.

Students demonstrate this competence by analyzing the historical, sociological or economic dynamics that lead to inequalities in power among groups in the United States. To the extent possible, we hope that students will relate this to their experiences as well as their responsibilities as a citizen. In many ways this competence is about democracy in action; for example, how groups have negotiated and attained power and voice in a complex and diverse society. Since, however, inequalities persist in this country, it is important to understand the ways in which some groups have been systematically denied economic, social, and political justice.

The following assessment criteria will be used for the three-page paper and the six-page paper that discuss the historical, sociological, or economic dimensions of the unequal power relations among specific groups of workers. These criteria will address whether the paper:

- includes an academic definition of justice that can serve as a measure of what is owed to individuals and to the groups to which they belong.
- applies this definition of justice to a consideration of the historical, sociological, or economic dimensions of the unequal power relations among a specific group of workers.
- analyzes how these relations have led to the denial of economic, social, and political justice to this group (six-page paper only).
- includes a reflection of your own experiences of power relations in the workplace.
- includes a consideration, based on the definition of justice that you are using, of what citizens of a democracy should be doing to promote a just distribution of access to, rewards for, and risks associated with work.

S-3-F: Can analyze the integration of new technology into a specific field of human endeavor.

Students will describe how your focus area (or your current or future work) has been affected by a specific technology. You will then use the insights of the history of ideas about work and the principles of the social to analyze the impact of this technological innovation on your focus area (or your work). This analysis will include a reflection on the impact of technology on social, economic, legal, and political institutions. The reflection will also address the impact of technology on the values that guide American workers.

Assessment criteria will address the requirements of the S-3-F competence as described in the preceding paragraph. The two books read for the course will provide the contrasting perspectives to be included in your analysis.

Course Resources:

Required Textbooks:

- Joanne B. Ciulla, *The Working Life: The Promise and Betrayal of Modern Work*.
- Richard Sennett, *The Culture of the New Capitalism*.

Additional reading may be required.

Course Structure:

This course consists of 10 sessions. The following table outlines the course:

The following topics are tentative and may be adjusted:

Session 1: 9/12

- The concepts of work and society
- Work and individual identity
- Work and technology
- Characteristics of “modern” societies
- Course overview and expectations; review of all written assignment prompts.

Session 2: 9/19

- The purpose of work
- Definitions of "work"
- Work roles in traditional societies
- The "work" of the family

Reading due Session **Two**: Ciulla, Introduction, Chapters 1 and 2

Writing due Session **Two**: Study Questions for Ciulla & a one-page "Messages about work" statement

Session 3: 9/26

- Work as curse; work as calling
- The "work ethic" in "early modern" societies
- The “work” of systems of meaning and value
- The contribution of scientific reason to modern work

-Review instructions for the Three-page paper, "Scope & Meaning of Work"
Due on 10/28

Reading for Session **Three**: Ciulla, Chapters 3 and 4

Writing due Session **Three**: Study Questions for Ciulla

Session 4: 10/3

- Work and the quest for individual freedom or autonomy
- Power and inequality in the workplace
- Workplace (in) justice

Reading for Session **Four**: Ciulla, Chapters 5 and 6

Writing due for Session **Four**: Study Questions for Ciulla

Session 5: 10/10

- Work and alienation
- The impact of "modern" technology on work
- The "work" the economy
- The role of the manager in American corporate culture
- Worker morale and workplace culture

Reading for Session **Five**: Ciulla, Chapter 7 and 8

(No writing due today)

Session 6: 10/17

- Bureaucracy as a "modern" value
- Human dignity and the rights of workers
- The impact of the "new capitalism" on American workers

Reading for Session **Six**: Sennett, Introduction and Chapter One

Writing Due for Session **Six**: Study Questions for Sennett

Three-page paper due by 11:59 p.m. (submit by email to Instructor)

Session 7: 10/24

- Progress as a "modern" value
- Work and the experience of time
- The "work" of caring
- Work and feelings of usefulness

Reading for Session **Seven**: Ciulla, 151-2 and Chapter 10; Sennett, Chapter Two

Writing Due for Session **Seven**: Study Questions for Ciulla and Sennett

Session 8: 10/31

- Universalism, nationalism, and ethnocentrism as cultural values
- Work and leisure in the consumer society

- Work, consumption, and technological engagement
- The “work” of the political realm; the “work” of the citizen

Reading for Session **Eight**: Ciulla, Chapter 11; Sennett, Chapter Three, pages 131-157

Writing Due for Session **Eight**: Study Questions for Ciulla and Sennett

Session 9: 11/7

- The worker’s life narrative in contemporary capitalism
- Work and status
- Volunteer work and other types of unpaid work
- Craftsmanship as an option in the current economy

Reading for Session **Nine**: Sennett, Chapter Three, pages 157-178; Chapter Four
(No writing due today)

Session 10: 11/14

- The spiritual dimensions of work
- The work of institutional reform and of environmental change

Reading for Session **Ten**: Ciulla, Chapter 12 and Epilogue

Writing due Session **Ten**: six-page paper & one-page reflection on learning

All written assignments should be emailed to the Instructor by 11:59 p.m. on the due date. Late work will receive a grade penalty.

Attendance & Participation:

Class Participation:

DePaul University anticipates that all students will attend all classes. Since the course builds on participants’ active contributions, the instructor will evaluate classroom activity. In addition, self-evaluation and peer evaluation will be taken into consideration.

Both individual activity level and the quality of contributions are important. For a good class participation score, students should mobilize not only the respective textbook chapters and required readings, but knowledge originating from other courses as well as personal practical experiences, is also important. Reading summaries/chartings will be turned in for points each week after they are used for class discussions.

In the event of an absence, it is imperative that student(s) (1) let the instructor know in advance so that partial make-up assignment(s) will be given, and (2) contact a classmate ahead of time who would collect handouts and share the learning experience for the session missed. Always consult the course schedule of the syllabus for the future assignments. **Students cannot pass the class if more than two full class sessions are missed (6.5 hours).**

Assessment of Learning:

About 40% of your grade will reflect the quality of your participation in class. The criteria for class participation will include the extent to which you reference your comments to the course readings, to previous classroom discussions in this course, to your previous learning outside of this class, or to your own experience of work.

Absences from class or a pattern of tardiness will affect the final grade. It is important that you submit partial make-up for missed learning activities. To receive maximum partial make-up for missed learning activities, the submission should be received before the following session. Lesser credit will be assigned for partial make-up that is submitted through the eleventh week of the course.

About 10% of your grade will be based on the two-page reflection on your learning, which you will submit at the end of the quarter. This submission will address your ability to synthesize important course themes and concepts.

About 50% of the grade will be based on analytic writing that is described in this syllabus and for which additional guidance will be available in class. My assessment of all written work will consider whether you have:

- submitted the paper by the due date or, in the case of a notified absence, within twenty-four hours of the class that was missed.
- included an appropriate introduction describing the scope and purpose of your paper.
- demonstrated a university-level mastery of Standard English word usage and grammatical conventions, including appropriate organization, sentence structure, punctuation, and subject-pronoun and subject-verb agreement.

Evidence That You Will Submit:

You will apply course concepts and reflect on your work experience during classroom discussions of:

- The assigned reading
- Internet-based material
- Classroom exercises

Written papers that will be submitted during the course include:

- **A one-page statement**, due the second session, that identifies messages about work that you received as a child (details to be provided during the first class session; the guideline will be provided prior to first class meeting and, as with all other guidelines, posted to our D2L site under "Content").
- **A two-page "scope of work" description** that applies an academic definition of work to your experience of working, due the third session (a guideline for this written work will be provided)

- A three-page paper due midway through the course, and a six-page paper due the tenth session that address the role of institutionalized practices in a specific career, industry, or profession. I will provide paper guidelines for each of these assignments.
- Written study questions for most of the assigned readings.
- At the end of the quarter, all students will submit a one-page reflection on your learning in the course. I will provide a template for this reflection.

Students in the competence-based programs will be guided to address competence and assessment criteria as part of the written work.

Grading Policies and Practices:

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline.

Description of Pass/Fail Grading Options:

Students may have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when student work is completed at a level that would otherwise earn a grade of C- or higher.

If a student wishes to switch the method of assessment, either to or from the Pass/Fail option, **this must be requested from the instructor in writing during the first two weeks of the quarter.** The assessment style may not be changed after this period, with no exceptions.

General Assessment Criteria for All Writing Assignments:

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include feedback-by-email and IM conferencing (with or without a webcam). All writing center services are *free*.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won't necessarily be familiar

with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. To schedule a face-to-face, written feedback by email, or online appointment, visit www.depaul.edu/writing.

Policies:

DePaul Registration and Withdrawal Policies:

According to the policies of DePaul University:

All students must be registered and listed on the class roster by the second class meeting. Students not on the roster by this time cannot stay in the class under any circumstances. Please contact the SNL Advising Center (snladvising@depaul.edu) or the Office of Financial Aid (finaid@depaul.edu) to work out your particular situation.

Students who need to withdraw from the course must do so by the end of the second week of the quarter. In Fall of 2014, that deadline is September 24 by 11:59 p.m.

After that point is reached, 100% tuition is charged.

It is possible to withdraw from a course or competence through the end of the seventh week of the quarter, but there is no tuition refund after the end of the second week.

In certain circumstances (such as illness, death of family members, natural disasters, etc.), a late withdrawal will be refunded tuition. These circumstances must be documented, and presented to the University through the SNL Exceptions Committee (snlexceptions@depaul.edu). In no case is such a refund allowed more than once during a student's career at DePaul.

For more information see:

<http://sr.depaul.edu/catalog/catalogfiles/Current/Undergraduate%20Student%20Handbook/pg140.html>

DePaul University Incomplete Policy:

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs.

NOTE: The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course and a formal contract must be signed by both parties (see IN form on SNL website, forms page).

Academic Integrity:

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://sr.depaul.edu/catalog/catalogfiles/Current/Undergraduate%20Student%20Handbook/ch1.html> for further details.

Plagiarism:

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else.

This includes research papers purchased from any other person or agency.

- Resubmitting one's own previous work from a different course or college, without the permission of the current instructor.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

Disability Accommodations:

For Students Who Need Accommodations Based on the Impact of a Disability:

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, contact your instructor as early as possible in the quarter (preferably within the first week or two of the course). Please be sure to contact the following office for support and additional services:

Center for Students with Disabilities (CSD)
#370, Student Center, LPC, 773.325.1677

Protection of Human Subjects:

For more information see: <http://research.depaul.edu/>

Demonstrating the acquisition of Outcomes in this course can involve "interactions"—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

1. The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.

2. You assess and ensure that no "harm"—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
3. The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
 - a. If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, <http://www.research.umn.edu/consent>

Credits

©2014 Degree Completion Major Programs (DCM) School for New Learning (SNL), DePaul University. All Rights Reserved by SNL DCM.

Printed in the USA.

