

DCM 325 WORK & SOCIETY
DePaul University
School for New Learning
Spring 2019

Instructor: Shana Wills

Course Dates: April 2 – June 14, 2019

Location: Online

Office Hours: By appointment

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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.

The purpose of this course, however, is to give us a broader understanding of work, and at the most fundamental level, how it is shaped in social ways rather than simply being an aggregate of individual goals and ideals. 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. By examining the social organization of work in the U.S. from both a historical and personal perspective, we will analyze and compare the influence of modern values with more traditional perspectives of ancient belief systems and philosophies.

The course is designed in four parts:

- **Part I: Introduction to Concepts & History of Work** (social meanings of work and society, individual and cultural identities, core values, and institutional roles)
- **Part II: Work in a Capitalist Society** (industrial revolution's impact on work, rise and fall of labor unions, emerging management approaches)
- **Part III: Globalization & The American Dream** (meritocracy, consumption, justice, and democracy)
- **Part IV: Meaningful Work** (work-life balance, spiritual dimensions and purpose of work)

1. Learning Objectives & Outcomes

At the end of this course, students will be able to:

- Identify and evaluate both historical and modern perspectives of work and how prominent values influenced work-lives over time.
- Apply sociological theories and concepts to work and its impact on American society.

- Articulate the “work” of the four basic institutional orders of society and what individuals, families, and society should expect from them.
- Explain and explore the impact of at least one management theory or approach in the modern workplace.
- Describe the characteristics that support a strong middle class and those characteristics that work against an economy that supports the middle class.
- Examine and explain the different mechanisms that contribute to and/or perpetuate inequalities or injustice in the labor force.
- Develop and propose the basic components for meaningful work and describe the potential barriers to its attainment.

In this course, students will develop one or two of the following competencies:

- **FX:** Can describe the role of [a career, profession, or industry that you specify at the beginning of the course] in meeting human needs.
- **H4:** Can analyze power relations among racial, social, cultural, or economic groups in the United States.
- **S3F:** Can analyze the integration of new technology into a specific field of human endeavor.

2. Learning Strategies & Resources

Classroom learning strategies include brief presentations on key concepts, viewing of videotaped material, in-class writing exercises, structured online discussions of the assigned readings, 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. Required readings are identified within the course schedule below, along with an indication of whether they are available online, through e-reserves, via the course pack, or for purchase at the DePaul bookstore. (To buy your course text books, go to <http://depaul-loop.bnccollege.com>.)

Required Textbooks:

- Joanne B. Ciulla. *The Working Life: The Promise and Betrayal of Modern Work*. New York: Three Rivers Press, 2001.
- Richard Sennett. *Culture of the New Capitalism*. New Haven and London: Yale University Press, 2007.
- Arlie Russell Hochschild. *So How's the Family: And Other Essays*. Berkeley and Los Angeles: University of California Press, 2013. (e-book available online via e-reserves)

Other Required Readings:

- Selections from other books and academic articles will be placed on reserve at ARES at the library's website: <https://library.depaul.edu/services/Pages/Course-Reserves-Services.aspx> or via our D2L course website at: <https://d2l.depaul.edu/d2l/home/687507>

3. Learning Deliverables (graded evidences of learning)

1) Online Attendance and Participation in Weekly Discussions and Quizzes (30%):

- Student clearly applies course concepts and reflects on his/her work experience during online discussions.
- Student consistently contributes to the online discussions, giving feedback to other classmates each week.
- Student responds clearly to weekly discussion prompts, offering original ideas in ways that facilitate learning for other people.
- Student contributes a current media clip or news article related to weekly discussion topics.
- Student consistently completes weekly quizzes related to the respective module topics.

2) Short-Essays and/or Creative Projects (30%):

All essays should be double-spaced, 12-point font, and include appropriate source citations, when applicable.

- **A 3-page essay**, due the first session, that identifies messages about work that student received as a child.
- **A 3-page essay**, due the second session, that analyses findings from personal interviews regarding job histories, working conditions, and shifting values about work over time.
- **A 5-page critical essay or creative project**, due the fifth session, that compares the industrial working conditions of the early 20th century corporations with those in modern American corporations. If composing a **creative artifact in lieu of a 5-page critical essay**, students will need to submit a 1-page written description (12-point font, single-spaced) of the project, responding to the questions: a) What is the creative artifact? b) How did you select this artifact and this particular medium for this topic? c) How did the course readings and other materials influence your thought process in creating your artifact? d) How does it symbolize or reflect the assigned topic? (Please also be prepared to share an electronic version of your creative artifact with the full class during our final course discussion, in addition to uploading a copy of it to the course assignment drop box. For example, if you crafted something by hand, take a picture of it and upload a jpeg image, or if you wrote a song or poem, upload an audio or video recording of you performing it. Only students who have proposed a creative project are expected to submit an electronic version of it.)
- **A sample life schedule with 2-page essay**, due sixth session, that describes the meaning of time using course readings and personal experience.
- **A 5-page critical essay or creative project**, due the seventh session, that examines the characteristics that support a strong middle class and those characteristics that work against an economy that supports the middle class. (See details about creative project option above.)

3) Final Research Paper (40%):

Student will select a topic or theme to explore and complete for their final research paper. The following steps are required for a full grade.

- **A one-page research paper proposal**, due the eight session, that identifies the issue the student will explore, their general argument, and a brief explanation of how they will go about supporting and building their argument.
- **A 6-page final research paper**, due the end of the tenth session, that expands upon a position or argument regarding a pre-approved issue or topic related to course material. Paper is 800-1000 words in length (double-spaced, 12-point font) with at least 6 academic source citations.
- Student shows familiarity with the subject, evidence of research, and meaningful analysis.
- Assessment will include evaluation of research and writing skills (including writing style, grammar, spelling mistakes, source citations, and paper structure), the quality of the primary research, use of quality literature and incorporation of references and ideas from the literature into the text, and the clarity of the thesis and analysis. (This means you have a clear point of view, which you back up with external research, to convince the reader of the strength of your argument.)

4. Assessment of Student Learning

To complete the course, students must complete each of the assignments as described in the course and submit them to the instructor by the assigned deadline. Students must also participate in the online discussions by responding to all instructor requests and by interacting with fellow classmates as appropriate. **Points will be deducted for late work.**

NOTE: Please confirm that the correct email address is submitted to the University for communication purposes, as nearly all additional information for the class will be sent via email from D2L. Please remember to include: **DCM 325 Work & Society** in the subject line of any email sent to the instructor.

Assessment Criteria for All Written Assignments

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation. Grades will be based on analytic writing that is described in this syllabus and for which additional guidance will be available in class. Assessments of all written work will consider whether students have:

- submitted the paper by the due date or, in the case of a notified absence, within 24 hours of the class that was missed;
- included an appropriate introduction describing the scope and purpose of the 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;
- demonstrated concept development with a strong outline and identification (and use)

- of external academic sources;
- included multiple parenthetical references to the course readings; and
- when pertinent, cited the reading appropriately at the end of each paper using the correct MLA (or APA) format. *Note: See MLA style guidelines for assistance with writing and source citations.*

Assessment Criteria for All Online Weekly Discussions

Weekly discussions are an important component of the online experience. This course will invite discussions via weekly prompts and ongoing current events and media clips related to module topics. Grades will reflect the quality of the student’s participation in the weekly online discussions. The criteria for class participation will include the extent to which he/she references comments to the course readings, to previous online discussions in this course, to his/her previous learning outside of this class, or to his/her own experience of work. Simply expressing one’s opinion is not considered a demonstration of university-level understanding.

Absences from class or a pattern of tardiness may affect the final grade. It is important that students 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.

Assessment Criteria for Creative Projects

Creative artifacts submitted in lieu of a 5-page critical essay must demonstrate new learning and critical thinking relevant to the assignment topic. Assessments of creative projects will consider whether students have:

- submitted the full assignment by the due date or, in the case of a notified absence, within 24 hours of the class that was missed;
- included a 1-page written description (12-point font, single-spaced) of the creative artifact, responding to the four mandatory questions;
- included an electronic version of the artifact (e.g., photo of handcrafted items, audio or video recording of poem or song); and
- demonstrated concept development with a strong connection to course material and topics.

5. Grading Criteria & Scale

Course Grading Scale:

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

To complete this course, students must complete each of the assignments as described in the syllabus and online instructions and submit them to the instructor by the assigned deadline. In addition, students will be required to participate in the online discussions by responding to all instructor requests and by interacting with fellow classmates as appropriate.

Weight of Mandatory Assignments

- Participation in Class Discussions and Activities: 30%
- Short Essays or Creative Projects: 30%
- Final Paper: 40%

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 prior to the end of the second week of the quarter.** After a student has requested a pass-fail grade, he/she will not have the option of requesting a letter grade for the course.

Incomplete (IN):

The student who wishes to receive the grade of IN must request this grade in writing before the end of the quarter in which the student is enrolled in a course. Students will be considered for a grade of IN if they have participated actively in class discussions and have submitted at least 50% of the written assignments. In addition, there must be extenuating circumstances preventing the student from completing the final assignments before the grading period begins.

In accord with DePaul University and School for New Learning policy, the instructor has the prerogative of determining whether to accept the request for an IN grade and of establishing the time frame in which remaining work must be completed. The student and the faculty member will both complete and sign a formal contract (see IN form on DePaul website, forms page), which will be submitted to the School for New Learning grades coordinator. *See the section titled "Policies" below for the DePaul University policy guiding requests for a grade of "incomplete."*

6. Course Schedule

This course consists of ten modules. The estimated time to complete each module is one week. The following table outlines the course:

Session / Date	Topic	Readings & Materials	Assignments
Part I: Introduction to Concepts & History of Work			
Session 1 – Module One	Introduction to Concepts: Social Meanings of Work and Society, Individual and Cultural Identities	Review Syllabus Read Module Overview Review PowerPoint Lecture Read Ciulla, Joanne B., <i>The Working Life: The Promise of Betrayal of Modern Work</i> , Introduction	1.1 “Who Am I” Discussion 1.2 Values, Culture, and Social Institutions Discussion 1.3 Messages About Work Essay 1.4 Interviewee List 1.5 Media Collection Exercise 1.6 Module One Quiz
Session 2 – Module Two	Purpose of Work: Systems of Meaning and Values	Read Module Overview Review PowerPoint Lecture Read Ciulla, Joanne B., <i>The Working Life: The Promise of Betrayal of Modern Work</i> , Chapters 1 and 2 Read Chalofsky, Neil. “An Emerging Construct for Meaningful Work,” pages 69-83 Listen to Studs Terkel’s <i>The Working Tapes</i> . “Interview with Taxi Driver Helen Moog.” Watch YouTube Video “Culture Inside Google” Read Washington Post article by Jena McGregor and watch embedded video. “Why Amazon	2.1 The “Good Life” Discussion 2.2 Meaningful Work Discussion 2.3 Findings from Personal Interviews Essay 2.4 Media Collection Exercise 2.5 Module Two Quiz

		<p>Built its Workers a Mini Rain forest inside three domes in downtown Seattle”</p> <p>Watch Nigel Marsh Ted Talk Video “How to Make Work-Life Balance Work”</p>	
Session 3 – Module Three	From Curse to Calling: History of Work from Ancient Greeks to Industrial Period	<p>Read Module Overview</p> <p>Review PowerPoint Lecture</p> <p>Read Ciulla, Joanne B., <i>The Working Life: The Promise of Betrayal of Modern Work</i>, Chapters 3 and 4</p> <p>Read Leider, Richard J. and Shapiro, David A. “What Do I Want to Be When I Grow Up?” pages 11-25</p> <p>Watch School of Life Video “History of Ideas: Work”</p> <p>Review “Begin Where You Are” Exercise</p>	<p>3.1 History of Work from Classical to Renaissance Periods Discussion</p> <p>3.2 Emergence of Modern Work Ethic Discussion</p> <p>3.3 Media Collection Exercise</p> <p>3.4 Module Three Quiz</p>
Part II: Work in a Capitalist Society			
Session 4 – Module Four	Emergence of Capitalism: Worker Alienation & the Industrial Revolution	<p>Read Module Overview</p> <p>Review PowerPoint Lecture</p> <p>Read Ciulla, Joanne B., <i>The Working Life: The Promise of Betrayal of Modern Work</i>, Chapters 5 and 6</p> <p>Read Jacoby, Sanford M. “The Way It Was: Factory Labor Before 1915,” pages 10-28</p> <p>Read Adler, Daniel. “Smith, Marx, and Keynes: Economic Models for the Modern World.”</p>	<p>4.1 Sociological Theories of Work Discussion</p> <p>4.2 Economic Theories of Labor Discussion</p> <p>4.3 Media Collection Exercise</p> <p>4.4 Module Four Quiz</p>

		<p>Read Stewart, Evan. "Alienation and Orange Juice: The Invisibility of Labor"</p> <p>Watch BBC Radio 4's YouTube Video "Karl Marx and Alienation" https://www.youtube.com/watch?v=PZ4VzhluKCQ</p>	
Session 5 – Module Five	Collective Action and the Organization of Labor: The Rise and Fall of Unions	<p>Read Module Overview</p> <p>Review PowerPoint Lecture</p> <p>Read Ciulla, Joanne B., <i>The Working Life: The Promise of Betrayal of Modern Work</i>, Chapters 7 and 8</p> <p>Watch the "Homestead Strike" Excerpt from <i>10 Days that Unexpectedly Changed America</i></p> <p>Watch the "Ludlow Massacre" Excerpt from <i>Mother Jones: America's Most Dangerous Woman</i></p>	<p>5.1 Historic Labor Strikes of the Progressive Era Discussion</p> <p>5.2 Wagner Act and New Deal Discussion</p> <p>5.3 Media Collection Exercise</p> <p>5.4 Critical Essay or Creative Project Comparing Working Conditions of Industrial Era and Modern America</p> <p>5.5 Module Five Quiz</p>
Session 6 – Module Six	Controlling Workers: Scientific Management, Welfare Capitalism, & Human Relations	<p>Read Module Overview</p> <p>Review PowerPoint Lecture</p> <p>Read Ciulla, Joanne B., <i>The Working Life: The Promise of Betrayal of Modern Work</i>, pages 151-152 and Chapter 10</p> <p>Read Sennett, Richard, <i>The Culture of the New Capitalism</i>, Chapter 1</p> <p>Read Taylor, Frederick. "Fundamentals of Scientific Management," pages 9-17</p> <p>Read Zahavi, Gerald. "Negotiated Loyalty: Welfare Capitalism and</p>	<p>6.1 Concepts of Capitalism and Management Approaches Discussion</p> <p>6.2 Sample Life Schedule & Meaning of Time Essay</p> <p>6.3 Media Collection Exercise</p> <p>6.4 Module Six Quiz</p>

		<p>the Shoe workers of Endicott Johnson, 1920-1940.”</p> <p>Read Leidner, Robin. “Over the Counter: McDonalds,” pages 44-85</p> <p>Review “Stop, Start, Continue” Exercise</p>	
Part III: Globalization & The American Dream			
Session 7 – Module Seven	Craftsmanship, Meritocracy, and Inequality	<p>Read Module Overview</p> <p>Review PowerPoint Lecture</p> <p>Read Sennett, Richard, <i>The Culture of the New Capitalism</i>, Chapter 2</p> <p>Read Ruetschlin, Catherine. “Retail’s Hidden Potential.”</p> <p>Watch George Carlin Video Monologue “The American Dream”</p> <p>Watch Robert Reich Documentary “Inequality for All”</p>	<p>7.1 Craftsmanship, Talent & “Potential Ability” Discussion</p> <p>7.2 Meritocracy, Income Inequality & Democracy Discussion</p> <p>7.3 Media Collection Exercise</p> <p>7.4 Critical Essay or Creative Project Examining Characteristics of Strong & Weak Middle Class</p> <p>7.5 Module Seven Quiz</p>
Session 8 - Module Eight	Globalization, Justice, Consumption & Contemporary Capitalism	<p>Read Module Overview & PowerPoint Lecture</p> <p>Read Sennett, Richard, <i>The Culture of the New Capitalism</i>, Chapter 3</p> <p>Read LeDuff, Charlie. “At a Slaughterhouse, Some Things Never Die”</p> <p>Read Wheaton, Elizabeth M., et al. “Economics of Human Trafficking,” pages 114-141</p> <p>Watch Office of Victims of Crime Video “Faces of Human</p>	<p>8.1 Inequalities & Injustice in the Labor Force Discussion</p> <p>8.2 Branding, Consumption & Democracy Discussion</p> <p>8.3 Media Collection Exercise</p> <p>8.4 Research Paper Proposal</p> <p>8.5 Module Eight Quiz</p>

		<p>Trafficking: An Introduction to Labor Trafficking”</p> <p>Read Hochschild, Arlee R. <i>So How’s the Family: And Other Essays</i>, Chapter 7</p> <p>Watch the Persuaders Video Excerpt “The Narrowcasting Future”</p> <p>Watch Bill Moyers Video Excerpt “The Journal: Crisis in Capitalism?” (0:00-22:03)</p>	
Part IV: Meaningful Work			
Session 9 – Module Nine	Work, Family & Leisure Time	<p>Read Module Overview</p> <p>Review PowerPoint Lecture</p> <p>Read Ciulla, Joanne B., <i>The Working Life: The Promise of Betrayal of Modern Work</i>, Chapter 11</p> <p>Read England, P. “Emerging Theories of Care-Work,” pages 381-399</p> <p>Read Berg, P., et al. “Balancing Work and Family: The Role of High-Commitment Environments,” pages 168-188</p> <p>Read Hochschild, Arlee R. <i>So How’s the Family: And Other Essays</i>, Chapters 2 and 4</p>	<p>9.1 Work-Life Balance Discussion</p> <p>9.2 Work & Family, and the Work of Caring Discussion</p> <p>9.3 Media Collection Exercise</p> <p>9.4 Module Nine Quiz</p>
Session 10 – Module Ten	Spiritual Dimensions of Work	<p>Read Module Overview</p> <p>Review PowerPoint Lecture</p> <p>Read Ciulla, Joanne B., <i>The Working Life: The Promise of Betrayal of Modern Work</i>, Chapter 12 and Epilogue</p>	<p>10.1 New Institutions Discussion</p> <p>10.2 Meaningful Work Discussion</p> <p>10.3 Media Collection Exercise</p>

		Read Sennett, Richard, <i>The Culture of the New Capitalism</i> , Chapter 4 Read Dur, Robert and Van Lent, Max. "Socially Useless Jobs" Review "My Purpose Statement" Exercise	10.4 Final Research Paper 10.5 Module Ten Quiz
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7. Course Policies

Time Management and Attendance

SNL's online courses are not self-paced and require a regular time commitment EACH week throughout the quarter. Students are required to log in to the course at least four times a week so that they can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. Students will have to dedicate some time every day or at least every second day to their studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week. This course will require at least the same time commitment, but students' learning activities will be spread out through the week. If students have any problems with course technology, or if they need to improve their reading or writing skills, it may take even longer.

The instructor should be notified if certain life events do not allow students to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or students are working as part of a team.

The Instructor's Role

The instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure students log in regularly and submit timely assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. Students will receive feedback to assignments.

Class Participation

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.

Course Content / Syllabus Changes

Changes to the course syllabus will be communicated to students in writing by **Session Two**. This may include additional readings and materials from which to base classroom discussions and written assignments.

Course Etiquette

A key element to a successful online course is that each student plays a role in teaching and learning from others in our learning group. In order to set a respectful tone for our online community this quarter, please follow these guidelines:

- Participate actively with full attention
- Work to understand and respect others' perspectives, views or opinions
- Avoid generalizations by speaking from personal experience or by using supporting evidence
- Be polite, think before you speak, and ask yourself if you would say the same thing in person
- Use positive phrases (i.e., "Good idea!" or "Thanks for the suggestions," etc.)
- Be sensitive to cultural differences
- Avoid hostile, curt or sarcastic comments
- No objectionable, sexist, or racist language will be tolerated

Standard University Policies

This course includes and adheres to the college and university policies described in the links below:

- [Academic Integrity Policy](#) (UGRAD)
- [Academic Integrity Policy](#) (GRAD)
- [Incomplete Policy](#)
- [Course Withdrawal Timelines and Grade/Fee Consequences](#)
- [Accommodations Based on the Impact of a Disability](#)
- [Protection of Human Research Participants](#)
- [APA citation format](#) (GRAD)

8. Other Resources for Students

[University Center for Writing-based Learning](#)

[SNL Writing Guide](#)

[Dean of Students Office](#)

9. Instructor Bio

Shana Wills has 25+ years' experience working for a range of human rights and social justice initiatives in the areas of non-profit management, grassroots community organizing, and humanitarian assistance. She's the Founder & Executive Director of Refugee Education & Adventure Challenge (REACH), which provides refugee youth and families with experiential learning opportunities focused on STEAM-related education and adventure sports. She also serves as an independent consultant for local and global non-profits. As a part-time faculty

member at DePaul's School for New Learning for the past 15 years, Shana has taught courses on globalization, community engagement, social justice in the professions, work in a global environment, work & society, migration studies, and African American studies. Shana also serves as an instructor for DePaul University's Graduate Program of Refugee & Forced Migration Studies. She served as the Director of Chicago Public School's International Newcomer Center for recently arrived refugee and immigrant high school students and as the Executive Director of the International Organization for Adolescents (IOFA), a leading organization in the U.S. working for the protection of child victims of human trafficking. Shana also served as the Director of Refugee & Immigrant Services at Heartland Alliance for Human Needs & Human Rights, coordinating both policy and program ends of the refugee and immigrant integration spectrum at three sites. She's conducted field research and established projects addressing issues impacting vulnerable populations, including child soldiers, displaced children, landmine victims, warehoused refugee populations, and other marginalized communities in Angola, Colombia, Eritrea, Kenya, Mozambique, South Africa, and Tanzania. She holds a B.A. from DePaul University and an M.A. in African Studies with a focus on humanitarian assistance from the University of Illinois, Champaign-Urbana.