



Work and Society Undergraduate Course Information Sheet

Course Number: DCM 325, 2 or 4 credits, 10 Weeks
Delivery Formats: Online Async

<u>Learning Outcomes</u>	<u>Learning Strategies and Resources</u>	<u>Learning Deliverables</u>
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Course Description

We will consider work from the perspective of our needs and values, but also from the perspective of the needs of society. We 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). Other topics will include how work affects our family and social lives, the impact of modern values on how we view our work, and the role of technology in how we do our work and in how we view our work.

Learning Outcomes

After completing this course, you 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.

If in a SCPS competence program, (BAIFA, BAC, BAGB, BAECE), this course addresses the following requirements:

Competence	Competence Statement / Criteria
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.

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Learning Strategies and 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

Books and learning materials are available at the DePaul bookstore, at <http://depaul-loop.bncollege.com>, or through alternative sources.

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)

Additional readings may be available on Electronic Reserve, at the [DePaul Library](#). Login to Ares Course Reserves and select the course. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you're enrolled that have readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

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Learning Deliverables

Online / Remote Attendance and Participation in Weekly Discussions and Quizzes: Students contribute to the online discussions, give feedback to classmates respond discussion prompts, contribute media clips and news articles, complete weekly quizzes.

Short-Essays and/or Creative Projects:

- 3-page essay that identifies messages about work that student received as a child.
- 3-page essay, that analyses findings from personal interviews regarding job histories, working conditions, and shifting values about work over time.
- 5-page critical essay or creative project that compares the industrial working conditions of the early 20th century corporations with those in modern American corporations.
- 2-page essay that examines one's own life schedule and describes the meaning of time using course readings and personal experience.
- 5-page critical essay or creative project that examines the characteristics that support and/or work against a strong middle class.

Final Research Paper & Class Presentation:

- One-page research paper proposal 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.
- 10-minute final research presentation, during which students will present their research and engage in a synchronous question and answer discussion.
- 6-page final research paper that expands upon a position or argument regarding a pre-approved issue or topic related to course material.

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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 via Zoom and D2L. Points will be deducted for late work.

Distribution of Grade Points

Participation in Class Discussions and Activities	30%
Short Essays or Creative Projects	30%
Final Research Paper & Presentation	40%

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

Course Schedule

Week and Module Title	Readings	Assignments
Week 1, Module 1: 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., The Working Life: The Promise of Betrayal of Modern Work, 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
Week 2, Module 2: Purpose of Work: Systems of Meaning and Values	Read Module Overview Review PowerPoint Lecture Read Ciulla, Joanne B., The Working Life: The Promise of Betrayal of Modern Work, Chapters 1 and 2	2.1 The "Good Life" Discussion 2.2 Meaningful Work Discussion 2.3 Findings from Personal Interviews Essay

	<p>Read Chalofsky, Neil. "An Emerging Construct for Meaningful Work," pages 69-83</p> <p>Listen to Studs Terkel's The Working Tapes. "Interview with Taxi Driver Helen Moog."</p> <p>Watch YouTube Video "Culture Inside Google"</p> <p>Read Washington Post article by Jena McGregor and watch embedded video. "Why Amazon 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>	<p>2.4 Media Collection Exercise</p> <p>2.5 Module Two Quiz</p>
<p>Week 3, Module 3: From Curse to Calling: History of Work from Ancient Greeks to Industrial Period</p>	<p>Read Module Overview</p> <p>Review PowerPoint Lecture</p> <p>Read Ciulla, Joanne B., The Working Life: The Promise of Betrayal of Modern Work, 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>
<p>Week 4, Module 4: Emergence of Capitalism: Worker Alienation & the Industrial Revolution</p>	<p>Read Module Overview</p> <p>Review PowerPoint Lecture</p> <p>Read Ciulla, Joanne B., The Working Life: The Promise of Betrayal of Modern Work, Chapters 5 and 6</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>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>Watch BBC Radio 4's YouTube Video "Karl Marx and Alienation"</p>	4.4 Module Four Quiz
<p>Week 5, Module 5: Collective Action and the Organization of Labor: The Rise and Fall of Unions</p>	<p>Read Module Overview</p> <p>Review PowerPoint Lecture</p> <p>Read Ciulla, Joanne B., The Working Life: The Promise of Betrayal of Modern Work, Chapters 7 and 8</p> <p>Watch the "Homestead Strike" Excerpt from 10 Days that Unexpectedly Changed America</p> <p>Watch the "Ludlow Massacre" Excerpt from Mother Jones: America's Most Dangerous Woman</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 Critical Essay or Creative Project Comparing Working Conditions of Industrial Era and Modern America</p> <p>5.4 Module Five Quiz</p>
<p>Week 6, Module 6: Controlling Workers: Scientific Management, Welfare Capitalism, & Human Relations</p>	<p>Read Module Overview</p> <p>Review PowerPoint Lecture</p> <p>Read Ciulla, Joanne B., The Working Life: The Promise of Betrayal of Modern Work, pages 151-152 and Chapter 10</p> <p>Read Sennett, Richard, The Culture of the New Capitalism, Chapter 1</p> <p>Read Taylor, Frederick. "Fundamentals of Scientific Management," pages 9-17</p> <p>Read Zahavi, Gerald. "Negotiated Loyalty: Welfare Capitalism and the</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>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>	
<p>Week 7, Module 7: Craftsmanship, Meritocracy, and Inequality</p>	<p>Read Module Overview</p> <p>Review PowerPoint Lecture</p> <p>Read Sennett, Richard, The Culture of the New Capitalism, 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 Critical Essay or Creative Project Examining Characteristics of Strong & Weak Middle Class</p> <p>7.4 Module Seven Quiz</p>
<p>Week 8, Module 8: Globalization, Justice, Consumption & Contemporary Capitalism</p>	<p>Read Module Overview & PowerPoint Lecture</p> <p>Read Sennett, Richard, The Culture of the New Capitalism, 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 Trafficking: An Introduction to Labor Trafficking”</p> <p>Read Hochschild, Arlee R. So How’s the Family: And Other Essays, Chapter 7</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>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>	
<p>Week 9, Module 9: Work, Family & Leisure Time</p>	<p>Read Module Overview</p> <p>Review PowerPoint Lecture</p> <p>Read Ciulla, Joanne B., The Working Life: The Promise of Betrayal of Modern Work, 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. So How's the Family: And Other Essays, 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>
<p>Week 10, Module 10: Spiritual Dimensions of Work</p>	<p>Read Module Overview</p> <p>Review PowerPoint Lecture</p> <p>Read Ciulla, Joanne B., The Working Life: The Promise of Betrayal of Modern Work, Chapter 12 and Epilogue</p> <p>Read Sennett, Richard, The Culture of the New Capitalism, Chapter 4</p> <p>Read Dur, Robert and Van Lent, Max. "Socially Useless Jobs"</p> <p>Review "My Purpose Statement" Exercise</p>	<p>10.1 New Institutions Discussion</p> <p>10.2 Meaningful Work Discussion</p> <p>10.3 OPTIONAL Media Collection Exercise</p> <p>10.4 Final Research Paper & Presentations</p> <p>10.5 Module Ten Quiz</p>

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Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

School of Continuing and Professional Studies

Suite 1400, Daley Building, 14 E. Jackson Blvd., Chicago
Website: <https://scps.depaul.edu/>

Office hours: 9:00 am - 5:00 pm, Monday-Friday.
Telephone: 312-362-8001. General Email: scps@depaul.edu
For Advising Assistance, call (312) 362-5445 or email scpsadvising@depaul.edu

This document was updated 3-22-22.

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