Queen’s University
Department of Sociology

SOCY 336: Sociology of Work and Technology
Course Outline:

Winter Term 2016
Instructor: W. Andrew Silver

Wednesdays (1:00PM) & Fridays (11:30PM)
Miller 201

Office Hours: Wednesdays (2:30PM – 3:30PM),
Fridays (1:00PM – 2:00PM) or by appointment

TAs: Alana Saulnier (12as32@queensu.ca)
Mandi Veenstra (m.veenstra@queensu.ca)

Course Description and Objectives:
As a central and organizing feature of society, work is a topic that demands critical attention and rigorous sociological analysis. This course will focus on the changing nature, content, and experience of work in a multitude of organizational and industrial contexts, with special attention to how advancements in technology have contributed to change. The objective of this course is to provide students with an introduction to key debates and research on topics such as the historical dimensions of work, employment patterns and labour markets, gender and work, the organization and management of work, labour relations, and the everyday meaning and experience of work. The course format will consist of lectures, class discussions and documentaries.

Throughout the course students will be (re)introduced to sociological perspectives, methodologies, and research in order to meet the following course objectives: become aware of and understand the diversity of theoretical perspectives on work and technology; critically engage with sociological research to analyze historical and contemporary work-related trends in Canada; analyze the challenges associated with work and technology facing workers and management in the 21st century. Upon completion of the course students should have a sophisticated understanding of the past, present, and future trends of work and work organizations, as well as the core sociological concepts related to work.

Skill Development:
By the end of the course, students will be able to:

- Increase reading comprehension through the use of original sources
- Use original academic sources to develop written arguments
- Apply theoretical perspectives and sociological concepts to work-related issues
- Demonstrate the ability to evaluate and synthesize theoretical arguments and evidence
- Engage in critical thinking and evaluate social phenomena within a sociological framework

Required Text:

*Additional required readings will be posted on Moodle.*
Course Requirements/Evaluation:

Mid-Term Exam (Friday February 12th, in class) 20%
Essay Assignment (due Friday, March 18th, in class) 30%
Final Exam (during Winter exam period, time/location TBD) 30%
In-class written reflections 10%
Critical reading summaries (2, worth 5% each) 10%

The mid-term exam will comprise of multiple choice and short answer/definition questions. The final exam will comprise of a combination of multiple choice, short-answer/definition questions and one essay question. The mid-term will cover the course content prior to the date of the exam. The final exam will cover all course content, with an emphasis on material covered after the mid-term. Exams will be based on the required readings as well as material covered in class. Further details regarding the exam format and structure will be discussed in class prior to the exam.

The instructions for the essay assignment will be posted on Moodle and discussed in class. Hard copies of exams should be submitted to the instructor in class on the due date. Late essays may be submitted via email (late penalties will be applied – see “Submission of late assignments” section below).

Students will be required to write 5 short (1-page) in-class written reflections based on course material (worth 2% each). These reflections will not be scheduled in advance. However, you will have the opportunity to write 6 reflections throughout the term (with the top 5 counted).

Throughout the term students are required to submit two critical reading summaries based on the additional assigned readings, not the textbook (worth 5% each, 3-4 pages, typed, double-spaced). Additional instructions will be discussed in class.

Participation in large class discussions and smaller group discussions is strongly encouraged. However, students are expected to treat each other with respect and dignity. Comments or opinions that are derogatory in nature or express discriminatory positions will not be tolerated.

Grading:
Grades will depend on a student’s knowledge of both assigned readings and the material covered in class. Staying up to date on the readings, attending class and participating in class discussions will help students do well in this course.

The two exams and essay assignment will each receive a grade out of 100%. At the end of the term, the final grade you receive for the course will be delivered by converting your numerical course average to a letter grade according to the Queen’s Official Grade Conversion Scale.

Grades will be posted to the Moodle site as soon as possible.

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<td>Failure</td>
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Class Schedule and Readings:

**Date**

**January 6 (Wed)**  
**Topic:** Introductions; What is work?  
**Assigned readings:** n/a

**January 8 (Fri)**  
**Topic:** Historical Perspectives on Work  
**Assigned readings:**  
Krahn et al. (Introduction & Chapter 1)

**January 13 (Wed)**  
**Topic:** Historical Perspectives on Work  
**Assigned readings:**  

**January 15 (Fri)**  
**Topic:** Contemporary Debates on Work  
**Assigned readings:**  
Krahn et al. (Chapter 2)  

**January 20 (Wed)**  
**Topic:** Canadian Employment Trends  
**Assigned readings:**  
Krahn et al. (Chapter 3)

**January 22 (Fri)**  
**Topic:** Good Jobs, Bad Jobs  
**Assigned readings:**  
Krahn et al. (Chapter 4)

**January 27 (Wed)**  
**Topic:** Good Jobs, Bad Jobs  
**Assigned readings:**  

**Suggested reading:**  
January 29 (Fri)  **Topic:** Labour Markets: Opportunities and Inequality  
**Assigned readings:**  
Krahn et al. (Chapter 5)

February 3 (Wed)  **Topic:** Labour Markets: Opportunities and Inequality  
**Assigned Readings:**  

February 5 (Fri)  **Topic:** Gender and Paid Employment  
**Assigned readings:**  
Krahn et al. (Chapter 6)

February 10 (Wed)  **Topic:** Gender and Paid Employment  
**Assigned readings:**  

February 12 (Fri)  **MID-TERM EXAM**

READING WEEK – NO CLASS FEBRUARY 17 AND 19

February 24 (Wed)  **Topic:** Household, Family, and Caring Work  
**Assigned readings:**  
Krahn et al. (Chapter 7)  

February 26 (Fri)  **Topic:** Organizing and Managing Work  
**Assigned readings:**  
Krahn et al. (Chapter 8)
March 2 (Wed) **Topic**: New Managerial Paradigms  
**Assigned readings**:  
Krahn et al. (Chapter 9)

March 4 (Fri) **Topic**: New Managerial Paradigms  
**Suggested listening**:  

March 9 (Wed) **Topic**: Conflict and Control in the Workplace  
**Assigned readings**:  
Krahn et al. (Chapter 10)

March 11 (Fri) **Topic**: Conflict and Control in the Workplace  
**Assigned readings**:  


March 16 (Wed) **Topic**: Unions and Industrial Relations  
**Assigned readings**:  
Krahn et al. (Chapter 11)


March 18 (Fri) **Topic**: Alternative Approaches to Economic Organization  
**Assigned readings**:  
Krahn et al. (Chapter 12)

**ESSAY ASSIGNMENT DUE IN CLASS**

March 23 (Wed) **Topic**: Work Values and Work Orientations  
**Assigned readings**:  
Krahn et al. (Chapter 13)

March 25 (Fri)  GOOD FRIDAY (NO CLASS)

March 30 (Wed)  Topic: Job Satisfaction, Alienation, and Work-Related Stress  
 Assigned readings:  
 Krahn et al. (Chapter 14)

April 1 (Fri)  Topic: Conclusions

The FINAL EXAM will be scheduled during the Winter term exam period.

Communication:  
Throughout the course please feel free to contact me via email with questions and/or concerns that you may have. I will endeavour to reply to all emails in a timely manner; however, please do not expect responses during the evening or on weekends. If you have longer questions about class material (e.g., course readings, lectures), exam preparation or essay writing, it is best that you visit during my office hours or make an appointment.

We will also be using a Moodle website. Please check this site regularly for supplementary course readings, course material, links to videos and news items, and grades.

Class Conduct:  
I remind you that cell phones, tablets, computers, arriving late and leaving early, as well as having private discussions during class, can all be highly disruptive to your fellow students. When in class please be mindful and aware of those around you and work hard to contribute to a positive and encouraging learning environment.

Audio or video recording of lectures is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan.

Students with Disabilities or Special Needs:  
Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Disability Services Office (DSO) and register as early as possible. For more information, including important deadlines, please visit the DSO website at: http://www.queensu.ca/hcds/ds/

Absences from Exams:  
Excused absence for a missed exam is not automatic and is granted at the discretion of the instructor. Deferred examinations are intended to accommodate students who have experienced an incapacitating illness or severe domestic affliction. When a student is absent from a term or final exam without acceptable excuse, a final grade will be computed using a raw score of zero for the exam missed. If you miss an exam and would like to apply for an excused absence be sure to notify me by e-mail within two working days of the missed exam. In addition, you will need to provide me with supporting documentation pertaining to the
absence within two working days of the exam. If you miss the exam because of an incapacitating illness, a medical note may be required. Travel plans are not an excusable reason for failing to attend an exam. At my discretion, students who miss the mid-term exam will either be offered an opportunity to write a make-up exam or have the weight of the missed midterm exam transferred to the final exam.

**Submission of Late Assignments:**
Late assignments will be marked down a third of a letter grade per day (including weekends). For example, a B essay received one day late would receive a B-.

**Academic Integrity:**
Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar ([http://www.queensu.ca/calendars/artsci/Academic_Regulations.html](http://www.queensu.ca/calendars/artsci/Academic_Regulations.html)), on the university’s academic integrity website ([http://www.queensu.ca/academicintegrity/](http://www.queensu.ca/academicintegrity/)), and from the instructor of this course.

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.