COURSE NUMBER: HIST341
COURSE NAME: Social Justice in the Workplace
Spring 2016, Session III, Opelika, Higginbotham 207
Dates: 3/29, 4/5, 12, 19, 26
5:30-9:30

INSTRUCTOR’S NAME: TBA

CONTACT INFORMATION:

COURSE DESCRIPTION: Examines the sociological aspects of work from the personal viewpoint of the individual in the workplace as well as the greater impact and implications of societal norms and expectations within the workplace.

PREREQUISITE: none


COURSE LEARNING OUTCOMES:

• Explain the critical issues related to the history of work and social justice in the workplace.
• Identify and describe principal personalities and events in the history of work.
• Describe important historical events related to social justice in the workplace.
• Analyze and Evaluate text and events regarding social justice in the workplace.
• Apply historical methodology to the history of work and social justice in the workplace.

COURSE ASSIGNMENTS & GRADING CRITERIA:

<table>
<thead>
<tr>
<th>Grading Elements</th>
<th>Percentage:</th>
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<tbody>
<tr>
<td>Weekly Assignments (5 at 5% each)</td>
<td>25</td>
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<tr>
<td>Participation</td>
<td>25</td>
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<tr>
<td>Mid-Term Exam</td>
<td>25</td>
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<tr>
<td>Final Exam</td>
<td>25</td>
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<tr>
<td>Total Points</td>
<td>100</td>
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GRADE POINT EQUIVALENTS:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59-below
1. **Weekly Assignments**: Weekly Assignments are outlined in the class schedule. Late assignments will incur an automatic deduction of one letter grade. Weekly assignments and active participation are each worth 25% of the final grade (for a total of 50%). This assures that students who consistently and regularly complete their course work and participate are rewarded for their diligence.

2. **Participation**: Participation is not the same as attendance. Participation requires students to come to class prepared to actively participate in discussions, which makes the classroom experience more meaningful. However, participation is not just speaking out in class. The contributions made by the student should be related to the course content and meaningful to the class discussion.

3. **Mid-Term Exam**: An exam given at week three. Exam format will consist of matching identifications, chronologies and short-answer essays. This will be discussed during the first class meeting.

4. **Final Exam**: An exam given at week five. The final exam format will be identical to the mid-term exam format. Again, this will be discussed during the first class meeting. A study/review session will be conducted in class during week 4.

Absences and Tardiness – All students are required to attend the first session. Those who do not attend the first session will be automatically dropped from the course. Students with more than one absence will receive an “F” for the course. Since this class meets only five times, missing a single class meeting is equivalent to missing three weeks of a regular term. If you cannot attend a class, you must let the instructor know via email or phone as soon as possible. In case of absences, you are responsible for obtaining all handouts and assignments. Tardiness may result in a deduction in your class participation grade. Excessive tardiness may count as an absence.

**Late Assignments** – *No shows* fail the assignment. It is expected that the students fulfill their assignments on the date they are scheduled to do so. Students with illness or other problems that prevent them from attending class on the day a presentation or written assignment (including a test and/or exam) is due must contact their instructors PRIOR to the deadline via Huntingdon College email with supporting documentation to request an extension or a make-up. In most cases, missed assignments are logistically difficult to make-up while maintaining the integrity of the module. In rare cases, approval to make-up an assignment may be granted at the discretion of the faculty member based on the seriousness of the circumstance and on the supporting evidence provided by the student. Contacting a fellow class member does not substitute for contacting the instructor.

**Accommodation of Special Needs** – Huntingdon College makes every reasonable accommodation for disabilities that have been processed and approved through our Disability Services Committee in accord with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. In order to request disability-related services at Huntingdon College, students must self-identify to the Disabilities Intake Coordinator, Camilla Irvin, and provide appropriate and up-to-date documentation to verify their disability or special needs. After the accommodations have been approved by the
Disability Services Committee, the 504 Coordinator, Dr. Lisa Olenik Dorman, will notify your professor(s) of the committee’s decision. If you have any questions regarding reasonable accommodation or need to request disability-related services, please contact Disability Services at (334) 833-4577 or e-mail at disabilityservices@huntingdon.edu.

Medical Considerations - If you have a medical condition that may preclude participation in this course or any aspect of this course, the College suggests you consult your physician. The College will work with you based upon physician recommendations to find the best means to address any concerns.

Title IX Statement - Huntingdon faculty are committed to supporting students and upholding the College's non-discrimination policy. Under Title IX, discrimination based upon sex and gender is prohibited. If you experience an incident of sex- or gender-based discrimination, we encourage you to report it. While you may talk to a faculty member, understand that as a "Responsible Employee" of the College the faculty member MUST report to the college's Title IX Coordinator what you share. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are people who can meet with you. Faculty can help direct you or you may refer to Huntingdon's Sexual Misconduct Policy at http://www.huntingdon.edu/student-life/student-service/misconduct. You do not have to go through the experience alone.

Academic Honesty – Plagiarism is literary theft. Failure to cite the author of any language or of any ideas which are not your own creation is plagiarism. This includes any text you might paraphrase, as well. Anyone is capable of searching the Internet or any printed media; your research paper is intended to broaden your knowledge, stimulate your creativity, and make you think, analyze, and learn. It is not consistent with the College Honor Code, nor with scholarly expectations to submit work which is not the product of your own thinking and research. Severe penalties will result upon the submission of any work found to be plagiarized, including potential failure of the entire course. It is easy and simple to properly cite all sources used in your paper. Take no risks – cite your sources.

Huntingdon College Library: As an EB student you have access to the full-range of electronic resources provided by the Library of Huntingdon College. Your first step upon enrollment at Huntingdon should be to register for a library account. You can do this by going to the Library's web site at http://library.huntingdon.edu/ and under “EB Services” complete the “Library Card Application” form and submit it. You will receive shortly your personal library account information, which will then allow you to access a variety of resources including databases. Should you ever have a problem accessing the Library' electronic resources, please contact the Library (specifically, Systems Librarian Brenda Kerwin at bkerwin@huntingdon.edu.

CLASS SCHEDULE:

Assignments due at the beginning of each class.

Week 1:
By the end of this week, students are expected to:

- **Explain** the critical issues raised in the readings.
- **Develop** an understanding of the idea of work and its history.
- **Identify** and **Describe** principal personalities and events in the history of work.
- **Analyze** and **Evaluate** selected text and events regarding social justice in the workplace.
- **Apply** historical methods and personal insights on the history of work and social justice in the workplace.


**Writing assignment**: Choose one of the following topics and submit a one-page, typed, double-spaced summary.
- Contemporary work
- Social justice within the workplace
- Workplace diversity

**Learning Topics for Week One**:

**Chapter 1- Why Work?**

- Is the Idle Mind the Devil's Workshop?
- Do We Need Work?
- To Work or Not to Work?
- Cicadas and Bees
- Life Strategies
- Working at Play, Playing at Work
- How We Choose Our Jobs
- Odd Choices?

**Chapter 2- What is Work?**

- Definitions and Meanings
- What’s in a Word?
- Activities We Call Work
- Work as an Attitude
- Anything Can Be Work
- The Labor of Our Bodies
- Work That Hurts
- It's Only a Job

**Week 2**:

By the end of this week, students are expected to:

- **Explain** the critical issues raised in the readings
- **Develop** an understanding of the idea of work and its history, and how working for others has always been a struggle for freedom and control.
• Identify and Describe principal personalities and events in the history of work.
• Analyze and Evaluate selected text and events regarding social justice in the workplace.
• Apply historical methods and personal insights on the history of work and social justice in the workplace.

Student Preparation for Week Two:


Writing assignment: Choose one of the following topics and submit a one-page, typed, double-spaced summary.
- Family life and contemporary work roles
- Work for the working poor
- Control over the workplace
- Protestant work ethic
- The workplace in Colonial America

Learning Topics for Week Two:

Chapter 3- From Curse to Calling

• The Curse
• Work and Permanence
• Clean and Dirty Work
• Good Works
• The Noonday Demon
• Work and Excellence
• Occupational Sins
• Work Deserves a Fair Wage
• The Renaissance Man
• The Command
• Work That Calls

Chapter 4- Romantic Visions

• Work on a Desert Island
• Work, Wealth, and Civic Virtue
• Spreading the Word
• The Noble Businessman
• Acres of Diamonds
• Business Is Best
• We Are More Than Our Work
• Worthy Work
• The Ideals of Craft and Profession
• The Work Ethic Revisited

Chapter 5- Work and Freedom

• Slavery
• Suffering and Redemption
• Slaves and Wage Slaves
• Exploitation of Need
• Monkey Labor
• Wages for Time and Freedom
• The Power of Knowledge
• Sharing Secrets

Week 3:
By the end of this week, students are expected to:

• Explain the critical issues raised in the readings.
• Develop an understanding of how working for others has always been a struggle for freedom and control.
• Identify and Describe principal personalities and events in the history of work.
• Analyze and Evaluate selected text and events regarding social justice in the workplace.
• Apply historical methods and personal insights on the history of work and social justice in the workplace.

Student Preparation for Week Three:


Writing assignment: Choose one of the following topics and submit a one-page, typed, double-spaced summary.
- Sociological theories of work
- Changes in contemporary workplaces
- Workplace health and safety
- Scientific Management
- Welfare Capitalism
- The American workplace in the 1950s
Be prepared to discuss your company’s mission statement and code of ethics.

Learning Topics for Week Three:

Chapter 6- Taming the Working

• A “Manly Bearing” Toward the Boss
• Knowing “the Rule”
• From Pig Iron to Biscuits
• Resistance
• Replacing Animosity with Kindness
• The American Plan
• Watching Workers
• Listening to Workers
• Criticism from a “Crazy” Woman
• The Trade-offs

Chapter 7- How Did Work Get So Confusing?
• The “New Little Man”
• The Organization Man
• The Man in the Gray Flannel Suit
• Needs Nobody Wants
• Blue-Collar Blues and White-Collar Woes
• The Bolivar Project
• Hell Is Other People

Chapter 8- The Promising Workplace

• From Muscle Men to Holy Men
• The “Discovery” of Culture
• The Enchanted Organization
• The Mystic at Pacific Bell
• Consultants or “Insultants”?  
• Teamwork
• Information and Voice
• TQM: The Great Synthesis
• What’s in It for Me?
• Doing More with Less
• The Workplace El Dorado

Week 4:
By the end of this week students are expected to:

• Explain the critical issues raised in the readings.
• Develop an understanding of how working for others has always been a struggle for freedom and control, and how work has come to dominate our lives.
• Identify and Describe principal personalities and events in the history of work.
• Analyze and Evaluate selected text and events regarding social justice in the workplace.
• Apply historical methods and personal insights on the history of work and social justice in the workplace.

Student Preparation for Week Four:

Reading assignment: The Working Life: The Promise and Betrayal of Modern Work: Chapters 9, 10, and 11.

Writing assignment: Choose one of the following topics and submit a one-page, typed, double-spaced summary.

- Technology and workplaces changes
- Care giving work
- Workplace democracy
- Minimum wage debate
- Lay-offs of the 1990s
- Dilbert
Learning Topics for Week Four:

Chapter 9- Betrayal

• Farewell to Commitment, Loyalty, and Trust
• Look Who’s Got the Money
• Managerial Delusions
• The Work Ethic of Fear
• Idiots Promoted to Management
• Resistance
• A Dying Breed
• Harry and Mary

Chapter 10- Time

• The Meaning of Time
• Perceptions of Time
• Speed
• Clock Discipline
• Time and Task
• The Freedom to Go Home
• Flexible Time
• Why Home Seems Like Work
• The Flexible Workplace
• The Importance of Being Busy
• Wanting Something More

Chapter 11- Leisure and Consumption

• Work and Amusement
• Television
• How Work Shapes Leisure
• Trading Leisure of Consumption
• Critics of Consumerism
• The “Customer” Is King!
• Intrinsic Rewards

Week 5:
By the end of this week, students are expected to:

• Explain the critical issues raised in the readings.
• Develop an understanding of how work has come to dominate our lives.
• Identify and Describe principal personalities and events in the history of work.
• Analyze and Evaluate selected text and events regarding social justice in the workplace.
• Apply historical methods and personal insights on the history of work and social justice in the workplace.

Student Preparation for Week Five:

Reading assignment (Optional): Work: Opposing Viewpoints: Chapter 2, sections 7 & 8.

**Writing assignment**: Choose one of the following topics and submit a one-page, typed, double-spaced summary.

- The future of work
- Global workplaces
- The workplace in the 21st Century
- Labor Views of the 2012 Presidential Candidates (Choose one)

**Final Examination**

**Learning Topics for Week Five:**

**Chapter 12- The Search for Something More**

- Short Takes on the Meaning of Life
- The Therapeutic Approach
- The Religious Answer
- The Philosophic Question
- Happiness
- Hungry Spirits at Work
- What Does It All Mean?
- Meaningful Work

**Epilogue- Honest Work**