

SYA-4930: Work and Occupations

Fall 2023 Syllabus (Total pages 21)

Class # 741S

I. General Information about the course, class policies, and resources

Class Meetings

Tuesday's Period 4 (10:40 AM - 11.30 AM)

Thursday's Periods 4 & 5 (10:40 AM to 12: 35 PM)

TUR 2303 (Turlington)

Instructor's information

Name Bhavna Sharma (she, her)

Email bhavna.sharma@ufl.edu

Face to Face Office hours: Tuesday's 11:30 AM - 12:30 PM in TUR 3349

Virtual Office Hour(s): Friday's 11:30 AM - 12:30 PM over Zoom

Preferred communication: email via Canvas

Hello, I am Bhavna Sharma; I welcome you to SYA 4930, the work and occupations course! I am excited to learn with you this semester and intend to navigate this course primarily through our Hearts, Minds, and Souls. The participatory approach will be the winning formula to do well in this course. The syllabus has been carefully framed to familiarize you with a comprehensive overview of this course's key features and milestones.

General Education Subject Area Objectives

Social and behavioral science courses, like SYA 4930, provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe, and explain social institutions, structures, or processes. These courses emphasize the practical application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine how individuals make personal and group decisions and evaluate opinions, outcomes, or human behavior. Students must assess and analyze ethical perspectives in individual and societal decisions.

Course Description and Objectives at Glance

The sociology of work and occupations will examine the transformations within the work organization and the impact these workplace practices have on society and individuals. Students will learn core sociological perspectives and emerging theories

impacting various industries and employees in these sectors. First, we intend to discuss the features of the old economy. Then we will understand the emerging “new economy” and critically evaluate how the old economy still operates within the new economy and fails to address the present-day concerns of people and the planet. On the one hand, we will understand the issues concerning power and justice within employment structures. On the other hand, we will explore the hopes and possibilities of reinventing workplaces through policy reforms, organizational wisdom, and wise leadership.

Specifically, the course addresses the following key themes:

- 1) The major historical transformations related to work and occupations
- 2) Prevailing social inequalities concerning gender, race, class, age, and disability and their intersection with work
- 3) The characteristics and experiences of employees in different occupations and what the future hold for these workers
- 4) The implications of working in a global economy.

Instead of exams, two in-depth reflection assignments are required. Toward the final paper, students will research their intended profession with the help of five structured and focused milestones.

The broad topics covered in this course are industrialization, scientific management, bureaucracy, new ways of working, class inequality, social mobility, discrimination in the workplace, the role of virtue ethics and wise leadership, and global policy in the global economy.

Required Texts

1. Wharton, Amy. 2016. *Working in America: Continuity, Conflict and Change, 4th Edition* Routledge. Do not procure the 5th Edition of the book.

2. Sweet, Stephen and Peter Meiksins. 2021. *Changing Contours of Work: Jobs and Opportunities in the New Economy. 4th edition.* Sage/Pine Forge Press

All other readings are available on Canvas.

Materials and Supplies Fees: n/a.

Student Learning Objectives

The general education Student Learning Outcomes (SLOs) describe the knowledge, skills, and attitudes students are expected to acquire while completing a general education course at the University of Florida. The SLOs fall into three categories: *content*, *communication*, and *critical thinking*:

- *Content* is knowledge of the concepts, principles, terminology, and methodologies used within the discipline. Students demonstrate competence in the terminology, concepts, methodologies, and theories used within the discipline.

- *Communication* is developing and expressing ideas in written and oral forms. Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.
- *Critical thinking* comprehensively analyzes issues, ideas, and evidence before accepting or formulating an opinion or conclusion. Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Class Policies

1. Attendance: I expect students to inform me and seek my approval ahead of the class sessions in case they are unable to attend any of the lectures due to poor health or personal emergencies. In case, you send me an absent note after the class session then I will usually not excuse your absence unless the reason is compelling.

2. Preparation: You must complete all the necessary readings before the class. The prior readings will facilitate productive class discussions and provide important background information for the lecture. Additionally, the weekly journal entries will require knowledge of the readings assigned for the day.

3. Discussion: Class discussion will be an important feature of our class. While everyone does not need to be very vocal throughout the course, you must engage with your classmates occasionally. During class discussions, only one student speaks at a time, and he or she is not interrupted or contested by any other fellow student or me. Additionally, we will discuss several sensitive topics and students are always expected to be courteous of others and respect everyone in the classroom.

4. Communication: If you need clarification or greater conceptual clarity on a given topic, I am available to discuss with you at per mutually convenient time to be carried out virtually and we will go through your notes together. While I am happy to explain anything you do not understand or are having conceptual difficulty with, I will not redo my entire lecture if you have missed your class. Please get in touch with me through the canvas mailing system in advance with specific questions. If you choose to write an email to me with a specific question, I will try my best to respond to you promptly during regular working hours from Monday to Friday from 9 am to 5 pm (within 48 hours as per the University policy). Please note that if you email me via Canvas after 5 pm on Friday, I will try to respond on the following business day. You can write to me via Canvas with the subject line SYA 4930 of “Work and Occupations” and something about a query.

5. Punctuality: I will appreciate it if you enter the class on time and are ready for each class session. If you miss an announcement that I make at the beginning of the session because you are late or did not attend, it is your responsibility to know the updates from your class buddies.

6. HB7 Law: [[Chief Diversity Officer - University of Florida \(ufl.edu\)](#)]. The UF HB 7 page, provides available official guidance.

7. Behavior: People learn best when they are encouraged to ask questions and express their diverse opinions on course content, including images, texts, data, and theories from across disciplines. This is especially true in courses that deal with provocative or

contemporary issues. UF offers many such courses in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, facts, ideas, and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. Students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas in response to challenging material. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, creating new knowledge, and pursuing new ideas.

Complaints: If students have concerns about classroom issues, disagreements, or grades, their first point of contact is the classroom instructor, whose contact information appears on the syllabus. If the problem cannot be resolved, the student should email the next departmental contact: in classes with TAs, this is the instructor of record, in classes without TAs, this may be the departmental course coordinator or the department chair Dr. Stephen Perz(sperz@ufl.edu). Their contact information can be found on the program's website at [Departments < University of Florida (ufl.edu)]. Your email should clearly describe the student's concern and any supporting documents. Most concerns are resolved at this level. If a resolution cannot be reached at the departmental level, the student will be referred to the Office of the UF Ombuds <https://www.ombuds.ufl.edu> (Links to an external site.)

8. Covid-19: As of now, our Fall 2023 lectures are scheduled to face to face. The following policies and requirements are in place to maintain our learning environment and enhance the safety of our in-classroom interactions. Please regularly read UF policy covid-19 updates via this link <https://coronavirus.ufl.edu/university-updates/>.

- UF will continue to monitor the progress of the pandemic, both locally and nationally. UF will continue to make the vaccine freely available, and we will continue our robust contact tracing program in partnership with the Department of Health. We are always prepared to modify our approach if conditions warrant it. But right now, there is a reason for optimism that we can restore the rich campus life we enjoyed before the pandemic. Everyone can participate fully when protected by vaccination. If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus \(Links to an external site.\)](#)), please use the UF Health screening system and follow the instructions on whether you can attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms \(Links to an external site.\)](#).
- As with any excused absence due to covid, you will be given a reasonable amount of time to make up missed work.

9. Equipment and Access Requirements: This is a face-to-face course with a lecture held in the classroom until classes return synchronously via Zoom due to a rise in Covid cases or due to any other reason during the semester. Most of your assignments will be conducted online via Canvas. Students will need reliable access to standard computer equipment and the internet to access Microsoft Word, PowerPoint, YouTube, and Email. No specialized software is required. Grades will be updated on the Canvas site (<http://elearning.ufl.edu>),

along with assignment requirements, course updates, and announcements. Students should check Canvas regularly for important class notifications. The “announcements” tab is where you can access course announcements. Should you experience technical difficulty in Canvas, please get in touch with the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu. UF Students' computing requirements can be viewed at <https://it.ufl.edu/policies/student-computing-requirements/>.

10. In-Class Recording Advisory: Students can record video or audio of class lectures. However, please make a note of the following:

- The purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal, educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.
- A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.
- Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

11. Class Cancellation: If I need to cancel a class, I will notify you via canvas email as soon as possible. If the University closes for any reason, please follow the instructions mentioned in the direct communication from the designated University official and do not wait for my confirmation or communication in this regard.

12. If reversal to Zoom happens due to unexpected circumstances: Please make a note of the following Zoom expectations.

The goal of such classroom session(s) is to mirror everyday classroom experience as much as I can and simultaneously manage some of the operational challenges of the virtual world. I do not intend to record to ensure that the sessions are fully immersive and that ensure full participation and collaboration. The following are the expectations about the virtual classroom sessions:

- When participating in Zoom meetings, you should dress appropriately as in a regular class.

- Please use headphones if in a room with ambient noise.
- The camera is preferred to be turned on during Zoom lectures. However, it is not a mandatory condition.
- Please avoid login into the class when you are in transit. Consider these virtual sessions as you attend a face-to-face session in a regular classroom.
- Sit on a chair (preferably by a desk) or a couch with no one behind you, if possible. Use a virtual background if other people are in your room.
- Keep your audio on mute unless you are responding to the participants of the Zoom meeting.
- Use your computer, phone, or tablet only to read course content and take notes.
- Do not use your electronic devices to make or receive calls, text messages, or view material unrelated to the course during the Zoom meeting. Use Zoom's chat feature to direct your questions to the whole class rather than engage in a private chat discussion with another student.
- Always be respectful of the ideas of others. If you disagree with the opinion or view of a classmate, express your comments respectfully. Please be open-minded for deep learning.
- I will provide PowerPoint slides after the class session and therefore ask you to pay more attention to class lectures and discussions instead of copying the text from the slides.

In case I decide to record a lecture, then I will announce the same in advance, and the following policy will be applicable:

- Our class sessions may be audio-visually recorded for students in the class to refer to and for enrolled students who cannot attend live. Students who participate with their camera engaged or utilize a profile image agree to have their video or image recorded. If you are unwilling to consent to having your profile or video image recorded, keep your camera off and do not use a profile image. Likewise, students who are unmute during class and participate verbally agree to have their voices recorded.
- If you are not willing to consent to have your voice recorded during class, you must keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and sharing of recorded materials are prohibited.

Campus Resources: Health and Wellness

1. U Matter, We Care: If you or someone you know is distressed, don't hesitate to contact umatter@ufl.edu, 352-392-1575, or visit [U Matter We Care - U MATTER, WE CARE \(ufl.edu\)](https://www.ufl.edu/umatter/) website to refer or report a concern and a team member will reach out to the student in distress.
2. Counseling and Wellness Center: Visit [UF Counseling and Wellness Center \(CWC\) \(ufl.edu\)](https://www.ufl.edu/cwc/) or call 352-392-1575 for crisis and non-crisis services information.

3. Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website (shcc.ufl.edu).
4. University Police Department: Visit the [UF Police Department \(ufl.edu\)](http://ufl.edu) or call 352-392-1111 (or 9-1-1 for emergencies).
5. UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Shands Emergency Room / Trauma Center - UF Health](http://ufl.edu).
6. GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [Gatorwell Health Promotion Services | GatorWell Health Promotion Services \(ufl.edu\)](http://ufl.edu) or call 352-273-4450.

II. Graded Work

Assignments at a glance

<i>Graded Activity</i>	<i>Points</i>	<i>% of Grade</i>
1. Attendance from 08/24 – 12/05	25 times x 4 = 100 pts	10%
2. Class Participation (1 st and 2 nd halves)	2 times x 50 = 100 pts	10%
3. Weekly Journaling (20 out of 27, at least 1/week)	20 times x 10 = 200 pts	20%
4. In-Depth Reflection assignments (2 out of 3)	2 times x 100 = 200 pts	20%
5. Five Final Paper milestones	5 times x 20 = 100 pts	10%
6. Final Paper & Presentation	1 time x 300 = 300 pts	30%
Total	1000 pts	100%

Assessment breakdowns

1. Attendance from 08/24 to 12/5 (10%): There are many health and personal reasons why a student or the instructor might not be able to make it to class. However, attending classes is important to engage in frank discussions of new ideas, questions, and sharing of experiences. This is how attendance works. I expect to collect attendance 25 times during the semester and it will count as 10 percent of your grade. If you attend all or nearly all of the classes, you will earn full credit. You must come to class on time and stay through the entire class to receive credit.

To receive credit, at the beginning of each class, I will provide the answer(s) to a “quiz” question(s) posted on the “quizzes” section of Canvas. You will log in the answer(s) and then credit will be recorded. Typically, one quiz may contain one to two questions. Helping friend(s) in the form of a proxy or conveying the answer to the quiz remotely will lead to

disciplinary action. The quiz will be conducted at the beginning of the class and will disappear after 10.45 am, so you must come on time (before 10.45 am) to receive credit. In case you face a technology issue, and you are unable to log in to your canvas, then you must report the same to me immediately in the class. If you arrive late to the lecture, 0.50 will be subtracted from your attendance point. Below is the system for assigning attendance/preparedness grades.

# Unexcused Absences	# Points
0-2	100
3-4	70
5-6	50
7-10	0

There is no make-up work for the missed in-class exercise(s) which will count towards the attendance and class participation grades. Please inform me in advance if you intend to miss any of the class sessions. I will excuse your absence if you have a national festival in your native country. Any other scenario will be handled on a case-to-case basis.

2. Class Participation (twice during the semester) (10%): To receive the full points towards the participation grade for the 1st and 2nd half of the semester, students are expected to participate regularly both in small groups and class discussions. If you do not or rarely participate, you cannot earn a high participation grade even if you attend classes regularly. If you miss classes, then you will lose out on participation grade.

Grading Rubric: example out of 50 points

Criteria	High Score	Average Score	Needs Improvement
Informed: Shows evidence of having done the assigned work.	20 points. On average, the student actively and consistently contributes to group and class discussions.	15-10 points. On average, the student contributes to group discussions but only sometimes to class discussions.	10-0 points. The student has missed many discussion sessions or only contributes minimally or not at all to group and class discussions.
Thoughtful: Shows evidence of having understood and reflected on the assigned work.	15 points. On average, the student discusses assigned work from several angles.	12-7 points. On average, the student discusses assigned work only from one viewpoint.	0 point. On average, the student does not appear to have understood the assigned work.
Considerate: Takes the perspective of others into account.	15 points. On average, the student listens to and considers others' points of view.	12-7 points. On average, the student ignores others' points of view.	0 point. On average, the student demeans others' points of view.

3. Weekly Journals – 20%: There are 27 journal entries assigned to readings. Students are expected to write any 20 of these entries, at least once every week up to week 12. Please do not complete all 20 in the first few weeks. **You need to make sure that you are writing at least one journal every week.** If you want you can write more, and I will drop the lowest scores and pick the top 20 scores. The weekly journals are to be submitted via Canvas as per the due date mentioned in the weekly schedule section of the syllabus. Each entry MUST reflect evidence of having seriously considered the content of the assigned readings for that class date. A typical entry involves reflecting on how the author of the assigned reading might answer the question posed and then answering how you would answer this same question.

Grading Rubric:

- To receive full points, you will need to write at least 500 words of original text (excluding headings and quotations), refer to the reading to demonstrate that you have read the assigned material, and discuss the questions from your viewpoint.
- If you follow the above instructions but write less than 500 words of the original text, your grade point will be proportionally reduced.
- Each entry MUST show evidence of having seriously considered the content of the assigned readings for that prompt. A typical entry involves reflecting on how the author of the assigned reading might answer the question posed and then answering how you would answer this same question.
- *You do not require additional AI and Google Search to write these weekly entries. These are based on assigned readings and your views only.*

The maximum score you can earn for your journal entries is 200 points, which counts toward 20% of your final grade. Students can miss some entries without penalty, late entries are not accepted except specifically approved under exceptional circumstances. Note that missing numerous journals can have a profound impact on the grade received.

The list of all topics will be made available on Canvas. Some examples of Journal entries are indicated below:

Week 0: No journal entry is needed.

Week 1: Industrialization

- Define Marx's concept of alienation. To what extent would you consider yourself alienated from work?*
- McDonald's has deskilled its work operations. Do you think it is reasonable in today's context? How is it comparable to work systems that existed in the old economy?*

Week 2: Scientific Management

- Marx believed there was an inherent and irreconcilable conflict between capital and labor, whereas Frederick Taylor held the opposite belief. On which side are you inclined to agree? Do you think the perspectives of Marx and Taylor are relevant today?*
- What was it like to work in an early factory, and in what ways the work is transformed today? What are the possible reasons for such changes?*

4. Two in-depth take-home assignments instead of exams – 20% (Total weightage):

Instead of exams, you will complete any two reflection papers that evaluate your proficiency in readings and issues discussed in class. These will be take-home and are not expected to take longer than 3 hours to complete. To receive a good grade on the reflection papers, students need to demonstrate mastery of readings (discuss specific readings) and the ability to link the insights offered by sociologists of work to their stances. The three reflection assignments will be distributed across the following topics during the semester:

- a. Work, Rewards, and Alienation
- b. Gender and Race Inequality at Work
- c. The New Economy

Note: If applicable, cite the AI tools that you use to support your reasoning, reading, and writing processes in APA format.

Example: Caines, A. (2022). ChatGpt and good intentions in higher ed. [Blog].

<https://autumm.edtech.fm/2022/12/29/chatgpt-and-good-intentions-in-higher-ed/>.

In case you decide to refer to ChatGpt, I recommend that you use the output to enhance your critical thinking instead of depreciating it. For example, you may choose to critique the output of ChatGpt, present your opinions, and whether the response makes sense to you. Are there any flaws in the responses’ logic? However, if you just copy and paste the ChatGpt or Google Searches output then I will consider ‘cheating’ even with some attempt of paraphrasing.

Grading Rubric: out of 100 pts

Criteria	Ratings				
Content/depth of writing and ideas 40 pts	<p>40 to >37.6 pts Exceeds Standard Shows great depth of knowledge of class concepts; reveals feelings, thoughts, and/or abstract ideas reflected through the use of specific details</p>	<p>37.6 to >32 pts Meets Standard Includes some depth and knowledge of class concepts, with personal and general reflections included</p>	<p>32 to >28 pts Nearly Meets Standard Does not go deeply into the reflection; has limited insight and uses some detail</p>	<p>28 to >4 pts Does Not Meet Standard Little or no explanation or reflection on learning, no or few details to support reflection</p>	<p>0 pts No Evidence No submission or shows no evidence of learning or reflection</p>

Criteria	Ratings				
Organizational structure/development of ideas 40 pts	40 to >37.6 pts Exceeds Standard The writer demonstrates logical sequencing through well-developed paragraphs	37.6 to >32 pts Meets Standard Paragraph development is present but not perfect	32 to >28 pts Nearly Meets Standard Logical organization: organization of ideas not fully developed	28 to >4 pts Does Not Meet Standard No evidence of structure or organization	0 pts No Evidence No submission
Mechanics and Usage 20 pts	20 to >18.4 pts Exceeds Standard No errors in punctuation, capitalization, spelling, sentence structure, and word usage	18.4 to >16 pts Meets Standard Almost no errors in punctuation, capitalization, spelling, sentence structure, and word usage	16 to >14 pts Nearly Meets Standard Many errors in punctuation, capitalization, spelling, sentence structure, and word usage	14 to >4 pts Does Not Meet Standard Numerous and distracting errors in punctuation, capitalization, spelling, sentence structure	0 pts No Evidence No submission

5. Final Paper- Sociological analysis of your intended occupation (30% of your grade) *:

The paper aims to meet all three students learning objectives in terms of content, communication, and critical thinking. Specifically, this paper intends to enhance the critical thinking (CT) of students with the help of application and practice in real scenarios related to the occupation of your interest. The paper will require thoughtful engagement through a series of six practical milestones that will hone skills like gathering data, interpretation, analysis, evaluation, explanation, and making inferences.

You will prepare a paper on your intended profession or industry. If you are not clear about your career plans, then consider this paper as an opportunity to start exploring a possible career path. The paper will be constructed and submitted as per milestones. An opportunity to revise the paper will be provided at the end of the semester, depending on the quality of your initial submissions. The full paper will be due toward the end of the semester. Detailed instructions about each section and expectations will be uploaded in Canvas.

Please compose your paper using the following headings. Instructions for composing each section are available in Canvas and will be discussed in person.

Name
Sociological Analysis of [MY OCCUPATION] (300 pts)

SECTION 1

1. My Intended Occupation (15 Points)
2. How the Bureau of Labor Statistics Classifies My Occupation (30 points)
3. How the Bureau of Labor Statistics Describes Opportunities and Demands in My Occupation (30 points)
4. Fast Facts About My Occupation and Industry from Sociological Studies (30 points)
5. Gender, Opportunity, and My Occupation (30 points)
6. Race, Opportunity, and My Occupation (30 points)

SECTION 2

7. Intrinsic Rewards and Hazards in My Occupation (30 points)
8. The Case For Reform (30 points)
9. References including any AI tools if used like ChatGPT (30 points)

Paper Formatting (15 points) and class presentation (30 points)

Note: If applicable, cite the AI tools that you use to support your reasoning, reading, and writing processes in APA format. Example: Caines, A. (2022). ChatGpt and good intentions in higher ed. [Blog]. <https://autumm.edtech.fm/2022/12/29/chatgpt-and-good-intentions-in-higher-ed/>. In case you decide to briefly refer to ChatGpt, I recommend that you use the output to enhance your critical thinking instead of depreciating it. For example, you may choose to critique the output of ChatGpt, present your opinions, and whether the response makes sense to you. Are there any flaws in the responses' logic? However, if you just copy and paste the ChatGpt or Google Searches output then I will consider 'cheating' even with some attempt of paraphrasing.

6. The final paper has five milestones (10% of the total grade):

Article Summaries: Students will locate scholarly research articles related to their intended occupation and industry. These will be a significant portion of the research base for their paper assignments. Research article summaries for 7 articles must be submitted in the defined template posted on CANVAS no later than the due date.

Paper milestones: You will show progress on your paper through four milestones, each of which needs to be submitted on Canvas as per specified deadlines. The final compiled paper must be turned in before 11.59 PM on the due date. The five milestones of the final paper are as under:

Task	Weightage
Submit the reference lists of the articles	2%
Submit the 7 article summaries	2%
Submit the Section 1	2%
Submit the Section 2	2%
Final submission: Presentation and Paper	2%

** Credit: In discussion with our Textbook Author Dr. Stephen Sweet.*

III. Annotated Weekly Plan*

Week 0

Introduction to the Course

Thu Aug 24 Read Syllabus. *Complete the survey on Canvas.* Overview of the assigned readings for the next week. A brief discussion on Industrialization based on Wharton's Chapters 1 and 6.

Week 1

Industrialization

Tue Aug 29 *Weekly journal entries based on prompts are due on Tuesday. Class discussions on Industrialization.*

a. Wharton. Chapter 1. Karl Marx – Alienated Labor (p. 13-20, ed 5; p. 3-9 in ed 4)

Thu Aug 31 b. Wharton. Chapter 6. Leidner – Over the counter: McDonald's (p. 37-48, ed 4. Check Canvas if you have the 5th edition of the book which does not have this chapter)

Week 2

Scientific Management

Tue Sept 5 *Weekly journal entries based on prompts are due on Tuesday. Class discussions or exercises on Scientific management.*

Thu Sept 7 a. Wharton Chapter 3. Taylor: Fundamentals of scientific management (p. 27-34, ed 5; p. 17-24 in ed 4)

b. *On Canvas. Jacobs - The Origins of Internal Labor Markets in American Manufacturing Firms (1910 - 1940).*

START LOCATING RESEARCH ON WORKERS AND JOBS - Search relevant research articles for the final paper.

Week 3

Bureaucracy

Tue Sept 12 *Weekly journal entries based on prompts are due on Tuesday. In-Class Exercise on Bureaucracy and division of labor.*

Thu Sept 14 a. Wharton Cpt 2: Weber – Bureaucracy (P. 11-16, Ed 4)

b. Wharton Cpt 7: Braverman – The Division of Labor (in enterprise) (P. 25 – 28, Ed 4).

c. (Optional) On Canvas. Emile Durkheim- Division of Labor in Society (1893)

Week 4

New ways of working

Tue Sept 19 *Weekly journal entries based on prompts are due on Tuesday. Class discussions or exercises on new ways of working.*

Thu Sept 21 a. Sweet and Meiksins Chapter 1: Mapping the Contours of Work (P. 1)

b. Wharton Cpt 7: Crowley et al - Neo-Taylorism at Work (P.51, Ed.4)

c. Wharton Cpt 8: Arabandi – Globalization, Flexibility and New Workplace Culture in the United States and India. (P. 65, Ed 4)

Fri Sept 22

SEVEN ACADEMIC ARTICLES REFERENCE LISTS DUE

Week 5

Tue Sept 26

Technology & Work

Weekly journal entries based on prompts are due on Tuesday. A brief discussion on the implications of ChatGpt.

a. Overview of Sweet and Meiksins Chapter 2: New Products, New Ways of Working and the New Economy (P. 29)

b. On Canvas. Trust, T., Whalen, J. & Mouza, C. (2023). Editorial: ChatGPT: Challenges, Opportunities, and Implications for Teacher Education. *Contemporary Issues in Technology and Teacher Education*, 23(1), 1-23. Waynesville, NC USA: Society for Information Technology & Teacher Education. Retrieved August 10, 2023,

from <https://www.learntechlib.org/primary/p/222408/>.

Thu Sept 28

lecture to continue in the first half.

Guest Speaker: Digital transformation and excellence as applied to various industries and future challenges: Emerson Automation

Fri Sept 29

IN-DEPTH REFLECTION 1 DISTRIBUTED. DUE ON MONDAY OCTOBER 2nd.

Week 6

Tue Oct 3

Professions and Professionalization

a. On Canvas: Professions and Professionalization by Rudi Volti (p.153-173)

b. (Optional) On Canvas. Senapaty, & Bhuyan, N. (2014). Evaluating the profession and professionalism of business managers: control embedded in character. *Decision (Calcutta)*, 41(3), 271–278.

<https://doi.org/10.1007/s40622-014-0051-3>.

c. On Canvas. Ashley & Empson, L. (2017). Understanding social exclusion in elite professional service firms: field level dynamics and the “professional project.” *Work, Employment and Society*, 31(2), 211–229. <https://doi.org/10.1177/0950017015621480>

Thu Oct 5

Weekly journal entries based on prompts are due on Thursday. The lecture is to continue in the first half.

We will try to get a Guest speaker from a professional services firm.

Week 7

Tue 10/10

Job Security

Class lecture on the topic.

a. Sweet and Meiksins Cpt 4 Whose Jobs Are Secure? (P. 97)

b. Sweet and Meiksins – Cpt 5 A Fair Day’s Work? (P. 129)

Thu 10/12

We might not have a class on 10/12 as I am scheduled to travel for a conference. *Weekly journal entries based on prompts are due on*

Thursday. Work on the Final Paper milestone (article summaries).

Fri Oct 13

SEVEN ARTICLE SUMMARIES DUE IN A PRESCRIBED FORMAT

Week 8

Tue 10/17

Class Inequality and Social Mobility

a. Sweet and Meiksins: Cpt 3 Economic Inequality, Social Mobility, and the New Economy (P. 63)

b. Wharton Cpt 17: McCall – American Beliefs About Income Inequality New York Times. (P. 185, Ed. 4)

Thu 10/19

Weekly journal entries based on prompts are due on Thursday. In-class discussion on class inequality and social mobility.

c. Want to Make Money Like a C.E.O? Work for 275 Years

<https://www.nytimes.com/2018/05/25/business/highest-paid-ceos-2017.html>

d. New York Times Six C.E.O Pay Packages that Explain Soaring Executive Compensation

<https://www.nytimes.com/2018/05/25/business/top-ceo-pay-packages.html>

e. Watch the Movie, The Pursuit of Happyness, 2006 starring Will Smith as Chris Gardner.

Week 9

Tue Oct 24

Inclusive Workplaces?

Weekly journal entries based on prompts due on Tuesday. Class lectures and discussions around various forms of discrimination at work.

a. Sweet and Meiksins Cpt 7: Race, Ethnicity, and Work (P. 205)

Thu Oct 26

b. Sweet and Meiksins: Cpt 6: Gender Chasms in the New Economy (P. 159)

c. Wharton Cpt 19: Tilcsik- Pride and Prejudice: Employment Discrimination Against Openly Gay Men in the United States (P.215)

d. (Optional) Wharton Cpt 18: Wingfield - Are some emotions marked white only? (P. 201, Ed. 4)

Fri Oct 27

REFLECTION 2 ASSIGNMENT DISTRIBUTED, DUE ON MONDAY 10/30/23.

Week 10

Tue Oct 31

Understanding Aristotelian Ethics and Goodness

a. On Canvas: Moral Progress, Moral Descent handout

b. On canvas: The Cask of Amontillado short story

c. Watch, episode 1 of the Season 1 - The breaking bad

d. Dimmock, M., & Fisher, A. (2017). Aristotelian Virtue Ethics. In Ethics for A-Level (1 ed., pp. 49-63). Open Book Publishers.

<http://www.jstor.org.lp.hscl.ufl.edu/stable/j.ctt1wc7r6j.7>

Thu Nov 2

Class lecture and discussions on Ethics and Goodness

Weekly journal entries based on prompts are due on Thursday. Class discussions continue.

We will try to get a guest speaker from the medical profession.

Week 11	Wisdom at Work
Monday, Nov 6	PAPER SECTION 1 – COMPENSATION, REWARDS, AND PERSONAL COSTS OF WORK DUE.
Tue Nov 7	a. On Canvas. Zacher, H., & Kunzmann, U. (2019). Wisdom in the workplace. Applying wisdom to contemporary world problems, 255-292.
Thu Nov 9	b. Ardelt, M., & Sharma, B. (2021). Linking Wise Organizations to Wise Leadership, Job Satisfaction, and Well-Being. <i>Frontiers in Communication</i> , 6, 685850. https://doi.org/10.3389/fcomm.2021.685850
	<i>Weekly journal entries based on prompts are due on Thursday. Start thinking about creating and structuring Your PowerPoint Presentation for the final paper.</i>
Week 12	Work Redesign and Global Policy in Global Economy
Tue 11/14	<i>Weekly journal entries based on prompts are due on Tuesday.</i>
	a. Sweet and Meiksins Chapter 8: Reshaping the Contours of the New Economy
Thu 11/16	b. Wharton Cpt 26: Perlow and Kelly – Toward a Model for Work Redesign for Better Work and Family Life
Fri 11/17	REFLECTION 3 ASSIGNMENT DISTRIBUTED, DUE ON MONDAY, 11/20/23
Week 13	Back up Week
Tue 11/21	LAST SECTIONS OF PAPERS DUE: THE SOCIAL IMPACT OF THE PROFESSION/INDUSTRY AND A CASE FOR REFORM?
Thu Nov 23	Holiday
Week 14	Presentations
Tue 11/28	CLASS PRESENTATIONS OF FINAL PAPER
Thu 11/30	CLASS PRESENTATIONS OF FINAL PAPER
Week 15	Presentations
Tue 12/5	REMAINING CLASS PRESENTATIONS OF FINAL PAPER Reflections and Course Evaluations
Wed 12/6	CONSOLIDATED/ REVISED FINAL PAPER DUE

* Credit: In discussion with the author of our textbook ‘changing counters of Work’, Dr. Stephen Sweet.

IV. Assignments, Exam, and Grading Policy

Assignments: The academic dimension of the course is robust and appropriate for learning. In the Pages section of Canvas, I will create a separate page for each week containing a weekly schedule that indicates topics to be discussed in class, class activities, and assignments to be done in preparation for/in response to class. I will ensure that the amount, nature, and pacing of assigned work are appropriate for the class.

Late Assignments: A late penalty will be applied to assignments turned in after the announced due date. The penalty is 10 points per day (Saturday and Sunday count as 5 points each day). For example, if a paper is due on Tuesday and you submit it the next Monday then 40 points will be deducted from your final score or if you deserve 90 points(A-) out of 100 for any assignment then you will be assigned only 50(E). I suggest that you complete your assignment a few days earlier and keep a buffer to revise your assignment/ essay or paper a few times.

Make-up work: I expect all students to submit the assignments as per due dates unless a student is facing an exceptional personal situation. I will accommodate for special requirements of students based on recommendations of the Disability Resource Center (DRC). Specifically for in-depth reflection assignments which are instead of exams, if you do not submit your assignment, then you will be assigned a grade zero for that paper unless you provide sufficient evidence (for example, Doctor's note, your entitled cultural holiday, etc.) for me to consider re-opening the assignment for you. Make-up assignments will not be offered for this course except under the rarest of circumstances. Please notify me in advance in case you face any serious problems and accordingly, I will decide if you can take up a makeup exam. If I decide to give a make-up exam, then I reserve the right to offer you a different assignment from the original assignment offered to the class or to give you a quiz consisting of 15-20 questions.

Posting of Grades and re-evaluation: Grades will be posted to Canvas. I will enter your grades for each assignment within two weeks after each assignment is turned in. If you wish to review any of your assessments, you can do so within two weeks from the day the grades are released. You are expected to be proactive and quick to clarify your doubts or questions related to your grades during a specified time. In case you raise serious questions about the way I graded your assignment, I reserve the right to re-grade your entire assignment and your grade may increase or decrease.

The grade you receive in this class is final. Please also do not ask about extra credit as there is no extra credit for this course. If you have a final grade ending in 0.5 or above, I will round it to the next whole digit. Current UF grading policies for assigning grade points are as follows: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Grading Scale: The University of Florida's grading scale includes minus grades. The distribution indicated below shows the range of grades. Please note that if you earn a grade of "C-" or below it will not be counted toward your general education requirements or your Sociology major requirements. In other words, you will need at least 70% in this class to count toward your Gen Ed or Sociology major requirements.

Final Grading Scale (%)

A	92.50 – 100%
A-	89.50 – 92.49%
B+	86.50 – 89.49%
B	82.50 – 86.49%
B-	79.50 – 82.49%
C+	76.50 – 79.49%
C	72.50 – 76.49%
C-	70 – 72.49%
	Minimum passing grade = 70%
D+	67 – 69%
D	63 – 66%
E	Below 60%

Incomplete Grades: The College of Liberal Arts and Sciences has a specific policy and procedure regarding incomplete grades. Please check the following links:

<https://www.advising.ufl.edu/academicinfo/clas-policiesprocedures/incomplete-grades/>
<https://web.clas.ufl.edu/forms/incomplete-grade-contract.pdf>

V. Important University Policies

Course Evaluation: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Please go through this link to understand how to provide professional and respectful feedback- <https://gatorevals.aa.ufl.edu/students/>. You will be notified when the evaluation period opens and then you can complete evaluations through the email you receive from GatorEvals or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Special considerations: Students requesting classroom accommodations for disabilities must secure a letter through the office of Student Disability Services (SDS) to notify me immediately to complete all paperwork and to prepare a plan of action. The SDS office is located at 001 Reid Hall. Students interested in soliciting writing assistance should visit the UF Reading and Writing Center (RWC) to secure a 30-minute consultation. The RWC is in SW Broward Hall.

Honor Code: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Preamble- In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. Student and Faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

Conduct Code: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Disruptive Conduct- Conduct that is materially or substantially disruptive to the normal operations of the University, or that incites others to do so, in any of the following activities: teaching, research, administrative functions, disciplinary proceedings, other University activities whether on or off-campus, and other authorized activities that take place on campus. In evaluating whether conduct is materially or substantially disruptive, the University may consider the totality of factors, including but not limited to whether there was an intent to prevent the activity or event from continuing to completion and whether the conduct was a sustained and continuous disruption. Disruptive conduct does not include any conduct protected by the First Amendment. Examples of Disruptive Conduct include but are not limited to a) Disruption of University Officials in the performance of their work b) Disruption of a University Activity or event c) Disruption of a class or curricular activity. Classroom or other academic workplace behavior that interferes with either a) the instructor's authority or ability to conduct the class or b) other students' ability to benefit from the instructional program.

VI. Frequently Asked Questions

Q: When and where are your office hours?

A: It is at the top of the very first page of this syllabus.

Q: When should I contact you?

A: You should contact me for conceptual/lecture-related questions, questions about study tips, questions about exams, or general inquiries. You also don't have to have a specific reason to come to office hours, sometimes people show up to talk about things that are not related to the class.

Q: Oh no! My assignment didn't upload properly/the power went out in my apartment when I was uploading/I completely forgot about the assignment/I had 15 exams this week and didn't prioritize your class/I had more important things to do! And now I have a zero on Canvas for that assignment! Can I turn it in late?

A: No, I do not accept late assignments. Even if it's one minute late. I do this so everyone is treated the same way, and because once I make concessions for one person it opens the floodgates for everyone else to want to turn in late assignments for various reasons. I understand you are busy, but almost everyone else in this class is busy too. Please be proactive and submit your assignments early enough to avoid this situation; if you encounter technical issues, there is time for you to email me and let me know before the deadline. It is much easier to fix problems before the deadline than to fix them retroactively.

Q: Can I use ChatGpT?

Your Weekly journaling would not require you to refer to any other source(s). For your in-depth reflections and final paper, if you want to refer to AI tools then cite as per guidance

mentioned in the syllabus. Also, verify and analyze the output of ChatGpt and add your perspectives and experiences to effectively work with the tools. Also, understand the difference between Google Search and AI tools. AI can produce output on a given topic but it can not take decisions on your behalf plus it can not add your emotional intelligence to the assignment. I am more inclined to learn how you think, feel, and respond to the topics.

Q: How do I choose 20 Journal entries out of 27?

A: It depends on which readings resonate with you more and which topics you like the most. You can choose any 20 of these entries, provided you are writing every week up to week 12. Avoid completing all 20 in the first few weeks. If you want you can write more, and I will drop the lowest scores and pick the top 20 scores.

Q: Can I look at that assignment that was graded last week?

A: Yes, students are encouraged to contact me with any questions about grades on assignments or exams if it is within the two-week window (see next question).

Q: Can I look at that assignment that was graded two months ago?

A: No. You are welcome to contact me with any questions about a grade, but you must do this within two weeks of the grade being posted. Once this deadline has passed, these grades are nonreviewable.

Q: How will you conduct Exams?

A: There are no exams as such. Instead, you need to attempt any of two out of three in-depth reflection assignments on a given topic. Students who need extra time or have special requirements based on the recommendation of the DRC may contact me separately. I will set the time window in which the assignment has to be completed.

Q: Can I miss the class presentation if I must travel to my hometown?

A: No. I would want you to be present for your class presentation to earn credit for it. In case physical classes are canceled due to bad weather or any other reason then we will do our presentations over Zoom.

Q: Is there anything I can do for extra points?

A: There are no extra points in this class. Please be aware of your grade throughout the semester and speak to me if you are not on your desired trajectory instead of asking for extra points at the end of the semester. The earlier you identify an issue, the easier it is for us to work on it.

Q: Can you round up my grade? I am so close to an A!

A: No, I will not round- upgrades, except 92.5+ can be considered A or 89.5+ as A- and so on. Everyone receives the letter grade equivalent to the final numeric score you have at the end of the semester.

Q: Can you write a letter of recommendation for me?

A: That is conditional. I have written recommendations for former students who are going to grad school, applying for scholarships/internships, etc. However, if I am going to write a

letter to you then I need to be sure of two things: 1) I know who you are and some things about you, and 2) you performed well in my class. I want to be able to write something that is both personal and complimentary. If I have never spoken to you, it is tough for me to tell someone else how great you are. And if you never showed up to class or blew off all my assignments, I would not have very good things to say about you. So, if you would like me to write you a letter, I am happy to, but please establish some contact with me early so we can build rapport.

Q: I need to do multiple jobs to fund my college education. Please excuse me from attending lectures. I will submit all assignments on time and intend to pass the course.

A: In my view, the idea of a college education is to go through diverse experiences. Attending lectures not only gives you insights into your coursework but can help you learn through mutually collaborative ways. I don't recommend you to skip your classes.

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