

**Credit Hours:** 3

**Contact Hours:** This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

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## **COURSE DESCRIPTION AND OUTCOMES**

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**COURSE DESCRIPTION:**

An analysis of the conditions and challenges faced by workers in contemporary society, including the meeting of both employer and individual expectations. Focus includes the balancing of numerous factors including personal life, job commitment, and career management. This course fulfills a general education requirement for social sciences.

**COURSE OVERVIEW:**

This course analyzes work in contemporary America, specifically, changes brought about by modern technology and the shift from a manufacturing to a service-based economy. We will examine class, gender and race/ethnicity in evolving national and global economies. Other topics that we will cover include job satisfaction and problems related to work, as well as an analysis of large corporations, globalization, immigration, and democracy.

**COURSE LEARNING OUTCOMES:**

1. Identify various economic systems and evolution of work dynamics.
2. Discuss sociological theories and methods, and the personalization of work.
3. Identify bureaucratic structures and modern workplace cultures.
4. Differentiate race, sex, and class within the context of the workplace.
5. Assess the historic, contemporary, and future roles of labor unions in a constantly changing work environment.
6. Evaluate the increasing reliance on technology in the workplace.
7. Evaluate the relationship between multinational corporations, globalization, immigration and democracy.

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## **PARTICIPATION & ATTENDANCE**

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Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical

problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

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## COURSE MATERIALS

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**Textbook Information is located in the CSU-Global Booklist on the Student Portal.**

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## COURSE SCHEDULE

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### Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

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## WEEKLY READING AND ASSIGNMENT DETAILS

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### MODULE 1

#### Readings

- Eidlin, B. (2015). Class and work In S. Edgell Gottfried & E. Granter (Eds.), *The SAGE handbook of the sociology of work and employment* (pp. 52-72). 55 City Road, London: SAGE Publications Ltd. doi: 10.4135/9781473915206.n4
- OpenStax-CNX. (2015). *Work in the United States*. Retrieved from [https://cnx.org/contents/r-QzKsl\\_@7.23:ZAPAHJE@5/Work-in-the-United-States](https://cnx.org/contents/r-QzKsl_@7.23:ZAPAHJE@5/Work-in-the-United-States)
- Warren, T. (2015). Work and social theory. In S. Edgell Gottfried & E. Granter (Eds.), *The SAGE handbook of the sociology of work and employment* (pp. 34-51). 55 City Road, London: SAGE Publications Ltd. doi: 10.4135/9781473915206.n3

#### Opening Exercise (0 points)

#### Discussion (25 points)

#### Mastery Exercise (10 points)

### MODULE 2

#### Readings

- Bradley, H. (2015). Gender and work. In S. Edgell Gottfried & E. Granter (Eds.), *The SAGE handbook of the sociology of work and employment* (pp. 73-92). 55 City Road, London: SAGE Publications Ltd. doi: 10.4135/9781473915206.n5
- Gillespie, M. (2014). Working-class families/working poor. In M. J. Coleman & L. H. Ganong (Eds.), *The social history of the American family: An encyclopedia* (Vol. 1, pp. 1466-1469). Thousand Oaks, CA: SAGE Publications Ltd. doi: 10.4135/9781452286143.n580

- Glenn, E. (2015). Race, racialization, and work. In S. Edgell Gottfried & E. Granter (Eds.), *The SAGE handbook of the sociology of work and employment* (pp. 93-108). 55 City Road, London: SAGE Publications Ltd. doi: 10.4135/9781473915206.n6

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Mastery Exercise (10 points)**

**Critical Thinking: (75 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

**Option #1: Equality in the Workplace Memo**

Race, class, and gender still create many institutional challenges to equality in the workplace. As a senior manager, it is your responsibility to address these inequalities in the workplace. For this assignment, you will draft a memo to the CEO of your company, or a company with which you are familiar, that discusses the following:

- Describe an issue involving race, gender, age or class in the workplace.
- Identify a regulation or standard of conduct that is being violated and fully describe the violation.
- Provide three solutions to resolve this issue.

Your paper should meet the following requirements:

- 2-3 pages in length, not including cover and reference pages.
- Formatted according to the CSU-Global Guide to Writing and APA.
- Cite a minimum of two academic peer-reviewed scholarly sources to support your responses in addition to course material and reading resources. The CSU-Global Library is a great place to find these scholarly sources.

You are expected to convey complex ideas in a clear, concise, and organized fashion, using the required and recommended readings from the course for analytical support.

Refer to the Critical Thinking Rubric in the Module 2 Folder for additional information.

**MODULE 3**

**Readings**

- Totten, K. (2014). Networking (cover story). *Las Vegas Business Press* (10712186), 31(1), 6.
- Vidal, M. (2015). Fordism and the golden age of Atlantic capitalism. In S. Edgell Gottfried & E. Granter (Eds.), *The SAGE handbook of the sociology of work and employment* (pp. 283-303). 55 City Road, London: SAGE Publications Ltd. doi: 10.4135/9781473915206.n16

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Mastery Exercise (10 points)**

**Critical Thinking: (70 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

### **Option #1: Networking Plan – Social Media**

Social media is one of the most popular ways to network yourself with others. It is reported often that many people get a job through a network contact. Most students in this class probably got a job through a friend or someone he or she knows. Networking is a powerful tool that can be accomplished through social media, email, telephone, professional organizations, and word of mouth. The goal of this assignment is to create your own social media networking plan using the following template: Networking Plan – Social Media Template (linked in the Module 3 folder)

Instructions:

- Download and save the template as a Word file onto your computer.
- Record your response on the template provided.
- Be sure to fully answer each question as stated on the template.
- Upload and submit your saved template as a Word or pdf file.

Refer to the Critical Thinking Rubric in the Module 3 Folder for additional information.

### **Option #2: Networking Plan – Business Networking**

One way to create professional relationships is through business networking. Business networking can be used to boost future business and employment. Common places where business networking occurs are at events, conferences, meetings, professional organizations, and similar activities. Social media can be used to advertise your event. Business networking involves creating relationships with people and organizations as opposed to just sharing information. The goal is to create trust. Most students in this class probably engaged in some sort of business networking prior to taking this course. The goal of this assignment is to create your own business networking plan using the following template: Networking Plan – Business Networking Template (linked in the Module 3 folder)

Instructions:

- Download and save the template as a Word file onto your computer.
- Record your response on the template provided.
- Be sure to fully answer each question as stated on the template.
- Upload and submit your saved template as a Word or pdf file.

Refer to the Critical Thinking Rubric in the Module 3 Folder for additional information.

## **MODULE 4**

### **Readings**

- Alvesson, M. (2015). Organizational culture and work. In S. Edgell Gottfried & E. Granter (Eds.), *The SAGE handbook of the sociology of work and employment* (pp. 262-281). 55 City Road, London: SAGE Publications Ltd. doi: 10.4135/9781473915206.n15
- Hamel, G. (2016). Gary Hamel on busting bureaucracy [Video file]. Retrieved from <https://www.lynda.com/Business-Skills-tutorials/Gary-Hamel-Busting-Bureaucracy/495346-2.html>
- McCann, L. (2015). From management to leadership. In S. Edgell Gottfried & E. Granter (Eds.), *The SAGE handbook of the sociology of work and employment* (pp. 167-184). 55 City Road, London: SAGE Publications Ltd. doi: 10.4135/9781473915206.n10

### **Opening Exercise (0 points)**

## Discussion (25 points)

## Mastery Exercise (10 points)

## Critical Thinking: (75 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

### **Option #1: Bureaucracy – Worksheet**

For this assignment, you need to watch the video *Busting Bureaucracy* by Gary Hamel. Here is the link: <https://www.lynda.com/Business-Skills-tutorials/Gary-Hamel-Busting-Bureaucracy/495346-2.html>. Once you complete this video, you will complete the attached worksheet. This worksheet contains the following short-answer questions:

1. Identify the symptoms of bureausclerosis that are the most costly and debilitating for your organization.
2. Identify the elements of your organization's management model (beliefs and behaviors, roles and structures, and systems and processes) that contribute to bureausclerosis.
3. Brainstorm "management hacks" that might help to reduce the effects of bureausclerosis.
4. Provide two or three examples of best hacks experiments you could conduct in your own department.

Instructions:

- Download and save the Bureaucracy Video Worksheet (linked in the Module 4 folder) as a Word file onto your computer.
- Record your response on the template provided.
- Be sure to fully answer each question as stated on the template.
- Your response should be five to seven sentences per question.
- Upload and submit your saved template as a Word or pdf file.

Refer to the Critical Thinking Rubric in the Module 4 Folder for additional information.

### **Option #2: Bureaucracy – Essay Option**

For this assignment, you need to watch the video *Busting Bureaucracy* by Gary Hamel. Here is the link: <https://www.lynda.com/Business-Skills-tutorials/Gary-Hamel-Busting-Bureaucracy/495346-2.html>. Once you complete this video, you will draft an essay that covers the following points from the video:

- Describe and define the term *bureausclerosis*.
- What elements in your organization contribute to bureausclerosis?
- How would you resolve or reduce the effects of bureausclerosis in your organization?

Your bureaucracy paper should meet the following requirements:

- 2-3 pages in length, not including cover and reference pages.
- Include headings in your paper to organization your thoughts.
- Format according to the CSU-Global Guide to Writing and APA.
- Cite a minimum of one source to support your responses.

Refer to the Critical Thinking Rubric in the Module 4 Folder for additional information.

## **MODULE 5**

## Readings

- Broadbandaid Films. (2013). *In the shadows* [documentary]. Retrieved from <https://csuglobal.kanopystreaming.com/video/shadows-2>
- OpenStax College. (2014). Principles of microeconomics: 15.3 Immigration. Retrieved from <http://cnx.org/contents/6i8iXmBj@11.9:zD3tj76V@5/Immigration>
- Posadas, C. & Alatorre, F. (2014). Immigration law and policy. In B. A. Arrigo (Ed.), *Encyclopedia of criminal justice ethics* (Vol. 1, pp. 456-459). Thousand Oaks, CA: SAGE Publications Ltd. doi: 10.4135/9781452274102.n164
- Vasquez, L.L. (2014). *The immigration paradox* [documentary]. Retrieved from <https://csuglobal.kanopystreaming.com/video/immigration-paradox>

## Opening Exercise (0 points)

## Discussion (25 points)

## Mastery Exercise (10 points)

## Critical Thinking: (75 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

### **Option #1: Undocumented Worker**

For this assignment, you will watch *In the Shadows* by Broadbandaid Films. Video link: <https://csuglobal.kanopystreaming.com/video/shadows-2>. After you watch this video, you will write an essay that addresses the following:

- What is an undocumented worker?
- What is the role of an immigrant worker?
- What challenges do they face when they come to the United States?
- How does their (social) status change once they are gainfully employed?

Your undocumented worker paper should meet the following requirements:

- 2-3 pages in length, not including cover and reference pages.
- Include headings in your paper to organization your thoughts.
- Format according to the CSU-Global Guide to Writing and APA.
- Cite a minimum of one source to support your responses.

Refer to the Critical Thinking Rubric in the Module 5 Folder for additional information.

### **Option #2: Immigration Paradox**

For this assignment, you will watch *The Immigration Paradox* by Lourdes Vasquez. Video link: <https://csuglobal.kanopystreaming.com/video/immigration-paradox>. After you watch this video, you will write an essay that addresses the following:

- What are the causes of mass migration?
- What are some of the stereotypes given to migrants?
- Did you agree or disagree with the author's thesis?
- What changes would you offer to resolve the immigration issues found in the United States?

Your undocumented worker paper should meet the following requirements:

- 2-3 pages in length, not including cover and reference pages.
- Include headings in your paper to organization your thoughts.
- Format according to the CSU-Global Guide to Writing and APA
- Cite a minimum of one source to support your responses.

Refer to the Critical Thinking Rubric in the Module 5 Folder for additional information.

## MODULE 6

### Readings

- Lucio, M. (2015). Capital and labour: the shifting terrains of struggle and accommodation in labour and employment relations. In S. Edgell Gottfried & E. Granter (Eds.), *The SAGE handbook of the sociology of work and employment* (pp. 148-166). 55 City Road, London: SAGE Publications Ltd. doi: 10.4135/9781473915206.n9
- OpenStax College. (2014). Principles of microeconomics: 15.1 Unions. Retrieved from <http://cnx.org/contents/6i8iXmBj@11.9:3mTs77uw@10/Unions>

### Opening Exercise (0 points)

### Discussion (25 points)

### Mastery Exercise (10 points)

### Critical Thinking: Title (75 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option #1: Labor Movements**

This week we examined the history and role of labor unions as a collective response to work. In the 21<sup>st</sup> century, unions are developing transnational/global strategies. For this Critical Thinking Assignment, please review the following links:

- For information on one international labor movement “UNI Global Union,” go to the following website: <http://www.uniglobalunion.org/>
- Check out a group called “United for a Fair Economy” and read about their ongoing projects to counteract economic inequalities at: <http://www.faireconomy.org/issues>
- Check out the “Center for Economic and Social Justice” website: <http://www.cesj.org/thirdway/economicjustice-defined.htm> for more information on economic and social justice.

Once you complete a review of these links, you will complete the worksheet below. This worksheet contains the following short-answer questions:

#### **UNI Global Union**

- 1) Which sectors does this union cover?
- 2) What are the four regions covered by the union?
- 3) What are some of the topics covered in the publications on this site?
- 4) What are the pros and cons of using this site?

#### **United for a Fair Economy**

- 1) What are the five major issues listed on this site?
- 2) What are the three topics covered on this site?
- 3) What are some of the learning tools provided at this site?

4) What are the pros and cons of using this site?

### **Center for Economic and Social Justice**

- 1) What are some of the goals listed on their strategic plan?
- 2) What are some of the learning tools provided to you on this site?
- 3) What are some of the resources listed on this site?
- 4) What are the pros and cons of using this site?

Instructions:

- Download and save the Labor Movement Worksheet (linked in the Module 6 folder) as a Word file onto your computer.
- Record your response on the template provided.
- Be sure to fully answer each question as stated on the template.
- Your response should be five to seven sentences per question.
- Upload and submit your saved template as a Word or pdf file.

Refer to the Critical Thinking Rubric in the Module 6 Folder for additional information.

### **Option #2: The Decline of Labor Unions**

Since the 1980s, union membership has experienced a downward trend in enrollment. Based upon what you learned this week, what are some of the variables that contribute to this downward trend? What recommendations would you make to a union to correct this trend? What are the disadvantages and advantages to becoming a union shop? What are the successful unions doing to grow and maintain union enrollments?

Your paper should meet the following requirements:

- 3-4 pages in length, not including cover and reference pages.
- Format according to the CSU-Global Guide to Writing and APA.
- Cite a minimum of two academic peer-reviewed scholarly sources to support your responses in addition to course material and reading resources. The CSU-Global Library is a great place to find these scholarly sources.
- Use headings to organize your paper.

You are expected to convey complex ideas in a clear, concise, and organized fashion, using the required and recommended readings from the course for analytical support.

Refer to the Critical Thinking Rubric available in the Module 6 Folder for grading details.

## **MODULE 7**

### **Readings**

- Beynon, H. (2015). Beyond Fordism. In S. Edgell Gottfried & E. Granter (Eds.), *The SAGE handbook of the sociology of work and employment* (pp. 306-328). 55 City Road, London: SAGE Publications Ltd. doi: 10.4135/9781473915206.n17
- Lorette, K. (n.d.). The definition of eCommerce and e-Business. Retrieved from <http://smallbusiness.chron.com/definition-ecommerce-e-business-2255.html>

### **Opening Exercise (0 points)**

### **Discussion (25 points)**



## **Mastery Exercise (10 points)**

### **MODULE 8**

#### **Readings**

- Alvesson, M. (2015). Organizational culture and work. In S. Edgell Gottfried & E. Granter (Eds.), *The SAGE handbook of the sociology of work and employment* (pp. 262-281). 55 City Road, London: SAGE Publications Ltd. doi: 10.4135/9781473915206.n15
- Kofman, E. (2015). Globalization and labour migrations. In S. Edgell Gottfried & E. Granter (Eds.), *The SAGE handbook of the sociology of work and employment* (pp. 597-615). 55 City Road, London: SAGE Publications Ltd. doi: 10.4135/9781473915206.n32
- Poster, W. & Yolmo, N. (2015). Globalization and outsourcing. In S. Edgell Gottfried & E. Granter (Eds.), *The SAGE handbook of the sociology of work and employment* (pp. 576-596). 55 City Road, London: SAGE Publications Ltd. doi: 10.4135/9781473915206.n31

#### **Opening Exercise (0 points)**

#### **Discussion (25 points)**

#### **Mastery Exercise (10 points)**

#### **Portfolio Project (350 points)**

Choose one of the following two projects to complete this week. Do not do both projects. Identify your assignment choice in the title of your submission. Each week, there will be a Portfolio Project Reminder that will cover some recommendations for where you should be on your Portfolio Project.

#### **Option #1: Work in Modern America**

In Option #1, you will write a paper showing your understanding of work in modern America. Included in this paper must be an analysis of positive and negative aspects of our relatively new service/knowledge-based economy and our place in the global economy. You must also critically analyze the interconnectedness of immigration, globalization, democracy, and corporate power.

Your Portfolio Project should meet the following requirements:

- Your paper should be 6-8 pages long, not including the title or reference pages.
- Cite a minimum of four peer-reviewed, scholarly journal sources beyond the textbook to support your statements. The CSU-Global Library is a good place to find these sources.
- Use evidence from your textbooks.
- Cite both films found in the Module 7 lecture (*The High Cost of Low Prices* and *This is What Democracy Looks Like*) and one other film used in the course.
- Format according to the CSU-Global Guide to Writing and APA.

You are expected to convey complex ideas in a clear, concise, and organized fashion, using the required and recommended readings from the course for analytical support.

Review the Portfolio Project grading rubric, which can be accessed from the Module 8 folder.

#### **Option #2: Successful Work Strategies from Around the World**

In Option #2, you will research and report on things happening outside the U.S. relative to many of the issues we cover in this course. Compare and contrast U.S. and global companies doing business around the world and their behaviors within differing geographic borders (and economic systems). In particular, what countries would you

consider success stories in today's globalized economy and why? What are other countries doing to address work-family dilemmas and social inequalities related to race, class, and gender?

You may select a company from the list below or select your own.

Companies which have their businesses in both the U.S. and other countries:

1. IKEA
2. Walmart
3. Nike
4. SalesForce
5. Various car companies

Your portfolio paper should meet the following requirements:

- 6-8 pages in length, not including cover and reference pages.
- Include headings in your paper to organize your thoughts.
- Format according to the CSU-Global Guide to Writing and APA.
- Cite a minimum of four academic peer-reviewed scholarly sources to support your responses in addition to your course material and reading material. CSU-Global Library is a great place to find these scholarly sources.

You are expected to convey complex ideas in a clear, concise, and organized fashion, using the required and recommended readings from the course for analytical support.

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## COURSE POLICIES

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### Course Grading

20% Discussion Participation  
0% Opening Exercises  
8% Mastery Exercises  
37% Critical Thinking Assignments  
35% Final Portfolio Project

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

SAMPLE

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## IN-CLASSROOM POLICIES

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For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

### Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

### Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

### Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email [ada@CSUGlobal.edu](mailto:ada@CSUGlobal.edu) for additional information to coordinate reasonable accommodations for students with documented disabilities.

### Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.