SIGNATURE ROUTING LOG

General Information:

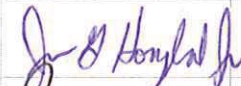Proposal Type: Course ☒   Program ☐   Other ☐

Proposal Name[1] (course prefix & number, pgm major & degree, etc.): <u>SOC 342: ` (language DL)</u>

Proposal Contact Person Name: <u>Thomas Janoski</u>   Phone: <u>257-4418</u>   Email: <u>tjanos@email.uky.edu</u>

INSTRUCTIONS:
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Sociology Department, James Hougland DUS	*[signature]*	James Hougland / 257-4417 / jghoug2@email.uky.edu	11-15-10
Sociology, Patrick Mooney, Chair	*[signature]*	Patrick Mooney / 257-4409 / phmooney@uky.edu	11-15-10
No cross-listing		/ /	
No cross-listing		/ /	
A&S Ed. Policy Cmte.	11/29/10	Joanna Badagliacco, Soc. Sci. / 7-4335 / jmb@uky.edu	*[signature]*
A&S Dean	11/29/10	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	*[signature]*

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[2]
Undergraduate Council	2/1/2011	Sharon Gill *Digitally signed by Sharon Gill DN: cn=Sharon Gill, o=Undergraduate Education, ou=Undergraduate Council, email=sgill@uky.edu, c=US Date: 2011.02.04 10:42:43 -05'00'*	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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[1] Proposal name used here must match name entered on corresponding course or program form.
[2] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1.	**General Information.**

a.	Submitted by the College of: Arts and Sciences	Today's Date: Nov 11, 2011

b.	Department/Division: Sociology

c.	Is there a change in "ownership" of the course?	YES ☐ NO ☒
	If YES, what college/department will offer the course instead? *n/a*	

d.	What type of change is being proposed? ☒ Major ☐ Minor[1] (place cursor here for minor change definition)

e.	Contact Person Name: Thomas Janoski	Email: tjanos@email.uky.edu	Phone: 257-4418

f.	Requested Effective Date: ☐ Semester Following Approval OR ☐ Specific Term[2]: Summer 2011

2.	**Designation and Description of Proposed Course.**

a.	**Current Prefix and Number:** 342	*Proposed Prefix & Number:* *same*
b.	**Full Title:** Work and Organizations in Society	*Proposed Title:* *same*
c.	**Current Transcript Title (if full title is more than 40 characters):** Work and Organizations in Society	
c.	*Proposed Transcript Title (if full title is more than 40 characters):* *same*	

d.	**Current Cross-listing:** ☐ N/A OR Currently[3] Cross-listed with (Prefix & Number): _____
	Proposed – ☐ *ADD[3] Cross-listing (Prefix & Number):* _____
	Proposed – ☐ *REMOVE[3, 4] Cross-listing (Prefix & Number):* _____

e.	**Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[5] for each meeting pattern type.**

Current:	50 minutes mwf 75 minutes tuth Lecture	_____ Laboratory[5]	_____ Recitation	_ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	Other – Please explain: _____		
Proposed:	*same* Lecture	_____ Laboratory	_____ Recitation	*same* Discussion	Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	Residency
	_____ Seminar	_____ Studio	Other – Please explain: _____		

f.	**Current Grading System:** ☒ Letter (A, B, C, etc.) ☒ Pass/Fail

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[1] See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

[2] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[3] Signature of the chair of the cross-listing department is required on the Signature Routing Log.

[4] Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

[5] Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)

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APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

	Proposed Grading System: ☒ *Letter (A, B, C, etc.)*	☒ *Pass/Fail*

g. | **Current number of credit hours:** ___3___ | *Proposed number of credit hours:* __same__

h. | **Currently, is this course repeatable for additional credit?** | YES ☐ NO ☒

     Proposed to be repeatable for additional credit? | YES ☐ NO ☐

     If YES: | *Maximum number of credit hours:* _____

     If YES: | *Will this course allow multiple registrations during the same semester?* | YES ☐ NO ☐

i. | **Current Course Description for Bulletin:** __No change__

     Proposed Course Description for Bulletin: _____

j. | **Current Prerequisites, if any:** | __No change__

     Proposed Prerequisites, if any: _____

k. | Current Distance Learning(DL) Status: ☐ N/A ☐ Already approved for DL* ☒ *Please Add*[6] ☐ *Please Drop*

     *If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box ☐) that the proposed changes do not affect DL delivery.

l. | **Current Supplementary Teaching Component, if any:** ☐ Community-Based Experience ☐ Service Learning ☐ Both

     Proposed Supplementary Teaching Component: ☐ *Community-Based Experience* ☐ *Service Learning* ☐ *Both*

3. | **Currently, is this course taught off campus?** | YES ☐ NO ☒

     Proposed to be taught off campus? | YES ☐ NO ☒

4. | **Are significant changes in content/teaching objectives of the course being proposed?** | YES ☐ NO ☒

     If YES, explain and offer brief rationale:

     _____

5. | **Course Relationship to Program(s).**

a. | **Are there other depts and/or pgms that could be affected by the proposed change?** | YES ☒ NO ☐

     If YES, identify the depts. and/or pgms: *Communications*

b. | **Will modifying this course result in a new requirement[7] for ANY program?** | YES ☐ NO ☒

     If YES[7], list the program(s) here: _____

6. | **Information to be Placed on Syllabus.**

a. | ☐ Check box if <u>changed to</u> 400G or 500. | If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

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[6] You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

[7] In order to change a program, a program change form must also be submitted.

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Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

<u>Introduction/Definition</u>: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix: Soc 342	Date: November 11, 2010
Instructor Name: Thomas Janoski	Instructor Email: tjanos@email.uky.edu

Check the method below that best reflects how the majority of course of the course content will be delivered.
Internet/Web-based ☒   Interactive Video ☐   Hybrid ☐

	Curriculum and Instruction
1.	How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? a-I will be using blackboard to deliver course related materials, and to utilize discussion boards. I will also use e-mail to communicate directly with students. b-Yes
2.	How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Students will hear lectures as they occur, they can ask questions on e-mail, and they can interact with other students (and the instructor) through discussion boards.
3.	How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. This course uses the security and authentication features present in Blackboard. For instance, passwords will be used to deliver exams and essay questions, and to receive answers to both.
4.	Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No. Currently less than 5% of Sociology Department undergraduate courses are delivered by DL. If yes, which percentage, and which program(s)? *not applicable.* *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.
5.	How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

Abbreviations: TASC = Teaching and Academic Support Center   DL = distance learning   DLP = Distance Learning Programs

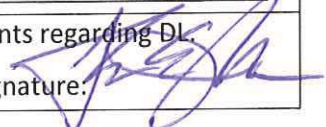Revised 8/09

Distance Learning Form

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	The syllabus lists the Teaching and Academic Support Center and Information Technlogy Customer Service Center to resolve technical complaints. Library resources will not be an issue in this course.
	Library and Learning Resources
6.	How do course requirements ensure that students make appropriate use of learning resources? Students will have to comply with the minimum technology requirements (see items 1-5 below). They will have instructions for microsolft office, customer service, and blackboard (see item 6 below) Minimum Technology Requirements: Complete the following steps to make sure your computer is correctly configured and the necessary software is installed. Note: You will not be able to access course material if you fail to complete these steps. 1. Go to this site to check the minimum hardware, software and browser requirements:http://wiki.uky.edu/blackboard/Wiki%20Pages/Bb9%20Hardware%20and%20Software%20Requirements.aspx 2. Internet Explorer is NOT recommended for Blackboard. Firefox is the recommended Internet browser for the course. Go to https://download.uky.edu/ to download a free version of Firefox. Log in with your LINK BLUE id and password and search for Firefox. 3. Go to http://java.com and click on the Free Java Download button. Run the installer to get the latest version. 4. You will also need Flash, Adobe Acrobat Reader and QuickTime movie player. Go to http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Check.aspx then click BbGO! If you do not have these installed, you can download them from this site. 5. To download Windows Media Player, click this link: http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx 6. Students and faculty can download Microsoft Office Suite (including Word and PowerPoint) from this site: https://download.uky.edu/. If you experience technical difficulties contact the Customer Service Center at 859-218-HELP (4357) or by e-mail at helpdesk@uky.edu. Please also inform the course instructor when you are having technical difficulties. Bb 101 for First-Time Online Students This is a brief introduction for students using Blackboard for the first time. • Go to http://elearning.uky.edu and log in with your Link Blue ID. • Click on the Courses link near the top left of the page (to the right of My Bb and under the Library tab). • In the Course Search line, type Bb9-101 (exactly as you see it there, including the hyphen). • Find the Course ID (first column) Bb9-101-OnLine-Stu, and click the down arrow next to the Course ID. Click Enroll then Submit.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. This course does not use laboratories and equipment. The course will not rely on library facilities as all readings will be furnished on-line or from books that they will be instructed to purchase. Books may be purchased from the following stores. • Kennedy Bookstore, 405 S. Limestone, (859) 252-0331 or go to the website: http://www.kennedys.com • Wildcat Text Books, 563 S. Limestone, (859) 225-7771

Abbreviations: TASC = Teaching and Academic Support Center   DL = distance learning   DLP = Distance Learning Programs

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Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	or go to the website: http://www.wildcattext.com • UK Bookstore 106 Student Center Annex, (859) 257-6304 or go to the website: http://www.uk.bkstr.com Students can also purchase textbooks through any of the Internet bookstores, but you will need to rush shipping for them because you will need to begin reading the first day/week of the 4/8 week session.
	Student Services
8.	How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)? The syllabus lists the Teaching and Academic Support Center and Information Technlogy Customer Service Center to resolve technical complaints.
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes ☒ No ☐ If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.
10.	Does the syllabus contain all the required components, below? ☒ Yes ☐ Instructor's *virtual* office hours, if any. ☐ The technological requirements for the course. ☐ Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). ☐ Procedure for resolving technical complaints. ☐ Preferred method for reaching instructor, e.g. email, phone, text message. ☐ Maximum timeframe for responding to student communications. ☐ Language pertaining academic accommodations: ○ "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." ☐ Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) ○ Carla Cantagallo, DL Librarian ○ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) ○ Email: dllservice@email.uky.edu ○ DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Thomas Janoski Instructor Signature:

Abbreviations: TASC = Teaching and Academic Support Center   DL = distance learning   DLP = Distance Learning Programs

University Senate Syllabi Guidelines

General Course Information
- ☑ Full and accurate title of the course.
- ☑ Departmental and college prefix.
- ☑ Course prefix, number and section number.
- ☑ Scheduled meeting day(s), time and place.

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)
- ☑ Instructor name.
- *NA* ☐ Contact information for teaching/graduate assistant, etc.
- ☑ Preferred method for reaching instructor.
- ☑ Office phone number.
- ☑ Office address.
- ☑ UK email address.
- ☑ Times of regularly scheduled office hours and if prior appointment is required.

Course Description
- ☑ Reasonably detailed overview of the course.
- ☑ Student learning outcomes.
- ☑ Course goals/objectives.
- ☑ Required materials (textbook, lab materials, etc.).
- ☑ Outline of the content, which must conform to the Bulletin description.
- ☑ Summary description of the components that contribute to the determination of course grade.
- ☑ Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s).
- ☑ Final examination information: date, time, duration and location.
- ☑ For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for *undergraduate* students.
- *NA* ☐ For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for *graduate* students. (Graduate students cannot receive a "D" grade.)
- ☑ Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.).
- ☑ Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.
- ☑ Policy on academic accommodations due to disability. Standard language is below:
  > If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies
- ☑ Attendance.
- ☑ Excused absences.
- ☑ Make-up opportunities.
- ☑ Verification of absences.
- ☑ Submission of assignments.
- ☑ Academic integrity, cheating & plagiarism.
- ☑ Classroom behavior, decorum and civility.
- *NA* ☐ Professional preparations.
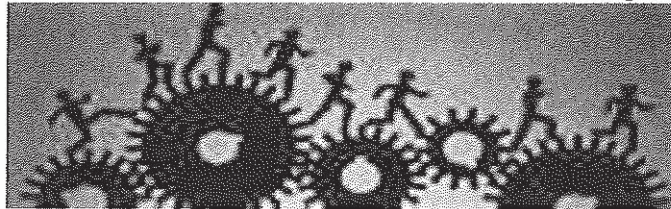- *NA* ☐ Group work & student collaboration.

per faculty Complete

Thomas Janoski   Sociology 342, Section 229, Summer 2011
1525 Patterson Office Tower   Department of Sociology/College of Arts & Sciences
Phone: 859-257-4418   E-Mail: tjanos@email.uky.edu

Work and Organizations in Society:

I. OBJECTIVE & OUTCOMES OF THE COURSE

The most adults spend at least 50% of their waking lives working, and most of this work occurs in or is affected by organizations (e.g., corporations, governmental agencies, or professional and trade associations). This course will focus on four aspects of nearly every adults working life. First, we look at how basic work is shaped through basic approaches to organizations – scientific management and the divisions of work, Fordism and the assembly line, human relations and socio-technical teams, and lean production and quality control circles. Each of these approaches backed by their underlying theories has a major impact on how much we enjoy or hate work. Second, we will examine some larger structural forces in the current economy, especially focusing on the rise of lean production, teamwork of many different types, and outsourcing (including off-shoring and downsizing) that occurs within many firms causing some new job creation but also major aspects of under- and unemployment. Third, we examine the professions and the service industry in terms of how this sector is bi-modal with one being high paying and the other being a very low wage sector. What are the characteristics of the professions in how they organize work. And fourth, work is shaped by gender, race, and family in the hiring, promoting, and firing that goes on inside of them. Thus, the course will have the following four sections.

Week₁ –Theoretical Perspectives: The Rational, Natural, and Conflict Framing of Organizations.
Many approaches to organizations and work rely on rationality, and some explanations even look at what exists and explain why it is rational. Some of this is pure ideology in the sense of claiming that organizations are rational when in facto they are anything but. Some of it is due to attempts at goal setting, planning and evaluative procedures. This section will examine the various approaches of rationality in terms of where it works, and then look at alternative and often more realistic perspectives of natural and conflict theories of organizations.
Student Learning Goals: By the end of this section, you should be able to:
- Objectives: Analyze manager's viewpoints of organizational theory. In other words, is the organization that you are working in a rational, natural or conflict oriented organization.
- Outcomes: Apply this information to navigating your environment better, and may also suggest avenues of organizational change that you might pursue. You might also choose to avoid certain types of organizations.

Week₂ – Structural Forces in at Work: Lean Production, Teamwork, New Technologies & Outsourcing.
First, what is lean production and why has it become the dominant force in auto production and nearly all manufacturing? We will look at just-in-time inventory, total quality control, team work, the pull system, and quality control circles, *Kaizen* (continuous improvement) processes, and how people survive or thrive under

lean production. We will also examine some of its variations. What is the essence of lean production? Second, what different types of teamwork are involved in modern day work? Third, how do the new technologies of the web and robotics change the nature and availability of work. And fourth, how is outsourcing and off-shoring destroy and create jobs.

Student Learning Goals: By the end of this section, you should be able to:
- Objectives: Analyze four structural forces revolutionizing work
- Outcomes: Apply this information to jobs that you may be considering and understand what advantages and dangers may be involved with them. How can you either ride the wave of each social force without being crushed into the ocean bottom?

Week 3 – Working in the Professions and Service Industries, especially Medicine and Law.

The professions have a very specific form of work organization with many aspects of altruism and sheltering from market forces. Nonetheless, they face threats from markets, changes in government regulation, and lean production. Service jobs, which have fewer privileges and lower pay than the professions, are the fastest growing segment of our economy. How are these professions and service jobs dealing with changing organizational and technological forces discussed in Week 2? How are they organized in ways that are often similar to unionization: professions having professional associations that control markets, and the lower paid service industries where unionization is making its strongest showing.

Student Learning Goals: By the end of this section, you should be able to:
- Objectives: Analyze and understand how the professions are organized. Conversely, understand how non-professional services lack these forms of organization and hence major protections against firing and unemployment.
- Outcomes: Each student can use this information to understanding where they will fit in the professions and services. Also, this should give more privileged students and understanding of how people get trapped in low wage service jobs and poverty.

Week 4 – Labor Markets & Organizations in Terms of Gender, Race & Ethnicity.

Looking at one's career in the labor market over a lifetime, how are five different types of discrimination created and sustained? And in response to this discrimination, how have governments, corporations and social movements created various programs of diversity to reduce this discrimination? What are these processes and how do diversity programs operate in large organizations?

Student Learning Goals: By the end of this section, you should be able to:
- Objectives: Analyze the structures and pitfalls of labor markets concerning structured pathways and hazards of discrimination whether apparent on hidden. Understand the distinctive career paths in OILM, OLM, FILM, FLM and SLAM segments of labor markets (O or F=occupational or firm control of labor markets, I or no I=internal labor markets with clear career ladders, S=secondary labor markets with poor and insecure jobs, LM=labor markets). Understand how gendered decisions (e.g., marriage and having children) and race impact lifetime earnings.
- Outcomes: Apply this information to entering into five types of labor markets that have very different career paths, family implications, and governance structures. Avoiding or changing various forms of discrimination whether it is created by individuals or by larger institutions. This knowledge would certainly allow students to avoid pitfalls and traps common to the labor market.

II. READINGS

The books that each student should buy are as follows:

Vallas, Steven, William Finlay and Amy Wharton. 2009. *The Sociology of Work: Structures and Inequalities. Oxford University Press.* ISBN 978-0-19-538172-6, Paperback.

Levy, Frank & Richard Murnane. 2005. *The New Division of Labor: How Computers Are Creating the Next Job Market.* Princeton, NJ: Princeton University Press

Harvard Business Review. Case studies.

The Omniscient Corporation		
Sedalia Engine Plant A	# 481148	24 pp.
Sedalia Revisted	# 687004	18 pp.

Other materials will be available for copying outside of room 1525 Patterson Office Tower.

Books may be purchased from the following stores.
- Kennedy Bookstore, 405 S. Limestone, (859) 252-0331
or go to the website: http://www.kennedys.com
- Wildcat Text Books, 563 S. Limestone, (859) 225-7771
or go to the website: http://www.wildcattext.com
- UK Bookstore 106 Student Center Annex, (859) 257-6304
or go to the website: http://www.uk.bkstr.com

You can also purchase textbooks through any of the Internet bookstores, but you will need to rush shipping for them because **you will need to begin reading the first day of the 4 week session.** Additional readings (articles, book chapters, news media, films, videos, etc) will be required as well, but will be made available through E-reserves through the UK library, the UK full text online articles services, through the course content section of Blackboard, and through Internet sources. Specific texts are listed in the reading / assignment schedule.

Movies: *Documentary films* are easily available through Netflix (http://www.netflix.com; if you are not a subscriber, you can get one month's service free) or are on network or TV channel websites (e.g., 60 Minutes and Frontline). This means you should plan to subscribe for your free month of Netflix for the four week session. You may alternatively locate movies at your local libraries, the UK library, or commercial movie rental stores. Some movies and TV shows will be available as a whole or in part through U-Tube or other websites. In this case, the instructions and websites will be listed in the syllabus.

III. COURSE REQUIREMENTS

A. COURSE REQUIREMENTS: The course will have four examinations split into two parts: essay questions on case studies handed in on Friday night, and multiple choice questions finished by Monday night. The case study projects will be letters written to the manager in charge of each company. You have the option of working in groups to produce one letter for each group, or you can do your letter by yourself. If you choose the group option, you must: (1) inform me of the members of your group by Wednesday of that week, (2) work together by exchanging e-mails on the discussion board, and (3) submit an evaluation of each group member (this is to guard against free riders who get the group grade but do little or nothing in crafting the answer). But note that the multiple choice tests are to be done individually and not in groups. Thus, the requirements are:

1. FOUR MULTIPLE CHOICE TESTS: There will be a test on the Monday following each weekly section. This gives you the weekend to study.

The online examinations will be submitted electronically through Blackboard and must be submitted by the stated deadline (11:59 PM on the date due). Each examination will consist of 24 multiple-choice questions. The examination will be available beginning 18 hours before the due date/time (6:00 AM on the due date). It is your responsibility to make sure that you access the material during that time period. You can access the examination any time during the 18-hour window but you can only access it once. Once you access an examination you have 50 minutes in which to complete and submit it (the latest you should access an online examination is 10:30 PM). If you go over the time you will receive an automatic deduction of 20 points. It is your responsibility to watch the time and submit the examination in time. Online examinations are **OPEN BOOK** examinations. You can use your text book or any other notes when taking an examination. You are on your honor to take the examination on your own without the assistance of any other person or materials. Multiple choice and a few fill-in-the-blank questions will be automatically graded and your score will be available immediately. Essays and short answer responses will need to be manually graded.

Caution: There will be three versions of the test that will have minor variations in content, but considerable variation in form (some responses will be expressed in the negative on one test but not another, letter res-

ponses will be mixed up, etc.). Consequently, the version of the test given at various times in the "open" period will vary.

2. FOUR ESSAY QUESTIONS ON CASE STUDIES: The assignment is due by Friday at Midnight. Each one will be a one page single spaced letter to respond to the case study.

    Exercise One – The Omniscent Organization (5 letter code=Omnis)
    Exercise Two – Case studies on socio-technical systems and on lean production at Sedalia engine. (5 letter code=Sedal)
    Exercise Three – Simulation on professional licensing of the Registered Care Technician occupation. (5 letter code=Regis)
    Exercise Four – Case studies on diversity in corporations at Cityside Financial and IBM. (5 letter code=Citys).

Submission of Assignments: All assignments must be submitted online. Assignments sent via e-mail will not be accepted/graded. If you have problems submitting an assignment, it is your responsibility to let your instructor know. Written assignments **MUST** be submitted as Microsoft Word files unless otherwise noted. All filenames should use: (1) the first five words of the assignment (see 'codes' for each exercise above), and (2) your first initial and five letters of your last name (e.g., Mary Smith doing the "omniscient corporation" would submit: "OmnisMSmith.doc" or "docx", or James Syzmanski doing the Sedalia case would submit: "SedalJSyzma.doc" or "docx").

3. GRADING: You can review your scores by going to **MY GRADES** in Blackboard (click on TOOLS first).

A. Multiple Choice Examinations		52% of grade
1st End of Week Test		13%
2nd End of Week Test		13%
3rd End of Week Test		13%
4th End of Week Test		13%
B. Essay Responses to Case Studies	32%	
Case study of "The Omniscient Organization"		8%
Case study of "Sedalia Corporation-A" & "Sedalia Revisited"		8%
Case study of "Professional Mistakes"		8%
Case study of "Cityside Financial Services		8%
C. Commentary: For each week, you need to make at least 4 relevant messages involving comments or questions.	16%	
Week 1— 4 commentaries or questions		4%
Week 2— 4 commentaries or questions		4%
Week 3— 4 commentaries or questions		4%
Week 4— 4 commentaries or questions		4%
Total:	100%	

Final grades will be will be assigned as follows:
A = 100-90
B = 89-80
C = 79-70
D = 69-60
E/Fail = 59% and below

All communication for this course will be conducted through the **Messages** feature in Blackboard. It is an internal email system separate from our uky email accounts. You can find the **Messages** feature under the tools tab. **Do not send e-mail** for course related items, only use this **Messages** feature.

B. MINIMUM TECHNOLOGY REQUIREMENTS: Complete the following steps to make sure your computer is correctly configured and the necessary software is installed. **You will not be able to access course material if you fail to complete these steps.**

1. HARDWARE AND SOFTWARE:

    1. Go to this site to check the **minimum hardware, software and browser requirements**:http://wiki.uky.edu/blackboard/Wiki%20Pages/Bb9%20Hardware%20and%20Software%20Requirements.aspx

    2. Internet Explorer is NOT recommended for Blackboard. **Firefox is the recommended Internet browser for the course.** Go to https://download.uky.edu/ to download a free version of Firefox. Log in with your **LINK BLUE** id and password and search for **Firefox.**

    3. Go to http://java.com and click on the **Free Java Download** button. Run the installer to get the latest version.

    4. You will also need **Flash, Adobe Acrobat Reader and QuickTime** movie player. Go to http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Check.aspx then click **BbGO!** If you do not have these installed, you can download them from this site.

    5. To download **Windows Media Player,** click this link: http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx

    6. Students and faculty can download **Microsoft Office Suite** (including Word and PowerPoint) from this site: https://download.uky.edu/.

If you experience technical difficulties contact the Customer Service Center at 859-218-HELP (4357) or by e-mail at helpdesk@uky.edu. Please also inform the course instructor when you are having technical difficulties.

2. BLACKBOARD (Bb) If you are new to Blackboard, here is brief introduction called Blackboard 101 for students new to the program.

- Go to http://elearning.uky.edu and log in with your **Link Blue ID**.
- Click on the Courses link near the top left of the page (to the right of My Bb and under the Library tab).
- In the Course Search line, type **Bb9-101** (exactly as you see it there, including the hyphen).
- Find the Course ID (first column) **Bb9-101-OnLine-Stu,** and click the down arrow next to the Course ID. Click **Enroll** then **Submit.**

If you experience technical difficulties with the tests and/or Blackboard contact the Customer Service Center at 859-218-HELP (4357) or by e-mail at helpdesk@uky.edu. Please also inform the course instructor when you are having technical difficulties.

    Here is a chart summarizing the due dates of all assignments and tests:

Week/Modules	Topic	Case Study Essay	Multiple Choice Test
Week 1, Modules 1-10	Rational, natural & conflict theory	Sunday, May 15th, 11:59 PM	Monday, May 16th: Open at 9:00 AM, Closed at 11:59 PM, however, once you open the test, you have one hour.
Week 2, Modules 1-10	Professions & services.	Sunday, May 22nd, 11:59 PM	Monday, May 23rd: Open at 9:00 AM, Closed at 11:59 PM, however, once you open the test, you have one hour.
Week 3, Modules 1-10	Lean production, Unemployment & outsourcing.	Sunday, May 29th, 11:59 PM	Monday, May 30th: Open at 9:00 AM, Closed at 11:59 PM, however, once you open the test, you have one hour.
Week 4, Modules 1-10	Labor markets, diversity & inequality.	Sunday, June 5th, 11:59 PM	Tuesday, June 7th: Open at 9:00 AM, Closed at 11:59 PM, however, once you open the test, you have one hour.

WEEK ONE
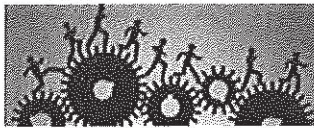
Rational, Institutional & Conflict Theories of Organizations

Many approaches to organizations and work rely on rationality, and some explanations even look at what exists and explain why it is rational (i.e., ad hoc ergo propter hoc). Some of this is pure ideology in the sense of claiming that organizations are rational when in facto they are anything but. Some of it is due to attempts at goal setting, planning and evaluative procedures. This section will examine three basic in terms of where it works, where it doesn't work, and where it might be invisible.

MODULE 1: THE FIELD OF WORK AND ORGANIZATIONS — *Tuesday, May 10th*
Vallas, Steven, William Finlay & Amy Wharton. 2009. *The Sociology of Work.* Chapter 1

MODULE 2: RATIONAL THEORY: FREDERICK TAYLOR'S SCIENTIFIC MANAGEMENT—*Wed., May 10th*
Vallas, Steven, William Finlay & Amy Wharton. 2009. *The Sociology of Work.* Chapter 4 & 5 80-94

MODULE 3: MOVIE: *Clockwork*
Vallas, Steven, William Finlay & Amy Wharton. 2009. *The Sociology of Work.* Chapter 6

MODULE 4: RATIONAL THEORY: MAX WEBER'S BUREAUCRACY —*Wed., May 10th*
Vallas, Steven, William Finlay & Amy Wharton. 2009. *The Sociology of Work.* Chapter 5

MODULE 5: RATIONAL THEORY: HERBERT SIMON'S SATISFICING —*Wed., May 10th*

MODULE 6: ORGANIC THEORY: HAWTHORNE & HUMAN RELATIONS—*Thursday, May 12th*
Vallas, Steven, William Finlay & Amy Wharton. 2009. *The Sociology of Work.* Chapter 5, pp. 94-100

MODULE 7: ORGANIC THEORY: SOCIO-TECHNICAL THEORY & COAL MINES— *Thursday, May 12th*
Vallas, Steven, William Finlay & Amy Wharton. 2009. *The Sociology of Work.* Chapter 7,120-129

MODULE 8: ORGANIC OR RATIONAL THEORY: LEAN PRODUCTION —*Thursday, May 12th*

MODULE 9: CONFLICT THEORY: SOME DIVISIONS WANT ALL THE RESOURCES—*Friday, May 13th*
Marx, Gary. "The Case of the Omniscient Organization"
THE GAME CASE

MODULE 10: CONFLICT THEORY: WORKERS & RESISTANCE— *Friday, May 13th*
Hodson, Randy, article on resistance

1st Examination—Essay Question due, Sunday night, May 15th, 11:59 PM
—Multiple Choice due, Monday night, May 16th 11:59 PM

WEEK TWO

Professions and Service Occupations in Society

The professions have a very specific form of work organization with many aspects of altruism and sheltering from market forces. Nonetheless, lean production is spreading throughout our economy, especially to services, which are the fastest growing segment of our economy. We will explore a number of cooperative and contentious theories about how the professions operate. Then we move to more general inequalities in society concerning medicine and law. The case study focuses on how to control medical mistakes.

MODULE 11: FUNCTIONALIST THEORY OF THE PROFESSIONS —*Wed., May 10th*
Vallas, Steven, William Finlay & Amy Wharton. 2009. *The Sociology of Work.* Chapter 8

MODULE 12: TURF CONFLICT THEORIES OF THE PROFESSIONS—*Wed., May 10th*
Abbott, Andrew *A System of Professions.* Chapter 6.

MODULE 13: CLASS, GENDER AND RACE CONFLICT IN THE PROFESSIONS—*Thursday, May 12th*
Vallas, Steven, William Finlay & Amy Wharton. 2009. *The Sociology of Work.* Chapter 9

MODULE 14: CULTURAL CONFLICT IN PROFESSIONS AND SERVICES— *Thursday, May 12th*

MODULE 15: MISTAKES IN THE PROFESSIONS—*Wed., May 10th*
Gewande, Atul "Medical Mistakes" *New Yorker*.

MODULE 16: INEQUALITY IN MEDICAL SERVICES—**UNIVERSAL HEALTH CARE**—*Thursday, May 12th*

MODULE 17: MOVIE: Something about Obama's health plan or Michael Moore's

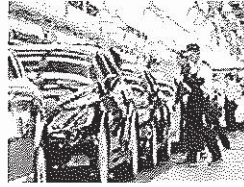**MODULE 18: INEQUALITY IN LEGAL SYSTEMS**—**AMERICA'S INCARCERATION PROBLEM**—*Friday, May 13th*

MODULE 19: GLOBAL WORKER ORGANIZATION & RESISTANCE— *Friday, May 13th*
Vallas, Steven, William Finlay & Amy Wharton. 2009. *The Sociology of Work.*

2nd Examination—*Essay Question due, Sunday night, May 15th, 11:59 PM*
—*Multiple Choice due, Monday night, May 16th 11:59 PM*

WEEK THREE

Structural Forces in Current Work & Organizational Systems

What is lean production and why has it become the dominant force in auto production and nearly all manufacturing? We will look at just-in-time inventory, total quality control, team work, the pull system, and quality control circles, *Kaizen* (continuous improvement) processes, and how people exist under lean production. We will also examine the impact of the internet and robotics on employment, and how outsourcing, offshoring and downsizing affect unemployment. In essence, this is a question about "How much impact does globalization have on jobs and organizations?"

MODULE 20: LEAN PRODUCTION—THE DEVELOPMENT OF QUALITY CONTROL — *Tuesday, May 10th*

MODULE 21: LEAN PRODUCTION – JIT, ANDON CORDS, KAIZEN: *Wed., May 10th*
Liker, Jeffrey. 2005. *Lean* Production. Chapter 3
Vallas, Steven, William Finlay & Amy Wharton. 2009. *The Sociology of Work.* Chapter 15, pp. 301-314

MODULE 22: LEAN PRODUCTION-- TEAM DEVELOPMENT —*Wed., May 10th*
MOVIE: Peter Coyote movie on Mazda.

MODULE 23: DIAGNOSING PROBLEMS IN TEAMS —*Wed., May 10th*
Hunt, James & Joseph Weintraub. 2011. *The Coaching Manager*. Chapter 3.

MODULE 24: COMPUTERS AND JOBS—*Thursday, May 12th*
Levy, Frank & Richard Murnane. 2005. *The New Division of Labor,* Chapters 1, 2 & 3.

MODULE 25: OUTSOURCING, OFF-SHORING, DOWN-SIZING— *Thursday, May 12th*
Levy, Frank & Richard Murnane. 2005. *The New Division of Labor.* Chapters 4 & 5.
Gereffi, Gary & Karina Fernandez-Stark. 2010. "The Offshore Services Global Value Chain." Center on Globalization, Governance and Competitiveness. See website.

MODULE 26: MOVIE: Walmart and Outsourcing
Vallas, Steven, William Finlay & Amy Wharton. 2009. *The Sociology of Work.* Chapter 16

MODULE 27: EDUCATION, IMMIGRATION & WHAT KINDS OF JOBS ARE VULNERABLE —*Thursday, May 12th*
MOVIE: The Dirtiest Place in the World. Frontline or 60 Minutes.
Vallas, Steven, William Finlay & Amy Wharton. 2009. *The Sociology of Work.* Chapter 13

MODULE 28: UNEMPLOYMENT, EDUCATION & ACTIVE LABOR MARKET POLICY—*Friday, May 13th*
Levy, Frank & Richard Murnane. 2005. *The New Division of Labor*. Chapters 6 & 7

MODULE 29: GLOBAL WORKER ORGANIZATION & RESISTANCE— *Friday, May 13th*
Smith, Jackie. 2009. "Globalizing Resistance" in Jackie Smith & Hank Johnston *Globalization & Resistance.*

3rd Examination—Essay Question due, Sunday night, May 15th, 11:59 PM
—Multiple Choice due, Monday night, May 16th 11:59 PM

WEEK FOUR

Labor Markets and Inequality at Work

Labor Markets & Organizations in Terms of Gender, Race & Ethnicity: Looking at one's career in the labor market over a lifetime, how are five different types of discrimination created and sustained? And in response to this discrimination, how have governments, corporations and social movements created various programs of diversity to reduce this discrimination? What are these processes and how do diversity programs operate in large organizations?

MODULE 30: GENDERED LABOR MARKETS OVER THE LIFE COURSE — *Tuesday, May 10th*
Vallas, Steven, William Finlay & Amy Wharton. 2009. *The Sociology of Work.* Chapter 7,120-129
    Chapter 11

MODULE 31: FAMILY AND GENDER INEQUALITY —*Wed., May 10th*
Vallas, Steven, William Finlay & Amy Wharton. 2009. *The Sociology of Work.* Chapter 14

MODULE 32: KANTER'S NUMBERS THEORY—*Thursday, May 12th*
Vallas, Steven, William Finlay & Amy Wharton. 2009. *The Sociology of Work.* Chapter 5, pp. 87-100

MODULE 33: HOUSEWORK AND LABOR MARKETS —*Wed., May 10th*
Vallas, Steven, William Finlay & Amy Wharton. 2009. *The Sociology of Work.* Chapter 15, pp. 301-314
Hochschild, Arlie. *The Second Shift.*

MODULE 34: RACE & LABOR MARKETS OVER THE LIFETIME: *Wed., May 10th*
Vallas, Steven, William Finlay & Amy Wharton. 2009. *The Sociology of Work.* Chapter 12

MODULE 35: INTEGRATION & JUSTICE – ROBIN AND ELY— *Thursday, May 12th*
Vallas, Steven, William Finlay & Amy Wharton. 2009. *The Sociology of Work.* Chapter 16

MODULE 36: GLOBALIZATION &WHAT KINDS OF JOBS ARE VULNERABLE —*Thursday, May 12th*
Vallas, Steven, William Finlay & Amy Wharton. 2009. *The Sociology of Work.* Chapter 13

MODULE 37: MENTORING AND MINORITIES—*Friday, May 13th*
Mary Tyree article on mentoring.

MODULE 38: JOB SEARCHERS AND SOCIAL NETWORKS— *Friday, May 13th*
What Color is Your Parachute?
Granovetter, Mark. "The Strength of Weak Ties." American Sociological Review.

MODULE 39: MOVIE ON LABOR MARKETS.

4th Examination—Essay Question due, Sunday night, May 15th, 11:59 PM
    —Multiple Choice due, Monday night, May 16th 11:59 PM

Class Tips, Procedures & Rules

Office Hours and Studying for Tests: If you cannot make the posted office hours please contact the instructor to arrange an alternative time. Please phone from 9:00 A.M. to 5:00 P.M. If I am not there, please leave a message. Or preferably, use E-mail at any time (tjanos@email.uky.edu). Past experience shows that students underutilize office hour time, even when they need help. So come in if you do not understand any topics, no matter how basic the question. Also, groups should meet with the instructor to discuss their strategies.

Contacting the Instructor: E-mail is the best way to contact me. Please use the *Send Email* option in Blackboard, which automatically puts the course number in the subject line. This will help facilitate a quicker response from me. E-mails will be answered within 2 hours from 9:00 AM to 4:00 PM, answers to questions posed after 4:00 PM will come the next day. Generally, I will check my e-mail regularly during the day (M-F). E-mails received after 3:00 PM on Friday will be responded to by Monday at 9:00 AM. For face-to-face, telephone or SKYPE appointments: e-mail me to set up a meeting time.

Policy on Academic Accommodations: If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/index.html. The center will require current disability documentation. When accommodations are approved, the Center will provide you with a Letter of Accommodation which details the recommended accommodations. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754). Contact the DRC Director Jake Karnes 859.257.2754 or jkarnes@email.uky.edu.

Attendance: Lectures convey a large measure of the course content and attendance in an this course really means going through each one of the modules. If you do not attend to the modules, you will have great difficulty in passing the examinations. All course materials are online and it is YOUR responsibility to access material in a timely manner. To help keep you on track I have provided a Course Schedule that you should follow. The schedule is at the end of this syllabus and also in the *UNITS* tab on Blackboard. You are expected to spend a MINIMUM of 4 hours per day (5 days a week) working with the course material (including reading, writing, interacting with other students in the course, etc).

Make-up opportunities: Late assignments will be accepted only in the event of documented excused inability/absences as defined by University Senate Rules V, 2.4.2. Problems associated with your computer, procrastination, or forgetfulness are not acceptable excuses for late submission of assignments. It is your responsibility to make sure that you access and submit assignments on time. Note: Once the deadline for submission has passed, these assignments will no longer be accessible on Blackboard.

Academic Integrity, Cheating and Plagiarism: Plagiarism and cheating are serious academic offenses. The following is an excerpt taken from the "Students Rights and Responsibilities Handbook, University of Kentucky" regarding cheating.

> "Cheating is defined by its general usage. It includes, but is not limited to, the wrongful giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade."

The following is an excerpt taken from the "Students Rights and Responsibilities Handbook, University of Kentucky" regarding plagiarism.

> "All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression.
>
> When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work........ If the words of someone else are used, the student MUST put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic."

Charges of an academic offense will be made against any student that cheats or commits plagiarism. Penalties for such an offense will be assessed according to University Regulations regarding Academic Offenses. The most severe penalties include suspension or dismissal from the University. I have a zero-tolerance policy regarding academic offenses.

> In addition to the circumstances listed above, the following activities are considered evidence of cheating:
> (1) Any talking to another student during an examination.
> (2) Looking at another students' work during an examination, or allowing another student to look at your work.

(3) Collaborating with another student on an examination and/or submitting an assignment that is similar in wording or sentence construction to the work of another student in the class, unless the assignment has been identified as a group assignment.

Appropriate Online Behavior: Students are expected to maintain decorum that includes respect for other students and the instructor, to regularly log in to the course, and to display an attitude that seeks to take full advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities. Virtual communication and discussion "in cyberspace" occur in a social environment where normal rules of social interaction apply. The remoteness of the recipients is no excuse to behave in an anti-social manner and post unacceptable messages. Unacceptable messages include those that harass, intimidate, threaten, belittle, ridicule, expressed hatred for, or aggression toward others. Let us be mindful to avoid words that imply that some groups of people are less worthy than others (e.g., avoid racist, sexist, anti-Semitic, age-ist, and homophobic language). Discussion board and other electronic communication for this course should relate only to the course subject matter, generally respond to the instructor threads, and always seek to further the aims of that particular discussion forum or chat session (e.g., stay on topic). Contributions to discussion boards and synchronous chat are the intellectual property of the authors. Students who quote another person in class projects, publications or even in remarks made on the discussion board should always acknowledge the source of that quote (e.g., do not plagiarize your classmates). Personal comments about other users and their views should not be placed in any of our Blackboard course areas that are viewable by other users. Do not copy private messages to another person without the author's explicit permission. Consult the UK Student Rights and Responsibilities regarding the steps for addressing unresolved academic issues at http://www.uky.edu/StudentAffairs/Code/part2.html

Class Etiquette: Please respect the opinions and positions of fellow class members. Extend them the politeness that you yourself would expect. If you need to leave early or come late to class, please inform the instructor before the beginning of the class. Walking out without an explanation is not polite.

Delays and Grades: The grades for the case study exercises will lose one point per day for lateness, and every day including weekends and holidays count. This does not look like much but over a few weeks it causes your grade to seriously deteriorate. Each day is determined at the end of the class period for which the assignment was due. Grade changes will be made for errors in computation or obvious mistakes. Grade changes will not be made for "closeness to what was asked for, closeness to the cutoff point, or on the basis of personal need." All requests for grade changes must be made within one week of receiving the exam or paper in question.

Pass/Fail Grades: In the past I have found that some students taking the class pass/fail do not do well in groups. If you are taking the class pass/fail, you should inform me and alternative assignments may be made.

Distance Learning Library Services
 (http://www.uky.edu/Libraries/DLLS)
- Carla Cantagallo, DL Librarian, Email: dlservice@email.uky.edu
- Local phone number: 859. 257.0500, ext. 2171;
- Long-distance phone number: (800) 828-0439 (option #6)