

**HTS 3007: The Sociology of Work and Industry**  
**Georgia Institute of Technology**  
**School of History, Technology, and Society**  
**Fall 2011**  
**MW: 3:05-4:25**  
**Architecture Bldg. East, Rm. 309**

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### **Course Overview**

Work is a fundamental part of human existence. Our material well-being, and in contemporary capitalism our numerous modern conveniences, are produced through the process of our collective work. As well, our human dignity, sense of purpose, and pride are all bound up with the work we do on a daily basis. While we often think of work in an individualized manner (e.g. I work to support myself and my family) the work that goes on inside factories, warehouses, retail outlets, hospitals, software development companies, construction sites, accounting offices, etc. is a collective, social effort. It is organized by social relationships and social institutions that structure how work gets done and the distribution of the product of our collective effort. Thus, how work is constituted, understood, and experienced varies dramatically across human history as well as across the contemporary work. This course is designed to give you the conceptual tools necessary to understand the various worlds of work, and the origins and consequences of the social relations and institutions that organize work and workplaces. Perhaps most importantly, it is designed to help you develop your own sense of how work should be organized to provide for both our collective material well-being and ensure the dignity of all of us at work.

### **COURSE REQUIREMENTS**

#### *Required Texts:*

There are three required books for this course:

Wharton, Amy S. 2006. *Working in America: Continuity, Conflict, and Change*. 3<sup>rd</sup> Edition.  
McGraw-Hill **(W)**

Fantasia, Rick and Kim Voss. 2004. *Hard Work: Remaking the American Labor Movement*.  
University of California Press. **(FV)**

The texts can be purchased at the **Engineers Bookstore, 748 Marietta Street**. There will be a few other required readings not found in these books. These are noted with an asterisk and can be found on the T-Square course website under the icon "Reading Assignments."

#### *Assignments and Grading:*

There will be two exams (a mid-term and a final, 30% each). The mid-term exam will cover material from the first half of the class. Because this class is cumulative, concepts we learn earlier in class will help us understand readings later in class. Thus, while your final exam will

cover primarily material from the last half of class we cannot avoid returning key concepts learned in the first half. Thus, the final exam will cover readings from the second half of the semester PLUS key concepts from the first half of the class.

You will also write two short papers (15% each). The first will involve you interviewing two people about their experiences at work, while the second will require you to observe and analyze a workplace. I will give further information about each of these as the semester progresses.

Finally, your participation in the class and engagement with the readings is crucial for both your learning and the overall success of the class. To this end you will write 8 response papers throughout the course that will collectively count for the final 10% of your grade. These response papers will require you to take the readings for the week and relate them to each other, to other previous readings, and to the broader issues we have been discussing in the sociology of work. The response papers should be no more than one page, single-spaced. See T-Square for more information on the dates for the response papers and how to effectively write them.

The grading scale for each component of the course and the final course grade is as follows: 97-100=A+; 93-96=A; 90-92=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; 67-69=D+; 63-66=D; 60-62=D-; 59 & below=F

I DO NOT accept late assignments (tests or papers) except in cases of documented illness or family emergency.

## COURE EXPECTATIONS

I have high, yet doable, expectations. This is not meant to be an easy course. It is designed to develop your knowledge of how work and workplaces are socially organized and experienced by those in them. Essentially, the goal is to develop a critical appraisal of the question, “How do we and how should we produce the things we want?” If you meet my expectations for the course you will gain this, and be a more informed citizen. You will also receive a good grade for the course.

I expect the following from you:

- **Attend all classes.** If you cannot attend a class for any reason it is YOUR responsibility to get notes from that day’s class. I do not accept late assignments or schedule make up exams except in the case of documented sickness or death in the family. As noted above I will give pop quizzes to ensure that students come to class regularly. I give these pop quizzes at the beginning of class, and if you are late or miss the class you cannot make them up. No pop quizzes can be made up for any reason.
- **Do the reading ahead of class and be prepared to discuss them.** Reading the material is essential. While I do require a heavy reading load, actually reading the material is important for class discussion, and as you will see is necessary to do well on the pop quizzes. Becoming an avid reader and consumer of information is essential to being an informed, politically efficacious citizen. Further, active participation in class discussions enhances your understanding of the concepts, so do not be afraid to ask questions about and/or comment on the readings during lectures and discussion. Do not be wallflowers. Simply showing up is not enough.

- **Have an open, yet critical, mind, but ALWAYS be respectful.** Many of us have preconceived ideas about work. A sociological perspective on work requires us to challenge these taken-for-granted assumptions about how work is and should be organized. Both of these can often be unsettling and/or difficult. While I strongly encourage a critical examination of the material, I encourage you to suspend your assumptions about the world when you engage with this material. Try to understand the arguments and evidence first and then shift toward critically assessing them. Regardless of how you choose to engage the material, at no point will disrespectful comments be tolerated. Verbal attacks on persons in the class, or inflammatory remarks about material discussed in class will result in my asking you to leave class for the day. Persistent disrespect will result in your termination from the class.
- I will occasionally show films. This is not a day off from “regular” class, but is a chance to explore further our sociological imagination in a new way. When watching films you should take notes and be prepared to discuss the materials just as if it were a reading assignment. I will also write exam questions related to the films. If you miss a film it is your responsibility to watch it on your own time (the films we watch are available through our library, but I cannot guarantee availability).

### **ACADEMIC HONESTY**

Academic honesty is required of all students at the Georgia Institute of Technology. All acts of dishonesty in any work for this class (exams, papers, quizzes, etc.) constitute academic misconduct. This includes but is not limited to cheating, plagiarism, fabrication of information, and facilitating such dishonesty. Sanctions will be sought for any cases of academic dishonesty. You should be aware that it is within the limits of the University to expel students for such conduct. If I identify such conduct you will *at minimum* receive a zero for the assignment. For more information see: [http://www.deanofstudents.gatech.edu/integrity/policies/honor\\_code.html](http://www.deanofstudents.gatech.edu/integrity/policies/honor_code.html). It is your responsibility to read and comply fully with this policy.

### **STUDENTS WITH DISABILITIES**

Any students requiring assistance due to disability should contact me within the first week of classes so that provisions can be arranged to facilitate your learning. You will be required to provide proper documentation from the ADAPTS office so that proper arrangements can be made. For more information see <http://www.adapts.gatech.edu>

### **COURSE SCHEDULE**

*Week 1: Introduction and Basic Concepts*

8/22 Introduction to Course

8/24 **W:** Marx “Alienated Labour” 44-51

**W:** Weber “Bureaucracy” 51-56

### **The Making of the Industrial Workplace**

*Week 2: The Early Factory*

8/29 **W:** Jacoby “The Way It Was: Factory Labor Before 1915” 2-17

- 8/31      **W:** Crittenden “How Mothers’ Work Was ‘Disappeared’: The Invention of the Unproductive Housewife” 18-31  
\*Thompson. 1967. “Time, Work-Discipline, and Industrial Capitalism” *Past & Present* 38: 56-97.

*Week 3: Scientific Management and Deskilling*

9/5      **Labor Day: No Class**

- 9/7      **W:** Taylor “The Principles of Scientific Management” 57-65  
**W:** Braverman “The Division of Labor” 65-69

*Week 4: Mass Production and Technology*

- 9/12      **W:** Meyer “The Evolution of the New Industrial Technology” 31-44  
\*Bauerlein and Jeffrey. 2011. “All Work and No Pay: The Great Speedup” *Mother Jones* July/August  
Movie: *Modern Times* (excerpt)

- 9/14      **W:** Burawoy “Thirty Years of Making Out” 318-323  
**W:** Juravich “Women on the Line” 324- 330

*Week 5: Unionization and Worker Resistance to Factory Life*

- 9/19      **FV:** Chapter 1 “Why Labor Matters: The Underside of the ‘American Model’” 1-33  
\*Sale “The Achievements of General Ludd: A Brief History of the Luddites”

- 9/21      **FV:** Chapter 2 “An Exceptionally Hostile Terrain” 34-77

*Week 6: Unionization and Worker Resistance to Factory Life, cont’d*

- 9/26      **FV:** Chapter 3 “Bureaucrats, “Strongmen,” Militants, and Intellectuals 78-119

- 9/28      **FV:** Chapter 4 “Practices and Possibilities of a Social Movement Unionism” 120-159  
\*Schwalbe. 2010. “Class Struggle” *Common Dreams*  
\*Silverstein. 2009. “Labor’s Last Stand: The Corporate Campaign to Kill the Employee Free Choice Act.” *Harper’s Magazine* July

*Week 7: Midterm Exam; Flexibility and The New Economy*

10/3      Midterm Exam

**The Postindustrial Workplace**

- 10/5      **W:** Powell “The Capitalist Firm in the 21<sup>st</sup> Century” 80-94

*Week 8: Redefining Workers and Work in the New Economy*

- 10/10      **W:** Smith “Structural Unemployment and the Reconstruction of the Self in the Turbulent Economy” 94-112

- 10/12      **W:** Zuboff “In the Age of the Smart Machine” 113-125  
**W:** Vallas and Beck “The Transformation of Work Revisited: The Limits of Flexibility” 136-154

**Paper 1 Due**

*Week 9: Emotional Labor in the New Economy*

10/17      **Fall Recess: No Class**

- 10/19      **W:** Hochschild “The Managed Heart” 69-78  
**W:** Pierce “Rambo Litigators: Emotional Labor in a Male-Dominated Job” 394-405

*Week 10: Service Work and Marginalized/Contingent Work*

10/24      **W:** Leidner “Over the Counter: McDonald’s” 345-357  
**W:** Sallaz “The House Rules” 377-393

- 10/26      **W:** Gowan “American Untouchables: Homeless Scavengers in San Francisco’s Underground Economy” 447-458  
**W:** Rogers “Are We Not Temps?” 434-446

**Workplace Inequalities**

*Week 11: Gendered Workplaces*

10/31      **W:** Cotter et al. “Gender Inequality at Work” 189-201

- 11/2        **W:** Henson and Rogers “Why Marcia You’ve Changed!” Male Temporary Clerical Workers Doing Masculinity in a Feminized Occupation” 202-217

*Week 12: Care Work and Work-Family Balance*

11/7        **W:** Hochschild “Love and Gold” 486-496  
**W:** Ehrenreich “Maid to Order: The Politics of Other Women’s Work” 510-521

- 11/9        **W:** Hochschild “The Time Bind: Men” 522-531  
**W:** Garey “Motherhood on the Night Shift” 532-547

*Week 13: Racialized Workplaces: Discrimination*

11/14      **W:** Moss and Tilly “Stories Employers Tell” 235-260

11/16      **W:** Collins “Black Corporate Executive” 418-433

*Week 14: Racialized Workplaces: Unequal Labor Processes and Globalization*

11/21      \*Wingfield. 2009. “Racializing the Glass Escalator.” *Gender & Society* 23: 5-26.  
              \*Wingfield. 2010. “Are Some Emotions Marked ‘Whites Only?’” *Social Problems* 57: 251-68.

- 11/23      **W:** Bonacich and Appelbaum “Behind the Label” 284-298  
**W:** Hodagneu-Sotelo “Maid in L.A.” 299-315

## **Reimagining the Social Organization of Work**

### *Week 15: Redesigning Capitalism and the Labor Process*

- 11/28      \*Green 2010. “Ed Murray: ‘How I Started a Microbrewery’” *The Independent*  
              \*Roberts. 2007. “Working in a Brewery May Sound Easy, But There is a Real  
              Science to It” *The Independent*  
              W: Head “On the Digital Assembly Line” 125-136

- 11/30      **FV:** Chapter 5 “Two Futures” 160-176  
              \*Reimagining Capitalism Discussion *The Nation*  
              <http://www.thenation.com/article/161267/reimagining-capitalism-bold-ideas-new-economy>

### **Paper 2 Due**

### *Week 16: Challenging Workplace Inequality*

- 12/5      \*TBA

- 12/7      Wrap up and Exam Preparation

### **Final Exam**

- 12/14      Final Exam (2:50-5:40)

**\* Please note that as the course progresses I reserve the right to add, cancel, or change reading or other assignments if necessary with appropriate notification.**