

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste current course information from [Class Search/Course Catalog](#).

College/School	College of Integrative Sciences and Arts	Department/School	<b>IDS</b>
Prefix: <b>IDS</b>	Number: <b>315</b>	Title: <b>Integration: Social Contexts</b>	Units: <b>3</b>

Course description:

Is this a cross-listed course?	No	If yes, please identify course(s):
Is this a shared course?	No	If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics?	Yes	Chair/Director Initials
If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.		<u>KE</u> (Required)

**Requested designation:** Social-Behavioral Sciences–SB      **Mandatory Review:** Yes

*Note- a separate proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**


- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name	Marie Wallace	lmwalla1@asu.edu	Phone	602-496-4000
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**Department Chair/Director approval: (Required)**

Chair/Director name (Typed):	Kevin Ellsworth	Date:	10-23-2018
Chair/Director (Signature):			

**Arizona State University Criteria Checklist for**  
**SOCIAL-BEHAVIORAL SCIENCES [SB]**

**Rationale and Objectives**

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[SB] CRITERIA</b>					
<b>A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul> </td> <td style="width: 50%; vertical-align: top; text-align: center;">                     Political Science Sociology                 </td> </tr> </table>	<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	Political Science Sociology	Syllabus
<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	Political Science Sociology				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> <li>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</li> <li style="text-align: center;"><b>OR</b></li> <li>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</li> </ul>	Syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus		
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b>			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	General Studies Designation
IDS	315	Integration: Social Contexts	

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1	This course is grounded in social science frame and focuses on how the intersection of technology and the social institution of work and economy are changing how humans work and impacting culture and social institutions	The readings and the learning activities focus on pulling together a variety of resources from the social sciences in order to ground students' understanding of the changing order or work within the information age. Please note the learning activities section of the syllabus and the learning objectives of each module. Also please review the reading list because the readings focus on the HUMAN aspect of work and how the social institutions of work and economy are changing how humans work and the impact on other social structures and micro level cultures.
C2	As evidenced by the leaning objectives and readings for the course, it is a social science course. Students read from and hear my lectures grounded in anthropology, sociology, economics, political science, and history.	Students are required to read an award winning ethnography about Silicon Valley. They are also required to learn about the concept of McDonaldization which is grounded in sociology. Also, students learn how the gig economy impacts unemployment and under-employment statistics through readings and applying concepts in their discussions. All readings are assessed through summative exam questions and application discussion prompts.
C3	Students read an anthropological ethnography that provides insight into ethnography as a process and a product. Students theorize using Ritzer's McDonaldization .	Students write a report highlighting an aspect of sociocultural change related to technological change and work that is grounded in anthropological theory. Students are also assigned discussions that deal with the history of unions, the relationship of labor unions and the rise of the middle class, students apply sociological theory to an aspect of work, and examine economic data related to under employment.

**Social And Behavioral Sciences [SB]**

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C4	This course not only contains qualitative data through the ethnography but provides students with quantitative data through the economic data provided. In addition, it provides students the opportunity to apply theory to the changing world of work.	As provided in the reading list, students are exposed to sociological, anthropological, political economic, and historical perspectives.
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## Catalog Description

### **IDS 315: Integration: Social Contexts**

This course explores how the practice of integrating knowledge, skills and perspectives from multiple sources can be used to better understand human behavior and interactions.

## **IDS 315: Integration: Social Contexts**

### **Topic: The Political Economy of Work and Organizations**

Faculty of Interdisciplinary and Leadership Studies College of Integrative Sciences and Arts (<https://cisa.asu.edu>)

**Note: This course is a permanent course with topics. This is a sample syllabus of the topic: The Political Economy of Work and Organizations. Topics will vary.**

#### **Faculty Information:**

**Marie Wallace, Ph.D.**

[lmwalla1@asu.edu](mailto:lmwalla1@asu.edu)

**Office: UCENT 303, Downtown Campus**

**Phone Number: 602-496-4000**

**Please note I also have a virtual office to meet via video conferencing**

**Schedule appointment w/ me**

#### **Catalog Description:**

This course explores how the practice of integrating knowledge, skills and perspectives from multiple sources can be used to better understand human behavior and interactions.

#### **Course Description:**

This course exposes students to an interdisciplinary framework surrounding work and labor. Students examine historical aspects of work related to labor unions, assess social change related to technology and its impact on work from an ethnographic lens, and examine different types of work from a sociological perspective. In addition, economic quantitative data is examined to comprehend the relationship between the information age, gig economy, underemployment, and unemployment. This class requires an APA formatted annotated bibliography with a focus on peer reviewed materials and a research paper centered around a topic related to work.

The specific topics addressed in the class are as follows: Work and labor in its present and past form; Work as a cultural and political institution; Technological change and shifting economic sectors and modes of production; Credentialism, professionalism, occupational prestige and social inequalities in the US labor market (race, ethnicity, gender, sexualities, and class); Precarious work (include temporary and contract work as well as the jobs in the “gig” or sharing economy); Care-work, global care chain and emotional labor; Decline in unionism; Alienation and work; Structure and function of complex organizations/bureaucracies related to work; Fordism and Taylorism.

#### **Course Objectives:**

Students will learn about concepts related to work, types of work, economic attributes associated with work and the economy. Students will examine these from a variety of social science perspectives with a focus on the intersection of these perspectives in order to develop an interdisciplinary academic understanding of work. Students will synthesize various perspectives surrounding work and focus on one central topic to compile a bibliography and a research paper.

### **Student Learning Outcomes:**

Through required readings, written assignments, and discussions, students will be able to:

- 1) Analyze the integrative knowledge utilized by the social application.
- 2) Apply integrative knowledge to social applications.
- 3) Analyze the impact of social structures on individual behavior.
- 4) Demonstrate a pragmatic understanding of the socio-historical, sociological, anthropological, political, and economics of work and how it impacts organizational development and structure.
- 5) Understand the critical interdisciplinary nature of work and labor and analyze the different types of work and their relationship to sociocultural, political, economic, technological, and futurist aspects of work.
- 6) Examine the future of work through the lens of futurist research.

### **Course Expectations:**

To be successful in this class, students must do the following:

- 1) **Make sure you have a reliable computer (not just a smartphone), high-speed Internet service, and standard computer software.** You may be able to view some content on a smartphone, but writing assignments need to be checked for spelling and grammar, and most of our displays are designed for a larger screen.

**IMPORTANT ACADEMIC AND CAREER ADVICE:** Don't procrastinate: Students and professionals who experience electrical blackouts, computer crashes, and other problems BEFORE a deadline looms do not tend to get so stressed out. If your home computer experiences problems, it is your responsibility to find another computer (on campus, at a library, a friend's house, etc.) to log onto the course site and complete your assignments on time. It is also important that you have access to a computer with audio capabilities (through headphones or speakers) for many of the course activities.

- 2) **Obtain standard software such as Microsoft Word, Googledocs, Excel, and PowerPoint or Prezi.** ASU students all have access to Google Drive (My Drive via My ASU), where they can create and share Google documents, presentations, spreadsheets and more. Students also have access to software titles at no cost through My Apps or My ASU. When you use word-processing (writing) software, ensure that the "spellcheck" and "grammar check" features are working.

See these websites for more information:

Plug-ins for Students: <http://apps.asu.edu/>

Technical advice: <https://asuonline.asu.edu/student-resources/technical-support>

Information Technology: For 24/7 phone support call toll-free 1-855-278-5080, option 3



- 3) **Check email frequently, and also read the feedback from your professor** (notes, comments, etc., attached to graded assignments). ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. All instructor correspondence will be sent to your ASU email account.

In addition to email, check the “comments” or “notes” attached to graded assignments. I will often (but not always) provide some feedback there---ranging from “Nice work!” to more detailed feedback taking up several paragraphs. You will be expected to follow the advice or “suggestions” provided in feedback as you work on future assignments. Class announcements will also be sent out (via Blackboard and/or your ASU email) with similar notes and directions, which you will be responsible for. Should you have any questions or concerns after reading a course announcement or an email, please send me an email at: [lmwalla1@asu.edu](mailto:lmwalla1@asu.edu).

- 4) **Demonstrate good time management skills.** Work on something every day. Do not wait. You should budget three (3) hours for the course every day---and if you finish all your work a day or two early, then you can enjoy your free time with something else, or you can go back and review your work (while proofreading or checking with a writing tutor), in order to ensure that you have done your best. **The assignments are NOT set up to be completed at the last minute.** You will be more successful if you pace yourself and give yourself enough time to produce quality work.
- 5) **Course Time Commitment:** This three-credit course requires approximately 135 hours of work. Please expect to **spend between 22 and 23 hours each week preparing for and actively participating** in this course.

The Arizona Board of Regents, the governing board for ASU, NAU, and the U of A, has a policy for how much time students should invest in their courses: "A minimum of 45 hours of work by each student is required for each unit of credit...." Therefore, in a 3-credit course, students should expect to invest 45 hours in class sessions (or the online equivalent), as well as 90 hours doing homework and assignments—a total of **135 hours per term, which averages about 22.5 hours per week in this accelerated course.** We are committed to this standard because it promotes the breadth and depth of learning required in a first-rate university education.

- 6) **Late Policy:** Late writing assignments will be penalized 10% **for each day** that they are late if permission is not granted for late work if I elect to accept the late work (This policy doesn't apply discussion boards that are subject to a “no late” policy.) No late assignments will be accepted after the last day of class. NEVER assume I will take a late assignment. This is a request I grant unless you are on active duty military then the rules are a bit different. I tend to be fairly flexible but, have on occasion, denied requests because students inform me they will submitting late work. If you are going to be late, email me as soon as you know

you will not make the deadline and request an extension. You do not need to provide intimate details of WHY (a short explanation without a lot of personal details is acceptable) but you do need to ask as this is standard protocol. In addition, if there is a steady pattern of late work, we will need to re-evaluate your standing in the class.

- 7) **Always read and follow directions.** It is extremely important that before you complete any of the assignments, you first make sure to understand what the instructions are telling you to do. In many cases, you will be asked to either meet a word-count or page minimum; make sure you do so. Written assignments that do not meet the minimum length requirements will earn a failing grade or a zero (0).

Answer in full sentences, even if the question asks for “a list” of terms. Provide a full description (a definition and sometimes an example) for each term, whether or not the question prompt asks for specifics. (Don’t just provide a brief list, even if the question says “List the problems with...”; provide explanations.)

**Don’t tempt fate by doing “the absolute minimum.” Make sure you give complete answers in complete sentences. Ask yourself: “What is the larger point here? And what are the details I need to provide for a complete answer?”**

- 8) **Reread, edit, and revise every piece of writing (including Discussion Board posts) before submitting. You are expected to review your work, and revise it, before posting.** Think of all your writing as a labor-intensive process, deserving of extra time and attention---not only for this course, but for your future professional work as well.
- 9) **ALWAYS cite material that you use from other sources that are either direct quotes or paraphrasing.** Members of this class are expected to submit their own written work. Plagiarism is defined as presenting someone else's writings or ideas as if they were your own. A student who commits an act of cheating or plagiarism will fail the course. Any citation format is acceptable (APA, MLA, Chicago, etc.).

### **Academic Integrity**

Student Affairs <http://www.asu.edu/studentaffairs/studentlife/judicial/and>  
<http://provost.asu.edu/academicintegrity>, as well as the College of Integrative Sciences and Arts (<https://cisa.asu.edu>) all discuss policies to which we adhere.

- *Plagiarism*—complete the “Q&A” found at this link if you have questions about what constitutes plagiarism:  
<http://www2.umf.maine.edu/plagiarism/q-a-for-plagiarism/>This web site is from the University of Maine and has some excellent links.
- *Citing Sources*—the following online sources are useful if you have any questions on how to properly cite a source:  
[http://www.wisc.edu/writing/Handbook/DocAPACitations\\_Def.html](http://www.wisc.edu/writing/Handbook/DocAPACitations_Def.html)  
<http://library.duke.edu/research/citing>

### **A Note On Academic Integrity**

Assignments will be checked with SafeAssign. SafeAssign is a program widely used at ASU. SafeAssign "compares submitted assignments against a set of academic papers to identify areas of overlap between the submitted assignment and existing works.

(<https://help.blackboard.com/Learn/Instructor/Assignments/SafeAssign>)

Please note anytime you reference someone else's work, idea, research that is not your own it is always important to cite in text and give that person credit, otherwise it is plagiarism <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism>.

The College of Integrative Sciences and Arts and the Faculty of Leadership and Interdisciplinary Studies takes an offense of the academic dishonesty or plagiarism policy very seriously and faculty hold students to the highest standards for academic integrity. Students who commit academic dishonesty are taking away from themselves the opportunity to learn, creating an unfair grading environment for others, impacting the value of an ASU degree and even affecting innocent student's grades. Therefore, any student found providing materials of any type to a *homework help* site or a *study resource* site are in direct violation of the Academic Integrity Policy: "Aiding academic integrity policy violations and inappropriately collaborating." The Faculty of Leadership and Interdisciplinary Studies will not tolerate such actions and will seek sanctions in conjunction with the [Office of Student Rights and Responsibilities](#), including but not limited to an "XE" in the course. There is no statute of limitations on Academic Integrity violations.

- 10) **All assignments and communications should be in grammatically correct, formal Standard English.** Informal, abbreviated "texting" and "IM" styles of writing are not acceptable in this course (e.g., you will receive zero points on assignments with writing such as "...dont u no i don like bananas'..."). In the digital age we live in, it is easy to revert to colloquial communication styles; however, the classroom (even online) is a professional environment. Even emails to the instructor should be professional, with "BIS 402" in the subject line and a salutation (e.g., "Dear Professor," or "Hi Marie," or "Hello Dr. Wallace,"), as well as a sign-off with the student's name at the end of the message (e.g., "Sincerely, Sally" or "Best wishes, Julio").
- 11) **Students are also expected to treat each other and the instructor with respect.** Please understand that some of the content of this course may be considered sensitive or controversial. Students are not required to agree with the authors, other students, or the instructor. Students are required, however, to communicate disagreement with thoughtful and reasoned arguments that are informed and respectful. Your maturity, sensitivity, and respect for your classmates are imperative. It is also expected that you will respect the confidentiality of any shared information. Finally, it is recommended that you change the names of other people when writing from your own experience,

because students are asked to relate “good, bad, and ugly” experiences from their professional lives.

## Course Topics, Activities, Schedule, & Grading

Activities used for instruction and assessment. (Assess Criteria 1, 2, 3, and 4)

### Learning Activities:

Students earn their grades by completing the following learning activities:

- 1) Introductory Discussion Board (50 Points);
- 2) 4 Substantive Discussion Boards (50 Points per Discussion Board);
- 3) 2 Book Reports (English-Lueck and a book that a student selects related to the political economy of work and each valued at 125 points );
- 4) Annotated Bibliography (APA Style) on research based articles for research paper prep (THREE sections of your APA annotated bibliography with each section valued at 100 points for a total of 300 points)
- 5) Ongoing Exam (multiple choice to take at various intervals during the class) this serves as a “reading check” and to ensure you are reading and viewing the materials in the course.
- 6) Research Paper Draft (Required and valued 100 points)
- 7) Research Paper Submission (Valued at 500 points)
- 8) Research Paper Synopsis Discussion Board (Valued at 125 points)

### Learning Activities Value:

Week One Introductory Discussion Board	50 Points	
5 Substantive Discussion Boards (50 points) (C1, C2, C3, C4)	200 Points	
2 Book Reports (125 points each) (C1, C2, and C4)	250 Points	
Annotated Bibliography (100 points per section) (C1, C2, C3, and C4)	300 Points	
Ongoing Exam (opens Module 2) (C1, C2, C3)	150 Points	
Research Paper Draft Submission	100 Points	
Research Paper	500 Points	
Research Paper Synopsis Discussion Board	125 Points	
Yellow Dig “Future of Work”	<u>100 Points</u>	
<b><u>TOTAL POINTS</u></b>	1,775 total	<b><u>Points</u></b>

### Grading Scale:

Please pay particular attention to the points required to earn an A+

<u>Grade</u>	<u>Approximate Percentage</u>
A+	<u>99-100</u>

<b>A</b>	<b><u>93-98</u></b>
<b>A-</b>	<b><u>90-92</u></b>
<b>B+</b>	<b><u>87-89</u></b>
<b>B</b>	<b><u>83-86</u></b>
<b>B-</b>	<b><u>80-82</u></b>
<b>C+</b>	<b><u>77-79</u></b>
<b>C</b>	<b><u>70-76</u></b>
<b><u>D</u></b>	<b><u>60-69</u></b>

**Grading Procedure:**

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will usually be available **within 7 days** of the due date via the Gradebook. On occasion the grades may be delayed while I wait for special submissions or owing to other intervening factors. This may be particularly true related to your final paper.

**Grading Rubric for written work**

All papers and Discussion Board posts will be graded using the following guidelines. In each instance, a lower letter grade may be earned **IF ONLY ONE OR MORE** of these guidelines matches the writing submitted for any given assignment. For instance, if your writing has achieved most of the standards of an “A” for some of the prompts, yet you have skipped (left blank or barely worked on) two or three of the prompts, you may earn an “E” or “0”:

**A = Excellent = Exceptional Paper/Post**

- All items requested in the assignment are included and discussed in exceptional detail.
- A comprehensive grasp of subject matter (in readings, videos, etc.) is demonstrated.
- An in-depth understanding of relevant concepts and issues is demonstrated.
- Profound analytical critique, synthesis, & evaluation of information are shown.

- The student shows insight in thought and a contribution of something new.
- The writing is in a clear, concise, and fluent style highlighting a logically structured essay.
- The writing is at an exceptionally high-level of “presentation quality” and shows a virtually flawless mastery of all aspects of grammar, structure, spelling, & style.
- The submission is made in a timely manner and shows the highest standards of academic integrity.

### **B = Good = Above Average Paper/Post**

- All items are included: meets all requirements.
- Good grasp of subject matter is demonstrated.
- Basic understanding of relevant concepts & issues related to the topic addressed.
- Some in-depth analytical critique, synthesis, & evaluation of information are provided.
- The writing is in a clear, concise, and fluent style highlighting a logically structured essay.
- The writing is “presentation quality,” showing a good grasp of grammar, structure, spelling, & style.
- Careful proofreading and editing/revisions were applied in order to guarantee the quality of writing.
- A paper or post is submitted that might have included material to earn an “A,” though it greatly exceeds the requirements for length or is excessively wordy or detailed. (As is specified in some of the individual instructions for assignments, keep in mind “the Goldilocks Rule”: Aim for a level of description that is neither too little, nor too much, but is “just right.” In other words, try to do a high-quality and thorough job, but don’t write a lengthy essay when it is not expressly called for.)
- Timely submission and academic integrity.

### **C = Satisfactory = Competent Paper/Post**

- At least one item is not included: at least one key area is weak or missing. -A basic grasp of the subject matter is demonstrated.
- Some understanding of relevant concepts & issues related to the topic are addressed.
- It is an adequate attempt at analytical critique, but it is more focused on reporting than analyzing.
- The writing demonstrates acceptable style, thoughtfulness, and logical structure.
- The basic guidelines of grammar, structure, and spelling are met, with few exceptions.
- Some additional proofreading and editing/revision should have been done before submitting.
- Timely submission and academic integrity.

### **D = Poor = Marginally Acceptable Paper/Post**

- Some items are not included: two or more key items are missing or very weak.- There is some confusion of the subject matter.

- A weak understanding of relevant concepts & issues related to the topic are shown.
- Just reporting events---i.e., the writing lacks careful analysis.
- A basic grasp of grammar, structure, spelling, and style is shown, with some exceptions.
- Some additional proofreading and editing/revision should have been done before submitting.
- Timely submission and academic integrity

### **E = Failing = Unacceptable Paper/Post**

- Many items are not included, or, paper does not reach minimum required length. - A basic lack of understanding of the subject matter is demonstrated.
- Little or no attempt was made to go beyond description; little analysis was attempted.
- Written expression is disorganized or poorly expressed.
- There are serious errors in grammar, sentence structure, and spelling. **NOTE: This alone can earn a failing grade, even if other criteria are met. Use spellcheck, grammar-check, and a proofreader or tutor. Contact an ASU Tutor right away if you know that this is an area that you struggle with.**
- Additional proofreading and editing/revision should have been done before submitting.
- Timely submission & academic integrity may be questionable.
- Standard or requested format is not followed.
- Citations and quotations are incomplete or missing.

### **University Services:**

As ASU students, you have access to an array of both academic and personal support services. I encourage you to tap into these resources when necessary.

**ASU Libraries** - offers 24/7 access to librarians through "Ask a Librarian" online chat and help by librarians in person at the Reference Desk during most hours the libraries are open. [www.asu.edu/lib/](http://www.asu.edu/lib/)

**TUTORS** - Arizona State University (ASU) provides a range of free, live online academic support options to currently enrolled ASU students. Using Adobe Connect, an Adobe product, ASU students can receive support with course concepts, their writing, or academic skills by interacting in real-time with peer tutors—ASU students who have successfully completed the courses they tutor—or with peer academic mentors. Currently enrolled ASU students can access tutoring sessions from anywhere with just a reliable internet connection.

<p><b>Writing:</b> Make an appointment Any course Any writing project Real time Appointment based 50 minute appointment Undergraduate &amp; graduate level support Trained ASU students</p>	<p><b>Academic Mentoring:</b> Make an appointment Personalized approach to meet your academic goals One-on-one time Build study skills Time management Note taking Test taking strategies Trained ASU students</p>
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Visit the ASU Online Writing Center at: <https://tutoring.asu.edu/writing-centers>  
Or call: 480-965-9072

**Detailed Description of Learning Activities:**

1) **Discussion Boards**

Since each Discussion Board assignment will require you to make an initial Response to several prompts, followed by one Reply (follow-up to your classmates), please try to begin posting in the Discussion Board early in the week. Write original, insightful comments that reflect an understanding of the course material and the instructions, or prompt that is provided. Write comments that reflect complete thoughts and ideas that are clearly articulated and original. Prepare and proofread a draft of your comments BEFORE you post them. Students are also required to provide a synopsis of their paper topic and some seminal aspects what they learned during the last two weeks. This is weighted a bit heavier as the substance should include a synthesis of the overall frame of the course and your paper topic.

2) **Book Reports (2) (c1, c2, c3)**

Students are required to submit two book reports. The ethnographic book, *cultures@siliconvalley*, should be a three page report with a 2 page summary with evidence you read the ENTIRE book and a conclusionary page that indicates details the most interesting or compelling section of the book for you and WHY you found this section compelling. This is due at the end of Week 3.

Students will then select a book/comprehensive digital source such as a website or at least a 2 hour video or video series that highlights work from the following categories or one you select: unionism and its relationship to the American workforce; intimate work or sex work; emotional labor; gig economy and the relationship to workforce; conscious capitalism; robotism (automation) and workforce changes, mental health and work, incivility/bullying in the workforce, universal income, child labor, and modern enslavement. Students may select topics that are related to work not listed as long as prior approval is obtained from me. Please use the library or other means such as kindle to find a no cost or low cost option in order to complete this assignment. Students may then develop a



three to four minute audio or video summary of the book or source that concludes with a “most compelling” statement about a section or area of the book/source. (HINT-- select a book/source that you can use in your research paper). Students may also submit a 2 page report as well.

3) **Annotated Bibliography (3 Sections)**

Beginning in Week Two, students are required to use ASU’s Hayden Library to find research based peer reviewed articles about concerning the nature of work. Students should read the articles and use the APA annotated format to begin to develop their resources for the research topic. Because this is an interdisciplinary studies course, students should select articles that represent a range of disciplines. For example, Week Two section can come from economics or sociology. Each week students will find three articles and annotate them [using the APA format](#). Students will complete this exercise the during weeks 2, 3, and 4 of the class. More specifics about this assignment is located under the annotated bibliography tab in each week. Students are required to use **ONE Google DOC** for the entirety of this assignment. Each section should be labeled Week 2 or Section 1 and so on. You will lose points if you do not follow the required APA formatting and use the same Google Doc for this assignment.

4) **Ongoing Exam (c1, c2, c3)**

This is a “check” to ensure students are using all of the available resources to them in the Blackboard classroom. There are videos, websites, multimedia, and readings in each week that you are required to view. It will be comprised of 40 or more multiple choice/true or false questions. It opens at the beginning of Week Two. You may enter this exam as many times as you would like but please do not share your answers with other students. In addition, the quiz questions change from semester to semester because the course materials change to reflect the dynamic nature of the political economy of work.

5) **Research Paper (all criteria are illustrated in this assignment)**

Students should have decided their topic by the beginning of Week Three. The main premise of the paper is that the topic needs to be related to the concept of work and at least 2 different disciplines or perspectives (sociology, anthropology, business, economics, political science, demography, and so on) need to be intertwined in order to frame the central thesis of your paper. Students should use APA formatting and it should be about **10-12 pages** in length EXCLUDING COVER AND REFERENCE pages. Students are required to submit a draft of the paper at the end of Week 5. No extensions granted for the draft component (if it meets specifications then students may submit the draft as the final paper). Please make sure you clearly delineate your thesis of the paper as an interdisciplinary approach to understanding your topic. The first paragraph of this paper needs to illustrate the integrative nature of your frame and approach of your topical area.

6) **Yellowdig “Future of Work” Posts (criteria varies)**

Starting in Week 4, students will put more of their focus on their research projects in order to submit a draft at the end of Week 5. This part of the course shifts the focus to how work is going to change related to technological change. Students will CURATE credible information from the WEB based upon the “Future of Work” prompt in Blackboard. The information can be websites, video, and other sorts of multimedia. This assignment starts in Week 4 and ends at Week 6.

**Reading List:**

English-Lueck, J. A. (2017). *Cultures@SiliconValley*. Stanford University Press. (required to purchase) (Criteria 3b ETHNOGRAPHY) award winning ethnography

Grint, K., & Nixon, D. (2015). *The Sociology of Work, Fourth Edition*. John Wiley & Sons. (Sociology of Work Chapter in Blackboard) (Criteria 1) sociology

Howcroft, D., & Richardson, H. (2010). *Work and life in the global economy: A gendered analysis of service work*. (first two chapters) Palgrave Macmillan. (Criteria 2) sociology and political science

Kalleberg, A. L. (2013). *Good jobs, bad jobs: The rise of polarized and precarious employment systems in the United States, 1970s to 2000s*. Russell Sage Foundation. (Week One Pages 1-58) (Criteria 2) political economy, sociology

Katz, L., & Krueger, A. (2016, 09). The Rise and Nature of Alternative Work Arrangements in the United States, 1995-2015. doi:10.3386/w22667 (Criteria 4) Economics

Katz, L. F., & Krueger, A. B. (2017, 05). The Role of Unemployment in the Rise in Alternative Work Arrangements. *American Economic Review*, 107(5), 388-392. doi:10.1257/aer.p20171092 (Criteria 4) Economics

Kaufka, Katherine. 2003. “The Commodification of Domestic Care: Illegitimacy of Care Work and the Exploitation of Migrant Workers,” *Georgetown Immigration Law Journal*, 18:159.\* (Criteria 4) Political science

Ritzer, G. (2001). *Explorations in social theory : from metatheorizing to rationalization*. Retrieved from <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu> (Chapters 9/10) (Criteria 3A)

Segura, Denise, 1994. "Working at Motherhood: Chicana and Mexican Immigrant Mothers and Employment." *Mothering: Ideology, Experience, Agency*. Evelyn Nakano Glenn, Grace Chang and Linda Rennie Forcey, eds. New York: Routledge (Criteria 1)

Wharton, A.S. (2017). *Working in America: Continuity, conflict, and change in a new economic era*. ROUTLEDGE. (Part One) (Criteria 2)

**Communicating With the Instructor:**

This course uses a discussion board called "Hallway Conversations" for very general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. There has been a tendency to complain on this board because a student does not understand directions -- if this does occur then the discussion board will close. Email questions of a personal nature or if you need clarity on a given assignment to me as these emails come to my smartphone. Please do not be offended if I provide a very brief answer as I am attempting to get you information quickly and I am typing on a very small keyboard when answering from my phone. You can expect a response usually within an hour or two until about 9:00pm, AZ time w/ the exception of Saturday where I check emails in the morning only.

**Email and Internet:**

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. *All instructor correspondence will be sent to your ASU email account.*

**Course Time Commitment:**

This three-credit course requires approximately 135 hours or more of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course.

**Late or Missed Assignments:**

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Please note that it is the instructor's discretion to accept or deny late work. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

**Submitting Assignments:**

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Blackboard. Do not submit an assignment via email.

**Drop and Add Dates/Withdrawals:**

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

**Grade Appeals:**

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

### **Student Conduct and Academic Integrity:**

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>. Additionally, required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

[Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

### **Classroom Behavior:**

We want to build a classroom climate that is comfortable for all. It is important that we (1) display respect for all members of the classroom – including the instructor and students; (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g. having private conversations, reading the newspaper, surfing the Internet, doing work for other classes, making/receiving phone calls, text messaging, etc.); and (4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment.

### **Prohibition of Commercial Note Taking Services:**

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

### **Course Evaluation:**

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

### **Syllabus Disclaimer:**

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

### **Accessibility Statement:**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations.](#) Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing [DRC@asu.edu](mailto:DRC@asu.edu). To speak with a specific office, please use the following information:

<b>ASU Online &amp; Downtown Phoenix Campus</b> Post Office, Suite 201 602-496-4321 (Voice)	<b>Polytechnic Campus</b> 480-727-1165 (Voice)
<b>West Campus</b> University Center Building (UCB), Room 130 602-543-8145 (Voice)	<b>Tempe Campus</b> 480-965-1234 (Voice)

### **Computer Requirements:**

This course requires a computer with Internet access and the following:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Microphone and speaker

### **Technical Support:**

This course uses Blackboard to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Blackboard home page at <https://myasucourses.asu.edu>. To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>. To contact the help desk call toll-free at 1-855-278-5080.

### **Student Success:**

This is an online course. To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track

### **Schedule: The Political Economy of Work and Organizations**

Week One

#### **"What is work?"**

##### **"Work as a dynamic social science construct with different meanings"**

1. Evaluate work as a socio historical and political construct;
2. Understand the historical dimensions of work as it relates to gender;
3. Review globalization and its influence on the dynamic nature of work;
4. Review the parameters of an APA annotated bibliography.

Week Two

#### **"A sociological understanding of the dynamic context of work"**

1. Understand a theoretical context of modern work life in organizations;
2. Apply the "McDonaldization of Society" to the world of work;
3. Explain how technology can function as a disruptor and predictor in work.

Week Three

#### **"A historical perspective of work, worker protections, and economic restructuring"**

1. Understand the history of labor unions;
2. Explain the connection of the rise in unions and the middle class;
3. Connect the decline in unionism and the global restructuring of the economy;
4. Evaluate global economic restructuring and socio-political change as it relates to work.

Week Four

**“The Gig Economy”**

1. Evaluate economic features of different working arrangements.
2. Apply economic features and economic restructuring to the new ways of work such as the “gig economy.”

Week Five

**“The Information Age and the Changing Nature of Work and Professions”**

1. Understand the knowledge economy;
2. Explain how the knowledge economy is changing professions;
3. Analyze new professions related to the knowledge economy and technology.

Week Six

**“Emotional and Intimate Labor in the 21st Century”**

1. Explain emotional and intimate labor
2. Understand the gendered component to emotional and intimate labor
3. Illustrate the connection transnational migration and emotional and intimate labor.

## Required Reading and Textbooks

### **IDS 315: Integration: Social Contexts**

English-Lueck, J. A. (2017). *Cultures@SiliconValley*. Stanford University Press. (required to purchase)

#### **Optional Article Reading List:**

Grint, K., & Nixon, D. (2015). *The Sociology of Work, Fourth Edition*. John Wiley & Sons. (Sociology of Work Chapter in Blackboard)

Howcroft, D., & Richardson, H. (2010). *Work and life in the global economy: A gendered analysis of service work*. (first two chapters) Palgrave Macmillan.

Kalleberg, A. L. (2013). *Good jobs, bad jobs: The rise of polarized and precarious employment systems in the United States, 1970s to 2000s*. Russell Sage Foundation. (Week One Pages 1-58)

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Kaufka, Katherine. 2003. "The Commodification of Domestic Care: Illegitimacy of Care Work and the Exploitation of Migrant Workers," *Georgetown Immigration Law Journal*, 18:159.\*

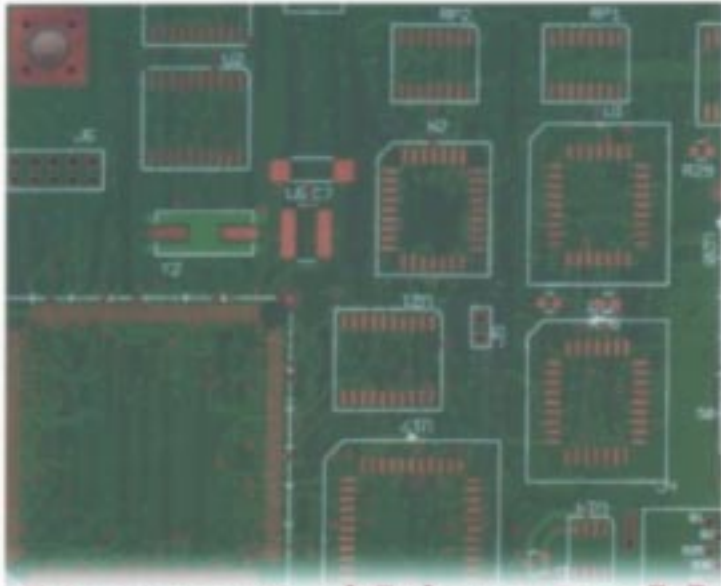
Ritzer, G. (2001). *Explorations in social theory : from metatheorizing to rationalization*. Retrieved from <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu> (Chapters 9/10)

Segura, Denise, 1994. "Working at Motherhood: Chicana and Mexican Immigrant Mothers and Employment." *Mothering: Ideology, Experience, Agency*. Evelyn Nakano Glenn, Grace Chang and Linda Rennie Forcey, eds. New York: Routledge

Wharton, A.S. (2017). *Working in America: Continuity, conflict, and change in a new economic era*. ROUTLEDGE. (Part One)



(Front Cover)



`cultures@siliconvalley`



`j.a.english-lueck`

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