

CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

LSC Use Only  
Number LS-143  
Action Approved  
Date 9-30-90

UWUCC Use Only  
Number \_\_\_\_\_  
Action \_\_\_\_\_  
Date \_\_\_\_\_

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE SO 340 Sociology of Industry

DEPARTMENT Sociology/Anthropology

CONTACT PERSON Dr. Thomas Nowak

II. THIS COURSE IS BEING PROPOSED FOR:

Course Approval Only

Course Approval and Liberal Studies Approval

Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Miriam J. Chait  
Department Curriculum Committee

Thomas Nowak  
Department Chairperson

Rachel Judge  
College Curriculum Committee

College Dean\*

Charles DeLima  
Director of Liberal Studies  
(where applicable)

Provost  
(where applicable)

\*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted  
to LSC \_\_\_\_\_  
to UWUCC \_\_\_\_\_

Semester/Year to be  
implemented \_\_\_\_\_

Date to be published  
in Catalog \_\_\_\_\_

# LIBERAL STUDIES COURSE APPROVAL FORM

**About this form:** Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

**Do not** use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. **Do not** use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

## PART I. BASIC INFORMATION

**A. For which category(ies) are you proposing the course? Check all that apply.**

### LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

### KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

**B. Are you requesting regular or provisional approval for this course?**

- Regular       Provisional (limitations apply, see instructions)

**C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs?       yes       no**

**If so, which General Education course(s)? \_\_\_\_\_**

**PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.**

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
<b>A. Intellectual Skills and Modes of Thinking:</b>		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Literacy--writing, reading, speaking, listening	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Understanding numerical data	<input type="checkbox"/>	<input type="checkbox"/>
4. Historical consciousness	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Scientific inquiry	<input type="checkbox"/>	<input type="checkbox"/>
6. Values (ethical mode of thinking or application of ethical perception)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Aesthetic mode of thinking	<input type="checkbox"/>	<input type="checkbox"/>
<b>B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>C. Understanding the Physical Nature of Human Beings</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D. Certain Collateral Skills:</b>		
1. Use of the library	<input type="checkbox"/>	<input type="checkbox"/>
2. Use of computing technology	<input type="checkbox"/>	<input type="checkbox"/>

**PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES?** Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

**What are the strategies that your department will use to assure that basic equivalency exists?** Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

*see attached document -*

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. **If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.**

*see attached document*

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). **Your attached syllabus must make explicit that the course meets this criterion.**

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

*see attached document*

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. **If this is such an introductory course, how is it different from what is provided for beginning majors?**

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. **To which of the six will your course contribute? Check all that apply and attach an explanation.**

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

**PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?**

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. **The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.**

## CHECK LIST -- LIBERAL STUDIES ELECTIVES

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### Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

### Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional, or pre-professional course.

**Explanation:** Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

## SOCIOLOGY OF INDUSTRY

### Part II. Which Liberal Studies Goals Will Your Course Meet?

The course, Sociology of Industry, gives students several intellectual skills. These skills are: (a) inquiry, abstract logical thinking, critical analysis and synthesis; (b) literacy; (c) values and ethics. Additionally, the Sociology of Industry contributes to historical consciousness by comparing the evolution of the American and Japanese auto industries. Subsequent sections will detail how these goals are met.

A1. This course alerts students to the social forces which shape their behavior and helps students define and analyze several problems which threaten our standard of living. These problems include: a. stagnant productivity b. corporate managers overly oriented to short term profits c. financial manipulations which weaken or destroy viable corporations and jobs d. the high cost of capital in the United States. This process encourages inquiry and critical thinking.

Typically we compare the growth (and decline) of the American auto industry to the growth of the Japanese auto industry. In this comparison we raise questions about the organization of work, labor union relationships, long versus short term market perspectives and quality control. We also examine the changing nature of corporate jobs as corporations seek to consolidate, downsize, and subcontract work.

A2. Written projects, essay exams and class discussion all contribute to the student's literacy. (See syllabus for example of projects).

A6. The Sociology of Industry confronts major ethical issues in illustrating how portions of American culture (e.g. individualism, desire for instant gratification, consumerism) limit our ability to compete with the Japanese. In our unit on dual career couples, we examine how gender ideology affects what men do in the house and how women deal with the frequent male reluctance to help. In so doing we sensitize students to their own biases about gender stereotypes and how such prejudices influence their behavior. Once students become aware how such stereotypes influence their behavior, they are better positioned to make ethical choices and take responsibility for them.

B. The Sociology of Industry helps students acquire "a body of knowledge essential to an educated person." This course examines issues (e.g. productivity, changes in the structure of careers, capital mobility, etc. which reflect or constitute "major trends in society". Social processes (e.g., socialization within corporations, education, development of technology) help us understand how social trends develop in the United States and other societies. In contrasting the growth and organization of the

Japanese auto industry with the growth, decline and organization of the American auto industry, this course is comparative.

Part III. Does Your Course Meet the General Criteria for Liberal Studies?

A. This course is taught by a single instructor. Consequently equivalency among different instructors is this not an issue.

B. The Sociology of Industry includes gender and minority issues. Gender stratification and race and ethnicity are important areas of sociological concern and get serious treatment in this course. Both Hochschild and Kanter (see syllabus) discuss issues related to gender and occupation. Such issues include conflicts between family and work; gender and the division of labor at home, mentoring in the workplace, etc. In his discussion of Japanese investment in the United States, Halberstam argues that Japanese ethnocentrism helps explain why the Japanese invest in the American South (Tennessee and Kentucky) to avoid both unions and black workers.

C. The Sociology of Industry typically uses three or four non-text books. Halberstam's book, *The Reckoning*, is a historical journalistic account of the growth of the Japanese and American auto industries. In *When Giants Learn to Dance*, Kanter looks at the effects of corporate downsizing and mergers on occupation. In *The Second Shift*, Hochschild examines the influence of gender ideology on the division of labor in the household on several blue and white collar families.

D. This is not an introductory course, but should have wide appeal, since so many other disciplines (economics, history, psychology, anthropology, business) cover issues helpful in understanding occupational changes, the effect of international competition on the functioning of American Corporations, and other issues. Since this course does not use complex statistical or demographic techniques and does not require students to interpret studies using such techniques, it is suitable for a broad student audience.

PART III SECTION E.

E-1. The Sociology of Industry confronts major ethical issues in illustrating how portions of American culture (e.g. individualism, desire for instant gratification, consumerism) limit our ability to compete with the Japanese. In our unit on dual career couples, we examine how gender ideology affects what men do in the house and how women deal with the frequent male reluctance to help. In so doing we sensitize students to their own biases about gender stereotypes and how such prejudices influence their behavior. Once students become aware how such stereotypes influence their behavior, they are better positioned to make ethical choices and take responsibility for them.



E-2. This course encourages inquiry and critical thinking by alerting students to the social forces which shape their behavior. Students are asked to examine causes and consequences of: stagnant productivity; corporate managers overly oriented to short term profits; financial manipulations sometimes destroying viable corporations and jobs; and the high cost of capital in the United States. Typically we begin a comparison of the growth (and decline) of the American auto industry with the growth of the Japanese auto industry. In this comparison we raise questions about the organization of work, labor union relationships long versus short term market perspectives and quality control. We also examine the changing nature of corporate jobs as corporations seek to consolidate, downsize, and subcontract work.

E-3. Written Projects, essay exams, and class discussion all encourage student expression.

E-4. The sociological perspective according to Macionis, "involves detaching oneself from familiar explanations of the social world in order to gain new insight that at first may seem somewhat strange" (Macionis, pg 2). In challenging students' common perspectives and assumptions, this course will encourage students to think creatively about a wide range of issues concerning the structure and functioning of corporations in the United States and Japan.

E-6. Current issues, thoughts, institutions and events are widely discussed in the Sociology of Industry. When we examine the decline of the American auto industry and the rise of the Japanese auto industry, we study the loss of quality control in American corporations during the 1950s and recent attempts to emulate Japanese methods of quality control. We also contrast the short profit horizon of many American managers with the long term perspectives common among Japanese managers. We investigate how corporate mergers and cutbacks change occupational opportunities and the definition of work (e.g. from employee to subcontractor or professional providing a service). And students look at how gender ideology affects the division of labor in the household and how women cope with husbands reluctance to help at home.

Sociology of Industry Syllabus  
Tues 5:30-8:30  
SO 340 Section 01

Dr. Thomas Nowak  
126 Keith  
357-2731

### Introduction

In this course we focus on a number of important changes facing American industry and labor. In an effort to bolster profits industry leaders in the last decade undertook a number of experiments in the organization of work and searched for more "flexible" arrangements with employees, subcontractors, customers and governments. A decade (the 1980s) which began with the discovery of the entrepreneur and deregulation threatened to close with layoffs, deficits, wasteful leveraged buyouts (which increased the susceptibility of many corporations to bankruptcy), and loss of market share to European, Japanese and Korean competitors.

### Course Objectives

By analyzing the history of Ford and Nissan we first attempt to understand the economic and cultural environment shaping the evolution of corporations in post World War II United States and Japan. Second we examine current corporate strategies to keep pace with constant technological change and changing global competition. We will investigate why many efforts at corporate restructuring (including buyouts and sell-offs) in the 1980's have often not produced steady increases in productivity or market share. We also examine how corporate structuring affects careers--the skills and services that employees bring into the marketplace. Our third general objective is to examine how the movement of the majority of women into the workforce affects the "second shift"--the practical and ideological difficulties of raising children and maintaining a household while both couples work. Finally, we look at how the survival tactics of many American corporations-- abandoning core businesses, investing offshore, outsourcing work to low wage subcontractors, substituting part-time for full-time labor--affects the standard of living of most Americans, employed as well as unemployed, middle managers as well as blue collar workers.

### Course Requirements

Students will complete a number of different types of writing exercises in this course. These include:

#### 1. WRITING TO ENHANCE READING

Each week one third of the class is asked to submit a three (typed) page summary of major points and arguments made in assigned chapters. This assignment will help you recognize and focus on major points and better understand the arguments developed in particular chapters. In preparation you should refer to the document "Guidelines for Summary Paper". Each student will write three summary papers.  
(15% of the grade)

#### 2. WRITING FOR EVALUATION

I will give three in class essay exams. Each exam will have from 5 to 12 questions. One week before each exam you will receive a number of study questions, some of which will be on part one of the exam. Questions on

part two of each exam will not be revealed to you beforehand. (45 % of the grade)

### 3. WRITING TO INTEGRATE LEARNING

After exam number one, you will receive a copy of one answer randomly chosen from actual exam answers to each question on the exam. These essays are typed from actual exams to preserve confidentiality. You are to "grade" each essay, indicating at length strengths and weaknesses of each answer. These essay assessment papers are typically three to four typed pages in length. (15% of the grade)

### 4. WRITING TO STIMULATE CREATIVITY AND INTEGRATE LEARNING

While reading Hochschild's book, The Second Shift, you will write a paper on how gender ideology affects the division of labor in your parents' household. You are to contrast your parents' ideas about gender and the division of labor between men and women to the cases cited in Hochschild. These papers will be no shorter than 5 typed pages. Students from single parent households will be asked to comment on how gender ideology affects division of labor in the household between the parent and child(ren). For direction in this project you should refer to the documents, "Guidelines for Paper on Gender Ideology" and "Check List for Papers on Gender Ideology". (25 % of the grade)

In total, three summary papers, three essay exams, one exam answer assessment paper, and one paper integrating personal experience and observation with readings and class discussion constitute the writing requirements for this course.

Texts (available in the Coop Bookstore)

1. David Halberstam, The Reckoning, (Avon Books, 1986)
2. Bennett Harrision and Barry Bluestone, The Great U-Turn-Corporate Restructuring and the Polarizing of America, (Basic Books, 1988)
3. Arlie Hochschild, Second Shift: Working Parents and the Revolution at Home, (Viking, 1989)
4. Roseabeth Moss Kanter, When Giants Learn to Dance, (Simon & Shuster, 1989)

### Reading Assignments

Jan. 23-25	Halberstam, pp. 3-55, 264-320
Jan. 30-Feb. 1	Halberstam, pp. 393-510
Feb. 6-Feb. 8	Halberstam, pp. 511-541, 579-629
Feb. 13-Feb. 15	Halberstam, pp. 633-747
Feb. 20-Feb. 22	Kanter, pp. 9-116

Feb. 27

March 1-6

March 8-20

March 22-27

March 29-Apr 3

April 5

April 10-12

April 19-24

April 26-May 1

May 4-8

Exam 3

Exam 1

Kanter, pp. 117-224

Kanter, pp. 229-322

Hochschild, pp. 1-109

Hochschild, pp. 110-203

Exam 2

Hochschild, pp. 204-278

Harrison, pp. 1-108

Harrison, pp. 109-168

Harrison, pp. 169-204

Finals Week

Sociology of Industry  
Study Questions

In the Chapter, "Tensions in Marriage in an Age of Divorce" Hochschild argues that two job marriages seemed vulnerable to 3 types of tension--between the husband's ideal of what he and his wife should do at home and work, and his wife's idea about that; between the desire to live an old-fashioned life and the need to face economic hardships that made it impossible to keep the wife at home; and the tension between the importance of a family's need for care and the devaluation of the work it takes to give that care, a devaluation of the work a homemaker once did. Which of these tensions do you feel caused the greatest stress in the household and why? Which of these tensions (if any) is most likely to lead the couple to divorce). In your answer provide explicit examples from Hochschild's cases as well as any other examples (e.g., your parents) about which you are knowledgeable.

When she started her research, Hochschild assumed that of the factors that influence the relations between husbands and wives, money would loom the largest. Why? After completing the research she did not find much relation between the amount a man earns relative to his wife and how much housework or childcare he does. What other principles then affected the relationships between her cases? Discuss in detail at least two of these principles.

What evidence did Hochschild find linking a father's involvement in the household with the development of children and adjustment in life?

Briefly describe how the industrial (and post-industrial) revolution (begin roughly with the 1930's) affected the position of men and women both in the labor market and in the household.

Hochschild argues that women's move into the economy has on the whole increased the power of women. Yet other realities lower women's power. What are some of these other realities and why are women still relatively vulnerable in today's economy?

In her concluding chapter, Hochschild argues we need a Marshall Plan for the family. Briefly discuss some of her (and others) recommendations for such a plan.

Study Questions  
Sociology of Industry

1. Discuss three reasons why American corporations began to experience a profit squeeze beginning in the mid 1960's and continuing for the next 15 years.
2. Discuss three strategies adopted by American corporations to counter falling or stagnant rates of profits in the last decade and one half.
3. Why did so many American corporations turn toward financial speculation and away from productive investment? Where did funds come from for such speculation? What forms did such speculation take?
4. What is supply side "Reaganomics"? What steps did the Reagan administration take to implement its supply side policies?
5. Harrison and Bluestone argue that many of the strategies adopted by corporations since the mid 60's did improve the bottom line but at an enormous cost to the nation. How did such strategies affect wages, the distribution of income, the level of family income and unemployment?
6. How did the supply side policies of the Reagan administration affect savings, interest rates, investment, labor productivity and military spending? Why do Harrison and Bluestone argue that much of our recent economic growth has a "shaky" foundation and may not be sustainable in the future?
7. What was the Reagan's administration attitude toward government regulation. Briefly describe the Reagan administration policy toward regulation. Did regulation typically create more competition or less competition? How did deregulation affect the banking industry?

The Sociology of Industry SO 340

Guidelines for Summary Paper

1. What are the major points the author is trying to make in these chapters? Do these points complement points made in previous chapters? If so how?
2. How does the author(s) support this thesis or major points? What sub-points does the author use to advance the argument? What types of sources were examined.
3. What is the author's point of view? What are his or her thoughts about the problems discussed and outcomes or possible solutions? Is the author satisfied, proud, troubled or offended?

Your chapters summary paper should be no more than four typed or printed pages long. Each week roughly one third of the class will submit chapters summary papers. In total you will write three chapter summary papers.

### CHECK LIST FOR PAPER ON GENDER IDEOLOGY

1. Check the document "Guidelines for Paper on Gender Ideology". Did you answer the questions asked?
2. Does your paper clearly identify the gender ideology of each parent?
3. Does your paper discuss the behavioral consequences of your parents' gender ideology?
4. Does your paper make comparisons with the appropriate cases cited in Hochschild.
5. Have you supported your positions well?
  - a. Have you backed up your comparisons with evidence? Is the the evidence appropriate to the points you are making?
  - b. Does your argument proceed logically? Are there points placed toward the end that would make more sense near the beginning or vice-versa?
6. Have you edited your paper for meaning and style?
7. Have you edited your paper for grammar and punctuation?



## Guidelines for Paper on Gender Ideology

1. Briefly describe the educational, family and occupational background of each parent. How do you think your father and mother's background affected how each views the place of men and women at home and at work?
2. Try to determine the gender ideology of each of your parents. What does each feel is the appropriate role of men and women in the work world. Should the male be the primary breadwinner and hold a higher status job than the female? Should women be as active in the work world as men?
3. Are the gender ideologies of your parents complementary or antagonistic? Do your mother and father both agree on appropriate roles for male or female or do they disagree? If your father and mother disagree on what appropriate activities for men and women should be, how do they reconcile such disagreements.
4. How do your mother and father handle conflict over who should do what in the household? Does your father withdraw, become angry, or act out in some other way if your mother asks him to do more around the house? Does your mother "pester" or "nag" if she works and feels she does too much around the house?
5. Does your mother have a paid job because of economic necessity or because she enjoys working outside the household? If she works, how does your father feel about her working?
6. Do your parents relax by engaging in activities together or do they typically relax and recreate separately? What type of activities does your mother enjoy? What types of activities does your father enjoy?

If you come from a single parent family, please contact me. We will change the aforementioned questions so that they do not make mistaken assumptions about your family.