9 to 5 and then Bye-bye: Working Across our Lives

Professor Annette Nierobisz

Carleton College • Fall 2013
Course Description

We spend a substantial portion of our lives at work, and the jobs we hold shape our day-to-day activities, our social interactions, our personal identities, and even our life outcomes. In this course, we will explore how we experience work at four life stages: adolescence, young adulthood, mid-life, and the senior years. At each stage, we will examine the questions asked by sociologists who study work and occupations. For example, does paid employment in the teenage years affect schoolwork or adolescent well-being? Do the aspirations of today’s college students match the job structure of today’s labor market? How do college students transition to the labor force? What types of challenges do people experience in mid-career? When, how, and why do people retire from their jobs?

Course Objectives

This course is designed with three goals in mind. First, you’ll learn about the field that sociologists call “the sociology of work and occupations.” This field’s rich insights are invaluable for making sense of your employment experiences as well as the larger discipline of sociology. Second, you’ll learn about sociology in general. You’ll adopt the critical mindset that sociologists adopt, ask the types of questions they ask, use the research methods they use, and communicate sociological evidence to a wider audience as they do. In the process, you’ll become more familiar with quantitative reasoning and visualization. Finally, because this is an A&I seminar, you’ll learn about Carleton’s resources, its expectations, the nature of a liberal arts education, and the mindset of the curious intellectual.

The Department of Sociology and Anthropology has also specified six student learning outcomes (SLOs) that we want our students to acquire (http://apps.carleton.edu/curricular/soan/major/slos/). In this course, we focus on these two SLOs:

1. Formulate appropriate sociological and/or anthropological research questions about socio-cultural phenomena;

2. Select (and apply) appropriate sociological and/or anthropological research methods to study socio-cultural phenomena;
Reading Material

Required readings are posted to the course Moodle. The following four books are also required:


You will also read and teach your classmates about one of the following books:


Reading Tips

Please complete the assigned readings before class. We will all benefit if you engage the readings, take copious notes, and bring your thoughts to class along with copies of the readings. At the very least, you should be able to discuss the “who, what, when, where, why, and how” of each reading. To help get the most out of your readings, Paul and Elder¹ recommend asking the following questions as you read:

- Can I summarize the meaning of this text in my own words?
- Can I give examples from my own experience of what the text is saying?
- Can I generate metaphors and diagrams to illustrate what the text is saying?
- Can I connect the core ideas in this text to other core ideas I understand?
- What is clear to me and what do I need clarified?

Assignments

Your grade in this course will be determined by your performance on the following:

Who has the advantages in my future occupation? (20 points)
After exploring the more than 400 occupations tracked by the Bureau of Labor Statistics, you’ll analyze qualitative and quantitative data on employment and earnings in an occupation that interests you. You’ll then write a paper about your analysis before presenting your findings to the class. The format of this assignment will be discussed in class.

Book presentation (10 points)
With three classmates, you will read one of the presentation books listed above and teach your other classmates about the book’s contents. The format of these presentations will be discussed in class.

Term paper (50 points)
You will write a major paper on a topic of interest in the sociology of work and occupations. You’ll work on this paper throughout the term, submitting four portions:

- Part 1: Select a topic from the list provided on your assignment sheet. Submit a two-page paper that tells the reader which topic you have selected, why you have selected that topic, and what questions you would like to explore about the topic. Although this paper is relatively informal, you should still write it in a formal academic voice.

- Part 2: Submit a five-page draft of your paper. This paper will include an introduction that specifies your research question, an overview of five or more journal articles and/or books that help answer your question, and a page of references cited. If statistical indicators are available for your paper, please include those as well.

- Part 3: Submit a ten-page draft of your paper. This paper will include an introduction, a more extensive overview of relevant literature, a preliminary conclusion, and a page of references cited.

- Part 4: Submit a professionally formatted 12- to 14-page paper that raises an important question and offers a soundly-argued answer to that question in an engaging way. This paper should be free of errors in grammar, spelling, and punctuation.

Peer feedback (10 points)
Twice this term you will give your classmates feedback on their term papers. The format of this feedback will be discussed in class.

Class participation (10 points)
This part of your grade is based on regular class attendance and punctual arrival, completing the assigned readings so that your in-class comments and questions have solid grounding, and contributing to class in a manner that advances, rather than stymies, discussion. You are expected to be present in both body and mind, and to be actively engaged in creating an intellectually stimulating experience for all. To that end, please refrain from using computers, cell phones, and other devices in class, and please resist the urge to engage in behaviors that may be disruptive or disrespectful to your classmates and me, such as snickering, rolling your eyes, whispering to classmates, or passing notes. Students who meet the standards of class participation at only the most basic level will receive the “default” participation grade of 5 points.
### Summary of Course Assignments*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Distribution Date</th>
<th>Due Date</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLS Assignment Part 1</td>
<td>9/30</td>
<td>10/10</td>
<td>15 points</td>
</tr>
<tr>
<td>BLS Assignment Part 2</td>
<td>9/30</td>
<td>10/17</td>
<td>5 points</td>
</tr>
<tr>
<td>Book Presentation</td>
<td>9/23</td>
<td>10/14, 10/30, 11/08, 11/18</td>
<td>10 points</td>
</tr>
<tr>
<td>Term Paper Part 1</td>
<td>9/18</td>
<td>9/23</td>
<td>5 points</td>
</tr>
<tr>
<td>Term Paper Part 2</td>
<td>9/18</td>
<td>10/24</td>
<td>10 points</td>
</tr>
<tr>
<td>Term Paper Part 3</td>
<td>9/18</td>
<td>11/07</td>
<td>10 points</td>
</tr>
<tr>
<td>Term Paper Part 4</td>
<td>9/18</td>
<td>11/25</td>
<td>25 points</td>
</tr>
<tr>
<td>Peer Feedback to Term Paper Part 2</td>
<td>9/18</td>
<td>10/28</td>
<td>5 points</td>
</tr>
<tr>
<td>Peer Feedback to Term Paper Part 3</td>
<td>9/18</td>
<td>11/11</td>
<td>5 points</td>
</tr>
<tr>
<td>Class Participation</td>
<td>9/16</td>
<td>Every single day!</td>
<td>10 points</td>
</tr>
</tbody>
</table>

* Assignments due on non-class days should be placed in my SOAN mailbox by noon on the date due. No extensions will be provided, and late submissions will have a ½ point deducted for each day late.

Grade range: “A” = 90-100%; “B” = 80-89%; “C” = 70-79%; “D” = 60-69%; “F” <= 59%

### Writing

All students are encouraged to work with the Writing Assistant for this course, Francesca Arcidiacono ’16 (arcidiaconof@carleton.edu). Francesca is aware of our assignments and deadlines, and she can help you with anything from organizing your ideas to editing your rough drafts. She will visit class, use our course Moodle, and email you with available appointment times.

Another writing resource to take advantage of is the Write Place, which has locations on the second floor of Scoville and in room 329 at the Libe. Like the course Writing Assistant, student writing consultants at the Write Place can work with you at any point in the writing process. Walk-ins are welcome at Scoville, but students with appointments will have priority. To make an appointment for yourself, you can use the online scheduler. Appointments are not required for sessions in the Libe.

If English is your second language and you think you would benefit from working with a writing consultant on a regular basis, contact Renata Fitzpatrick (rfitzpatri@carleton.edu), the coordinator of Carleton’s Second-Language Writing Program. In addition to emailing her, you can call her at x5998 or stop by her office in Scoville 201. She can arrange once- or twice-a-week meetings between you and a specific writing consultant throughout the term.
Time Management, Study Skills, and Test-Prep Strategies

Greta Simons (gsimons@carleton.edu), Carleton’s Academic Skills Coach, can work with you to improve your time management and academic skills. Her goals are to heighten your awareness of your strengths and skills and to offer new ways of approaching academic work to make you more efficient and effective. Greta can meet with you during her drop-in hours, which are listed on the Academic Skills Coaching site, but you can also email her to schedule a meeting outside of those hours.

Accommodations for Students with Disabilities

Carleton is committed to providing reasonable accommodations to students with disabilities. Students seeking accommodations should contact Andy Christensen, the Coordinator of Disability Services, at x4464 or anchrist@carleton.edu. Carleton professors are encouraged to wait for official notification of accommodations before modifying course requirements for students.

Public Speaking and Class Presentations

The Speakeasy, in room 314 at the Libe, is designed to help you with class presentations, comps talks, and other speech-related activities. Both groups and individuals are welcome to visit. Speakeasy coaches Mike Sobaski ’15 (sobaskim@carleton.edu) and Diana Fraser ’14 (fraserd@carleton.edu) are available on a regular basis each week, but they can also meet with you at other mutually convenient times.

Email Etiquette

Professors on campus sometimes complain that students frequently address them improperly in email messages. Instead of grumbling about it, I would like to give you some tips. Unless you know the professor well, do not assume you can use their first name. When writing an email make sure you start with Dear Professor “last name” or Dear Dr. “last name.” Even if your course instructor does not have a doctorate, or you are not sure if they do, it is best to address them formally at first (that is use Dr. or Professor). When addressing female professors, avoid addressing your emails as Dear Mrs. or Miss “last name.” It is also helpful to use a professor’s correct name and correct spelling of her name when you contact her.
COURSE OUTLINE

9/16  Introducing the Course
   • Peck. *How a New Jobless Era Will Transform America*
   • Lipson. The Three Principles of Academic Honesty
   • Lipson. Academic Honesty from your First Class to your Final Exam

9/18,20 Introducing Sociology

9/18
   • Gladwell. *The Roseto Mystery*
   • Berger. *Sociology as an Individual Pastime*
   • Durkheim. *The Method of Sociology*

9/20
   • Lipson. Plagiarism and Academic Honesty
   • Lipson. The Basics of Citation

   • Class activity: You will be assigned one of the following readings to present to the class. In doing so, you will practice citing other people’s work and presenting ideas concisely. You’ll also explain how your article challenges conventional wisdom, identifies a pattern in social behavior, or exposes the social construction of reality.

   1. Charles. *What Gender is Science?*
   2. Dodson & Luttrell. *Families Facing Untenable Choices*
   3. Kong. *Sex Entrepreneurs in the New China*
   4. Nyseth et al. *Embedded Sociologists*
   5. Rank. *Rethinking American Poverty*
   6. Roscigno. *Ageism in the American Workplace*
   7. Rosenbaum et al. *Beyond the One-Size-Fits-All College Degree*
   8. Rudrappa. *India’s Reproductive Assembly Line*

9/23  The Sociological Imagination
   • Mills. *The Promise*
   • Waite. *Sexuality has no Expiration Date*

   • Term Paper Part 1 due in class

9/25  The Sociological Imagination at Work
   • Kalleberg. *Economic Transformation and the Decline of Institutional Protections*
   • Samuelson. *The Scared Worker*
   • Martelle. *Five Myths about Detroit*
9/27 How Do Sociologists Cite Sources and Talk About Numbers?
• Miller. *Seven Basic Principles*
• Lipson. *APA Citations for the Social Sciences, Education, Engineering, and Business*
• Lipson. *FAQS About All Reference Styles*
  
  o Class activity: You will review a table of statistical findings and write summary of the trends you find. This activity will let you practice writing and talking about numbers. Be sure to complete the assigned readings before class!

9/30 Sociologists in the Information Age
• Library session. Class will meet in Library 306.

*The Adolescent Work Experience*

10/2 Youth at Work
• Mortimer. *Should Adolescents Work?*
• Mortimer. *The Youth Development Study*
• Mortimer. *Time Allocation and Quality of Work*

10/4 The 2013 A&I Convocation, with Martha Nussbaum
• Kalleberg. *Time at Work: Hours, Intensity, and Control*
• Hunnicutt. *Introduction to Kellogg’s Six Hour Day*
• Gilson. *Overworked America: 12 Charts that will Make Your Blood Boil*
• Grabell. *The Expendables: How the Temps who Power Corporate Giants are Getting Crushed*

10/7 Youth at Work
• Mortimer. *The Ecology of Youthwork*
• Mortimer. *Precursors of Investment in Work*
10/9 Some Consequences of Working While Young
- Mortimer. Working and Adolescent Development
- Paternoster et al. The Effect of Teenage Employment on Delinquency and Problem Behaviors
  - 10/10: BLS Assignment Part 1 due by noon in my SOAN mailbox

10/11 Predicting Future Employment Prospects for Youth
- Mortimer. The Transition to Adulthood
- Reynolds. Presentation Design: Principles and Techniques
  - Doug Foxgrover of ITS will visit class to discuss the presentation of visual data

10/14 Presentation 1: Becoming Adult: How Teenagers Prepare for the World of Work
- Csikszentmihalyi & Schneider. The Evolving Nature of Work

10/16 The Reshaping of Adulthood
- Mortimer. Working and Becoming Adult
- Arnett. Emerging Adulthood: A Theory of Development from the Late Teens through the Twenties
  - 10/17: BLS Assignment Part 2 due by noon in my SOAN mailbox

10/18 BLS Presentations
- Reynolds. The Art of Being Completely Present
- Reynolds. Connecting with an Audience
10/21  MID-TERM BREAK

10/23  Transitioning to Employment in Early Adulthood
   • Brewer et al.  Does it Pay to Attend an Elite Private College? Cross-Cohort Evidence on the Effects of College Type on Earnings
   • Roksa.  Double Disadvantage or Blessing in Disguise? Understanding the Relationship between College Major and Employment Sector
   • Csikszentmihalyi & Schneider.  Making the Transition to Adulthood
     o 10/24: Term Paper Part 2 due by noon in my SOAN mailbox

10/25  Class activity: Mock Interview Exercise
   • Guest speakers:
     o Carol Rutz, Director of the College Writing Program
     o Doug Foxgrover, of Carleton’s Information Technology Service

10/28  Social Status and the Job Search
   • Granovetter.  The Strength of Weak Ties
   • Pager.  The Mark of a Criminal Record
     o Peer Feedback to Term Paper Part 2 due in class

10/30  Presentation 2: Academically Adrift: Limited Learning on College Campuses
   • Arum & Roksa.  College Cultures and Student Learning

Work at Mid-Life

“We were hoping that you could work from work today.”
11/1 The Time Bind
- Gerson. The Shaping of a New Generation
- Story. Many Women at Elite Colleges Set Career Path to Motherhood
- Wikipedia. Manual of Style/Words to Watch

11/4 Growing up in Changing Families
- Gerson. Families beyond the Stereotypes
- Gerson. The Rising Fortunes of Flexible Families
- Gerson. Domestic Deadlocks and Declining Fortunes

11/6 Facing the Future
- Gerson. High Hopes, Lurking Fears
- Gerson. Women’s Search for Self-Reliance
- Gerson. Men’s Resistance to Equal Sharing

  - 11/7: Term Paper Part 3 due by noon in my SOAN mailbox

11/8 Presentation 3: Opting Out? Why Women Really Quit Careers and Head Home
- Gerson. Reaching Across the Gender Divide
- Gerson. Finishing the Gender Revolution

  - Want to know more? Read this fascinating New York Times Magazine article by Judith Warner: The Opt-Out Generation Wants Back In

**Work in the Senior Years**

“T’m fifty-three, but I have the résumé of a much younger man.”
11/11  An Aging Population
   • Lynch. Making Needles, Making Lives
   • Lynch. Up the Stairs
   • Morrison. Work and Retirement in an Older Society
   • Moroney. The Longer Route: Letter Carrier, 72, among Growing Number in U.S. Working Well Past 65

   o Peer Feedback to Term Paper Part 3 due in class

11/13,15 Working While Old
   11/13
   • Lynch. Making Money for Fred: Productivity, People and Purpose
   • Lynch. Antique Machinery and Antique People: The Vita Needle Family

   11/15
   • Lynch. No Chains on the Seats: Freedom and Flexibility
   • Lynch. Vita’s Larger Lessons

11/18  Presentation 4: The Experience of Retirement
   • Weiss. What Does it Mean to be Retired?

11/20 Wrapping up 9 to 5 and then Bye-bye: Working Across Our Lives
   • Readings TBA

   o 11/25: Final term paper due at 5:00 pm in my SOAN mailbox
Happy Winter Break!

“I am not a workaholic. I just work to relax.”
References Cited on Syllabus


