

Teaching Portfolio

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Teaching Statement

I love to teach. The challenge and satisfaction that teaching provides is like few others I have experienced. Since first being exposed to teaching in a graduate seminar in Teaching Sociology in the spring of 2000, my excitement and love of teaching has grown steadily and significantly. In addition to this, my teaching philosophy has become clearer, and I have structured my courses and teaching strategies to help accomplish the goals entailed in my philosophy.

Teaching Philosophy

It is my belief that as a teacher, my overriding responsibility is to provide students with the tools they will need to be productive, thoughtful, and contributing members of their society and smaller-scale social groups (families, workplaces, civic organizations) in which they will participate. I approach this in two ways. First, I help students discover the substance, theories, and methods of my discipline and make meaningful connections between sociology and their lives. Second, I strive to instill in them a more general intellectual curiosity. To accomplish this, I structure my classes to foster critical thinking and analytical skills and the ability to approach issues and problems from many different points of view.

In order to meet the responsibilities I have set for myself, I make every effort to create a dynamic, exciting environment in which each student plays an important role in his or her individual learning and also actively contributes to the learning of others. I also strive to create an atmosphere in which ideas and learning generate excitement among students. To realize this goal, I actively engage my students in two major ways. First, I make students equal partners in the consumption and production of knowledge through the implementation of *active learning* strategies and *cooperative work* in small groups. Second, I provide students with an active role in the class by *giving students a voice*, and creating an environment in which students and their ideas are respected. In my classes, I strive to ensure that students feel comfortable voicing their thoughts and opinions, and that all of their comments and actions are taken seriously and have a meaningful effect on classroom activities.

Active and cooperative learning—In order to engage students with the material and the class meetings, I employ both active and cooperative learning techniques in which the students play a large role in both their own and their peers' learning. I rarely give traditional lectures for longer than 10 minutes. Rather, I utilize active learning strategies that require students to play an active part in the learning process. In my classes, students and the small, cooperative groups in which they participate are often given tasks, such as discussion points, theory applications, role playing, or real-world explorations that are intended to make sociology and abstract sociological theories and concepts meaningful and relevant to their lives (see Appendix III for an example of my learning activities). One of the wonderful things about sociology is its applicability to the lives of everyone. However, traditional lectures and the social distance they sometimes create between teacher and student can threaten to turn sociology into a dry subject seemingly detached from everyday experiences. As a teacher of sociology, I believe that I have been granted a rare opportunity to demonstrate the relevance of a particularly useful set of academic theories and ideas to individual lives.

Cooperative learning is “the instructional use of small groups so that students work together to maximize their own and each other’s learning” (Johnson and Johnson 1999: 5). In my classrooms, I utilize cooperative learning teams in order to create an atmosphere of teamwork and camaraderie. The first benefit of such an atmosphere is the interdependence among students that group-based learning creates. When students work closely with a small number of peers, they develop personal relationships with their fellow group members and also meaningful obligations to the other members of the group. Such interdependence can motivate students to make real contributions to the functioning of the group and the class, and also serves as a subtle motivation for students to keep up with coursework. Second, students who learn cooperatively in small groups experience the emergent benefits of small-group work and interaction. Through work in cooperative teams, students are exposed to new ideas and perspectives, and also receive added emotional and intellectual support that facilitates learning and exploration. Also, in larger classes, cooperative learning increases the likelihood that all students participate and interact with their peers and the course material. Overwhelmingly, students respond very positively to the active and group work they experience in my classes, as evidenced by the student feedback included in Appendix I.

Giving students an active voice—Perhaps the biggest reason I find teaching at the college level so exciting and rewarding is because of the important role I can play in the social, moral and cognitive development which occurs in students during their college-age years. According to Erikson (1968), the major developmental task facing adolescents is identity formation. The successful negotiation of this task requires that individuals be able to explore new ideas and experiences in a comfortable and accepting environment. Liberal arts courses provide an ideal environment in which students experience new ideas, people and situations which contribute to the process of identity formation. My love of teaching springs, in part, from the privileged position that teaching places me in as a guide through this important process. In my classes, I strive to create an atmosphere in which students can comfortably grapple with new ideas, think critically about them, express their thoughts, and discuss them with both peers and myself. To do this, I make it clear that all students are respected and their comments, concerns, and questions are important. In doing so, I strive to help students become responsible members of the class and the broader academic community, and make connections between their roles as responsible students and their roles as responsible citizens.

Teaching Methods

In my classes, active and cooperative learning typically take the form of group exercises both in and out of class. One such exercise is described in my *Teaching Sociology* publication. In this exercise, which has been employed in my sociological theory class and classes in organizational sociology and the sociology of work, I employ a set of field and classroom exercises in which students explore the concepts bureaucratization, rationalization, and McDonaldization by investigating these processes in action, through group discussion, and in-class problem solving. I have included a summary of another of my in-class exercises (this one dealing with Durkheim) in Appendix III of my teaching portfolio.

When we are not engaged in exercises and group work, I discuss concepts and issues with the class instead of “telling” students about them via traditional lecture. I conduct my classes by guiding students through a series of questions that ultimately result in the students

discovering important meanings and relationships for themselves and in ways that are personally meaningful. Class discussions in place of traditional lectures have been successful, as evidenced by student comments and feedback.

In addition to my in-class exercises, I also solicit student feedback by collecting comment cards periodically. I try to keep my teaching style and my courses as flexible as possible, and I truly care about students' responses and reactions to the instructional techniques and course material. By allowing students to comment anonymously about both me and my class, I not only continually strive to improve but also help students to realize that their opinion matters and they and their opinions are vital to the success of the class.

Teaching Experience and Effectiveness

As a graduate student at the University of North Carolina at Chapel Hill, I have had the opportunity to teach four courses: 1) Sociological Theory [four times] 2) The Labor Force [one time], 3) Formal Organizations and Bureaucracy [three times], and 4) Social Relations in the Workplace [four times]. In my capacity as an instructor, I am responsible for all aspects of course development and conduct, including choosing texts, writing syllabi (See Appendix II) preparing and conducting class discussions and activities (See Appendix III) and preparing and grading assignments and exams (See Appendix IV). These classes have ranged in size from 14 to 50 students. Through my training at UNC, I am also qualified to teach courses in research methods, introductory sociology, economic sociology, social stratification, and cultural sociology.

Because my experiences teaching undergraduates in the classroom have been so rewarding, I decided to expand my role and my opportunities for mentorship and interaction by becoming the undergraduate advisor for the Management and Society Curriculum at UNC. The Management and Society Curriculum is an interdisciplinary liberal arts major housed in UNC's Sociology Department. In addition to courses in the sociology of work, organizations, and the labor force, the Curriculum includes selected courses from the Economics, History, Psychology, and Communications departments.

In this role, I have opportunities to meet individually with students to discuss registration, major requirements, and graduation schedules. I have also worked closely with students on independent studies courses and as an advisor on a senior honors thesis. In addition, I am the advisor to the Management and Society Student Association (MSSA). In this capacity, I work closely with the officers of the Association in formulating objectives for the Association, discussing leadership strategies, and assisting in the development of programs. Serving as the advisor to both the Management and Society majors and the Management and Society Student Association has allowed me to get to know many of my students outside of the classroom, and to expand my role as a mentor to undergraduates at UNC. Through independent studies, discussions about career options, course and major concerns, and issues facing undergraduates involved in learning and studying at the collegiate level, I have realized that teaching and learning do not end when class is over—instead, they are both constantly taking place.

My effectiveness as a teacher is represented in several ways. In the spring of 2004, I was recognized with the *Everett K. Wilson Award*, which goes to the Sociology Department's most outstanding graduate instructor. Everett K. Wilson was a pioneering teacher of sociology who authored the groundbreaking text *Passing on Sociology* and designed and taught the first-in-the-nation graduate course in teaching sociology at UNC. It was an honor

to have won such an award, which was chosen from nominations from students, peers, and the sociology faculty. My effectiveness is also represented by the evaluations of students in my classes, which are included in Appendix I. Students' end of the semester evaluations of my teaching and my courses are important to me for two reasons. First, these evaluations provide me with a measure of my ability and effectiveness. It is certainly a good feeling when students evaluate me and my class in positive terms. However, I also am very interested the criticisms students provide in these reports. These criticisms expose areas of my own practice and the content of my courses that I need to improve upon. The second important function these evaluations serve is to demonstrate whether my continuing efforts at pedagogical and course development are effective. By comparing current or recent evaluations to those previous, I can be sure that am constantly striving to meet students' needs and to develop as a teacher. My mean improvement on each question from semester to semester is .03, which provides a rough indication that the changes I make in my syllabi, course content, and classroom activities are generally positive. In Appendix I, I include students' written comments in categories consistent with my teaching philosophy. These are followed by summaries of the numerical evaluations I have received at the end of each of the courses I have taught (originals available upon request).

REFERENCES

- Erikson, E. H. 1968. *Identity: Youth and Crisis*. New York: W. W. Norton
- Johnson, D. W. and R.T. Johnson. 1999. *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning*. Boston: Allyn and Bacon.

Appendix I: Evaluations¹

Student comments:

General teaching style:

“He used many different ways of getting us to learn material. He really knew what he was teaching us and was accessible for questions and wanted our feedback.”

“Steve was one of the best teachers I’ve had here. He was always enthusiastic about the material, he always engaged the class in a thoughtful and intelligent way and he made learning the material fun. I’m really glad I took this course.”

“Stephen was an extremely helpful and informative teacher. He had a passion and enthusiasm for the material and for the students and their questions. He was wonderful, especially since the subject can be hard to teach because it’s subjective and debatable. He helped students feel comfortable to speak their minds in exploring sociological theory.”

“Overall this was an excellent course. This is the 2nd course I have had with Stephen Lippmann and he is one of the best instructors that I have had at UNC. He is a very effective instructor and his teaching still engages the class and helps us understand and learn the material very well.”

“Steve is a great instructor—taught boring subject matter with infectious enthusiasm. Great attitude.”

“Stephen Lippmann is a fantastic teacher and mentor. This course would not have been the same if he wasn’t the instructor. I think he will make a great professor. The readings for the course broadened my horizons and were more than relevant for the course.”

“I really liked how much Steve encouraged us to comment during class, and he always made our opinions seem valid.”

“This was an excellent class, the material was engaging and relevant. The instructor was very enthusiastic and communicated ideas clearly.”

“Steve was an excellent teacher. He made students feel like every answer mattered. This made it easier and made me more willing to participate.”

“Stephen Lippmann is brilliant...a very intelligent person and very cool with the students. He connects with the class.”

“Stephen was a really effective teacher and he made a relatively boring subject matter interesting. We need more teachers like him.”

“Lippmann is an excellent teacher—definitely appreciated his enthusiasm for the course, rather than boring lectures. Also loved the way he encouraged all students to think on their own and come up with their own ideas.”

“Prof. Lippmann displayed an excellent knowledge for the subject matter and his enthusiasm while teaching kept me interested in the course.”

“Instructor has a lot of energy and enthusiasm which helped make this class an enjoyable experience.”

¹originals available upon request

“Steve’s enthusiasm for teaching the class really helps keep me interested in what otherwise is pretty dry subject matter.”

“Great course, one of the best I’ve had in college. Enthusiasm of teacher reflected in enthusiasm from students.”

“This guy is the most enthusiastic teacher I’ve had in the 3 years I’ve been here—probably my whole life.”

“Steve’s enthusiasm made this class. Turned mundane subject material into lively lectures.”

“The way the course was laid out and the material was very informative. The instructor was a great contribution to the course. He interacted with the class very well. In fact, this was the most informative, easy to learn in, and fun class I’ve ever had. I actually looked forward to coming to class in the summer.”

“Stephen Lippmann is a great teacher. He enjoys the information and it reflects in his teaching. He makes class fun and interesting. “

“The class was great. Steve was a skilled instructor who communicated the materials on a level we could understand and simultaneously challenged us to expand on the theories and their application. I came out of this course with a more in-depth knowledge of social theory and a greater passion for Sociology.”

“I absolutely loved this class! Steve is a great, wonderful teacher. I wish I had him for all my classes. I would do the readings and have no idea what they said, but then Steve would explain it and I would understand it.”

“Lippmann had so much energy that it made me not only engaged in, but excited about, the subject matter.”

“The best part was how excited he was to be teaching.”

“Mr. Lippmann took a subject that could have been boring and made it interesting, exciting, and relevant to students today.”

“Steve is a great instructor. He seemed to enjoy teaching class and had a wide knowledge of the subject. He was always available when needed and concerned that we would learn and understand the material.”

On class discussions:

“The instructor was always happy and nice and encouraged participation in a nice way. He made me feel comfortable to talk in class.”

“The in-class discussion was very helpful. Also, it made the class more interesting.”

“The discussions were very enjoyable and helpful. The professor was knowledgeable and clearly explained things when questioned.”

“Well organized, drawing from real life and personal experiences. Visual aids helpful. Encouraged class to participate and engaged in discussions daily.”

“I like the way the class discussion led to what the teacher was looking for. He did a good job of leading discussions.”

“I really liked how you encouraged class participation from everyone. I have no suggestions for improvements. This course and instructor were great.”

“Steve was a very good teacher. He actively got students involved in class and stayed away from boring lectures.”

“The best parts of class were the class discussions. They were interesting.”

“First of all, there were no bad parts. I excelled in this class and I owe a great deal of it to the effectiveness of my teacher. He encouraged interaction and discussion, and was very helpful whenever I had questions. I would recommend this course/instructor to every one of my friends.”

“The best parts of the class were the discussions, which helped people including myself gain different looks and views. This instructor did very well in teaching. He is a fair grader and also tells you how to improve.”

On group work:

“The group work we did was cool.”

“The best part of the course was the group work.”

“I really enjoyed the course on the whole. The best part was the group interaction.”

“Group discussions were very helpful. Overall I enjoyed the class and learned a lot.”

“Made class interesting with group work and asking students questions often.”

“I appreciate your enthusiasm and teaching methods. Group work was good for brainstorming.”

Quantitative evaluations

Appendix II: Selected Syllabi

Sociological Theory Sociology 50 (02) Bingham Hall rm. 101 3:30-4:45 T Th

Instructor: Stephen Lippmann
Office: 225 Hamilton Hall
Hours: Tuesday and Thursday 1:00-3:00
Email: lippmann@email.unc.edu

Course Description and Objectives

Social theory offers explanations for the ways the social world works and the ways that humans experience it. Engaging such a topic can be a challenging task, and together we can meet this challenge and have fun doing so. Theoretical endeavors such as understanding consciousness, the development of sweeping phenomenon such as the spread of capitalism or the persistence of inequality, and defining “reality” can seem like daunting tasks, but at one point or another in your life, you have most likely attempted to “do” sociological theory. We all practice social theory. In this course we will continue to do so. Through readings, writing, and class discussion, we will learn what other theorists have had to say about the social world, and discuss the strengths and weaknesses of these ideas. In addition to this, we will learn to actively engage in *constructing theories* of the social world. I hope that this course will not only allow you to become more reflective and self-conscious theorists, but also introduce to you new ways of thinking about the world.

Three major objectives of this course are as follows:

- I) To introduce you to major sociological theories and theorists.
There are some concepts and people with whom any sociology major must be familiar. This course is a formal introduction to these people and ideas. In addition to this practical reason, understanding the transformations sociological thought has undergone throughout its history will provide you with an important foundation for understanding the nature of the discipline and the development of modern human thought.
- II) To build upon your reading, writing, and speaking skills.
These skills are crucial to your development as students and individuals, and an important part of any college course. Through class discussions and assignments, you will exercise and develop your academic skills.
- III) To think critically about the world in which we live through theory construction.
This goal flows directly out of the previous two. Good theory can provide you with a toolkit with which to carefully examine the social world. Thinking hard about taken-for-granted assumptions and challenging conventional wisdom is one of the most important skills to gain from your time at UNC. This course will be one step in the learning process.

Requirements and Responsibilities

Your final grade will be determined by the following:

Reading notes: You are required to take notes on each assigned reading. Many of these readings are difficult, and having questions and guidelines in mind before you set out to read them will undoubtedly help you pick them apart and comprehend them. In addition, taking notes will help you remember what you read, which will be of invaluable assistance when it comes time to write papers and study for your final. You can miss up to three of these assignments before you lose points. **Don't be afraid to read with a dictionary at your side. If**

you don't understand a word, skipping over it won't help you understand the reading or expand your vocabulary!

Theory construction papers: At the conclusion of each unit, you will be required to construct a theory that will help to explain some part of the social world. I will provide a list of questions or puzzles that you can propose a theoretical explanation of, or you can come up with your own topic. These papers are designed to allow you to review and integrate the theories we will be reading, but more importantly they will provide you with ample opportunities for constructing sound sociological theories. There are 4 major units, and you are required to hand in a total of 3 papers during the semester (you can skip whichever ones you choose). We will talk about these papers in more detail in class.

Sample paper topics:

Unit 1:

- 1) Describe two widespread reactions to the September 11 attacks in the U.S. Why did these reactions occur?
- 2) People (especially in sportscasts) often speak of the "Carolina family." What are they talking about? What's the difference between simply attending UNC and being a member of the "Carolina family?" Why does this family exist, and what holds it together?
- 3) During the 1960s and early 1970s the hippy movement was a small but sustained subculture in the U.S. What sustained such a coherent group of people and why did the movement dissipate in the 1970s?
- 4) Are people who participate in voluntary associations more connected to society than those who do not? Why or why not? Why might civil society be on the decline?

Final exam: There will be a final exam on December 16 at 2:00. The exam will consist of a few short answer questions and a longer essay in which you will demonstrate the theoretical expertise you will have undoubtedly gained throughout the semester.

Reading notes: 15%

Three theory construction papers: 20% each

Final exam: 25%

Guidelines:

Turn off all pagers and cell phones.

Honor and respect the UNC Honor Code. If you don't know the terms, it is your job to familiarize yourself with it.

Please feel free to raise any concerns you have about the course, your grade, or whatever. Don't wait until it's too late!

Hand all assignments in ON TIME.

Required Texts:

Craig Calhoun, Joseph Gerteis, James Moody, Steven Pfaff, Kathryn Schmidt, and Indermohan Virk, eds. 2002. *Classical Sociological Theory*. Oxford: Blackwell Publishers.

Craig Calhoun, Joseph Gerteis, James Moody, Steven Pfaff, Kathryn Schmidt, and Indermohan Virk, eds. 2002. *Contemporary Sociological Theory*. Oxford: Blackwell Publishers.

Ritzer, George. 2003. *Contemporary Sociological Theory and its Classical Roots: The Basics*. New York: McGraw Hill.

Contact

If you don't already have an email account, please get one. They are free and available at

https://bes.isis.unc.edu/cgi-bin/atn_id/g.pl

Course Web Page: blackboard.unc.edu

I can be reached by email and during my office hours. If these times are not convenient, I am happy to set up another time that works better for you. I encourage you to make use of my office hours to raise specific questions or concerns you have about any aspect of the class. Also, feel free to just stop by and chat about anything that's on your mind.

Course Schedule

Tuesday, August 24

Course Introduction

Thursday, August 26—Introduction to sociological theory

“Introduction” to *Classical Sociological Theory* (pp. 1-15)

-*What is sociological theory?*

Tuesday, August 31—Introduction to theory construction

Arthur Stinchcombe. “The Logic of Scientific Inference.” Chapter 2 in *Constructing Social Theories*. Chicago: University of Chicago Press. 1968. **(BB)**

-*What is theorizing and how do we do it?*

Thursday, September 2—Modernity and the origins of sociological theory

Plato. “The Allegory of the Cave.” From book VII of *The Republic*. **(BB)**

Immanuel Kant. “What is Enlightenment?” **(BB)**

Marshall Berman. “Introduction: Modernity—Yesterday, Today, and Tomorrow.” Pp. 15-36 in *All that is Solid Melts Into Air: The Experience of Modernity*. Penguin. 1988. **(BB)**

-*So, what is enlightenment?*

-*What is modernity?*

-*Why do you think sociological theory emerged when it did (review the introduction to Classical Sociological Theory for a reminder)?*

UNIT ONE: SOCIAL SOLIDARITY AND SOCIAL COHESION

Tuesday, September 7:

Emile Durkheim. “The Division of Labor in Society,” and “The Elementary Forms of Religious Life.” Pp. 128-164 in *Classical Sociological Theory*.

-*What makes a group of people a society?*

-*What function does religion serve in society? Are there any other institutions that serve similar functions?*

Thursday, September 9:

Talcott Parsons. “The Structure of Social Action.” Pp. 347-358 in *Classical Sociological Theory*.

-*What is “social action?” What forces structure it?*

Tuesday, September 14:

Talcott Parsons. “An Outline of the Social System.” Pp. 366-385 in *Classical Sociological Theory*

-*What's the difference between “structure” and “function?”*

-What are the components of the social system?

Thursday, September 16

Jeffrey C. Alexander and Philip Smith. "The Discourse of American Civil Society: A New Proposal for Cultural Studies." *Theory and Society*. 22:2 (April 1993) 151-207. **(BB)**

What is culture? How does it integrate a society?

Tuesday, September 21:

Emile Durkheim. 1999 (1897). "Suicide and Modernity." Pp. 74-82 in Charles Lemert (Ed.) *Social Theory: The Multicultural and Classic Readings*. Boulder, CO: Westview. **(BB)**

Putnam, Robert. 1995. "Bowling Alone: America's Declining Social Capital." *Journal of Democracy* Vol. 6, No. 1: 65-78

http://muse.jhu.edu/demo/journal_of_democracy/v006/putnam.html

-Is suicide more than an individual action? What factors might explain differences in suicide rates between countries and between social groups?

-What is social capital? Is society becoming fragmented, and, if so, is this a problem?

Thursday, September 23:

Unit Review

Unit one papers due

UNIT TWO: POWER AND CONFLICT

Tuesday, September 28:

Karl Marx. "Economic and Philosophic Manuscripts of 1844," and "Division of Labor and Manufacture." Pp. 34-43 and 66-69 in *Classical Sociological Theory*.

-What is alienation?

-Why do some people experience it more than others?

Thursday, September 30:

Karl Marx. "Classes," and "The Manifesto of the Communist Party." Pp. 75-90 in *Classical Sociological Theory*.

-What is class according to Marx? Do you agree?

-Are there classes in the U.S.?

Tuesday, October 5:

Michel Foucault. "Truth and Power." Pp. 203-210 in *Contemporary Sociological Theory*.

Michel Foucault. "Discipline and Punish." Pp. 211-218 in *Contemporary Sociological Theory*.

-What is power?

-How has the exercise of power changed over time, and how is it exercised now?

Thursday, October 7:

Pierre Bourdieu. "Structures, *Habitus*, and Practices." Pp. 276-288 in *Contemporary Sociological Theory*.

Michele Lamont. 1992. Selections from *Money, Morals, and Manners: The Cultures of the French and American Upper-Middle Class*. Chicago: University of Chicago Press.

-Earlier, we discussed the ways in which culture can integrate members of a society. Can it also divide them? How?

Tuesday, October 12:

Marcel Mauss. Selections from "The Gift." New York: W.W. Norton. **(BB)**

Peter M. Blau. "Exchange and Power in Social Life." Pp. 99-109 in *Contemporary Sociological Theory*.

-What are we exchanging when we interact?

Thursday, October 14

Fall Break!

Tuesday, October 19:

Unit Review

Unit 2 papers due!

UNIT 3: MODERN AND OTHER "IZATIONS"

Thursday, October 21:

Max Weber. "The Protestant Ethic and the Spirit of Capitalism." Pp. 188-205 in *Classical Sociological Theory*.

George Ritzer. "The Revolution of Consumption and the Larger Society," and "Social Theory and the New Means of Consumption." In *Enchanting a Disenchanted World*. Thousand Oaks, CA: Pine Forge **(BB)**

-What is the Protestant ethic and how did it help lay the groundwork for the spread of capitalism?

-How has it changed and why?

Tuesday, October 26:

Max Weber. "The Types of Legitimate Domination," and "Bureaucracy." Pp. 215-232 in *Classical Sociological Theory*.

-How is power legitimated?

- How did the rise of bureaucracy change this?

Thursday, October 28:

Georg Simmel. "The Stranger," and "Group Expansion and the Development of Identity." Pp. 253-272 in *Classical Sociological Theory*.

-What makes "the stranger" unique?

-What social arrangements are necessary (or likely) to allow strangers be a part of a social group?

Tuesday, November 2:

George Ritzer. 2000. "An Introduction to McDonaldization" and "McDonaldization and its Precursors." Pp. 1-39 in *The McDonaldization of Society*. Thousand Oaks, CA: Pine Forge Press. **(BB)**

Jonathan Dee. "Reverend Billy's Unholy War." *The New York Times Magazine*. 8/22/04. **(BB)**

-Is McDonaldization like bureaucratization? How is it different?

-How has another (non-consumer) area of social life become McDonaldized?

Thursday, November 4:

Unit Review

Unit 3 papers due

UNIT 4: MICRO-SOCIOLOGY/SOCIAL INTERACTION

Tuesday, November 9:

George Herbert Mead. "The Self." Pp. 240- 252 in *Classical Sociological Theory*.

Sigmund Freud. "Civilization and its Discontents." Pp. 273-280 in *Classical Sociological Theory*

-*What is the self?*

-*As Mead asks (p. 241), "how can an individual get outside himself [or herself] (experientially) in such a way as to become an object to himself [herself]?"*

-*Why is this process crucial to the development of the self?*

Thursday, November 11:

Erving Goffman. "The Presentation of Self in Everyday Life." Pp. 51-65 in *Contemporary Sociological Theory*.

Katherine Walker. "'It's Difficult to Hide It': The Presentation of Self on Internet Home Pages" *Qualitative Sociology*. 23: 99-120. **(BB)**

-*How is social interaction like a dramatic performance?*

-*Must we believe in our performances for them to be effective?*

Tuesday, November 16:

Peter L. Berger and Thomas Luckmann. "The Social Construction of Reality." Pp 42-50 in *Contemporary Sociological Theory*.

-*What is an institution, according to Berger and Luckmann?*

-*How do they develop out of ordinary human action and interaction?*

Thursday, November 18:

Dorothy E. Smith "The Conceptual Practices of Power." Pp. 315-322 in *Contemporary Sociological Theory*.

Patricia Hill Collins. "Black Feminist Epistemology." Pp. 323-331 in *Contemporary Sociological Theory*.

-*How does who we are influence the ways we produce and consume sociological theory?*

Tuesday, November 23:

Unit Review

Unit 4 papers due

Thursday, November 25:

Thanksgiving!

Tuesday, November 30:

Paul De Man. 1986. Selections from *Resistance to Theory*. Minneapolis: University of Minnesota Press.

Stephen Seidman. 1991. "The End of Sociological Theory: The Postmodern Hope." *Sociological Theory*. 9: 131-146.

*-What does Seidman mean by the “end” of sociological theory?
-To what ends do you think sociological theory should be used?*

Thursday, December 2:

Review and wrap up.

Thursday, December 16:

Final Exam 2:00

Sociology 31: SOCIAL RELATIONS IN
THE WORKPLACE
Spring 2004
203 Peabody Hall
MWF 3:00-3:50

Instructor: Stephen Lippmann
Office: Hamilton 205
Office Hours: Mondays, Tuesdays, and Wednesdays, 12:00-1:00, and by appointment
e-mail: lippmann@email.unc.edu
web address: www.unc.edu/~lippmann

Course Description

Work is a social phenomenon. Whether dealing with bosses, subordinates, other workers, or customers, work is done in relation to other people. In addition, work is a crucial part of contemporary life, and is intimately tied to other aspects of our lives, and these other aspects affect our experiences at work, just as work affects them. It is likely that at one time or another, some of the material we will cover has played a meaningful part in your life. Have you ever: hated a job, been inspired by an innovative manager, wondered why nurses always seem to be women, or shopped online? If so, the social organization of work has affected your life. In this course, we will systematically examine the causes and effects of these and other social aspects of work to gain a better understanding of its place in our society.

Course Objectives

The major goals of this course are:

- 1) to provide you with information about the social organization of work
- 2) to enable you to understand the important role work plays in the lives of people and how the work experience differs across social groups
- 3) to prepare you for a meaningful experience in the workforce

Student Responsibilities and Course Organization

To achieve these goals, we will rely heavily on class discussion and group work. In order for these activities to work successfully, you must *do each reading prior to the class in which it will be discussed and attend class regularly and be ready to contribute any questions, comments, or ideas you have about the readings*. The discussion questions for each reading should also be completed prior to class. These questions will play a large part of class discussion. In addition to these quizzes, we will have a variety of other assignment, explained below.

Assignments

Discussion Questions

There is a lot of reading in this class, and I expect it to be completed *before* the class for which it is assigned. I have tried my best to make the readings interesting. Since there is no point in reading the assignments if they will be forgotten shortly after, I ask that you take reading notes for each assignment. To help you read and take notes, I will post a list of basic concepts and facts contained in each readings. These are intended to help you zero in on the important parts of the reading, and you may take notes on these concepts and facts as you see fit. These will not be graded. I will also post three questions that I expect you to answer briefly. These are NOT essay questions, so your answers need not be essays. A few sentences or an outline will do. Our class discussions will be based, in part, on these questions. Therefore, I do expect your answers to be thoughtful and thorough even if they are not worthy of the Pulitzer. These will be handed in and will be graded.

Personal Reflection

In a 2-3 paper, reflect on some experience you have had with work. It doesn't have to be a job that you have had; it may be about your parents' experiences with work, or big economic or industrial changes that swept through your hometown. Discuss what it was about this experience that struck you. How did it affect others around you?

Midterm Exam

Final Exam

The exams will include multiple-choice questions, a few short answer questions, and one longer essay question.

Team Work

During class time, we will frequently work in small groups. To this end, the class will be divided into teams of four people. In addition to contributing to small group work and discussions (which requires coming to class prepared), each team will be responsible for posting class summaries/notes on the class website once a week.

Term Paper

7-10 page paper written on your experiences observing a workplace. Look for more detailed instructions in class

Paper milestones- complete these tasks before the following dates:

Friday, January 23- Select three workplaces for possible observation

Friday, February 6- Obtain permission from person in charge (owner, manager) to conduct observations)

Friday, March 5- Conduct two observations of your chosen workplace

Friday, March 26- Detailed outline of your paper due

Friday, April 16- Papers due!!

Required Texts (available at Student Stores)

Chris Tilly and Charles Tilly. 1998. *Work Under Capitalism*. Boulder, CO: Westview Press.

Roger Waldinger and Michael I. Lichter. 2003. *How the Other Half Works*. Berkeley, CA: University of California Press.

Randy Hodson. 2001. *Dignity at Work*. New York: Cambridge University Press.

Additional readings **on reserve** in the Undergraduate Library

Grading

Discussion questions-20%

Personal reflection-10%

Team work-10%

Mid-term exam-20%

Final exam-20%

Term paper-20%

Contact

If you don't already have an email account, please get one. They are free and available at https://bes.isis.unc.edu/cgi-bin/atn_id/g.pl

Course Web Page: blackboard.unc.edu

In addition to the syllabus and some cool links, you will also find a discussion forum here. Please check this EVERY DAY!! We will summarize our meetings and post notes on this forum, so it will be

helpful to all of us. It also provides a place to complain, vent, agree, argue, follow up, or say whatever about the class you wish.

I can be reached by email and during my office hours. If these times are not convenient, I am happy to set up another time that works better for you. I encourage you to make use of my office hours to raise specific questions or concerns you have about any aspect of the class. Also, feel free to just stop by and chat about anything that's on your mind.

Schedule

Wednesday, January 7

Course Introduction

The Sociological Study of Work—Key Concepts

Friday, January 9- What is work?

“Worlds of Work.” Pp. 21-36 in *Work Under Capitalism*.

Monday, January 12- Work in historical context.

“Wage Labor, Bondage, and Citizenship.” Pp. 13-51 in David Montgomery. 1993. *Citizen Worker: The Experience of Workers in the United States with Democracy and the Free Market During the Nineteenth Century*. New York: Cambridge University Press.

Wednesday, January 14- Division of labor

“The Division of Labor in Society.” By Emile Durkheim. Pp. 128-149 in *Classical Sociological Theory*. 2002. Craig Calhoun, Joseph Gerteis, James Moody, Steven Pfaff, Kathryn Schmidt, and Indermohan Virk, eds. Oxford: Blackwell.

Friday, January 16- Class analysis

“Economic and Philosophic Manuscripts of 1844.” By Karl Marx. Pp. 34-43 in *Classical Sociological Theory*. 2002. Craig Calhoun, Joseph Gerteis, James Moody, Steven Pfaff, Kathryn Schmidt, and Indermohan Virk, eds. Oxford: Blackwell.

Personal reflection papers due!!

Monday, January 19- No class.

Martin Luther King Jr. Day

Wednesday, January 21- Bureaucracy

“On Bureaucracy.” Pp. 196-252 in *From Max Weber*. 1958. Hans Gerth and C. Wright Mills, eds. New York: Oxford University Press

Friday, January 23- The employment Relationship.

“An Analytical Frame.” Pp. 69-93 in *Work Under Capitalism* Control. Bureaucracy.

Monday, January 26- The employment relationship (continued)

“New Forms of Work Organization.” By Vicki Smith. *Annual Review of Sociology*. 23:315-339.

Wednesday, January 28- Simple control.

“The Personal Touch: Competitive Capitalism and the Simple Forms of Control.” Pp. 23-36 in Richard Edwards. 1979. *Contested Terrain*. New York: Basic Books.

Friday, January 30- Technical control.

“Technical Control: An All-Around Adjustor and Equalizer.” Pp. 111-129 in Richard Edwards. 1979. *Contested Terrain*. New York: Basic Books

Monday, February 2- Bureaucratic control.
“Bureaucratic Control: Policy No. 1.1.” Pp. 130-162 in Richard Edwards.
1979. *Contested Terrain*. New York: Basic Books

Wednesday, February 4- Emotion management
“Feeling Management: From Private to Commercial Uses.” Pp. 89-136 in Arlie Hochschild.
2003. *The Managed Heart* (2nd Edition. Berkeley, CA: University of California Press.

Key Actors

Friday, February 6- Employers
“Employers at Work.” Pp. 95-112 in *Work Under Capitalism*

Monday, February 9- Employees
“Workers and Other Actors.” Pp. 113-136 in *Work Under Capitalism*

Wednesday, February 11- The professions
“Formal Knowledge: Power and the Professions” and “Identifying Professions.” Pp. 1-40 Eliot
Freidson. 1986. *Professional Powers: A Study of the Institutionalization of Formal
Knowledge*. Chicago: University of Chicago Press.

Friday, February 13- The state
“Redefining Discrimination: ‘Disparate Impact’ and the Institutionalization of Affirmative
Action.” United States Department of Justice Office of Legal Policy. Pp. 121-136 in
Paul Burstein, Ed. *Equal Employment Opportunity: Labor Market Discrimination and
Public Policy*. New York: Aldine De Gruyter.

Key Processes

Monday, February 16- Scientific management
“Scientific Management.” Pp. 85-123 in Harry Braverman. 1974. *Labor and Monopoly Capital*.
New York: Monthly Review Press.

Wednesday, February 18- Skill: deskilling
“The Scientific-Technical Revolution and the Worker.” Pp. 169-183 in Harry Braverman. 1974.
Labor and Monopoly Capital. New York: Monthly Review Press.

Friday, February 20- Skill: “upskilling”
“Alienation and Freedom in Historical Perspective.” Pp. 166-187 in Robert Blauner. 1964.
Alienation and Freedom. Chicago: University of Chicago Press.

Monday, February 23- - Hiring
“Inequality at Work: Hiring.” Pp. 177-198 in *Work Under Capitalism*.

Wednesday, February 25- Mobility and advancement.
“Inequality at Work: Wages and Promotion.” Pp. 199-228 in *Work Under Capitalism*

Friday, February 27- **Mid-Term**

Race/ethnicity, Gender, and Inequality

Monday, March 1- Case study: immigration and inequality
“Introduction” and “What Employers Want.” Pp. 3-41 in *How the Other Half Works*

Wednesday, March 3- Immigration (con’t)
“Doing the Job” and “The Language of Work.” Pp. 42-80 in *How the Other Half Works*

- Friday, March 5- Immigration (con't)
 "Network, Bureaucracy, and Exclusion." Pp. 83-99 in *How the Other Half Works*.
- Monday, March 8
 No class-Spring Break
- Wednesday, March 10
 No class-Spring Break
- Friday, March 12
 No class-Spring Break
- Monday, March 15- Immigration (con't)
 "Social Capital and Social Closure" and "Bringing the Boss Back In." Pp. 100-138 in *How the Other Half Works*.
- Wednesday, March 17- Immigration (con't)
 "Whom Employers Want." Pp. 141-154 in *How the Other Half Works*.
- Friday, March 19- Immigration
 "'Us' and 'Them'" and "Diversity and Its Discontents." Pp. 155-202 in *How the Other Half Works*.
- Monday, March 22- Immigration
 "'Black/Immigrant Competition" and "Conclusion." Pp. 205-234 in *How the Other Half Works*.
- Wednesday, March 24- Gender and work
 "Segregation and the Pay Gap." Pp. 1-44 in Paula England. 1992. *Comparable Worth: Theories and Evidence*. New York: Aldine De Gruyter.
- Friday, March 26- Sexual Harassment
- Monday, March 29- Unpaid work
 "The female world of cards and holidays." DiLeonardo, Micaela. 1987. *Signs* 12:440-53.
 "Joey's Problem." Pp. 33-58 in Arlie Hochschild. 1989. *The Second Shift*. New York: Avon Books.
- Wednesday, March 31- Balancing work and family
 "About Time." Pp. 3-52 in Arlie Russell Hochschild. 1997. *The Time Bind*. New York: Metropolitan Books.

The Importance of Work

- Friday, April 2
 "Toward a Theory of Dignity." Pp. 22-49 in *Dignity at Work*.
- Monday, April 5
 "Deflecting Abuse and Mismanagement." Pp. 83-114 in *Dignity at Work*.
- Wednesday, April 7
 "Avoiding Overwork." Pp. 115-139 in *Dignity at Work*.
- Friday, April 9- Holiday.
 No Class

Monday, April 12

“Defending Autonomy.” Pp. 140-170 in *Dignity at Work*.

Wednesday, April 14

“Negotiating Employee Involvement.” Pp. 171-199 in *Dignity at Work*.

Friday, April 16

“Coworkers—For Better or Worse.” Pp. 200-233 in *Dignity at Work*.

Term papers due!!!

The Future of Work

Monday, April 19

“Tracing the Shifting Labor Market.” Pp. 27-57 in Paul Osterman, Thomas A. Kockan, Richard M. Locke, and Michael J. Piore. 2001. *Working in America: A Blueprint for the New Labor Market*. Cambridge, MA: MIT Press.

Wednesday, April 21

“The Absence of Loyalty” and “The End of Employment as we Knew It.” Pp. 69-107 in Robert B. Reich. 2000. *The Future of Success: Working and Living in the New Economy*. New York: Vintage Books.

Friday, April 23

Review and wrap-up

Tuesday, May 4—4:00

Final Exam

Appendix III: Sample Activity

The following is a description of an in-class exercise that is indicative of how I use much of my class time. I developed this exercise for use in my Sociological Theory class in order to highlight the difference between mechanical and organic solidarity in Durkheim's *Division of Labor in Society*.

Students come to class having read selections from Durkheim's *The Division of Labor in Society*. The class is divided up into groups of four. Each group is given the following set of instructions:

You and your group are going to open a bar on Franklin Street. Since money is tight, you can't hire any other employees—all of the work has to be done by the four of you.

As a class, let's list all of the jobs that will need to be done.

In groups, take 10 minutes and discuss the following:

- When will your place be open?*
- How will you divide the tasks (who will do what)?*
- When will everyone work?*

Be realistic. Take days off into account, work hours into account, and the nature and requirements of each task into account. How will you get the job done?

After 10 minutes of small group discussion, we reconvene as a class and discuss the way that each group allocated the tasks involved in their venture. Typically, the groups conclude that in order to get everything done, they will all have to learn to do every task and engage in a considerable amount of job rotation on each shift and over time. After this is established, I make connections between the division of labor in their bar and Durkheim's concept of mechanical solidarity. I first define mechanical solidarity, and we then discuss how the division of labor in our bar exhibits characteristics of it. We then make conceptual connections between the division of labor in the bar to the division of labor in society. During this discussion, we focus on how mechanical solidarity works at the societal level and consider the structures and features of societies that might foster such solidarity. Our discussion at this point is centered on the following questions:

- 1) How does this low division of labor foster social solidarity?
- 2) How would you characterize the nature of this kind of solidarity? How are people bound together? Describe the social bonds that mechanical solidarity fosters.
- 3) In what kinds of societies would you expect mechanical solidarity to be present?
- 4) Are these bonds present in any groups or subsets of our society today?

Next, the groups are given 10 minutes to discuss the following questions:

Your bar/coffee shop has been very successful, and you are able to hire four employees. How will you assign your tasks differently now? What will you do, and what will your new employees do?

After the groups have finished discussing their answers to these questions, we reconvene as a class. I ask each group to tell the class how they've updated their allocation of tasks. With their new employees, groups typically report a higher level of specialization, with each person devoting more time to a specific job. In addition, they often report that they allocate the "bad" jobs, like cleaning, security, and bartending to their new hires and take the more interesting jobs for themselves. I then define and explain organic solidarity. After my explanation, we talk about the features of society that encourage a division of labor similar to that in the larger bar, and how such specialization can actually create solidarity by discussing the following questions:

- 1) How does increasing size and complexity lead to social solidarity?
- 2) How is the nature of solidarity different under organic solidarity than it is under mechanical solidarity? How are people now tied together?
- 3) What social conditions are likely to lead to the development of organic solidarity?
- 4) What implications do these differences have for the "collective consciousness?"

Throughout the discussion, I pay particular attention to focusing students' attention on the macro-societal processes that are central to Durkheim's work. I am careful to emphasize that Durkheim's theories were centered on the macro-social level, and that the bars we've designed in our exercise are small scale representations of the processes and structures that Durkheim was interested in explaining.

Appendix IV: Sample Paper Assignment

In this assignment, you will observe and analyze a workplace and its dynamics sociologically. The assignment has two main purposes. The first is to give you an opportunity to see how the (often abstract) concepts we have discussed in class to this point actually play out. The second is to allow you to “do” sociology, and utilize the tricks of the trade in order to gain a better understanding of workplace dynamics, processes, and structures. This assignment will also give you an opportunity to interact with members of the class, as I will be creating small discussion/work groups based on the workplace you chose to observe. While this assignment is to be written without the help of others, I strongly encourage you to develop your ideas with and submit drafts of your paper to the members of your discussion group.

This paper is quite an open ended assignment. In both your observations and your writing, you are free to explore any of the concepts and issues we have discussed in class. I realize that narrowing your focus can be a difficult task, so I encourage you to choose an observation site very early on, and think about how each of the topics we discuss in class relate to the worksite you have chosen. Also, talk to me and your group members about any thoughts or concerns you have as they arise. As the class progresses and you reach the paper milestones (described below), your ideas will likely become clearer. In order to keep you on track and to get the maximum amount of feedback from myself and your group members, I have divided the paper into a series of smaller assignments, which will culminate in your paper, which is due a week before class ends. The dates provided are deadlines, and you are free to complete these assignments beforehand. I am happy to discuss ideas and give feedback!

Friday, January 23- Select three workplaces for possible observation

Make a list of three workplaces that you would be interested in observing. I realize that it is probably easiest to just choose the place where you work, or a fast food place on Franklin Street. However, I encourage you to challenge yourself by “thinking outside the box.” Use the opportunity that this paper provides to explore a workplace at which you imagine yourself after graduation, or one that is personally meaningful to you in some other way. This will surely help to keep your interest piqued and result in a more insightful paper.

Friday, February 6- Obtain permission from person in charge (owner, manager) to conduct observations)

After you have chosen three potential observation sites, you will need to research the feasibility of each one and choose the one that will work best. The most important aspect of this is the *willingness of the participants to be observed*. Therefore, it is imperative that you get explicit permission to observe from the owner, manager, or other person in charge of the workplace. You are not a private investigator or a muckraker, so make your intentions and the details of this assignment clear (heck, show them this handout!).

Friday, March 5- Conduct two observations of your chosen workplace

After you have obtained permission from the person in charge, conduct at least two observations of your chosen worksite. *Be sure to ask the person in charge when you can do this*. You should be willing to spend between 60 and 90 minutes observing on each occasion

in order to gain any appreciable understanding of what goes on at your chosen worksite. During your first observations, I suggest that you simply try to get a feel for the workplace and jot down notes on anything that strikes your attention and/or seems to either relate to the things we have been covering in class. Afterwards, use the notes you have taken and your memories of the observation to begin formulation more specific research questions. Then, during your second observation, you can focus on aspects of the workplace that relate more specifically to the areas and questions you have outlined for yourself. At this point, you may also want to conduct some informal interviews (again, with the permission of all involved) with key participants to provide a clearer answers to your research questions. We will devote class time to discussing research ethics, and you must be sure to put these ideas into practice at all times when observing, interviewing, and writing.

Friday, March 26- Detailed outline of your paper due

After your observations are done, and you've had time to reflect on them and thoroughly review your notes, draft a detailed outline of your paper. I expect this outline to include things like topic sentences and, questions the paper will attempt to answer, and other details that will get you thinking seriously not only about not only the structure of the paper, but the content as well. This outline will help both your group and me give you feedback, and will facilitate the writing of your paper.

Friday, April 16- Papers due!!

After weeks (months?) of work and several revisions, hand in your masterpiece!

