



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
JOHN EDMOND MARSH	jem55	Liberal Arts (LA)	Not Available
ANTONE JOHN ABOUD	aja19	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal: Add Change Drop

Course Designation

(ENGL 165N) Work and Literature

Course Information

Cross-Listed Courses:

LER 165N(LA)

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Work and Lit
Discipline: General Education
Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

- Writing/Speaking (GWS)
- Quantification (GQ)

Knowledge Domains

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits:	3
Maximum Credits:	3
Repeatable:	NO
Department with Curricular Responsibility:	English (UPLA_ENGL)
Effective Semester:	FA 2018
Travel Component:	NO

Course Outline

A brief outline or overview of the course content:

This course invites students to approach the concept of work through two different perspectives: labor and employment relations and literature. (Work, as we broadly define it, involves any activity, paid or unpaid, done in order to achieve a purpose or result.) The course proceeds through six units or themes that frame the otherwise sprawling topic of work: culture, psychology, markets (in goods and workers), distribution, care, and movement (of capital and labor). Students initially study each theme from a labor and employment relations perspective; then, they read a work of literature that takes up the same theme, whether to confirm the labor and employment relations perspective, challenge it, or offer a whole new way of thinking about it. By the end of the semester, we hope, students will have theoretical, historical, and literary ways to think about the work they and others do and the place of work in culture and society.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

1. Introduction: Culture and Work (2 weeks)
2. Psychology and Work: (2 weeks)
3. Markets and Unemployment (3 weeks)
4. Distribution (2 weeks)
5. Care (2 weeks)
6. Immigration (2 weeks)
7. Work in a Global Economy (2 weeks)

Course Description:

If you get a job out of college, work eight hours a day, fifty weeks a year, and retire at age 65, at that point you have will spent roughly one third of your adult, waking life at work. And that is just paid work. Add in housework, childcare, and other forms of unpaid labor and the share of your waking hours devoted to work creeps closer to one half. And those calculations may actually underestimate the influence work has over your life. What you do will determine where you live, how you live, and, perhaps, whether you believe you have ultimately done something meaningful with your life. With work playing such an outsized role in a life, you may as well understand it as best you can.

Hence this class. In it, we approach the question of work from the perspective of two disciplines: labor and employment relations and literature. The field of labor and employment relations asks about the social and economic forces-markets, compensation, globalization, immigration, etc.-that shape work. By contrast, the discipline of literature takes a more subjective approach to the question of work. Very broadly speaking, it shows how the forces that shape work play out in individual lives. In short, it shows how individuals feel about the work they do or, in the case of the unemployed, they do not do. Together, the two disciplines provide a global and personal perspective on one of the most important parts of our lives.

Students registering for the course will read representative selections from both domains, engage in course discussions, take exams, and write essays as they explore the variety of ways both labor and employment relations and Literature can prepare them for their work lives and help them understand the place of work in culture and society.

The name(s) of the faculty member(s) responsible for the development of the course:

1 Name: ANTONE JOHN ABOUD (aja19)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

Name: JOHN EDMOND MARSH (jem55)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

In addition to its general education objectives, described below, the course has three main instructional objectives: (1) to introduce students to how the field of labor and employment relations studies work and workers—that is, to understand work not as a fixed concept or practice but as the product of a number of social and economic forces more or less open to historical change and negotiation; (2) to introduce students to the pleasures and possibilities of literature, including its capacity to comment on issues of sociological importance like work; and (3) to introduce students to the pleasures and possibilities of thinking about a topic, like work, from an interdisciplinary perspective.

To state the objectives in terms of skills, students should leave the course able to think about work from a macro perspective, as the outcome of a number of forces—culture, psychology, markets, distribution, immigration, globalization, etc.—that have changed over time and may change again. (They should, by the by, also leave class with a broader definition of what constitutes work and the workplace; that is, not just paid work done in factories or offices but also housework and childcare done in the home.) They should also leave the course with a micro perspective on work, with an understanding of how individual workers—either real or imagined—have responded to these forces shaping work. In addition, they should leave able to discuss how literature reflects, comments on, and may even change the historical context in which it appears. Finally, they should leave the course with a better understanding of how different disciplines approach the same topic. What questions does each discipline ask? What answers does each give? What are the advantages and disadvantages, the possibilities and limitations, of each?

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

Seventy-five per cent of the course evaluations will involve writing assignments asking students to critically analyze and/or compare and contrast learning from the materials presented for both the GH and GS domains.

Fifteen percent of the course evaluations will involve in-class oral or online written discussions asking students to share their individual perspectives based on questions raised by the instructor.

Ten percent of the course evaluations will be exams, written and/or short-answer, as determined by the instructor.

In creating assessment instruments, course assignments will address skills noted in the "Instructional, Educational, and Course Objectives." As an example, one of the skills identified in that section reads:

...(Students) should leave the course with a better understanding of how different disciplines approach the same topic...

As one example, a question related to work, culture and literature might read as follows:

Suppose you are conducting research in the year 2300 A.D. as a member of an LER faculty in the social and behavioral sciences. In particular, you want to understand the culture associated with work in the United States in the year 2018. The only source evidence that is available for you to study is a now ragged copy of *The Little Engine That Could*. You do have one additional snippet of information from a now ancient book review indicating that this was one of the most widely read children's books of the 20th and early 21st centuries.

Based on your reading of *The Little Engine that Could*:

- Identify at least two questions that you could answer from the text that would be relevant to the interests of someone working in LER; and,
- Identify at least two questions that someone working in LER could not answer based on the material in that text;
- Finally, discuss how the work functions as a work of literature, and as a work of children's literature, no less. What patterns do you notice in the story? What peculiar choices of words? What do these patterns and words accomplish that different ones would not?

For each of the above, explain your positions based on the learning from this lesson. You are also free to include other relevant research you believe appropriate.

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This is very much an introductory course. It assumes little preexisting knowledge about either labor and employment relations or

literature.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This is an inter-domain general education course. The justification for it as such is below. In English, though majors may take it, it does not fulfill any requirements for the major.

In LER it also will not be a required course; however, students may use it to satisfy the writing intensive requirement for the major.

A description of any special facilities:

None

Frequency of Offering and Enrollment:

In all likelihood, English will offer the course every other year or so, and set the enrollment at 20, the same as for our existing general education classes.

LER is likely to offer the course every semester. When offered in residence the enrollment would likely be set at 20. When offered online, enrollment would be set at 35.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

From the start, we designed the course to invite students to practice two of the general education learning objectives: critical and analytical thinking and integrative thinking. As for critical and analytical thinking, the class asks students to think about work from a number of different perspectives. By perspectives, we do not mean disciplines. (More on that in a moment.) Rather, we mean the units or themes we have selected to frame our study of an otherwise overwhelming concept like work.

The first unit, culture, for example, examines how our (Western) culture has led and leads individuals to think about work, and the different attitudes toward work that follow. For example, the course includes readings with both a positive and negative view of work, e.g., *The Little Engine that Could* and *Genesis 3*, and students will be asked to consider these themes from both perspectives.) As with the unit on culture, so too with the rest of the units (psychology, markets, distribution, care, immigration, and globalization). Each offers a different perspective on work.

As an inter-domain course the class, the class has integrative thinking built into its bones. As mentioned, students initially study each theme from a theoretical and historical perspective; then, they read a work of literature that takes up the same theme, whether to confirm the theoretical and historical perspective, challenge it, or offer a whole new way of thinking about it.

Finally, the course cannot but help addressing the learning objective of social responsibility and ethical reasoning. Although initially focused on efficiency and productivity, labor and employment relations has, in recent decades, expanded its understanding of the ethical dilemmas inherent to the organization of work as it exists in contemporary life. Literature, too, although it asks other questions, has often approached the question of work ethically.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

The assessments will primarily require students to write and converse with respect to course readings, and the questions and challenges those reading raise.

The majority of these communications will require students to demonstrate their ability to engage in integrative thinking by discussing materials in each lesson from both a GS and GH perspective. For example, students will be forced to address the contradiction—or at least the trade off—that, on the one hand, markets can create uncertainty and heartbreak in a person's life because they create unemployment. On the other hand, the "creative destruction" that often generates that unemployment, uncertainty, and heartbreak is also the source of those products and services that others, including the unemployed, might value deeply: better drugs to combat disease; more efficient household appliances; digital technology connecting people in ways never previously imagined.

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

- Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses
- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

This course will emphasize the method of inquiries in the humanities, particularly the method of inquiries in the study of literature. The course will treat works of literature as works of literature and not just sociological messages. To do this well involves paying close attention to language. Why did the writer choose this word and not another? It also means seeing the work of literature as a whole. How does its parts fit together? What patterns—of language, of images, of action—develop over the course of the work? And it means acknowledging ambiguity.

Above all, treating a work of literature as literature means resisting the temptation to treat imaginary characters and situations as real. When it comes to a narrative, for example, one can speculate about how things might have turned out differently, but the final consideration in any interpretation of a work of literature is not what does not exist but what does: the words on the page, the events in the narrative.

That said, the literary works students read in the class obviously have a moral and an ethical dimension, and that dimension emerges through critical and evaluative reading of them.

Finally, the class asks students to demonstrate knowledge of a major issue—work. It asks them to do so through time. The works we read stretch from the 1850s to the present. (Earlier, if one includes our initial reading of the Old Testament.) And it certainly does so through exposing students to unfamiliar material. (With the exception of *The Little Engine That Could* and *Genesis*, we would be surprised if any of the students had read any of the works of literature on the syllabus.) And while the literature as we have designed the class mostly comes from the United States—though others may teach it differently—we have, in the unit on globalization, tried to look outward: Dave Eggers's *A Hologram for the King*.

GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

In developing the various themes of this course, most represent the variety of perspectives that make LER an interdisciplinary study even before connecting with English in creating this inter-domain course. In these cases we identify and explain major foundational theories. As one example, the lesson on Psychology addresses such fundamental theories as Maslow's hierarchy of needs and the use of Expectancy theory in understanding behavior at work. react when operating within labor markets.

The variety of lessons associated with these foundational theories allow students to explore such theories. Each begins with a discussion of such theories and their relevance in helping the social and behavioral sciences understand work.

In addition, given that so many different social and behavioral science disciplines (e.g., psychology, economics, sociology, anthropology, political science) influence the way in which people and organizations behave in the context of work, LER benefits from the various perspectives in explaining issues of this sort. This is particularly obvious in the case of unionization and the myriad explanations the behavioral sciences offer to explain its historical growth and decline, as well as its influence on wages and other

terms and conditions of employment.

What will also become quite obvious to students in this class are the limits on the role the social and behavioral sciences can play independently. There will be points at which cause and effect can no longer answer questions with which the GS disciplines are concerned.

One example will be the issues surrounding distribution. LER can understand what influences how wages and wealth might be distributed; and, can study – using scientific method – the social, political, economic and related consequences of any particular pattern that emerges as a result of those influences. What LER cannot do – nor can anyone operating solely as a social or behavioral scientist – is to determine how wages and wealth ought be distributed. Certainly these scholars might have opinions; however, to systematically consider options, they must access a discipline that focuses on ethical and moral considerations – i.e., philosophy.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

Please see the discussion above under General Humanities and Social and Behavioral Sciences.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

This class was developed jointly by professors in Labor and Employment Relations and English. Since neither of us feels slighted, and both of us feels well represented, we would like to think the domains receive approximately equal attention. The structure of the course, however, where the units pair LER readings with works of literature, perhaps offers better evidence of this equal treatment. So too the assignments we ask students to complete. Each assignment asks students to think about both disciplines simultaneously; none is about labor and employment relations or literature but about both simultaneously. For example, the following is an assessment that would be used with respect to the Lesson titled, "Culture and Work".

Suppose you are conducting research in the year 2300 A.D. as a member of an LER faculty in the social and behavioral sciences. In particular, you want to understand the culture associated with work of the United States in the year 2018. The only source evidence that is available for you to study is a now ragged copy of *The Little Engine That Could*. You do have one additional snippet of information from a now ancient book review indicating that this was one of the most widely read children's books of the early 21st century.

Based on your reading of *The Little Engine that Could*:

- Identify at least two questions that you could answer from the text that would be relevant to the interests of someone working in LER; and,
- Identify at least two questions that someone working in LER could not answer based on the material in that text;
- Finally, discuss how the work functions as a work of literature, and as a work of children's literature, no less. What patterns do you notice in the story? What peculiar choices of words? What do these patterns and words accomplish that different ones would not?

For each of the above, explain your positions based on the learning from this lesson. You are also free to include other relevant research you believe appropriate.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

The course will be offered on the books of either Labor and Employment Relations or English. It has been designed for resident instruction and World Campus; because it has been designed for World Campus, it has a fairly detailed syllabus, which other instructors may step in to teach. Right now, however, the plan is for Antone Aboud (LER) or John Marsh (English) to teach the course independently and at the desire of their department.

From the start of his academic career, Marsh's scholarship has looked at the connections between literature and labor, culture and economics. He has taught courses in working-class literature and the literature of poverty; written about the formative relationship between modern American poetry and the poor and working class; anthologized poems written by workers and labor organizers during the Great Depression; published a highly regarded and well reviewed book about education and economic inequality; and, more recently, completed a book about the emotional, economic, and cultural life of the Great Depression.

Antone Aboud is a Professor of Practice in Labor and Employment Relations. He has taught a variety of classes including an introductory course in human resources and employment relations, Ethical Decision Making for HRER Professionals, and Human Behavior and Organizational Outcomes. He authored the foundational course (LER 100, Introduction to Labor and Human Resources) that addresses a variety of themes related to this inter-domain offering.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

The primary assessments that will be used to determine students' ability to apply integrative thinking will be a series of essays. The submissions would include several short essays -- perhaps two to three pages. Each would focus on a particular module. For example, one submission would related to Module 1, Culture and Work. Another would ask students to produce a similar product for Module 2, Psychology and Work, and so forth. A capstone project would allow students to integrate content from a wider perspective, and would constitute a somewhat longer submission, perhaps five to ten pages.

An example of a shorter essay might be: "If the lawyer and narrator of *Bartleby* had access to them, what insights could the field of human resources help him understand in his relationship with *Bartleby*? Where might they run up against their limits?"

The objective of the assessments will be to encourage students to continuously combine learning in both domains. Understanding how the humanities and social and behavioral sciences attend to the same theme (in this case, work), enriches students' appreciation of both.

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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UPLOADED DOCUMENTS FOLLOW:

Syllabus

Engl/LER 165n, Work and Literature - This course invites students to approach the concept of work through two different perspectives: labor and employment relations and literature. (Work, as we broadly define it, involves any activity, paid or unpaid, done in order to achieve a purpose or result.) The course proceeds through six units or themes that frame the otherwise sprawling topic of work: culture, psychology, markets (in goods and workers), distribution, care, and movement (of capital and labor). Students initially study each theme from a labor and employment relations perspective; then, they read a work of literature that takes up the same theme, whether to confirm the labor and employment relations perspective, challenge it, or offer a whole new way of thinking about it. By the end of the semester, we hope, students will have theoretical, historical, and literary ways to think about the work they and others do *and* the place of work in culture and society.

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Students registering for the course will read representative selections from both domains, engage in course discussions, take exams and prepare individual essays as they explore the variety of ways both LER and Literature help prepare them for their work lives.

Course Learning Objectives

Students who complete this course will be able to:

1. Consider work from a macro perspective, as the outcome of a number of forces—culture, psychology, markets, distribution, immigration, globalization, etc.—that have changed over time and may change again;
2. Consider work from a micro perspective on work, with an understanding of how individual workers—either real or imagined—have responded to these forces shaping work.
3. In addition, they should leave able to discuss how literature reflects, comments on, and may even change the historical context in which it appears.
4. Explain how different disciplines approach the same topic. What questions does each discipline ask? What answers does each give? What are the advantages and disadvantages, the possibilities and limitations, of each?

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

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GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to

analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for **people's** lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-- knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

Required Course Materials

The following materials are required and may be purchased from MBS Direct.

- Dave Eggers, [A Hologram for the King](#)
- David Mamet, [Glengarry Glen Ross](#)
- Tom Kromer, [Waiting for Nothing](#)
- James Agee, [Cotton Tenants: Three Families](#)

Additional Readings: Will be posted in Course-Reserves and you can access them via the course Web site.

For pricing and ordering information, please see the [MBS Direct website](#). MBS Direct can also be contacted at 1-800-325-3252.

Materials will be available at MBS Direct approximately three weeks before the course begins. It is very important that you purchase the correct materials. If your course requires one or more textbooks, you must have exactly the correct text required (edition and year).

Library Resources

Many of Penn State's library resources can be utilized from a distance. Through the University Libraries website, you can

- access magazine, journal, and newspaper articles online using library databases;
- borrow materials and have them delivered to your doorstep...or even your desktop;
- get research help via e-mail, chat, or phone using the [Ask a Librarian service](#); and much more.

You must have an active Penn State Access Account to take full advantage of the University Libraries' resources and services. Once you have a Penn State account, you will automatically be registered with the library within 24–48 hours. If you would like to check that your registration has been completed, visit the [Libraries home page](#), click on **Library Accounts**, and then click on **My Library Account**.

E-Reserves

This course also requires that you access Penn State library materials specifically reserved for this course. To access these materials, go to the left side menu and click on E-Reserves.

Please note: The e-reserves section for this course may include some readings that are not required. If a reading is not listed on the Course Readings and Schedule, you may assume it's for another course, and you do not need to review it unless you have a personal interest.

Course Requirements and Grading

The World Campus follows the same grading system as the Penn State resident program. The grades of A, B, C, D, and F indicate the following qualities of academic performance:

A = (Excellent) Indicates exceptional achievement

B = (Good) Indicates extensive achievement

C = (Satisfactory) Indicates acceptable achievement

D = (Poor) Indicates only minimal achievement

F = (Failure) Indicates inadequate achievement necessitating a repetition of the course in order to secure credit

Grade Minimum %

A	93
A-	90
B+	87
B	83
B-	80
C+	77
C	70
D	60
F	< 59

Assignment Type	Points
Individual Essays/Calculations	600
Whole Class Discussion Forums	200
Exams	200
Total	1000

Deferred Grades

If, for reasons beyond the student's control, a student is prevented from completing a course within the prescribed time, the grade in that course may be deferred with the concurrence of the instructor. The symbol DF appears on the student's transcript until the course has been completed. Non-emergency permission for filing a deferred grade must be requested by the student before the beginning of the final examination period. In an emergency situation, an instructor can approve a deferred grade after the final exam period has started. Under emergency conditions during which the instructor is unavailable, authorization is required from one of the following: the dean of the college in which the candidate is enrolled; the executive director of the Division of Undergraduate Studies if the student is enrolled in that division or is a provisional student; or the campus chancellor of the student's associated Penn State campus.

For additional information please refer to the [Deferring a Grade](#) page.

Course Schedule

- Course Begins: Monday, August __, 2018
- Course Ends: Friday, December __, 2018

Note: All due dates reflect North American Eastern Time (ET).

Module	Assignment(s)
1. Introduction: Culture and Work (2 weeks)	Class discussion or short paper. Essay integrating GH and GS perspectives with respect to culture and work.

2. Psychology and Work (2 weeks)	<p>Class discussion or short paper.</p> <p>Essay integrating GH and GS perspectives with respect to psychology and work</p>
3. Economics: Markets and Unemployment (3 weeks)	<p>Exam: Short essay/multiple choice</p> <p>Essay integrating GH and GS perspectives with respect to markets and unemployment</p>
4. Distribution (2 weeks)	<p>Class discussion or short paper.</p> <p>Students will begin reading the novel which will serve as the basis for the Lesson 15 final paper</p>
5. Care (2 weeks)	<p>Class discussion or short paper.</p> <p>Essay integrating GH and GS perspectives with respect to care</p> <p>Continue Lesson 15 assignment</p>
6. Immigration (2 weeks)	<p>Class discussion or short paper.</p> <p>Students will turn in a draft of the final paper based on evaluation criteria the instructor will share</p>
7. Work in a Global Economy (GS)	<p>Exam: Short essay/multiple choice</p> <p>Submission of final draft of Lesson 15 assignment</p>

Note: If you are planning to graduate this semester, please communicate your intent to graduate to your instructor. This will alert your instructor to the need to submit your final grade in time to meet the published graduation deadlines. For more information about graduation policies and deadlines, please go to the [Graduation Information](#) on the My Penn State Online Student Portal.

Formal instruction will end on the last day of class. Provided that you have an active Penn State

Access Account user ID and password, you will continue to be able to access the course materials for one year from the day the course began (with the exception of library reserves).

Assignments

You are expected to learn from each other through online discussions and assignment postings. Both individual preparations and working with discussion groups are crucial for success in this course. Only through contribution to class discussions, and completing all readings, assignments, and exercises can your learning be meaningful.

Students please note: The Department of Labor Studies and Employment Relations does not view Wikipedia as a valid source for information cited in academic work. It can be a useful tool for quickly finding general information on subjects or as a starting point for research. However, students should not cite Wikipedia as a source in papers, reports, assignments, etc.

As a Penn State student, you have access to lynda.com, your one-stop shop for video tutorials on Illustrator, Dreamweaver, Photoshop, Access, Excel, PowerPoint, and hundreds more topics--all free to active Penn State faculty, staff, and currently enrolled students. Take tutorials to help with coursework, learn techniques for your own projects, and build tech skills to boost your résumé. *Tutorials are not required or graded.*)

Class Atmosphere

Professional behavior is expected in this class. The instructor reserves the right to adjust the overall grade of any student who acts unprofessionally or is disrespectful.

Academic Integrity

Academic integrity—scholarship free of fraud and deception—is an important educational objective of Penn State. Academic dishonesty can lead to a failing grade or referral to the [Office of Student Conduct](#).

Academic dishonesty includes but is not limited to

- cheating,
- plagiarism,
- fabrication of information or citations,

- facilitating acts of academic dishonesty by others,
- unauthorized prior possession of examinations,
- submitting the work of another person or work previously used without informing the instructor and securing written approval, and
- tampering with the academic work of other students.

How Academic Integrity Violations Are Handled

In cases where academic integrity is questioned, the [Policy on Academic Integrity](#) indicates that procedure requires an instructor to notify a student of suspected dishonesty before filing a charge and recommended sanction with the college. Procedures allow a student to accept or contest a charge. If a student chooses to contest a charge, the case will then be managed by the respective college or campus Academic Integrity Committee. If a disciplinary sanction also is recommended, the case will be referred to the [Office of Student Conduct](#).

All Penn State colleges abide by this Penn State policy, but review procedures may vary by college when academic dishonesty is suspected. Information about Penn State's academic integrity policy and college review procedures is included in the information that students receive upon enrolling in a course. To obtain that information in advance of enrolling in a course, please contact us by going to the [Contacts & Help page](#).

Additionally, World Campus students are expected to act with civility and personal integrity; respect other students' dignity, rights, and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is requisite to respect for oneself and others, as well as a civil community.

For More Information on Academic Integrity at Penn State

Please see the [Academic Integrity Chart](#) for specific college contact information or visit one of the following sites:

- Penn State Senate [Policy on Academic Integrity](#)
- [iStudy for Success!](#) (education module about plagiarism, copyright, and academic integrity)
- [Turnitin](#) (a web-based plagiarism detection and prevention system)

Accommodating Disabilities

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. The Office for Disability Services (ODS) website provides contact information for every Penn State campus: [ODS Disability Liaison Contact Information](#). For further information, please visit the [Office for Disability Services website](#).

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation based on the [ODS documentation guidelines](#). If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations.

Additional Policies

Please note that course access is limited to those individuals who have direct responsibility for the quality of your educational experience. The course instructor and any teaching assistant(s), of course, have access to the course throughout the semester. Each course offered via the World Campus has several instructional design staff members assigned to assist in managing course content and delivery. These instructional design staff members have access to the course throughout the semester for this purpose. Also, World Campus technical staff may be given access in order to resolve technical support issues. In addition, mentor, department head, or program chair may be provided with course access in order to ensure optimal faculty availability and access. Each of these individuals will keep confidential all student course and academic information.

For information about additional policies regarding Penn State Access Accounts; credit by examination; course tuition, fees, and refund schedules; and drops and withdrawals, please see the [World Campus Student Policies](#) website.

Veterans and currently serving military personnel and/or dependents with unique circumstances (e.g., upcoming deployments, drill/duty requirements, VA appointments, etc.) are welcome and encouraged to communicate these, in advance if possible, to the instructor in the case that special arrangements need to be made.

Disclaimer: Please note that the specifics of this Course Syllabus are subject to change, and you will be responsible for abiding by any such changes. Your instructor will notify you of any changes.

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