

Attaining Mastery through Study Guides and Exams

This course is designed around your writing as a mechanism to master the course materials. Your mastery will be assessed through your performance on the Study Guides and Exams. These Study Guides consist of two to three essay questions and six to ten short answer questions each. They should be completed weekly, and those that comprise an entire unit (3 or 4 Study Guides) turned in through Turnitin.com before the unit examination date. Turnitin.com will check for the originality of your submission by comparing it against your classmates' Study Guides (past and present), Internet sources, books, articles, and the writings of thousands of students in order to determine the originality of your work. I will scan your submissions, sample several answers, and assess them through the following rubric:

Complete _____/20

Originality _____/20

Quality _____/20

Due date _____/10

Total _____/70 = _____ %

“Complete” simply means that you have answered all of the questions and that you appear to have given each some thought and effort. **“Originality”** is scored by Turnitin.com—you will lose all 20 points on this score if some of your answers are copied from others. You will score a 0 on the entire Study Guide should your paper be largely copied. **“Quality”** refers to the quality of your writing and thinking. Finally, **“Due Date”** simply means did you turn it in on time (always due before the class time of the exam). Your total score on the Unit Study Guide will be based on the percentage of points earned for this assignment. The grade on each Unit Study Guide will be of the same weight as an Exam. As the Exams will consist of a sample of essay questions and short answers from your Study Guides, it would be well worth your time to master the course material through the Study Guides.

Plagiarism:

Here is a link to the [RSU Academic Code of Conduct](#). To quote from that Code: **“Plagiarism:** Presenting the work of another as one’s own (i.e., without proper acknowledgment of the source or sources), or submitting material that is not entirely one’s own work without attributing the unoriginal portions to their correct sources. The sole exception to the requirement of acknowledging sources occurs when ideas or information are common knowledge.”

I strongly believe that the best way to master complex material is through the writing process. Therefore, I am interested in your own voice and words and not in extensive quotes from me or any other source. However, you will be writing about the ideas and insights of others, and these I expect to be cited. Use in text citation in accordance with the American Psychological Associations guidelines. You can find these guidelines at the following address: [APA Style Guide](#).

Example #1:

Below you will find an example of two past students' essays and a couple of short answers that were submitted as part of their Unit Study Guide assignments. Turnitin.com found that their assignments were highly original and I scored both highly on my four criteria as well. The first is an example of a Study Guide turned in by a previous student studying Harry Braverman. While not perfect, this is the level of quality I am looking for in your work.

Essays:

1. What is the detailed division of labor? What functions does it serve? What dysfunctions?

Harry Braverman addresses issues relating to the industrial working class in his book, *Labor and Monopoly Capital: The Degradation of Work in the Twentieth Century*. Braverman defines the *detailed division of labor* as breaking down the manufacturing of a product into simple discrete steps. Each task is then assigned to an individual workman. The *detailed division of labor* is also referred to as the *manufacturing division of labor*.

The very earliest innovative principle of the capitalist mode of production was the manufacturing division of labor. In one form or another, the division of labor has remained the fundamental principle of industrial organization. A capitalistic society systematically subdivides the work of each productive specialty into limited operations. There has always been some division of labor based on age and sex roles within societies. Karl Marx calls this form of division the *social division of labor*. The *social division of labor* divides society among occupations, each associated with a branch of production.

Against this social division of labor is the *detailed or manufacturing division of labor*. This process breaks down the production of products into separate operations which are then performed by different workers. The detailed division of labor is a special product of a capitalist society. While individual workmen often subdivide a task into discreet steps—for example in making 10 picture frames, the workman may first measure all of the wood he will use, he may then cut each piece, assemble the 10 frames, and then paint them. But without the inducement of capitalism, rarely will the workman confine himself to one of these tasks for the duration of his work life. The *detailed division of labor* destroys skilled occupations and renders the worker unable to carry through the complete production process. While the *social division of labor* subdivides society, the *detailed division of labor* subdivides humans.

This subdivision of the humans is carried on without regard for human capabilities and needs; Braverman calls it a crime against the person and a crime against humanity. It is significant that

the workers do not voluntarily convert themselves into detail workers. The detail division of labor dismembers workers. It destroys skills that were once highly valued (and paid). It destroys occupations that were in the worker's control. It takes away any special knowledge and training workers may have acquired in order to perform their jobs and reduces the work to specific steps that unskilled labor can perform. And being unskilled, this labor is a good deal cheaper for the capitalist to purchase.

The *detailed division of labor* is imposed by planning and control. In a capitalistic society, the products of the *division of labor* are exchanged as commodities. The *detailed division of labor* is a product of the analysis of the production process and the separation of operations among various workers which results in cost savings. Each of the steps represents a savings in labor time. The workman saves time by performing a simple task, over and over again. Savings are realized in productivity and management control. This, combined with the lower costs of unskilled labor makes for increased profit for the capitalist.

2. What is the commodification of social life? How is this related to monopoly capitalism?

Commodification is the exchange of goods and services through the market economy that were once given through primary group ties. A *primary group structure* is a term used in social science to refer to structural groups in which members tend to interact on an intimate basis. They perform many functions that may include regulating production, reproduction, socialization, education, and enforcing social discipline. Examples of primary groups are family, community, voluntary organizations, and friendship networks. *Structure* is a sociological term that refers to all human institutions, groups, and organizations. *Secondary group structure* is a term used in social science to refer to structural groups in which members tend to interact without any emotional commitment to one another. These organizations are coordinated through bureaucracies. They perform many functions such as regulating production, reproduction, socialization, education, and enforcing social discipline. Examples of *secondary groups* include governments, parties, military, corporations, educational institutions, media, service and welfare organizations, and professional and labor organizations....

Short Answers:

1. What is "the problem of management"?

The problem of management is that it must coordinate, supervise, and control free labor. It is in the interest of the manager to get the maximum amount of work from each of its employees; it is in the interest of the worker to conserve her energy. Management must also take into consideration technology as well as the social aspects involving workers. How well management is able to mesh these together determines the success or failure of any enterprise.

2. Describe scientific management? Is it in widespread practice in corporate America?

Scientific management, also known as Taylorism, is a set of ideas developed by Frederick Winslow Taylor in the last decades of the nineteenth century. Scientific management attempts to apply the methods of science to the complex problems of controlling labor in capitalist enterprises. It requires simplifying, rationalizing, standardizing, and coordinating the actions of the work force in order to maximize efficiency. It is the adaption of labor to the needs of capital. The drive to increase production in capitalist firms is ongoing and never ending. There is no level of productivity that is ever regarded as sufficient. Technological advances and shifts to new industries encourages refinement so the pressure upon workers is unending....

Example #2

This second example is from the first Study Guide of the course Systems and Problems. Again, a very good job.

Essays:

1. According to your professor, what is different about the social problems today vs. those of 100 years ago?

It is important for an individual to first understand what exactly social problems are before he or she looks further into the history of particular social problems in the past as well as those problems that may or may not have differed in today's world. If something in a society goes wrong, this immoral act does not automatically create social problems (Elwell 5). In An Introductory Essay, my professor, Dr. Frank W. Elwell, says in its entirety, systems that are Sociocultural in nature are the cost that comes from these problems that just so happen to be social.

Obviously, as with any perplexing problem, one must fully come to terms with the reason why the problem is in occurrence before further action is able to take place; when something affects something else, the two events are often related in some way (Elwell 5). For example, when the world's population grows exponentially, so does world hunger because more people are alive on Earth. (World hunger may not grow exponentially; however, this is merely an example). More people alive on Earth means more mouths to feed and at the set rate that food is being produced and/or harvested, this means not everyone in the entire world would be fed, especially since the human race LOVES to exploit each other when they could gain a profit (i.e.- money). The opposite is also found to be true in this scenario. When the world, as a whole, is growing in hunger, when the people living in the world begin to starve, more food is needed and due to supply and demand, the need it focused upon and more food is produced. This "abundance" of food therefore ultimately produces more people in the world since some of the current people are fed and "healthy." This is, unfortunately, a never ending cycle that may, indeed, never cease to exist.

The above change is found in societies all over the world still to this very day (Elwell 5). There used to not be this many people living on Earth. Since people have exceeded in number, so has their intelligence and that intelligence has brought with it various changes of its own: technology; with these changes breed new challenges and even more changes (Elwell 5). One invention/technology that use to not be present was cars. Cars produce harmful emissions which deplete the ozone layer. This depletion allows for harmful rays from the Sun to penetrate through to the Earth and the people causing extreme heat and cancerous effects. The heat kills crops and causes more starvation. There were fewer cars 100 years ago than there are today. More cars means more people to drive them which means more people to use up what the Earth has to offer and to trash the Earth as well.

People have always, for the most part, been competitive and judgmental. With these characteristics, sexism and racism have been present, not to mention alienation and barbarianism (Elwell 6). All of these things may have been in existence 100 years ago, but there is no doubt that with more people, the result is more change and problems in today's society. These are all related, yet to reduce one thing may affect the system and better life (the world) for the most part.

2. "You can't do one thing." How is this phrase linked to this course?

In life, there is such a thing that is known as a chain reaction. When I say this, I am not simply referring to the movie Chain Reaction that stars Keanu Reeves from Matrix. A chain reaction is like a domino effect. If a person were to lay several dominoes fairly close together in a semi-row, WITHOUT touching one another, and make the domino on the end hit the domino right next to it, the hit second domino would, in turn, hit the domino on its other side and so on and so on and so forth until all of the dominos lined up in that certain semi-row fell down....

Short Answers:

1. According to your professor, what is the relationship between social problems and social change?

An Introductory Essay states on page 6 that infrastructures cause social problems as well as social change. Social change causes social problems; these social problems cause even more social change in the future in the Social Change/Social Problems PowerPoint (Elwell 5). The PowerPoint also says every society today includes both social change AND social problems (6). In other words, the two (social problems and social change) are interrelated and effect one another.

2. According to your professor, briefly describe what is meant by a dehumanizing trend in modern societies?

A dehumanizing trend is a crisis that is a worldwide problem in today's societies. (for more information, see A Quick Overview of World Problems). A trend of this magnitude is a threat to the current way of life and could negatively affect future generations, not to mention the environment and all who abide therein. This type of trend takes away the famous compassion and care normally thought to be considered "human" characteristics.

3. According to your professor, what are the four overarching trends in the modern world? There are four overarching trends in the modern world according to my professor. These trends...