

SOC-S315: Work in the New Economy

Section 32255 Fall 2021

Instructor: Yingjian Liang (You can call me Yingjian or Mr. Liang)

Class time: Mon & Wed 1:10 -2:25 pm EST

Classroom: Wylie Hall 115

Email: liangyin@iu.edu

Office hours: Mon & Wed 10:30 – 11:30 am EST

Office hour link: <https://iu.zoom.us/j/88248747465?pwd=NDVnYVR5dmcweE1YVGNKVU03MUKwdz09>
(Passcode: S315)

Office hour sign-up page: <https://www.wejoinin.com/sheets/wdbvh>

COURSE DESCRIPTION

This course will provide an overview of sociological perspectives on labor market inequality, with a focus on the changing patterns of inequality in the contemporary world economy. Throughout the semester, we will critically examine sociologists' answers to some of the most fundamental questions regarding labor market inequality: Why do people go to work? How do workers transform labor power into products and services? Why do some people enjoy higher income, higher status, and more workplace authority than others? Why do some jobs, occupations, organizations, and industries pay better than others? Engaging with contemporary insights into these questions, students will gain the theoretical tools to think critically about ways in which labor market inequality may be produced or reduced.

COURSE OBJECTIVES

By the end of the semester, you will be able to

1. understand key theories and perspectives in the sociology of work;
2. apply sociological perspectives developed in this course to thinking critically about labor market issues in contemporary world economy;
3. Pose research questions, analyze evidence, and develop sociological arguments.

COURSE MATERIALS

There is no required textbook for this course. All required readings will be provided on Canvas. All documentaries will be accessible for free online.

COURSE REQUIREMENTS

Participation (10% of final grade)

Students are expected to actively and meaningfully participate in class. Active and meaningful participation means engaging in discussions with fellow students and the instructor and completing in-class activities. The instructor will organize in-class activities periodically and students are allowed to miss three without grade penalty.

Reading Posts (20% of final grade)

Reading posts are an opportunity for students to reflect on a reading and apply its concept and argument to a real-world example. Each week's reading post is due Tuesdays 10 pm and only the top six reading posts will be counted toward your final grade. Reading posts should consist of two paragraphs: in the first paragraph, students should summarize the key findings, concepts, and argument from a reading; in the second paragraph, students should examine how a real-world example fits or diverges from the concept/argument from the reading. Examples can be an organization, an industry, a country, etc. and they can come from newspapers, magazines, blogs, documentaries, etc. Make sure you cite the reading you discuss and the sources of your example properly.

Section Quizzes (25% of final grade)

This course is organized into four sections. After each section is completed, a take-home, open-book section quiz will be administered on Canvas. Each section quiz will be open the week a section is completed between Wednesday 3 pm to Sunday 10 pm. Section quizzes may include true/false, multiple choice and short answer questions. Students will have 30 minutes to complete a quiz once started.

Research Project (45% of final grade)

Students will complete a research project on the sociology of work over the course of the semester. In this project, students will use one of the two documentaries presented in class as empirical data to answer a research question of their own choice. Students will complete the project through three separate assignments as described below. The instructor will provide detailed guideline for each assignment at least one week prior to its due dates.

Research question and literature review (Assignment 1, 15% of final grade, due before class Wed, September 29) In 2 double-spaced pages, students should present your research question, justify your case selection, and provide a brief literature review. Your literature review should address what sociologists already know about the question posed for yourself, and should include at least two class readings (required or recommended), though going beyond class readings is definitely welcome.

Findings (Assignment 2, 15% of final grade, due before class Wed, November 3): In 3-4 double-space pages, present what you find about the question you posed. You should first summarize a pattern from the data and then provide 3-5 detailed examples to support your claim. You are expected to include direct quotes in each of the examples you present.

Discussion and conclusion (Assignment 3, 15% of final grade, due before class Mon, December 6): In 2 double-spaced pages, based on your findings, make an argument in response to your question, discuss its relevance to sociology theory, and elaborate on its practical implications.

FINAL GRADES

Final letter grades will be assigned by the following scale:

A+	97 - 100%	C+	77 - 79.9%
A	93 - 96.9%	C	73 - 76.9%
A-	90 - 92.9%	C-	70 - 72.9%
B+	87 - 89.9%	D+	67 - 69.9%

B	83% - 86.9%	D	63 - 66.9%
B-	80 - 82.9%	D-	60 - 62.9%
		F	0 - 59.9%

COURSE POLICIES

Covid-Related Policy

While we are excited to return to in-person learning, the continuing Covid-19 pandemic requires us to adapt our behaviors in this class. Per IU policy, all students, faculty, and staff are required to wear a mask indoors. If you suspect you have been a close contact to an infected person, please call IU Health for assistance. If you tests positive during the semester, please let me know as soon as possible so that I can provide accommodations.

Please visit the following website for general information on COVID-19 and IU's response: <https://coronavirus.iu.edu/>

Academic Integrity

Academic dishonesty of any kind (including, but not limited to, plagiarism, sharing, copying, or cheating on exams and assignments) will not be tolerated. In accordance with the Indiana University Code of Student Rights, Responsibilities, and Conduct, misconduct may result in a failing grade for the course, suspension, or in some cases, expulsion. For more information, see: <http://studentaffairs.indiana.edu/ethics-misconduct-legal/index.shtml>

Assignments

All assignments must be submitted **on Canvas**. Only .doc, .docx, and .pdf files will be accepted. Students are responsible for ensuring that assignments are received by the instructor and that they are submitted in a readable format. Assignments that cannot be located or opened will be marked late. Students experiencing problems uploading assignments should contact UITS (1.812.855.6789 or uits.iu.edu) for assistance. Students should plan for the possibility of technological problems when preparing assignments, as late submissions will incur grade penalties

Late Work

All students are expected to submit assignments by designated due dates and times. Late submission of class participation activities, reading posts, and section quizzes will not be accepted. Late submission of research project assignments will cause a 10% grade penalty for each day past the deadlines (i.e., 10% penalty for within 24-hour late, 20% penalty for 24-48 hours, and 30% penalty for 48-72 hours). Research project assignments submitted more than 72 hours after the submission deadline will not be accepted and will receive a grade of 0.

Due date extension may be granted due to health-related reasons, religious observance, or other prohibitive circumstances, if students contact the instructor at least 12 hours prior to the due date/time and provide documentations. Extension requests past the due dates and times will not be considered.

Make-Up Assignments

Make-up assignments (including in-class activities, reading posts, section quizzes and research project) will not be accepted in this course.

Class Engagement Etiquette

We will be discussing sensitive issues in this class, including race, class, gender, and politics. Each person comes to the class with a unique background and perspective. I encourage students to draw on those perspectives in class discussions. Please keep in mind that sharing opinions and experiences is a valuable but sometimes uncomfortable experience. Everyone must make the commitment to create an atmosphere of respect for each person's contribution. Varying points of view are welcome and expected. Please be respectful and open-minded when listening to viewpoints different from your own. If you disagree with an argument, criticize the evidence that supports a stance or the negative implications of a viewpoint; ask questions that challenge certain assumptions; but, please do not criticize the individual who holds that view. Lack of courtesy will not be tolerated and may result in a student being asked to leave.

Communications with Instructor

Students should always consult the syllabus prior to contacting the instructor about the course. If the syllabus does not provide a sufficient answer to your question, feel free to email me (liangyin@iu.edu). Please include "S315" in the subject line of your email and do NOT contact me via Canvas messages. I will respond to emails within 48 hours. If you do not receive a reply from me within 48 hours, please feel free to email again. I will not check emails 6 pm to 9 am on weekdays and any time on weekends. Students should take that into account and plan ahead if you have questions.

Students are also encouraged to come to virtual office hours to discuss any questions regarding the course. You can sign up for office hours using this link:

<https://www.wejoinin.com/sheets/wdbvh>

Office hour meetings are divided into 15-minute sessions and students are welcome to sign up for as many as they need. The zoom link for office hours is here:

<https://iu.zoom.us/j/88248747465?pwd=NDVnYVR5dmeweE1YVGnKVU03MUKwdz09> (Passcode: S315)

Sharing of Course Content

Lecture slides will be made available on Canvas. Students are prohibited from taking visual or audio recordings, unless prior permission is granted by the instructor. If permission is granted, recordings and electronic copies of course materials is limited to personal use of students presently in the course and for educational purposes only, even after the course ends.

Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted.

Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Canvas

All reading materials, assignments, quizzes, grades, and other course content will be made available through the course Canvas website. Schedule changes, reading updates, and other announcements will be made through Canvas and should therefore reach your IU email accounts too. Students are responsible for regularly checking both Canvas and email to stay informed of course announcements.

Special Needs/DSS

In compliance with the Americans with Disabilities Act (ADA), IU seeks to provide reasonable accommodation for qualified individuals with documented disabilities. It is the student's responsibility to inform the instructor and to contact the Disability Student Services Office (812-855-7578, <https://studentaffairs.indiana.edu/disability-services-students/>) as soon as possible about any needed accommodations. If you need individual accommodations to meet course requirements, please meet with me as soon as possible so that we can ensure your full participation in the class and a fair assessment of your work. Although accommodations may be made later in the semester, you should contact DSS and me during the first two weeks of the semester for full accommodations.

Bias-Based Incident Reporting

Bias-based incident reports can be made by students, faculty, and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported through any of the options: 1) email biasincident@indiana.edu or incident@indiana.edu; 2) call the Dean of Students Office at (812) 855-8188; or 3) use the IU mobile App (m.iu.edu). Reports can be made anonymously.

Sexual Misconduct & Title IX

As your instructor, one of my responsibilities is to create a positive learning environment for all students. IU policy prohibits sexual misconduct in any form, including sexual harassment, sexual assault, stalking, sexual exploitation, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with the IU Sexual Assault Crisis Services at (812) 855-5711, or contact a Confidential Victim Advocate at (812) 856-2469 or cva@indiana.edu. It is also important that you know that University policy requires me to share certain information brought to my attention about potential sexual misconduct, with the campus Deputy Sexual Misconduct & Title IX Coordinator or the University Sexual Misconduct & Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/index.html> to learn more.

Religious Observances

In accordance with the Office of the Vice Provost for Faculty and Academic Affairs, students who wish to receive an excused absence from class for religious reasons must submit a request form available at the link below for each day they will be absent. This form must be presented to the course instructor by the end of the second week of the semester. A separate form must be submitted for each day. Information about the policy on religious observation can be found here: <http://enrollmentbulletin.indiana.edu/pages/relo.php>.

Student Resources

Indiana University offers several academic and support services that many students find helpful during their education. Some of these include the Student Academic Center (SAC), Academic Support Centers (ASC), Writing Tutorial Services (WTS), and Counseling and Psychological Services (CAPS). These offices are free and available for your benefit. For more information, visit <https://sit.indiana.edu/academic-campus-resources/campus-resources.html> or <https://college.indiana.edu/student-portal/undergraduate-students/support-services.html>.

Digital Access and Equality

Digital devices (like laptops and cell phones) are becoming increasingly important to success in college. In this course, you may need digital devices to access readings and other class materials, complete and submit written assignments, complete online quizzes, complete in-class activities.

I recognize that some students are unable to afford the cost of purchasing digital devices and that other students rely on older, more problem-prone devices that frequently break down or become unusable. I also recognize that those technology problems can be a significant source of stress for students. Given those challenges, I encourage students to contact me and/or the teaching assistant if they experience a technology-related problem that interferes with their work in this course. This will enable me to assist students in accessing support.

I also encourage students to be aware of the many technology-related resources that Indiana University provides:

- Free on-campus wireless internet (wifi) access through the “IU Secure” network. (For help connecting your device to the network, watch this video).
- Free software (including Microsoft Office, Adobe Creative Suite, statistical software, etc.) for download and for cloud-based use.
- Free unlimited, secure online storage through Box (a great way to back up files).
- Free 24/7 support with issues related to IU technology (e.g., email, Canvas, wifi, printing, device setup, etc.).
- Free in-person tech support at the Learning Commons in the Wells Library and in IMU room M089 (click here for hours).
- Discounts on devices from leading technology companies, including Apple, Dell, and Microsoft.

COURSE SCHEDULE

Week 1: Introduction

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| Mon, Aug 23 | Introduction, no required reading
*** Week 1 reading post due Tue, Aug 24 10 pm EST |
| Wed, Aug 25 | Marx, Karl. [1844] 1986. “Estranged Labour.” in Economic and philosophic manuscripts of 1844, Pp. 35-47 in the Marx Reader edited by Jon Elster, New York: Cambridge University Press.
Polanyi, Karl. “The Self-Regulating Market and the Fictitious Commodities: Labor, Land, and Money” and “Man, Nature, and Productive Organization” Chapter 6 & 11 in The Great Transformation |

SECTION ONE: Micro-Level Structures and Processes

Week 2: Consent and Resistance

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| Mon, Aug 30 | Burawoy, Michael. 1979. “Toward a Theory of the Capitalist Labor Process.” Chapter 2 (Pp. 13-32) in Manufacturing Consent: Changes in the Labor Process Under Monopoly Capitalism.
*** Week 2 reading post due Tue, Aug 31 10 pm EST |
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Wed, Sep 1

Salzinger, Leslie. 2000. "Manufacturing Sexual Subjects: Harassment, Desire and Discipline on a Maquiladora Shopfloor." *Ethnography*, 1(1): 67-92.

Roscigno, Vincent J. and Randy Hodson. 2004. "The Organizational and Social Foundations of Worker Resistance." *American Sociological Review* 69(1):14-39.

Recommended Readings:

Mears, Ashley. 2015. "Working for Free in the VIP: Relational Work and the Production of Consent." *American Sociological Review* 80(6):1099-1122.

Hodson, Randy and Vincent J. Roscigno. 2004. "Organizational Success and Worker Dignity: Complementary or Contradictory?" *American Journal of Sociology* 110(3):672-708.

Vallas, Steven P. 2003. "The Adventures of Managerial Hegemony: Teamwork, Ideology, and Worker Resistance." *Social Problems* 50(2):204-225.

Roscigno, Vincent J., Carsten Sauer, and Peter Valet. 2018. "Rules, Relations, and Work." *American Journal of Sociology* 123(6):1784-1825.

Week 3: Service Work

Mon, Sep 6

Labor Day, no class.

*** Week 3 reading post due Tue, Sep 7 10 pm EST

Wed, Sep 8

Hochschild, Arlie. 1983. "Feeling Management: From Private to Commercial Use" Chapter 6 (Pp. 89-136) in *The Managed Heart*

Recommended Readings:

Hanser, Amy. 2005. "The Gendered Rice Bowl: The Sexual Politics of Service Work in Urban China." *Gender & Society* 19(5):581-600.

Hoang, Kimberly Kay. 2014. "Flirting with Capital: Negotiating Perceptions of Pan-Asian Ascendancy and Western Decline in Global Sex Work." *Social Problems* 61(4):507-29.

Wingfield, Adia Harvey. 2010. "Are Some Emotions Marked 'Whites Only'? Racialized Feeling Rules in Professional Workplaces." *Social Problems* 57(2):251-268.

England, Paula, Michelle Budig, and Nancy Folbre. 2002. "Wages of Virtue: The Relative Pay of Care Work." *Social Problems* 49(4):455-473.

Week 4: Precarity

Mon, Sep 13

Kalleberg, Arne L. 2011. "Precarious Employment Relations." Chapter 5 (Pp. 92-104) in *Good Jobs, Bad Jobs: The Rise of Polarized and Precarious Employment Systems in the United States, 1970s to 2000s*.

Petriglieri, Gianpiero, et al. 2018. "Thriving in the Gig Economy." *Harvard Business Review*.

*** Week 4 reading post due Tue, Sep 14 10 pm EST

Wed, Sep 15 Jacoby, James. 2020. *The Amazon Empire: The Rise and Reign of Jeff Bezos*. (Documentary in class)

*** Section One quiz open Wed, Sep 15 3 pm until Sun, Sep 19 10 pm

Recommended Readings:

Arnold, Dennis and Joseph R. Bongiovi. 2013. "Precarious, Informalizing, and Flexible Work: Transforming Concepts and Understandings." *American Behavioral Scientist* 57(3):289–308.

Vallas, Steven P. 1999. "Rethinking Post-Fordism: The Meaning of Workplace Flexibility." *Sociological Theory* 17(1):68–101.

Smith, Vicki and Esther B. Neuwirth. 2008. *The Good Temp*. Cornell University Press.

SECTION TWO: Meso-Level Structures and Processes

Week 5: Culture

Mon, Sep 20 Rivera, Lauren A. 2012. "Hiring as Cultural Matching: The Case of Elite Professional Service Firms." *American Sociological Review* 77(6):999–1022.

*** Week 5 reading post due Tue, Sep 21 10 pm EST

Wed, Sep 22 Kunda, Gideon. 1992. "Culture and Organization," Chapter 1 (Pp. 1-25) in *Engineering Culture: Control and Commitment in a High-Tech Corporation*. Philadelphia: Temple University Press.

Philipson, Anthony. 2009. *Million Dollar Traders* (Documentary in class)

Recommended Readings:

Biernacki, Richard. 1995. *The Fabrication of Labor: Germany and Britain, 1640-1914*. Berkeley, CA: University of California Press.

Erickson, Bonnie H. 1996. "Culture, Class, and Connections." *American Journal of Sociology* 102(1):217–251.

Goldberg, Amir, Sameer B. Srivastava, V. Govind Manian, William Monroe, and Christopher Potts. n.d. "Fitting In or Standing Out? The Tradeoffs of Structural and Cultural Embeddedness." *American Sociological Review* 33.

Srivastava, Sameer B. and Mahzarin R. Banaji. 2011. "Culture, Cognition, and Collaborative Networks in Organizations." *American Sociological Review* 76(2):207–33.

Week 6: Organization

Mon, Sep 27 Dobbin, Frank. 2009. "Regulating Discrimination: The Paradox of a Weak State" Chapter 1 (Pp. 1-21) in *Inventing Equal Opportunity*. Princeton University Press.

*** Week 6 reading post due Tue, Sep 28 10 pm EST

Wed, Sep 29 Dobbin, Frank. 2009. "Fighting Bias with Bureaucracy" Chapter 5 (Pp. 101-132) in *Inventing Equal Opportunity*. Princeton University Press.

Dobbin, Frank. 2009. "The Reagan Revolution and the Rise of Diversity Management" Chapter 6 (Pp. 133-160) in *Inventing Equal Opportunity*. Princeton University Press.

*** Assignment 1 due before class

Recommended Readings:

Fligstein, Neil. 1993. *The Transformation of Corporate Control*. Harvard University Press.

Stainback, Kevin and Donald Tomaskovic-Devey. 2009. "Intersections of Power and Privilege: Long-Term Trends in Managerial Representation." *American Sociological Review* 74(5):800–820.

Ferguson, John-Paul. 2015. "The Control of Managerial Discretion: Evidence from Unionization's Impact on Employment Segregation." *American Journal of Sociology* 121(3):675–721.

Castilla, Emilio J. 2011. "Bringing Managers Back in: Managerial Influences on Workplace Inequality." *American Sociological Review* 76(5):667–694.

Week 7: Network

Mon, Oct 4 Granovetter, Mark S. 1973. "The Strength of Weak Ties1." *American Journal of Sociology* 78(6):1360–80.

*** Week 7 reading post due Tue, Oct 5 10 pm EST

Wed, Oct 6 Burt, Ronald S. 2004. "Structural Holes and Good Ideas." *American Journal of Sociology* 110(2):349–399.

Recommended Readings:

Aral, Sinan. 2016. "The Future of Weak Ties." *American Journal of Sociology* 121(6):1931–1939.

Bian, Yanjie. 1997. "Bringing Strong Ties Back in: Indirect Ties, Network Bridges, and Job Searches in China." *American Sociological Review* 366–385.

Smith, Sandra Susan. 2005. "'Don't Put My Name on It': Social Capital Activation and Job-Finding Assistance among the Black Urban Poor." *American Journal of Sociology* 111(1):1–57.

Fernandez, Roberto M., Emilio J. Castilla, and Paul Moore. 2000. "Social Capital at Work: Networks and Employment at a Phone Center." *American Journal of Sociology* 105(5):1288–1356.

Xiao, Zhixing and Anne S. Tsui. 2007. "When Brokers May Not Work: The Cultural Contingency of Social Capital in Chinese High-Tech Firms." *Administrative Science Quarterly* 52(1):1–31.

Week 8: Careers

Mon, Oct 11 Miles, Raymond E. and Charles C. Snow. 1996. "Twenty-First Century Careers" Pp. 97-115 in *The Boundaryless Career: A New Employment Principle for a New Organizational Era*, edited by Michael B. Arthur and Denise M. Rousseau.

*** Week 8 reading post due Tue, Oct 12 10 pm EST

Wed, Oct 13

Baker, Ted and Howard E. Aldrich. 1996. "Prometheus Stretches: Building Identity and Cumulative Knowledge in Multiemployer Careers" Pp. 132-149 in *The Boundaryless Career: A New Employment Principle for a New Organizational Era*, edited by Michael B. Arthur and Denise M. Rousseau.

Jones, Candace. 1996. "Careers in Project Networks: The Case of the Film Industry" Pp. 58-75 in *The Boundaryless Career: A New Employment Principle for a New Organizational Era*, edited by Michael B. Arthur and Denise M. Rousseau.

*** Section Two quiz open Wed, Oct 13 3 pm until Sun, Oct 17 10 pm

Recommended Readings:

Ferguson, John-Paul and Sharique Hasan. 2013. "Specialization and Career Dynamics: Evidence from the Indian Administrative Service." *Administrative Science Quarterly* 58(2):233–56.

Fernandez-Mateo, Isabel. 2009. "Cumulative Gender Disadvantage in Contract Employment." *American Journal of Sociology* 114(4):871–923.

Gorman, Elizabeth H. and Julie A. Kmec. 2009. "Hierarchical Rank and Women's Organizational Mobility: Glass Ceilings in Corporate Law Firms." *American Journal of Sociology* 114(5):1428–1474.

Leung, Ming D. 2014. "Dilettante or Renaissance Person? How the Order of Job Experiences Affects Hiring in an External Labor Market." *American Sociological Review* 79(1):136–58.

SECTION THREE: Gender, Race, and Migration: Connecting Levels of Analysis

Week 9: Gender

Mon, Oct 18

Kanter, Rosabeth Moss. 1977. "Some Effects of Proportions on Group Life: Skewed Sex Ratios and Responses to Token Women." *American Journal of Sociology* 82(5):965–90.

Acker, Joan. 1990. "Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations." *Gender & Society* 4(2):139–158.

*** Week 9 reading post due Tue, Oct 19 10 pm EST

Wed, Oct 20

Turco, Catherine J. 2010. "Cultural Foundations of Tokenism: Evidence from the Leveraged Buyout Industry." *American Sociological Review* 75(6):894–913.

Recommended Readings:

Bielby, William T. and James N. Baron. 1986. "Men and Women at Work: Sex Segregation and Statistical Discrimination." *American Journal of Sociology* 91(4):759–799.

Cech, Erin A. 2013. "The Self-Expressive Edge of Occupational Sex Segregation." *American Journal of Sociology* 119(3):747–789.

Polavieja, Javier G. 2012. "Socially Embedded Investments: Explaining Gender Differences in Job-Specific Skills." *American Journal of Sociology* 118(3):592–634.

Petersen, Trond and Laurie A. Morgan. 1995. "Separate and Unequal: Occupation-Establishment Sex Segregation and the Gender Wage Gap." *American Journal of Sociology* 101(2):329–365.

Week 10: Race and Ethnicity

Mon, Oct 25

Royster, Deirdre. 2003. "Embedded Transitions" and "Networks of Inclusion, Networks of Exclusion" Chapter 6&7 (Pp. 104-178) in *Race and the Invisible Hand: How White Networks Exclude Black Men from Blue-Collar Jobs*. Berkeley, CA: University of California Press.

Wed, Oct 27

*** Week 10 reading post due Tue, Oct 26 10 pm EST

Recommended readings:

Ray, Victor. 2019. "A Theory of Racialized Organizations." *American Sociological Review* 84(1):26–53.

Sørensen, Jesper B. 2004. "The Organizational Demography of Racial Employment Segregation." *American Journal of Sociology* 110(3):626–671.

Castilla, Emilio J. 2008. "Gender, Race, and Meritocracy in Organizational Careers." *American Journal of Sociology* 113(6):1479–1526.

Week 11: (Im)migration

Mon, Nov 1

Piore, Michael J.. 1979. "The Jobs" Chapter 2 (Pp. 15-49) in *Birds of Passage: Migrant Labor and Industrial Societies*. New York: Cambridge University Press.

*** Week 11 reading post due Tue, Nov 2 10 pm EST

Wed, Nov 3

Waldinger, Roger and Michael I. Lichter. 2003. "Doing the Job" and "The Language of Work" Chapters 3&4 (Pp. 42-82) in *How the Other Half Works: Immigration and the Social Organization of Labor*. Berkeley: University of California Press.

*** Assignment 2 due before class

Recommended Readings:

Xie, Yu and Margaret Gough. 2011. "Ethnic Enclaves and the Earnings of Immigrants." *Demography* 48(4):1293–1315.

Tomaskovic-Devey, Donald, Martin Hällsten, and Dustin Avent-Holt. 2015. "Where Do Immigrants Fare Worse? Modeling Workplace Wage Gap Variation with Longitudinal Employer-Employee Data." *American Journal of Sociology* 120(4):1095–1143.

Cranford, Cynthia J. 2005. "Networks of Exploitation: Immigrant Labor and the Restructuring of the Los Angeles Janitorial Industry." *Social Problems* 52(3):379–397.

Hagan, Jacqueline Maria. 1998. "Social Networks, Gender, and Immigrant Incorporation: Resources and Constraints." *American Sociological Review* 55–67.

Week 12: Diversity and its Discontent

Mon, Nov 8 Dobbin, Frank, Daniel Schrage, and Alexandra Kalev. 2015. "Rage against the Iron Cage: The Varied Effects of Bureaucratic Personnel Reforms on Diversity." *American Sociological Review* 80(5):1014–44.
*** Week 12 reading post due Tue, Nov 9 10 pm EST

Wed, Nov 10 Williams, Christine L. 1992. "The Glass Escalator: Hidden Advantages for Men in the 'Female' Professions." *Social Problems* 39(3):253–67.
Wingfield, Adia Harvey. 2009. "Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work." *Gender & Society* 23(1):5–26.

*** Section Three quiz open Wed, Nov 10 3 pm until Sun, Nov 14 10 pm

Recommended Readings:

Budig, Michelle J. 2002. "Male Advantage and the Gender Composition of Jobs: Who Rides the Glass Escalator?" *Social Problems* 49(2):258–277.

Maume Jr, David J. 1999. "Glass Ceilings and Glass Escalators: Occupational Segregation and Race and Sex Differences in Managerial Promotions." *Work and Occupations* 26(4):483–509.

Elliott, James R. and Ryan A. Smith. 2004. "Race, Gender, and Workplace Power." *American Sociological Review* 69(3):365–386.

Gerstel, Naomi and Dan Clawson. 2014. "Class Advantage and the Gender Divide: Flexibility on the Job and at Home." *American Journal of Sociology* 120(2):395–431.

SECTION FOUR: Macro-Level Structures and Processes

Week 13: Occupations

Mon, Nov 15 Weeden, Kim A. 2002. "Why Do Some Occupations Pay More than Others? Social Closure and Earnings Inequality in the United States." *American Journal of Sociology* 108(1):55–101.

*** Week 13 reading post due Tue, Nov 16 10 pm EST

Wed, Nov 17 Charles, Maria and David B. Grusky. 2005. "The Four Puzzles of Sex Segregation" Chapter 1 (Pp. 3-37) in *Occupational Ghettos: The Worldwide Segregation of Women and Men*. Stanford, CA: Stanford University Press.

Recommended Readings:

Jonsson, Jan O., David B. Grusky, Matthew Di Carlo, Reinhard Pollak, and Mary C. Brinton. 2009. "Microclass Mobility: Social Reproduction in Four Countries." *American Journal of Sociology* 114(4):977–1036.

Mouw, Ted and Arne L. Kalleberg. 2010. "Occupations and the Structure of Wage Inequality in the United States, 1980s to 2000s." *American Sociological Review* 75(3):402–431.

Abbott, Andrew. 2014. *The System of Professions: An Essay on the Division of Expert Labor*. University of Chicago press.

Week 14: Computerization and Automation

Mon, Nov 29 Card, David, and John E. DiNardo. 2002. "Skill-Biased Technological Change and Rising Wage Inequality: Some Problems and Puzzles." *Journal of Labor Economics* 20(4):733–83.

*** Week 14 reading post due Tue, Nov 30 10 pm EST

Wed, Dec 1 Hanley, Caroline. 2014. "Putting the Bias in Skill-Biased Technological Change? A Relational Perspective on White-Collar Automation at General Electric." *American Behavioral Scientist* 58(3):400–415.

Recommended Readings:

Kristal, Tali. 2013. "The Capitalist Machine: Computerization, Workers' Power, and the Decline in Labor's Share within U.S. Industries." *American Sociological Review* 78(3):361–89.

Liu, Yujia and David B. Grusky. 2013. "The Payoff to Skill in the Third Industrial Revolution." *American Journal of Sociology* 118(5):1330–1374.

Week 15: Globalization

Mon, Dec 6 Alderson, Arthur S., and François Nielsen. "Globalization and the great U-turn: Income inequality trends in 16 OECD countries." *American Journal of Sociology* 107.5 (2002): 1244-1299.

*** Week 15 reading post due Tue, Dec 7 10 pm EST

*** Assignment 3 due before class

Wed, Dec 8 Sallaz, Jeffrey. 2021. *Lives on the Line*. Chapters TBD

*** Section Quiz open Wed, Dec 8 3 pm until Sun, Dec 12 10 pm

Week 16: Finals Week

There is no final exam for this course.