

SOCIOLOGY 861: WORK AND OCCUPATIONS

Professor Arne Kalleberg
Office: 261 Hamilton Hall (962-0630)
Email: Arne_Kalleberg@unc.edu

Spring, 2016
Tuesday, 12:30-3:00
151 Hamilton Hall

COURSE DESCRIPTION

This course combines aspects of a survey course (an overview and synthesis of material on topics related to work and occupations in industrial societies) with those of a seminar (identification and intensive discussions of research questions). We will cover topics such as: concepts and theories of work and work organization; the relations between markets and work structures such as occupations, industries, classes, unions, and jobs; employment relations and labor market segmentation; professions and occupational control; occupational differentiation and inequality; gender differences in work and occupations; control over work activities and work time; individuals' assessments of their job satisfaction and quality of their jobs; social policies related to work; and the prospects for social movements related to work. We will place particular emphasis on comparative (historical, cross-national) perspectives on these issues.

Each class will be framed around a set of questions that address particular topics, and that are related to the readings for that day. I will lead off in each class by providing an introduction and context to the day's topic(s). In some of the classes, I will ask teams to stimulate debate and critical thinking about the questions for the day. I will then try to summarize the day's discussion.

READINGS

Students are expected to participate in discussions of readings, so please complete them by the assigned date. These readings can be downloaded from the course's "Sakai" website (sakai.unc.edu) or from the UNC Libraries e-journal collection. Books are available in the textbook department of the UNC bookstore as well as from Amazon.com and other on-line sources.

Books

Richard Edwards. *Contested Terrain* (New York: Basic, 1979). (ISBN 0-465-01413-5, paperback)

Francis Green. *Demanding Work: The Paradox of Job Quality in the Affluent Economy*. (Princeton University Press, 2006)(ISBN: 0-691-11712-8, paperback)

Arne L. Kalleberg. *Good Jobs, Bad Jobs: The Rise of Polarized and Precarious Employment Systems in the United States, 1970s-2000s* (New York: Russell Sage Foundation, 2011) (ISBN: 978-0871544803, paperback)

Richard Susskind and David Susskind. *The Future of the Professions: How Technology Will Transform the Work of Human Experts*. (Oxford, UK: Oxford University Press, 2015)(ISBN: 978-0-19-871339-5, hardback)(Available on Amazon)

Steven Peter Vallas. *Work: A Critique*. (Cambridge, UK: Polity, 2012)(ISBN-13: 978-0-7456-4679-4, paperback

COURSE REQUIREMENTS

My teaching goals for this class are for students to: become familiar with a variety of research questions and empirical studies of issues related to work and occupations; think about how these research questions are related to more general theories of work, social organization and institutions, and other sociological topics; consider various social and economic policies by which problems related to work might be addressed; and, use the information from the course to advance their own research objectives.

To achieve these goals, I will require 3 things from you:

1) **A Term Paper**. This paper should address a research problem that is related to any topic that we will cover in this course and it should use course material to shed light on the research question. The paper could represent a master's paper proposal for some, or could be the beginnings of an empirical research article or dissertation for others.

Key dates for completing the term paper requirements:

February 2 Commit yourself to a topic by posting a one-paragraph statement of intent on a possible topic(s) and another paragraph on your paper's theme.

February 23 Post the introduction/front end outline to your paper—4-5 pages are fine.

March 29 Circulate a draft of your paper to your teammates and get their comments (all people who read and comment on your paper should be acknowledged on your title page).

April 26 Due date for the term paper to be uploaded to Sakai course website.

May 10 I will email you comments on your papers.

2) **TWO 2-page papers that answer specific questions** (due March 1 and April 19).

3) **Class Participation and Teamwork**. During the first week of class, I will divide students into three or four person teams. Each team will be responsible for 2 classes during the semester. The team should lead a discussion that answers the "Questions of the day" on the day's readings.

HOURS

I encourage you to talk to me about your papers, the course, and your research interests more generally. My office hours are Tuesdays and Thursdays, 11-12:00 and by appointment.

COURSE CALENDAR AND READING LIST

****ANY CHANGES IN THIS COURSE CALENDAR WILL BE ANNOUNCED ON THE SAKAI COURSE WEBSITE****

January 12 INTRODUCTION AND OVERVIEW OF KEY CONCEPTS

Reading:

Arne Kalleberg and Ivar Berg, *Work and Industry: Structures, Markets and Processes* (New York: Plenum Press, 1987), Pp. 1-47.

⌘ Questions:

1. What are “work structures?”
2. What do we mean by the concepts of jobs, occupations, organizations, industries and classes? How are these concepts related to each other? What do we mean by a “multivariate structuralist” perspective?
3. What are some cross-national differences in these concepts and their interrelations?

January 19 CONCEPTS AND THEORIES

Readings:

Steven Vallas, *Work*: Chapter 1 (pp. 1-36).

David A. Whetten, “What Constitutes a Theoretical Contribution?” *Academy of Management Review* 14 (1989): 490-495. (UNC library e-journals)

Paul Hirsch, Stuart Michaels, and Ray Friedman. "'Dirty Hands' versus 'Clean Models': Is Sociology in Danger of Being Seduced by Economics?" *Theory and Society* 16 (1987): 317-336. (UNC library e-journals)

Samuel B. Bacharach. “Organizational Theories: Some Criteria for Evaluation.” *Academy of Management Review* 14 (1989): 496-515. (UNC library e-journals)

⌘ Questions:

1. What is a theory?

2. How do we evaluate alternative theories of a particular phenomenon? What are the most important criteria for evaluation?
3. What are some of the main theories of work, organizations and occupations?
4. How do these theories differ in their assumptions and in their dependent variables? How do sociological and economic theories differ?
5. How can we decide which of these theories are correct? Is deciding about “correctness” the right question to ask when comparing theories?

January 26 THE LABOR PROCESS

Readings:

Richard Edwards, *Contested Terrain*: pp. 3-162.

Steven Vallas, *Work*: Chapter 2 (pp. 37-59).

Vicki Smith, “Braverman’s Legacy: The Labor Process Tradition at 20.” *Work and Occupations* 21 (1994): 403-421. (UNC library e-journals)

⌘ Questions:

1. What is Edwards’ argument about how and why work was organized the way it is in the United States from the 19th century until the mid-1970s?
2. What are the social and economic forces that led to changes in work organization from one period to the next?
3. To what extent might Edwards’ argument be applied to service occupations?
4. What other means of control might employers use in addition to those discussed by Edwards?

February 2 EMPLOYMENT RELATIONS

Readings:

Steven Vallas, *Work*: Chapter 3 (pp. 60-85).

Peter Cappelli. *The New Deal at Work: Managing the Market-Driven Workplace*. (Boston: Harvard Business School Press, 1999): pp. 18-37.

Arne Kalleberg. "Precarious Work, Insecure Workers: Employment Relations in Transition." *American Sociological Review* 74 (2009): 1-22. (UNC library e-journals)

Arne Kalleberg. *Good Jobs, Bad Jobs*: Chapters 2 and 5.

Francis Green. *Demanding Work: The Paradox of Job Quality in the Affluent Economy*. (Princeton, New Jersey: Princeton University Press, 2006): pp. 126-149.

⌘ Questions:

1. How has the employment relationship changed in the United States and other countries since the mid-1970s?
2. What is meant by the "New Deal at Work"? How does it differ from the "Old Deal"?
3. What accounts for these changes in the employment relationship?
4. What are some of the major consequences of these changes in the nature of the employment relationship?

February 9 OCCUPATIONAL DIFFERENTIATION

Readings:

Margo Anderson. 1994. "(Only) White Men Have Class: Reflections on Early 19th Century Occupational Classification Systems." *Work and Occupations* 21:5-32. (UNC library e-journals)

Ian D. Wyatt and Daniel E. Hecker. 2006. "Occupational Changes During the 20th Century." *Monthly Labor Review* (March): 35-57. (UNC library e-journals).

Andrew Hogan and Brian Roberts. 2015. "Occupational Employment Projections to 2024." *Monthly Labor Review* (December) (UNC library e-journals).

Committee on Techniques for the Enhancement of Human Performance: Occupational Analysis, “Implications for Occupational Analysis Systems,” Pp. 164-215 (Chapter 5) in *The Changing Nature of Work: Implications for Occupational Analysis*. (Washington, D.C.: National Academy Press, 1999).

Amanda Kidd Damarin, “Rethinking Occupational Structure: The Case of Web Site Production Work.” *Work and Occupations* 22 (2006): 429-463. (UNC library e-journals)

⌘ Questions:

1. What are the main assumptions behind the various occupational classification schemes? How reasonable are these assumptions?
2. What have been the main changes in occupations during the 20th century? How and why are occupations likely to continue to change in the 21st century?
3. How does web site production work cause us to rethink our conceptions of occupational structure?

February 16 POLARIZATION OF OCCUPATIONS AND ECONOMIC INEQUALITY

Readings:

Arne Kalleberg. *Good Jobs, Bad Jobs*: Chapter 6 (pp. 105-131).

Rachel E. Dwyer and Erik Olin Wright. “Job Polarization and the Hollowing Out of the Middle of the U.S. Job Structure.” Paper presented at 2013 Annual Meeting of the American Sociological Association.

Enrique Fernández-Macías. “Polarization in Europe? Changes in the Employment Structure and Job Quality, 1996-2007.” *Work and Occupations* 39(2012): 157-182. (UNC library e-journals)

Weeden, Kim. “Why do Some Occupations Pay More than Others? Social Closure and Earnings Inequality in the United States.” *American Journal of Sociology* 108 (2002): 55-101. (Read ONLY pp. 55-72; STOP at “Methods and Models”) (UNC library e-journals)

⌘ Questions:

1. What is meant by occupational polarization?
2. What causes occupational polarization?
3. What is the evidence for (and against) occupational polarization? How does occupational polarization differ among countries?

4. Why are some occupations better compensated than others?
5. What accounts for the persistence of low-wage occupations?

February 23 PROFESSIONS

Readings:

Richard Susskind and David Susskind. *The Future of the Professions: How Technology Will Transform the Work of Human Experts*. (Oxford, UK: Oxford University Press, 2015), pp. 9-45; skim pp. 46-100; 101-142.

An overview of the history of sociological research on professions: Keith M. MacDonald, "*The Sociology of the Professions* (Thousand Oaks, CA: Sage, 1995), chapter 1: "Sociological Analysis of the the Professions."

A good example of a new form of professional work: Paul S. Adler, Seok-Woo Kwon and Charles Heckscher, "Professional Work: The Emergence of Collaborative Community." *Organization Science* 19 (2): March–April 2008, pp. 359–376. (UNC library e-journals)

⌘ Questions:

1. What distinguishes professions from other occupations? Why are some occupations designated as professions and others not?
2. How has the changing organizational context of professional work and technological innovations changed the structure and operation of professional occupations?

March 1 TECHNOLOGY, SKILLS AND AUTONOMY

Readings:

Richard Susskind and David Susskind. *The Future of the Professions: How Technology Will Transform the Work of Human Experts*. (Oxford, UK: Oxford University Press, 2015), pp. 145-308.

Francis Green. *Demanding Work: The Paradox of Job Quality in the Affluent Economy*. Princeton, New Jersey: Princeton University Press, 2006, pp. 24-43, 94-110.

Arne Kalleberg. *Good Jobs, Bad Jobs*: Chapter 7.

Frank Levy and Richard J. Murnane. 2013. "Dancing with Robots."

⌘ Questions:

1. What do we mean by “skill”? Is skill primarily a property of jobs (“jobs require skills”) or of people (“people are skilled or unskilled”)?
2. What do we mean by autonomy or discretion? Why do some jobs provide workers with more autonomy than others?
3. Susskind and Susskind, in their book, *The Future of the Professions*, argue that technological changes (such as computerization, artificial intelligence, etc.) will fundamentally alter the nature of professions and of high skilled jobs generally. What are the limits to this argument? In what fundamental ways is technology likely to change the nature of skills and work more generally?

March 8 **JOB QUALITY**

Readings:

Arne Kalleberg. *Good Jobs, Bad Jobs*: Chapters 1, 9.

Francis Green. *Demanding Work*: pp. 1-23, 150-169.

Francis Green et al. “Is Job quality becoming more unequal?” *ILRRReview* 66 (2013). (UNC library e-journals)

⌘ Questions:

1. What do we mean by “job quality?” What are the different dimensions of job quality? How are they related to each other?
2. What accounts for differences among jobs in their quality?
3. What do we mean by a “good job?” A “bad job”?
4. What explains whether a job is “good” or “bad”?
5. What accounts for differences among workers in their levels of job satisfaction?
6. How has job satisfaction changed over time in the OECD countries? What explains these changes?

March 15 **SPRING BREAK**

3. What factors lead to changes in the sex composition of occupations?

B. The Gender Pay Gap

Readings:

Francine D. Blau and Lawrence M. Kahn. "The Gender Pay Gap: Have Women gone as Far as They Can?" *Academy of Management Perspectives*, February (2007): 7-23. (UNC library e-journals)

Ronnie Steinberg. "Social construction of skill: Gender, power, and comparable worth." *Work and Occupations* 17 (1990): 449-482. (UNC library e-journals)

⌘ Questions:

1. What accounts for the gap in male vs. female earnings?
2. What is the relationship between sex segregation of jobs and sex differences in earnings?

April 5 RACE, ETHNICITY AND IMMIGRATION

Readings:

Steven Vallas, *Work*: Chapter 5 (pp. 113-132).

Orrenius, Pia M and Madeline Zavodny. 2012. "Economic Effects of Migration: Receiving States." Pp. 105-36 in *The Oxford Handbook of the Politics of International Migration*.

Flippen, Chenoa A. and Emilio A. Parrado. 2015. "A Tale of Two Contexts: Us Migration and the Labor Force Trajectories of Mexican Women." *International Migration Review* 49(1): 232-259.

⌘ Questions:

1. What social and organizational mechanisms reproduce social and ethnic inequalities at work?
2. What is the significance of immigration for the U.S. labor force?

April 12 UNIONS AND WORKER POWER

Readings:

Michael Burawoy. 2008. "The Public Turn: From Labor Process to Labor Movement." *Work and Occupations* 35: 371-387. (UNC library e-journals)

Dan Clawson. *The Next Upsurge: Labor and the New Social Movements* (Ithaca, NY: ILR Press, 2003), pp. 13-26; 194-205.

Arne Kalleberg. *Good Jobs, Bad Jobs*: pp. 31-36.

Jake Rosenfeld. 2014. *What Unions No Longer Do*. (Cambridge, MA: Harvard University Press), pp. 1-30; 182-199.

⌘ Questions:

1. What is the role of unions in reducing inequality in the United States?
2. What is the future of unions in the United States? What is necessary in order to have another "upsurge" in unionization in the United States?
3. What are some alternatives to unions as ways of representing the interests of workers in the New Economy?

April 19 LABOUR MARKET AND WELFARE SYSTEM INSTITUTIONS AND SOCIAL MOVEMENTS

Readings:

Benjamin Tejerina, Ignacia Perugorria, Tova Benski, and Lauren Langman. "From Indignation to Occupation: A New Wave of Global Mobilization." *Current Sociology* 61 (2013): 377-392. (UNC library e-journals)

Arne Kalleberg. *Good Jobs, Bad Jobs*: pp. 179-215.

⌘ Questions:

1. What are/should be the roles of government, business and labor in addressing work-related problems?
2. What are the components of a new social contract needed to address the growth of inequality and precarious work?
3. What are some examples of social movements that address issues of precarious work and inequality?