SOCIOLOGY 861: WORK AND OCCUPATIONS

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Wednesday, 9:00-11:30
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 covered by the readings for that day. I will lead off in each class by providing an introduction and context to the day’s topic(s). Then, the team members responsible for the day’s class will stimulate debate and critical thinking about the issues that are raised in the readings. 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


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 two 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:

- **September 18**: 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.
- **October 23**: Send the introduction/front end outline to your paper—4-5 pages are fine.
- **November 20**: 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).
- **December 4**: Due date for the term paper to be uploaded to Sakai course website.
- **December 18**: I will email you comments on your papers.

2) 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 four classes during the semester.

A team has two main responsibilities:

(a) Lead a discussion that answers the “Questions of the day” on the day’s assigned readings; and prepare a written handout with tables or figures to illustrate your points;

(b) Post a short summary of our day’s results on the Discussion Forum for the course (by noon on the Monday following the class).

◆ **Note:** Teams should *NOT* “make a presentation” of the readings themselves. No speeches, no lectures. Everyone should have done the readings, and everyone will participate in helping us understand what the readings mean for the topic of the day.
HOURS

I encourage you to talk to me about your papers, the course, and your research interests more generally. My office hours are Wednesdays, 1:00-3:00 and by appointment. In addition, I will be happy to meet with teams to discuss their ideas for the classes for which they are responsible.
COURSE CALENDAR AND READING LIST

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

August 21  INTRODUCTION AND OVERVIEW OF KEY CONCEPTS

*Reading:*


*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?

August 28  CONCEPTS AND THEORIES

*Readings:*

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


*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?

September 4  

THE LABOR PROCESS

Readings:


.VISIBLE_Questions:

1. What does the “labor process” mean?

2. What is Braverman’s argument and what are its limitations?

3. What is Edwards’ argument about how and why work was organized the way it is in the United States from the 19\textsuperscript{th} century until the mid-1970s?

4. What are the social and economic forces that led to changes in work organization from one period to the next?
September 11  EMPLOYMENT RELATIONS

Readings:

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


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


Questions:

1. How has the employment relationship changed in the United States and other countries since the mid-1970s?
2. In what ways might Edwards’ argument be updated to take into account the changes in work that have occurred in the U.S. since the mid-1970s?
3. What is meant by the “New Deal at Work”? How does it differ from the “Old Deal”?
4. What accounts for these changes in the employment relationship?
5. What are some of the major consequences of these changes in the nature of the employment relationship?

September 18  LABOR MARKET SEGMENTATION

Readings:


### Questions:

1. What is meant by each of the following concepts: dual labor markets, segmented labor markets and internal labor markets? What are the relationships among these concepts?

2. How have various generations of theorists accounted for labor market segmentation? How do these explanations differ?

3. How and why have internal labor markets changed?

4. How are changes in labor market segmentation related to changes in employment relations?

5. What are some of the major consequences of labor market segmentation?

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**September 25**

**OCCUPATIONAL DIFFERENTIATION**

**Readings:**


Questions:

1. What are the main assumptions behind the various occupational classification schemes discussed in the readings? How reasonable are these assumptions?

2. What have been the main changes in occupations during the 20th century? How 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?

4. Why does the public rate some occupations rated more highly than others? How stable are these rankings over time?

October 2 PROFESSIONS

Readings:


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 changed the structure and operation of professional occupations?

3. Why are some occupations better able to acquire control over their activities than other occupations?
October 9 MEN, WOMEN AND WORK

A. Sex Segregation of Occupations and Workplaces

Readings:

Steven Vallas, *Work*: Chapter 4 (pp. 86-112).


Questions:

1. What explains the occupational segregation of men and women?

2. Why are some occupations considered to be “women’s work” and others to be “men’s work?”

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

B. The Gender Pay Gap

Readings:


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?

October 16  POLARIZATION OF OCCUPATIONS AND ECONOMIC INEQUALITY

Readings:

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


putc Questions:

1. What is meant by occupational polarization?
2. What causes occupational polarization?
3. What is the evidence for (and against) occupational polarization?
4. Why are some occupations better compensated than others?
5. What accounts for the persistence of low-wage occupations?

October 23  JOB SATISFACTION & JOB QUALITY

Readings:


**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?

**October 30**

**SKILLS AND AUTONOMY**

*Readings:*


**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. Why are some jobs more routinized than others?

3. What do we mean by autonomy or discretion? Why do some jobs provide workers with more autonomy than others?
November 6

EDUCATION AND SKILLS: MATCHING JOBS AND PEOPLE

Readings:


OECD. 2013. *U.S. Summary of Results from OECD Adult Skills Survey*.

Questions:

1. What causes “skills shortages”?
2. What accounts for mismatches between peoples’ skills and jobs’ skill requirements?
3. How can educational institutions facilitate better matches between people and jobs?

November 13

WELFARE REGIMES, SOCIAL CONTRACTS

Readings:

Arne Kalleberg, *Good Jobs, Bad Jobs*: Chapter 10 (pp. 179-194).


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 the challenges for welfare regimes as a result of recent economic crises and demographic changes?

4. What are the various models for welfare regimes?

**November 20**

WHERE DO JOBS COME FROM? THE CREATION OF ORGANIZATIONS THAT EMPLOY PEOPLE
(Guest Speaker: Professor Howard Aldrich)

**A. Social Inequality & Business Creation**

**Readings:**


**Questions:**

1. In what ways might having a “good job” help someone become a business owner?

2. Is being an entrepreneur a “precarious job”?

3. Are there too many entrepreneurs or not enough “good” ones?

**B. Comparative & Historical Thinking about New Organizations and New Populations**

**Readings:**


Questions:

1. Identify & explain any current economic, social, and political trends that might affect the association between “family” and “business ownership.”

2. Is business ownership “gendered”? Why or why not?

3. Using the criteria implicit in “lost in space…” create a research design to test an hypothesis regarding the creation of organizations.

December 4  SOCIAL MOVEMENTS, UNIONS, WORKER POWER

Readings:


Arne Kalleberg. Good Jobs, Bad Jobs: 31-36; Chapter 11 (pp. 195-215).


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?

4. What are some examples of social movements that address issues of precarious work and inequality?

5. What challenges do these movements face and what is their likelihood of success?