

# SOCIOLOGY 861: WORK AND OCCUPATIONS

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Spring, 2023

Wednesday, 9-11:30  
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 and race 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. My focus is on the structure of work, occupations and organizations and their links to stratification and inequality.

Each class will be framed around a set of questions related to the readings for that day. I will lead off each class by providing an introduction and context to the day's topic(s). In some of the classes, I will ask student 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 the required readings, so please complete them by the assigned date. The syllabus lists the required readings for each class as well as optional readings that you may want to look it to get more information about a topic. Readings that are currently on the stratification comprehensive exam are denoted by an "\*".

*Note:* I may adjust slightly some of the required readings, to allow some flexibility (e.g., in response to the narrative of class discussion and because there are many good readings to choose from). You can consider the reading for a particular week "set" as soon as the previous class is finished unless I inform you otherwise. If you need to get going on the reading for a particular week ahead of time, let me know and I will work on it.

All required and many of the optional readings (except 3 of the 4 books listed below) can be downloaded from the course's "Sakai" website ([sakai.unc.edu](http://sakai.unc.edu)). The paperbacks listed below are available in the textbook department of the UNC bookstore as well as from Amazon.com and other on-line sources.

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) (also available at UNC e-books).

Karyn Loscocco. *Race & Work*. Cambridge, UK: Polity, 2018) (ISBN-13: 978-0-7456-9641-6, 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, 2022) (ISBN: 978-0-19-884189-0, paperback)

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.** A final research paper of 12-15 pages is due the last day of the class (April 26, 2023). This paper should address a research problem that is related to a topic that we will cover in this course and draws on readings we have done this semester. A good idea for the final paper is to write a critical literature review of an area of work and occupations that intersects with your broader personal research interests. The paper could also represent a master's paper proposal or the beginnings of an empirical research article or dissertation. A rough draft of 3 pages (+ outline of the rest) of the paper is due on March 22, 2023. Please submit the draft and final paper via Sakai.

2) **Ten 2-page reaction papers.** These papers should be a minimum of two-pages (double-spaced, 11- or 12-point font) and are due at 9 a.m. on Sakai on the Tuesday before the class on which we will discuss them (see the assignment tab in Sakai and course calendar). Late papers will receive partial credit. I will share these reaction papers with via the class dropbox folder so that your classmates (and, importantly, the class discussion leaders—see below) can read your reaction to readings before class. I will read the reaction papers and the class discussion leaders will use them in planning the discussion. These papers should be critical reactions to the readings, not summaries and should tie together most of the readings.

*Note:* For free feedback on any course writing projects, check out UNC's Writing Center. Writing Center coaches can assist with any writing project, including multimedia projects and application essays, at any stage of the writing process. You don't even need a draft to come visit. To schedule a 45-minute appointment, review quick tips, or request written feedback online, visit <http://writingcenter.unc.edu>.

3) **Class Participation and Teamwork.** Class attendance is required. Since we are only meeting once per week, it is important that you attend all the classes. However, circumstances may cause you to miss an occasional class; if so, please let me know. Try to get notes on the class activities from missed classes from other students or talk to me. All assignments are to be submitted via Sakai, so you will be able to turn in assignments even if you are unable to attend class.

After the introductory class, I will divide students into three or four person teams. Each team will be responsible for leading discussion in two classes during the semester. The team should prepare a list of questions that will help guide class discussion. Please email these to me and the rest of the class by 9 am Wednesday morning on the day of the class. These questions should address the "Questions of the day" on the day's readings and should be a general narrative to provide structure to the discussion. In addition to doing all the required reading, discussion leaders should read the reaction papers (if there is one that day) and integrate insights, questions, and themes from those papers into the list of questions. Discussion questions should help us talk about the key points of the readings and be open-ended and thoughtful.

I am committed to helping make the classroom a conducive environment for participation and discussion. I value the perspectives of all students and I want to hear your opinion and critiques about the material that we are covering. Please let me know right away if there is an issue preventing you from fully participating so that we can

work towards improving it.

## **HOURS**

I encourage you to talk as well as correspond (email is best) with me about your papers, the course, and your research interests more generally. My office hours are by Zoom (<https://unc.zoom.us/j/4978230797>) on Mondays, 3:00-4:30. Please let me know if you wish to meet with me then. If that time is not convenient, please email me and we can find an alternative time.

## **MASKS**

UNC-Chapel Hill's indoor mask requirement was lifted for most of campus on March 7, 2022. Please do whatever you feel more comfortable re wearing/not wearing a mask.

## **INSTRUCTION MODALITY**

The instruction modality for this course is to meet in-person. However, there may be instances in which we will need to temporarily move to remote learning (via Zoom). Any such temporary modality changes will be announced via email and on the course Sakai website.

## **HONOR CODE**

All students are expected to follow the guidelines of the UNC Honor Code. The university policy can be found here: [studentconduct.unc.edu](http://studentconduct.unc.edu).

## **STUDENTS WITH DISABILITIES**

Please let me know of your needs (e.g., chronic medical conditions, mental health disorders, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs, and activities) and I will make every reasonable accommodation that your needs warrant.

## COURSE CALENDAR AND READING LIST

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

### January 11 INTRODUCTION

***Required Readings:***

Steven Vallas, *Work*: pp. 1-19

John Budd, *The Thought of Work*: pp. 1-18

Barry Schwartz, *Why We Work*: pp. 10-24

“Labor Force Concepts” (PPT)

**⌘ Questions:**

1. What are some of the different conceptualizations of work?
2. What are the limitations of equating work with paid work?
3. Why do people work?

### January 18 CONCEPTS AND THEORIES

***Required Readings:***

David A. Whetten. 1989. “What Constitutes a Theoretical Contribution?” *Academy of Management Review* 14: 490-495.

Steven Vallas, *Work*: pp. 19-36

Steven Vallas, William Findlay and Amy Wharton, *The Sociology of Work*, pp. 17-34.

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

Francesco Duina, *Institutions and the Economy*: pp. 3-28

**References:**

Keith Grint, *The Sociology of Work* (3<sup>rd</sup> edition): pp. 85-109.

Stephen Sweet and Peter Meiksins, *Changing Contours of Work* (3<sup>rd</sup> edition)

**⌘ Questions:**

1. What is a theory?
2. What are some of the main theories of work, organizations, and occupations?
3. What theories of work are associated with Marx, Weber, and Durkheim?
4. What do we mean by the concepts of jobs, occupations, organizations, industries, and classes? How are these concepts related to each other? What is a “multivariate structuralist” perspective?
5. What are institutionalist theories of work?

**January 25 THE LABOR PROCESS****Required Readings:**

Richard Edwards, *Contested Terrain*: 3-162

Michael Burawoy 1979\* *Manufacturing Consent*: pp. 13-34, 193-203.

Steven Vallas, *Work*: pp. 37-59

**References:**

Michael Burawoy 1979\* *Manufacturing Consent*: pp. 46-94

Chris Smith. 2015. “Continuity and Change in Labor Process Analysis: Forty Years After Labor and Monology Capital.” *Labor Studies Journal* 40(3): 222-242.

Jacques Belanger and Paul Edwards. 2013. “The Nature of Front-Line Service Work: Distinctive Features and Continuity in the Employment Relationship.” *Work, Employment and Society* 27(3): 433-450.

Bradley L. Kirkman, Kevin B. Lowe and Dianne P. Young. 1999. *High-Performance Work Organizations: Definitions, Practices, and an Annotated Bibliography*. Greensboro, NC: Center for Creative Leadership.

**⌘ Questions:**

1. What is meant by the “labor process”?

2. What is Edwards' argument about how and why work was organized the way it is in the United States from the 19<sup>th</sup> century until the mid-1970s?
3. What are the social and economic forces that led to changes in work organization from one period to the next?
4. To what extent might Edwards' argument be applied to service occupations?
5. What are some examples of modern forms of control used by employers?

*Reaction Paper # 1 due by 9:00 am on January 24*

## **February 1 CHANGING EMPLOYMENT RELATIONS**

### ***Required 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. 2000\* "Nonstandard Employment Relations: Part-time, Temporary, and Contract Work." *Annual Review of Sociology* 26:341-365

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

Arne Kalleberg. *Good Jobs, Bad Jobs*: Chapter 2

Steven Vallas and Juliet B. Schor. 2020. "What do Platforms do? Understanding the Gig Economy." *Annual Review of Sociology* 273-294

### ***References:***

Arne Kalleberg. *Good Jobs, Bad Jobs*: Chapter 5.

NELP (National Employment Law Project). 2020. *Independent Contractor Misclassification Imposes Huge Costs on Workers and Federal and State Treasuries*

Steve Viscelli. 2016. *The Big Rig: Trucking and the Decline of the American Dream* (University of California Press)

### **⌘ 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?

*Reaction Paper # 2 due by 9:00 am on January 31*

## **February 8 OCCUPATIONAL DIFFERENTIATION**

### ***Required Readings:***

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

Ian D. Wyatt and Daniel E. Hecker. 2006. "Occupational Changes During the 20<sup>th</sup> Century." *Monthly Labor Review* (March): 35-57.

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).

Bradley T. Hughes, Sanjay Srivastava, Magdalena Leszko, & David M. Condon. *Occupational Prestige: The Status Component of Socioeconomic Status* (pp. 3-13)

Amanda Kidd Damarin, "Rethinking Occupational Structure: The Case of Web Site Production Work." *Work and Occupations* 22 (2006): 429-463.

### ***References:***

Occupational Outlook Handbook, <https://www.bls.gov/ooh/>

O\*Net, <https://www.onetonline.org/>

Donald J. Treiman. 1976\* "Occupational Prestige in Comparative Perspective." Pp, 233-237

Xueguang Zhou. 2005. "The Institutional Logic of Occupational Prestige Ranking: Reconceptualization and Reanalyses." *American Journal of Sociology* 111(1): 90-140.

### **⌘ 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 20<sup>th</sup> century? How and why are occupations likely to continue to change in the 21<sup>st</sup> century?

3. What is occupational prestige and what explains differences in the prestige associated with occupations?
3. How does web site production work cause us to rethink our conceptions of occupational structure?

## February 15 PROFESSIONS

### ***Required 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, 2022, Updated Edition), pp. xxv-lxxiii, 1-7, 11-60, skim pp. 61-123; 124-183.

### ***References:***

Keith M. MacDonald, "The Sociology of the Professions (Thousand Oaks, CA: Sage, 1995), chapter 1: "Sociological Analysis of the Professions."

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.

### **⌘ 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?

*Reaction Paper # 3 due by 9:00 am on February 14*

## February 22 TECHNOLOGY, SKILLS, AND OCCUPATIONAL CONTROL

### ***Required 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, 2022, Updated Edition), pp. 187-412.

Martin Ford, *Rise of the Robots: Technology and the Threat of a Jobless Future* (2015): Introduction, Chapters 3, 4, pp. 192-196, Conclusion

Frank Levy and Richard Murnane. 2013. "Dancing with Robots: Human Skills for Computerized Work" (read pp. 1-18)

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



**References:**

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”)

Redbird, Beth 2017\* “The New Closed Shop? The Economic and Structural Effects of Occupational Licensure.” *American Sociological Review* 82(3) 600–624

**⌘ 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. 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?
3. Why does Ford say that information technology is different from previous forms of technology in terms of its impact on work?

*Reaction Paper # 4 due by 9:00 am on February 21*

**March 1 OCCUPATIONAL POLARIZATION AND ECONOMIC INEQUALITY****Required Readings:**

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

Ted Mouw and Arne Kalleberg. 2010\* “Occupations and the Structure of Wage Inequality in the United States, 1980s-2000s.” *American Sociological Review* 75(3):402-431

Erik Olin Wright and Rachel E. Dwyer. “The Patterns of Job Expansion in the United States: A Comparison of the 1960s and 1990s.” *SocioEconomic Review* 1(3): 289-325,

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

**References:**

Autor, David H. 2010. *The Polarization of Job Opportunities in the U.S. Labor Market: Implications for Employment and Earnings*. Washington D. C.: The Center for American Progress and The Hamilton Project.

Autor, David H., Lawrence F. Katz and Melissa S. Kearney. 2006. "The Polarization of the U.S. Labor Market." *American Economic Review* 96 (2): 189-194.

Rachel E. Dwyer and Erik Olin Wright. 2019. "Low-Wage Job Growth, Polarization, and the Limits and Opportunities of the Service Economy." *RSF: Russell Sage Foundation Journal of the Social Sciences* 5(4): 56-76.

### ⌘ Questions:

1. What is meant by occupational polarization?
2. What is the evidence for (and against) various explanations of occupational polarization? How does occupational polarization differ among countries?
3. Why are some occupations better compensated than others?
4. What accounts for the persistence of low-wage occupations?

*Reaction Paper # 5 due by 9:00 am on February 28*

## March 8 JOB QUALITY

### **Required Readings:**

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

Francis Green et al. 2013. "Is Job quality becoming more unequal?" *ILRReview* 66: 753-784.

Kalleberg, Arne, Barbara F. Reskin and Ken Hudson. 2000\* "Bad Jobs in America: Standard and Non-standard Employment Relations and Job Quality in the United States." *American Sociological Review* 65:256-278.

Mark Williams, Ying Zhou, and Min Zou. 2020. *Mapping Good Work: The Quality of Working Life Across the Occupational Structure*. (Bristol University Press), Chapters 3 and 5.

### **References:**

Howell, David R. and Arne L. Kalleberg. 2019. "Declining Job Quality in the United States: Explanations and Evidence." *RSF: Russell Sage Foundation Journal of the Social Sciences* 5(4): 1-53.

Francis Green. *Demanding Work: The Paradox of Job Quality in the Affluent Economy*. Princeton, New Jersey: Princeton University Press, 2006.

### ⌘ 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 do we mean by a "good job?" A "bad job"?

3. What explains whether a job is “good” or “bad”?
4. What accounts for differences among workers in their levels of job satisfaction?
5. How has job satisfaction changed over time in the OECD countries? What explains these changes?

*Reaction Paper # 6 due by 9:00 am on March 7*

## **March 15      SPRING BREAK**

## **March 22                      INTRAGENERATIONAL CAREER MOBILITY**

### ***Required Readings:***

Arne Kalleberg and Ted Mouw. 2018\* “Occupations, Organizations, and Intragenerational Career Mobility.” *Annual Review of Sociology* 44:283–303.

Seymour Spilerman. 1977. “Careers, Labor Market Structure, and Socioeconomic Achievement.” *American Journal of Sociology* 551–93.

Arne Kalleberg. 2008. “The Mismatched Worker: When People Don’t Fit Their Jobs.” *Academy of Management Perspective*, 22 (1): 24-40.

### ***References:***

Peter Blau and Otis Dudley Duncan, 1967\* *The American Occupational Structure*, pp. 1-80; 163-206.

David Pedulla, *Making the Cut* (Princeton University Press, 2020)

Peter Cappelli. *Why Good People Can’t Get Jobs: The Skills Gap and What Companies Can Do About it*. Wharton Digital Press, 2012.

### **⌘ Questions:**

1. What factors affect whether people experience upward career mobility?
2. How is intragenerational career mobility shaped by occupations and organizations?
3. What are the different kinds of accounts for mismatches between peoples’ skills and jobs’ skill requirements? What can be done to improve the quality of matches between people and jobs?

*Outline of Final Paper Due*

## March 29                    MEN, WOMEN, AND WORK

### A.            Sex Segregation of Occupations and Workplaces

#### **Required Readings:**

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

Maria Charles and David B. Grusky. 2004. Chapter 1: “The Four Puzzles of Occupational Sex Segregation” in *Occupational Ghettos: The Worldwide Segregation of Women and Men*. Stanford: Stanford University Press.

Barbara F. Reskin, "Labor Markets as Queues: A Structural Approach to Changing Occupational Sex Composition," Pp. 170-192 in Joan Huber, ed., *Macro-Micro Linkages in Sociology* (Newbury Park, CA: Sage Publications, 1991).

#### **References:**

Eva Skuratowicz and Larry W. Hunter, “Where Do Women’s Jobs Come From? Job Resegregation in an American Bank,” *Work and Occupations* 31 (2004): 73-110.

Asan Levanon and David Grusky. 2016.\* “The Persistence of Extreme Gender Segregation in the Twenty-First Century.” *American Journal of Sociology* 122(2): 573-619.

#### **⌘ 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

#### **Required Readings:**

Francine D. Blau and Lawrence M. Kahn. 2017.\* “The Gender Wage Gap: Extent, Trends, and Explanations.” *Journal of Economic Literature* 55(3): 789-865.

#### **References:**

Andrew Penner et al. 2022. “Within-Job Gender Pay Inequality in 15 Countries.” *Nature Human Behavior* <https://doi.org/10.1038/s41562-022-01470-z>

Ronnie Steinberg. “Social construction of skill: Gender, power, and comparable worth.” *Work and Occupations* 17 (1990): 449-482.

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

Paula England. 1992. *Comparable Worth: Theories and Evidence*. (Transaction Publishers)

**⌘ 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?

*Reaction Paper # 7 due by 9:00 am March 28*

**April 5                      RACE AND WORK**

***Required Readings:***

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

Victor Ray. 2019. "A Theory of Racialized Organizations." *American Sociological Review* 83(1): 26-53.

Karyn Loscocco. 2018. *Race at Work*. Polity Press, Chapters 1, 2, 4, 5, 7

***References:***

Pew Research Center. 2016. "On Views of Inequality, Blacks and Whites are Worlds Apart."

Steven Vallas. 2003. "The 'Knitting of Racial Groups' Revisited: Re-Discovering the Color Line at Work." *Work and Occupations* 30(4): 379-400.

Raj Chetty, Nathaniel Hendren, Maggie R. Jones, and Sonya R. Porter. 2019. "Race and Economic Opportunity in the United States: an Intergenerational Perspective." *Quarterly Journal of Economics* 135(2): 711-783.

**⌘ Questions:**

1. What social and organizational mechanisms reproduce racial and ethnic inequalities at work?

*Reaction Paper # 8 due by 9:00 am on April 4*

## April 12                    IMMIGRATION AND WORK

### ***Required Readings:***

Roger Waldinger and Michael Lichter. *How the Other Half Works: Immigration and the Social Organization of Labor*. (University of California Press, 2003), Parts 1, 2, 4.

Kathleen Schwartzman. 2008. "Lettuce, Segmented Labor Markets and the Immigration Discourse." *Journal of Black Studies* 39(1): 129-156.

### ***References:***

William Kandel. 2014. "U.S. Immigration Policy: Chart Book of Key Trends." Congressional Research Service. December 17.

Roger Lowenstein. 2006. "The Immigration Equation." *New York Times Magazine*, July 9.

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

Chenoa A. Flippen 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.

Sarah Maslin Nir, 2015. "The Price of Nice Nails." *New York Times*, May 7.

### **⌘ Questions:**

1. What is the significance of immigration for the U.S. labor force?

*Reaction Paper # 9 due by 9:00 am on April 11*

## April 19                    UNIONS AND WORKER POWER

### ***Required Readings:***

Michael Burawoy. 2008. "The Public Turn: From Labor Process to Labor Movement." *Work and Occupations* 35: 371-387.

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

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

**References:**

Arne Kalleberg. *Good Jobs, Bad Jobs*: pp. 31-36; 179-215.

Ruth Milkman. 2013. "Back to the Future? U.S. Labour in the New Gilded Age." *British Journal of Industrial Relations* 51(4): 645-665.

Sandy Jacoby. 2021. *Labor in the Age of Finance* (Princeton University Press).

Steven Greenhouse. 2019. *Beaten Down, Worked Up: The Past, Present and Future of American Labor* (Alfred Knopf).

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.

**⌘ 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 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?

*Reaction Paper # 10 due by 9:00 am on April 18*

**April 26 THE FUTURE OF WORK****Required Readings:**

Klaus Schwab. 2016. *The Fourth Industrial Revolution*. World Economic Forum.

**⌘ Questions:**

1. What are the implications of the trends described by Schwab for the future of work?

*Final paper due*