

6.17.19

**SOCI/MGNT 427: The Labor Force
2019 Summer Session II
UNC-Chapel Hill**

Classroom: Carolina 104

Days and times: M, T, W, Th, F 9:45 am – 11:15 pm.

Instructor: Michael Schultz

Office: Hamilton Hall 210

Office hours: By appointment. Before or after class works well. Talk with me in class or email me to arrange a time.

Email: schultzm@live.unc.edu

Course Description

Work is a central feature of modern life. It shapes our identities, determines our position in the social hierarchy, and impacts the opportunities available to us throughout our lives. This course will introduce you to sociological perspectives on the labor market. We will examine how the labor market is structured by occupations and institutions, how this structure has changed, and how it influences job rewards and conditions. We will apply a sociological perspective of labor markets to analyze job quality, careers, and contemporary issues related to gender, race, and immigration.

Course Goals

My goals for this course are that you will:

- 1) Learn to think sociologically about the labor market and be able to apply the concepts of labor market structure, labor market institutions, and the life course to the study of work
- 2) Develop your ability to think critically, analyze differing viewpoints, and make an argument supported by evidence and reasoned judgment in writing and group discussions
- 3) Understand contemporary issues, labor market inequality, and labor market data

Texts

- Readings will be available on Sakai or electronically through the UNC library
- Kalleberg, Arne L. 2013. *Good Jobs, Bad Jobs: The Rise of Polarized and Precarious Employment Systems in the United States 1970s to 2000s*. Russell Sage Foundation, New York. ISBN-13: 978-0871544803 (**Optional: E-version available through UNC library**)

My Contact Information

You can reach me by email at schultzm@live.unc.edu. I will be available before and after class to answer questions. I welcome your questions and thoughts related to course topics.

Office Hours

My office hours are by appointment. This means you will need to let me know you are coming. It is easy to do this before or after class or by email. I will be available before and after class most days of the week.

I am happy to discuss questions about a reading you don't understand, concepts we've covered in class, or connections between the course and other ideas or experiences you've had. Office hours are a great time to receive help and feedback on class assignments.

Summer Term

This summer course meets every day Monday through Friday for five weeks. I expect the class will have less than 10 students – much smaller than if you'd taken this course during the Fall or Spring semester. This gives us a unique opportunity to learn each other's names and engage in a lively discussion together. Meeting every weekday means you will have homework every day in terms of class readings and reading guides.

The short duration of the summer course means you will need to begin working on your research paper soon after the start of the course. I will provide direction on how to accomplish this project in the condensed time frame. The same expectations and level of work are required for this course as when I teach it during the regular semester.

Class Format

This is a discussion-based course. I expect you to come to class every day prepared to discuss the assigned reading. I have high expectations for your participation and performance in the course. I seek to create a classroom environment that is both intellectually stimulating and fun.

This is an upper-level course. The readings on the topics we discuss will often come from differing viewpoints. As much as possible, I will try put the articles and concepts we are reading in conversation with one another.

Class will often begin with a group activity, group discussion, a short writing assignment, or short quiz. The purpose of these exercises will be for you to access your own understanding of the material from the readings. You will learn from your group and you will help your group understand the concepts better. You can use your reading guides for these exercises, including the quizzes. So, I recommend you take good notes.

In a typical class, we will move from group discussion to an open class discussion. Together, we will evaluate the strengths and weaknesses of the arguments made in the readings, consider alternatives, and make connections between the readings and our own experiences and ideas.

I encourage you to take notes on the class discussion. Most of the material for the exams will come from what we discussed in class.

Class discussion is at its best when everyone has an opportunity to share their thoughts. To promote a friendly, open environment, I have several ground rules for class discussion.

Ground rules for class discussion:

- 1) Raise your hand before talking.
- 2) If you have already spoken more than a couple times that day, I may not call on you to give others a chance to speak.
- 3) Try to keep your responses focused. I may cut you off if you begin to ramble in order to keep the discussion on track.
- 4) Show respect for those you disagree with. At the same time, taking the opposite point of view with a credible argument is encouraged.
- 5) Be present for the class discussion. Use your cellphones outside of class and use computers only to take notes during class.

Attendance

Achieving success in this class requires consistent daily attendance. Please don't schedule any other activities that would require you to miss class. If you know you'll be out of town and have to miss a class, please let me know ahead of time. If a family emergency comes up, please let me know as soon as you can.

Honor Code

The University Honor Code will be in effect through all exams, quizzes, and written assignments. Please read carefully the provisions of the Honor Code (instrument.unc.edu). Make certain that you understand and adhere to them and ask me to clarify any questions you have regarding the Code.

Evaluation and grading

Reading Guides (15%): The readings form the core of the course. Taking good notes is an essential part of succeeding in this course. I provide reading guides to help you work through the readings. There are four parts to the reading guides:

1. Key Concepts: The key concepts are the major ideas in the readings. These terms often encompass ideas, viewpoints, or examples that are the building blocks of larger theories or perspectives.
2. Vocabulary: The readings often have terms that you may be unfamiliar with that are important for understanding the argument or evidence of the reading. The terms in the vocabulary list are ones you will want to become familiar with, either from context in the reading or by searching out definitions.
3. Comprehension Questions: These questions ask you to report out the arguments and/or evidence from the readings. Comprehension questions often ask you to identify the

evidence or trends from the readings, explain how multiple concepts are related, or summarize an argument and the evidence presented in the reading in support or against it.

4. Evaluation and Application Questions: These are the questions that go beyond the readings. The goal is to spend most of the class time on evaluation and application. Common questions in this category are to weigh the evidence for differing perspectives based on what you know from the readings and to apply a newly learned concept, theory, or evidence to a previously discussed argument, topic, or group of evidence.

The definitions to the key concepts and answers to the comprehension questions from the day's reading guides are due 1 hour before each class (9:00 am) on Sakai. This will give me time review them before class and adjust my plan for each class accordingly. Reading guides are graded for completion using a check-plus (1: high quality work), check (.85: completion), and check-minus (.7: incomplete) scale.

Vocabulary definitions and answers to evaluation and applications questions do not need to be turned in, although I encourage you to complete them. You should be able to answer the evaluation and application questions after each class. These are the questions most likely to be on the exams. I recommend building on and adjusting your reading guides during and after class discussion. Compare notes with your fellow students and ask questions in class.

In-Class Exercises/Quizzes (10%): There will be regular in-class activities that will require a mixture of group and individual work. These include group answers to questions, completed group activities, short in-class writing assignments, and short quizzes. Like the reading guides, these in-class exercises and quizzes will be graded on a check-plus (10: high quality work), check (8.5: completion), or check-minus (7: incomplete) basis.

The course material is designed to build on itself. So, I will ask you to apply or compare concepts and arguments from previous classes to the day's readings. Most students find their class and reading notes to be helpful in completing the in-class exercises.

Three Research Paper Assignments (30%): Writing is essential to learning to make strong arguments and develop critical thinking. The research paper assignments are designed to reinforce the main course concepts, engage students in basic research, and familiarize students with labor market data. Each of the four research paper assignments are formatted 1 to 2 pages single-spaced, Times New Roman, 12-point font. The four assignments are due throughout the term (see the Tentative Schedule). See the assignment handouts for further requirements.

- Assignment 1: Analyze a local labor market's structure.
 - Students will use Census data to analyze the changing occupation and industry structure of a metropolitan labor market and make an argument for the implications for workers in the future.
- Assignment 2: Country-level Institutions and Job Quality
 - Students will analyze one cross-national industry case study from *Low-Wage Work in the Wealthy World* and make an argument for why labor market institutions matter for workers' experience in similar jobs.

- Assignment 3: Comparing career histories.
 - Students will analyze three career histories from the Panel Study of Income Dynamics and make an argument for how a life course perspective helps to explain workers varied work trajectories.

Mid-Term Exam (20%): The mid-term exam will cover the material from the first half of the course. It will be a mixture of multiple choice, short-answer, and essay questions.

Final Exam (25%): The final exam is comprehensive and will cover all the material from the course. It will be a mixture of multiple choice, short-answer, and essay questions.

Grading Scale

I do not grade on a curve. I use a scale with 10-point intervals, modified occasionally to correct for tests/assignments that are too difficult. At the end of the term, you will receive a letter grade, based on the following scale:

A	= 93-100	C+	= 77-79
A-	= 90-92	C	= 73-76
B+	= 87-89	C-	= 73-72
B	= 83-86	D+	= 67-69
B-	= 80-82	D	= 60-66
		F	= BELOW 60

Key Dates

July 8 (Monday)	Assignment 1 Due
July 11 (Thursday)	Mid-Term Exam
July 19 (Friday)	Assignment 2 Due
July 26 (Friday)	Assignment 3 Due
July 29 (Monday) 8:00 AM	Final Exam

Tentative Schedule of Readings and Assignments

Day	Date	Topic	Reading	Assignment Due
1	Mon 6.24	What is work?	Hall, Richard. 1994. "The Nature of Work" Pp. 1-17. Brundage. 2014. " Trends in Unemployment ," <i>BLS</i> .	Reading Note 1 (Rn1)
2	Tue 6.25	Occupations and Industries	Wyatt & Hecker. 2006. "Occupational Changes during the 20 th Century." <i>Monthly Labor Review</i> , Pp. 35-57.	Rn2

			<p>U.S. Occupational Change 1983-2018 Figure</p> <p>“The Continued Expansion of the Service Sector,” Pp. 29-30 in <i>Good Job, Bad Jobs</i>.</p> <p>“Polarization within Service Industries” & “Polarization of the Occupational Structure” Pp. 61-71 in <i>Good Job, Bad Jobs</i>.</p> <p>USA Today. 2017. Declining Industries Since the Great Recession.</p> <p>USA Today. 2018. Growing Industries Since the Great Recession.</p> <p><i>Optional:</i> Kalleberg & Berg. 1987. “Work Structures” Pp. 2-3; 32-47; 78-81; 84-88; 94-99; 102-106 in <i>Work and Industry</i>.</p>	
3	Wed 6.26	Occupational Closure and Change	<p>Weeden. 2002. Excerpt from “Occupational Closure,” in <i>American Journal of Sociology</i>.</p> <p>Bechky. 2011. Excerpt from “Institutions, Occupations, and Negotiated Orders” in <i>Organizational Science</i>.</p>	Rn3
4	Thur 6.27	Firms and Employment Relationships	<p>“Economic Transformation and the Decline of Institutional Protections” Excerpt, Pp. 21-29; 34-39 in <i>Good Job, Bad Jobs</i>.</p> <p>“The Polarization of Organizations,” and “Employment Relations” Pp. 72-88 in <i>Good Job, Bad Jobs</i>.</p> <p><i>Optional:</i> Cappelli. 1999. “The Psychological Contract” & “The New Deal,” Pp. 18-37 in <i>The New Deal at Work</i>.</p>	Rn4
5	Fri 6.28	Outsourcing and Offshoring	<p>Blinder. 2006. “Offshoring: the next industrial revolution?” <i>Foreign Affairs</i>, Pp. 113-128.</p> <p>Weil. 2014. Ch.1 in <i>The Fissured Workplace</i>, Pp. 1-27.</p>	Rn5
6	Mon 7.1	Precarious Work	<p>“Evidence of Growth in Precarious Employment Relations Pp. 88-104 in <i>Good Job, Bad Jobs</i>.</p>	Rn6

7	Tue 7.2	Alienation & the experience of insecurity	Rogers. 1995. "Just a Temp" Excerpt in <i>Work and Occupations</i> , 22(2). Pedulla. 2013. "The Hidden Costs of Contingency" in <i>Social Forces</i> .	Rn7
8	Wed 7.3	Monopsony and Wage Theft	Baker. 2019. "The U.S. Health System is Full of Monopolies," Axios. Ehrenreich. 2001. Excerpt from <i>Nickel and Dimed</i> . Bernhardet et al. 2009. Broken Laws, Unprotected Workers Report.	Rn8
	Thur 7.4	NO CLASS	FOURTH OF JULY HOLIDAY	
9	Fri 7.5	Earnings and Benefits	"Ch. 6 Economic Rewards: Earnings and Fringe Benefits" Pp. 105-131 in <i>Good Job, Bad Jobs</i> . Mason & Salverda. 2010. "Social Wages," Pp. 128-130, 52-58, 62-66 in <i>Low-Wage Work in the Wealthy World</i> .	Rn9
10	Mon 7.8	Labor Market Institutions and Low-wage work	Gautie & Schmitt (eds). 2010. "Minimum Wage Laws & Employment Protection Legislation," Pp. 104-111, 114-116, 122-123 in <i>Low-Wage Work in the Wealthy World</i> . Gautie & Schmitt (eds). 2010. "Unemployment Insurance & Active Labor Market Policies" Pp. 166-175 in <i>Low-Wage Work in the Wealthy World</i> .	Rn10 Assignment 1 DUE
11	Tue 7.9	Unions	Freeman & Medoff. 1984. "A New Portrait of U.S. Unionism" Excerpt in <i>What Do Unions Do?</i> Walker. 2008. Visual Essay on Unions. "The Decline of Unions and Worker Power," Pp. 31-34 in <i>Good Job, Bad Jobs</i> . Rosenfeld 2014. Excerpt from <i>What Unions No Longer Do</i> .	Rn11

			<i>Optional: Gautie & Schmitt (eds). 2010. "Collective Bargaining & Voice" in Low-Wage Work in the Wealthy World.</i>	
12	Wed 7.10	Review Day		
13	Thur 7.11	MID-TERM		
14	Fri 7.12	Careers and Life Course	Settersten. 2002. Excerpts from an <i>Invitation to the Life Course</i> . Bernhardt et al. 2001. "Chapter 6: Declines in Long-Term Economic Mobility" in <i>Divergent Paths</i> .	Rn14
15	Mon 7.15	Education, Skills, and Overqualification	Kalleberg. 2007. "Skills Mismatch: Overqualification," Pp. 69-98 in <i>The Mismatched Worker</i> . Abel et al. 2014. "Are recent college graduates finding good jobs?" <i>NY Federal Reserve</i> .	Rn15
16	Tue 7.16	Autonomy, Control and Job Satisfaction	"Ch. 7 Control over Work Activities and Intrinsic Rewards," Pp. 132-148 in <i>Good Job, Bad Jobs</i> . "Ch. 8 Time at Work: Hours, Intensity, and Control," Pp. 149-163 in <i>Good Job, Bad Jobs</i> . "Ch. 9 Job Satisfaction" Pp. 164-176 in <i>Good Job, Bad Jobs</i> .	Rn16
17	Wed 7.17	Finding Jobs	DiTomaso. 2013. Ch. 3 in <i>The American Non-Dilemma</i> . Rivera. 2012. Hiring as Cultural Matching in <i>American Sociological Review</i> .	Rn17
18	Thur 7.18	Gender and Occupational Segregation	Charles and Grusky. 2005. "Chapter 1: The Four Puzzles of Sex Segregation" in <i>Occupational Ghettos</i> . "Occupational Segregation Charts" from Hegewisch et al. 2010. <i>Institute of Women's Policy Research</i> .	Rn18

			“Female Labor Force Participation” & “Dual Earner Families,” Pp. 43-49 in <i>Good Job, Bad Jobs</i> .	
19	Fri 7.19	Discrimination & Unconscious Bias	Roth. 2008. “Ch. 4: Making the Team,” Pp. 71-99 in Selling Women Short: Gender Inequality on Wall Street . McLoughlin et al. 2017. “The Economic and Career Effects of Sexual Harassment on Working Women” in <i>Gender & Society</i> .	Rn19 Assignment 2 DUE
20	Mon 7.22	Immigration	Bean et al. 2011. “Immigration and Labor Market Dynamics” Pp. 37-56 in Just Neighbors? Research on African American and Latino Relations in the United States . Roger Lowenstein. 2006. “The Immigration Equation.” New York Times Magazine .	Rn20
21	Tue 7.23	Race and Incarceration	Pager. 2008. “Ch. 2: The Labor Market Consequences of Mass Incarceration,” Pp. 28-40 in Marked: Race, Crime, and Finding Work in an Era of Mass Incarceration . Pager. 2008. “Ch. 5: The Mark of Race,” Pp. 86-99 in Marked .	Rn21
22	Wed 7.24	Desegregation in U.S. Labor Markets	Tomaskovic-Devey and Stainbeck. 2007. Discrimination and Desegregation. <i>Annals</i> .	Rn22
23	Thur 7.25	Reducing Inequality within occupations and firms	Dobbin et al. 2017. “Diversity Management in Corporate America” in <i>Contexts</i> .	
	<i>Fri</i> 7.26	<i>NO CLASS</i>	<i>READING DAY</i>	Assignment 3 DUE
24	Mon 7.29	FINAL EXAM 8:00 AM		