**Spring 2022**

**SOC-S 315: WORK IN THE NEW ECONOMY**

**Section Number 8702**

**Tuesday and Thursday, 9:45AM – 11:00AM**

**Ballantine Hall, Room 203 (BH 203)**

Koji Chavez

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Office Hours: Thursday, 1:00PM – 2:00PM

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Course Description and Objectives

This course is an overview of a sociological understanding of work, and in particular, how work reduces or replicates inequality based on gender, race, and class. We will explore classic and contemporary sociological theories of work, how work in the U.S. has changed over time, and how workers are matched to “good” and “bad” jobs. Threaded through the course is the exploration of barriers to racial, gender, and class inclusion and advancement at work; we will explore how organizational structures, policies, and practices can increase or decrease those barriers. Students should be prepared for intensive study and discussion of challenging ideas.

The course is divided into three general sections. The first section focuses on work from the beginning of the 20th century to the “gig” economy of today, emphasizing “macro” topics such as the polarization of jobs and rising inequality, worker exploitation, immigration, and globalization. The next section of the class moves the analytical lens to the individual, delving into issues of human, social and cultural capital, and the role of discrimination in the matching of people to jobs.  The third section focuses on the role of the organization, organizational structure, and organizational culture in reducing or reinforcing inequality in the workplace. By the end of this course, students will have a firm sociological understanding of work and how inequalities are produced, reproduced, or lessened in the workplace.

Course Requirements

I expect students to attend every class and to complete the reading before class so that they may meaningfully participate in class discussion. This course has a relatively high reading load, so plan accordingly. Final grades are based on the following course requirements:

1. Reflection Memos (20%): Each student is required to complete ten (10) reflection memos of one (1) to one and a half (1.5) pages each (double spaced, 12pt font, header including name, date, and memo number on one line, memo title centered on second line). Students will choose the ten classes they wish to write reflection memos. The reflection memos should focus on **the readings and lecture for that day**. Typically, a well-written memo will compare the concepts learned that day to previous readings or theories, discuss the strengths and weaknesses of the arguments presented in the readings, or apply the readings to current events. A well-written memo will end with one or two lingering questions generated from the reading. The point of this exercise is to make sure you understand the material, and more importantly, that you can be creative in applying what you learned to other reading/theory/contexts. Reflection memos are due **before class for which they are written** and **must be uploaded to the course website on Canvas**. Memos that show a clear lack of effort will receive no credit.
2. Midterm (30%): The midterm will consist of True/False, multiple choice, short answer and long answer questions regarding the readings and lectures until this point. Students are not permitted to use notes during the test (i.e., it is a closed-book exam).
3. Final Exam (35%): The final will consist of True/False, multiple choice, short answer and long answer questions focused mainly on the readings and lectures after the midterm. Students are not permitted to use notes during the test (i.e., it is a closed-book exam).
4. Participation (10%): Classes consists of lecture and discussion. I expect students to actively and meaningfully participate during the discussion period. Active and meaningful participation means talking in class to engage me and your fellow classmates. Completion of the reflection memos will help students prepare for active participation.
5. Pop Quizzes (5%): There will be several pop quizzes conducted at the beginning of class. These pop quizzes will cover the reading for that day.

Extra Credit Opportunities

In-Class Presentation (3% extra): Students will give a 10-minute presentation on a topic of their choice, followed by a short question-answer period. Chosen topics must be related to the themes of the course (i.e., sociology of work) and must not be something already covered in depth in class. **This is a limited opportunity, so sign up early.**

Submitting Relevant Articles (2% extra): Students will submit newspaper/magazine articles relevant to class. Students may only submit a total of six articles, one article per class. Articles must be submitted before class time through Canvas.

Important Dates:

* REFLECTION MEMOS: Before class.
* IN-CLASS MIDTERM: Tuesday, March 1
* SIGN UP DEADLINE FOR EXTRA CREDIT PRESENTATIONS: Wednesday, March 3.
* STUDENT PRESENTATIONS (EXTRA CREDIT): Tuesday, April 12 and Tuesday, April 26.
* FINAL EXAM: 8:00-10:00 a.m., Tuesday, May 3. Location TBD

Required Books:

* Dobbin, Frank. 2009. *Inventing Equal Opportunity*.

Required Articles & Book Chapters:

Additional readings book chapters are available through Canvas. Students are responsible for regularly checking both Canvas and email.

Class Attendance: Students are expected to attend class regularly.  Each student is allowed to miss (3) classes without penalty. For every class missed after that point, the student’s final grade will be downgraded by a third of a grade (e.g., A- to B+). Excused absences will only be granted for religious observances, for required attendance at university-sponsored events, and for job interviews or graduate school visits. For excused absences, students must submit documentation (via email) at least 24 hours prior to the class that will be missed.

Late Work Policy

Work returned after the due date/time is not eligible for grading.

Make-Up Exams

Make-up exams will be given ONLY IF the situation meets ALL of the following criteria: 1) the student will miss the exam due to truly extraordinary circumstances, 2) the student is able to provide documentation of those circumstances, and 3) the student notifies the instructor at least 12 hours in advance of the exam (by email or in person).

Electronic Equipment Policy

Students may not use laptops, cellphones, or other electronic devices in the classroom. I strongly suggest taking notes the old-fashioned way… by hand.

Email Communications

Students who have any questions should first consult the syllabus. If the information is not on the syllabus, students may contact me via email (and not through Canvas). I usually will respond within a day. If there are pressing questions, please bring them up after class.

Academic Integrity

As a student at IU, you are expected to adhere to the standards detailed in the [*Code of Student Rights, Responsibilities, and Conduct*](http://www.iu.edu/~code/) (*Code*). Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. Violations include: cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty. When you submit an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. All suspected violations of the *Code* will be reported to the Dean of Students and handled according to University policies. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final course grade, and a failing grade in the course, among other possibilities. For more information, see: <http://studentaffairs.indiana.edu/ethics-misconduct-legal/index.shtml>.  If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification from your instructor in advance.

Re: Note Selling: 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.

Disability Services for Students:

Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision neurological, etc.). You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; captions and alternate media for print materials may take three or more weeks to get produced. Please contact Disability Services for Students at<http://disabilityservices.indiana.edu> or 812- 855-7578 as soon as possible if accommodations are needed. The office is located on the third floor, west tower, of the Wells Library, Room W302. Walk-ins are welcome 8 AM to 5 PM, Monday through Friday. You can also locate a variety of campus resources for students and visitors that need assistance at: <http://www.iu.edu/~ada/index.shtml>.

Bias 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](mailto:biasincident@indiana.edu) or [incident@indiana.edu](mailto: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.

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. The form must be signed by the instructor, a copy retained by the instructor, and the original returned to the student. Information about the policy on religious observation can be found here: **https://policies.iu.edu/policies/aca-59-accommodation-religious-observances/index.html**.

Classroom Conduct

We may discuss 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 and counted absent.

Sexual Misconduct

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](mailto: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.

Digital Access:

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, complete and submit written assignments, complete online quizzes, verify your attendance, take in-class polls, coordinate with other students regarding group projects, complete and submit group projects.

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, including:

* Free on-campus wireless internet (wifi) access through the “IU Secure” network.
* Free software for download and for cloud-based use.
* Free unlimited, secure online storage through Box (a great way to back up files).
* Free 24/7 IU tech support (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.
* Students can borrow laptops and tablets from the Learning Commons in the Wells Library (click here for hours).
* Discounts on devices from leading technology companies, including Apple, Dell, and Microsoft.

Course Outline:

All reading assignments for the given class must be completed before the class meets. Optional readings are just that – optional – and do not necessarily need to be read before class, although I am sure they will enhance your experience.  The optional readings are there to aid in the final paper.

*Introduction*

* Tuesday, January 11: Before the 20th Century
  + Jacoby, Sanford M. 2004. “The Way It Was: Factory Labor Before 1915.” Chapter 2 in *Employing Bureaucracy: Managers, Unions, and the Transformation of Work in the 20th Century*.

*Industrial Work in the 20th Century*

* Thursday, January 13: Marxist Approach to Capitalism.
  + Braverman, Harry. 1976. “Labor and Labor Power.” Chapter 1 in *Labor and Monopoly Capital*.
  + Braverman, Harry. 1976. Pp.52-58 from “The Division of Labor.” Chapter *3* in *Labor and Monopoly Capita*
  + Braverman, Harry. 1976. Pp.77-83 from “Scientific Management.” Chapter 4 in *Labor and Monopoly Capital*.
  + Braverman, Harry. 1976. “The Primary Effects of Scientific Management.” Chapter 5 in *Labor and Monopoly Capital*.
  + Braverman, Harry. 1976. “The Habituation of the Worker to the Capitalist Mode of Production.” Chapter 6 in *Labor and Monopoly Capital*.
  + *Optional Reading:*
    - Marx, Karl. [1844] 1988. “Alienated Labour,” in *Economic and Philosophic Manuscripts of 1844*.
    - Braverman, Harry. “The Degradation of Work in the Twentieth Century.”  Talk given in the spring of 1985 at the West Virginia Institute of Technology.
    - Evan Stewart. 2013 “Alienation and Orange Juice: The Invisibility of Labor.” https://thesocietypages.org/socimages/2013/10/06/fresh-squeezed-orange-juice-and-the-invisibility-of-workers/
* Tuesday, January 18: Manufacturing Consent.
  + Burawoy, Michael. 1979. Pp. 20-30 (starting at section **From Feudalism to Capitalism**) in “Toward a Theory of the Capitalist Labor Process.” Chapter 2 in *Manufacturing Consent: Changes in the Labor Process Under Monopoly Capitalism*.
  + Burawoy, Michael. 1979. “Thirty Years of Making Out.” Chapter 4 in *Manufacturing Consent: Changes in the Labor Process Under Monopoly Capitalism*.
* Thursday, January 20: Discussion

*Work Since the Mid-1970s*

* Tuesday, January 25: Changing Work Structures and Workers.
  + “NUMMI 2015.” *This American Life* from WBEZ. <https://www.thisamericanlife.org/radio-archives/episode/561/nummi-2015>
  + *Optional Reading:* 
    - Kalleberg, Arne L. 2011. “Economic Transformation and the Decline of Institutional Protections.” Chapter 2 in *Good Jobs, Bad Jobs: The Rise of Polarized and Precarious Employment Systems in the United States, 1970s to 2000s.*
    - Trends in Work Types <https://thesocietypages.org/socimages/2009/09/19/a-historical-look-at-changes-in-work-type/>
* Thursday, January 27: Inequality in Job Quality.
  + Kalleberg, Arne L. 2011. “Dimensions of Polarity.” Chapter 4 in *Good Jobs, Bad Jobs: The Rise of Polarized and Precarious Employment Systems in the United States, 1970s to 2000s.*
  + Kalleberg, Arne L. 2011. “Precarious Employment Relations.” Chapter 5 in *Good Jobs, Bad Jobs: The Rise of Polarized and Precarious Employment Systems in the United States, 1970s to 2000s.*
* Tuesday, February 1: Inequality in Job Quality (Con’t)
* Thursday, February 3: The Gig Economy
  + Petriglieri, Gianpiero, et al. 2018. “Thriving in the Gig Economy.” *Harvard Business Review*.
  + Casselman, Ben. 2018. “Maybe the Gig Economy Isn’t Reshaping Work After All.” *New York Times*.
  + Isaac, Mike. 2019 “How Uber Got Lost.” New York Times.
  + Conger, Kate and Mike Isaac. 2019. “Uber Lays Off Hundreds More Workers as It Struggles to Make Money.” *New York Times.*
  + Conger, Kate and Noam Scheiber. 2019. “California Labor Bill, Near Passage, Is Blow to Uber and Lyft.” *New York Times*.
  + Pick one:
    - “Take That ‘Gig’ and Shove It”. 2019. Editorial Board. New York Times.
    - Manjoo, Farhad. 2019. “Can Uber Be Tamed?” New York Times.
* Tuesday, February 8: The COVID economy
  + TBA
* Thursday, February 10: Dignity and Morality.
  + Lamont, Michèle. 2000. “The World in Moral Order.” Chapter 1 in *The Dignity of Working Men.*
  + *Optional Reading:*
    - Lamont, Michèle. 2000. “Assessing People Above and People Below.” Chapter 3 in *The Dignity of Working Men.*
    - Hochschild, Arlie. 2018. “The Deep Story.” Chapter 9 in *Strangers in their Own Land.*
    - Miller, Steven. 2018 “Economic Anxiety or Racial Resentment? An Evaluation of Attitudes Toward Immigration in the U.S. From 1992 to 2016.” Working Paper.

*Immigrant Exploitation in the Low-Wage Labor Market*

* Tuesday, February 15: Movie Time!
  + Carradeco, Almudena and Robert Bahar. 2007. “Made in L.A. (Documentary). (In Class).
  + Waldinger, Roger and Michael I. Lichter. 2003. “What Employers Want.” Chapter 2 in *How the Other Half Works: Immigration and the Social Organization of Labor*.
  + Waldinger, Roger and Michael I. Lichter. 2003. Selection from “Doing the Job.” Pp. 57-62 *How the Other Half Works: Immigration and the Social Organization of Labor*
* Thursday, February 17: How the Other Half Works
  + Waldinger, Roger and Michael I. Lichter. 2003. “The Language of Work.” Chapter 4 in *How the Other Half Works: Immigration and the Social Organization of Labor*.
  + *Optional Reading:*
    - Piore, Michael J. 1979. Introduction to *Birds of Passage: Migrant Labor and Industrial Societies*.
    - Massey, Douglas S. 1999. “Why Does Immigration Occur? A Theoretical Synthesis.” Pp. 34-53 in *Handbook of International Migration: the American Experience.*
* Tuesday, February 22: How the Other Half Works.
  + Waldinger, Roger and Michael I. Lichter. 2003. “‘Us’ and ‘Them’.” Chapter 9 in *How the Other Half Works: Immigration and the Social Organization of Labor*
  + *Optional Reading:*
    - Waldinger, Roger and Michael I. Lichter. 2003. “Whom Employers Want.” Chapter 8 in *How the Other Half Works: Immigration and the Social Organization of Labor*.
    - Davison, Adam. 2015. “Debunking the Myth of the Job-Stealing Immigrant.” https://www.nytimes.com/2015/03/29/magazine/debunking-the-myth-of-the-job-stealing-immigrant.html.
* Thursday, February 24: Gender and Racial Segregation.
  + Charles, Maria, and David B. Grusky. 2004. “The Four Puzzles of Sex Segregation.” Chapter 1 in *Occupational Ghettos: The Worldwide Segregation of Women and Men*. READ UP UNTIL THE SECTION ENTITLED “METHODOLOGICAL ISSUES”
  + *Optional Reading:*
    - Charles, Maria, and Karen Bradley. 2009. *Indulging Our Gendered Selves? Sex Segregation by Field of Study in 44 Countries.*
    - Charles, Maria, and David B. Grusky. 2004. “Revisiting Parsimony: New Models of Vertical and Horizontal Segregation.” Chapter 4 in *Occupational Ghettos: The Worldwide Segregation of Women and Men*.
    - Del Río, Coral, and Olga Alonso-Villar. 2015. “The Evolution of Occupational Segregation in the United States, 1940-2010: Gains and Losses of Gender-Race/Ethnicity Groups
    - Tomaskovic-Devey, Donald, et al. 2006. “Documenting Desegregation: Segregation in American Workplaces by Race, Ethnicity, and Sex.”

\*\*\* Tuesday, MARCH 1: IN-CLASS MIDTERM \*\*\*

\*\*\* Thursday, MARCH 3: Sign up deadline for Extra Credit Presentations \*\*\*

*Getting a (Good or Bad) Job*

* Thursday, March 3: Human Capital Theory (vis-à-vis Credentialism)
  + *No Required Reading*
  + *Optional Reading:*
    - Bills, David B. “Credentials, Signals, and Screens: Explaining the Relationship Between Schooling and Job Assignment.”
    - Heckman, James J., John Eric Humphries, and Tim Kautz. 2014. Pp. 3-11 *The Myth of Achievement Tests: The GED and the Role of Character in American Life*.
    - Becker, Gary S. 1993. Selections from *Human Capital*.
* Tuesday, March 8: Social Capital Theory.
  + Marc Miller. 2016. “To Get a Job Use Your Weak Ties.” Forbes Magazine August 17. <https://www.forbes.com/sites/nextavenue/2016/08/17/to-get-a-job-use-your-weak-ties/#3bd736de6b87>
  + Fernandez, Roberto M., Emilio J. Castilla, and Paul Moore. 2000. Pp. 1288-1298 and 1351-1354 in “Social Capital at Work: Networks and Employment at a Phone Center.”
  + Optional Reading:
    - Granovetter, Mark. 1974. Pp. 10 - 22 in *Getting a Job*.
    - Granovetter, Mark. 1983. Pp. 1360-1373 in “The Strength of Weak Ties. A Network Theory Revisited.”
* Thursday, March 10: Race and Gender Differences in Human and Social Capital.
  + Royster, Deirdre A. 2003. “Networks of Inclusion, Networks of Exclusion.” Chapter 7 in *Race and the Invisible Hand*
  + *Optional Reading:*
    - Fernandez, Roberto M., and Isabel Fernandez-Mateo. 2006. “Networks, Race, and Hiring.”
    - Moss, Philip, and Chris Tilly. 2001. “Employer Perceptions of Race and Skill.” Chapter 4 in Stories *Employers Tell: Race, Skill, and Hiring in America*.
    - Peterson, Trond, Ishak Saporta, and Marc-David L. Seidel. 2000. “Offering a Job: Meritocracy and Social Networks.”
    - McPherson, Miller, Lynn Smith-Lovin, and James M. Cook. 2001. “Birds of a Feather: Homophily in Social Networks.”
    - Fernandez Roberto M., and M. Lourdes Sosa. 2005. “Gendering the Job: Networks and Recruitment at a Call Center.”
    - Tam, Tony. 1996. “Sex Segregation and Occupational Gender Inequality in the United States: Devaluation or Specialized Training?”
    - England, Paula. 1982. “The Failure of Human-Capital Theory to Explain Occupational Sex Segregation.”

SPRING BREAK, MARCH 12 – MARCH 20

* Tuesday, March 22: Cultural Capital and Educational Elites.
  + Rivera, Lauren A. 2015. “The Paper.” Chapter 4 from *Pedigree: How Elite Students Get Elite Jobs*.
  + *Optional Reading:*
    - Bourdieu, Pierre. 1986. “The Forms of Capital” in *Handbook of Theory and Research for the Sociology of Education*.
* Thursday, March 24: Cultural Capital and Elite Hiring.
  + Rivera, Lauren A. 2015. Chapters 6 though 8 from *Pedigree: How Elite Students Get Elite Jobs*.
  + Optional Reading:
    - Rivera, Lauren A. 2012. “Hiring as Cultural Matching: The Case of Elite Professional Service Firms.”

*Discrimination*

* Tuesday, March 29: Statistical Discrimination and Cognitive Bias
  + Pincus, Fred L. 1996. “Discrimination Comes in Many Forms: Individual, Institutional, and Structural.”
  + *Optional Reading:*
    - Correll, Shelley J., and Cecilia L. Ridgeway. 2003. “Expectations States Theory.” In *Handbook of the Social Psychology of Inequality.*
    - Arrow, Kenneth. 1973. “The Theory of Discrimination.”
    - Phelps, Edmund S. 1972. “The Statistical Theory of Racism and Sexism”
    - Correll, Shelley J., and Stephen Benard. 2006. “Biased Estimators? Comparing Status and Statistical Theories of Gender Discrimination.”
* Thursday, March 31: Job Discrimination in Action
  + Pager, Devah. 2007. Chapters 2 and 5 from *Marked: Race, Crime, and Finding Work in an Era of Mass Incarceration.*
  + *Optional Reading:*
    - Goldin, Claudia and Cecilia Rouse. 2000. Introduction and Conclusion from “Orchestrating Impartiality: The Impact of ‘Blind’ Auditions on Female Musicians.”
    - Correll, Shelley J., Stephen Benard, In Paik.  “Getting a Job: Is there a Motherhood Penalty?”
    - Bertrand, Marianne and Sendhil Mullainathan. 2003. “Are Emily and Greg More Employable Than Lakisha and Jamal?”

*Organizations and Inequality*

* Tuesday, April 5: Bureaucracy and Formalization.
  + Weber, Max. [1922] 1978. “Bureaucracy,” in *Economy and Society*.
    - “Characteristics of Modern Bureaucracy.” Pp 956 – 958.
    - “The Position of the Official Within and Outside of Bureaucracy.”
      * Office Holding as a vocation: Pp. 958 – 959.
      * Rank as the Basis of Regular Salary: P. 963.
      * Fixed Career Lines and Status Rigidity: p. 963.
    - “The Technical Superiority of Bureaucratic Organization over Administration by Notables.” Pp. 973-975.
    - The Objective and Subjective Basis of Bureaucratic Perpetuity.” Pp. 987 – 989.
    - “Administrative Secrecy.” Pp. 992 -993.
    - “Bureaucracy and Education.” Pp. 998 – 1003.
  + *Optional Reading:*
    - Kafka, Franz. 1918. *In the Penal Colony.*
* Thursday, April 7: Bureaucracy and Discrimination.
  + *Required Reading:* “Five Women.” *This American Life* from WBEZ. <https://www.thisamericanlife.org/640/five-women>
  + *Optional Readings:*
    - Acker, Joan 1990. “Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations”
    - Baron, James N., et al. 2007. “In the Company of Women: Gender Inequality and the Logic of Bureaucracy in Start-Up Firms.”
    - Ely, Robin J., and Debra E. Meyerson. 2000. “Theories of Gender in Organizations: A New Approach to Organizational Analysis and Change.”
    - Ridgeway, Cecilia L. 2009. “Framed Before We Know It: How Gender Shapes Social Relations”
    - Ferguson, Kathy E. 1984. “What Does Feminism Have to Do with Bureaucracy?” Chapter 1 in *The Feminist Case Against Bureaucracy*.
* Tuesday, April 12: Student Presentations
* Thursday, April 14: Equal Opportunity and Diversity Management
  + Dobbin, Frank. 2009. Chapters 1, 4, and 5 from *Inventing Equal Opportunity*.
* Tuesday, April 19: Equal Opportunity and Diversity Management
  + Dobbin, Frank. 2009. Chapters 6 and 7 from *Inventing Equal Opportunity*.
  + *Optional Reading:*
    - Kalev, Alexandra, Frank Dobbin, and Erin Kelly. 2007. “Best Practices or Best Guesses? Assessing the Efficacy of Corporate Affirmative Action and Diversity Policies.”
    - Dobbin, Frank, Daniel Schrage, and Alexandra Kalev. “Rage Against the Iron Cage: The Varied Effects of Bureaucratic Personnel Reforms on Diversity.”
    - Kalev, Alexandra. 2014. “How You Downsize is Who You Downsize: Biased Formalization, Accountability, and Managerial Diversity.”
* Thursday, April 21: Managerial Discretion, Bias, and Policy Solutions
  + Peterson, Trond, and Ishak Saporta. 2004. “The Opportunity Structure for Discrimination.” Pp. 852-864.
  + *Optional Reading:* 
    - Sørensen. Jesper B., and Amanda J. Sharkey. 2011. “The Perils of False Certainty: A Comment on the ASA Amicus Brief in Dukes vs. Walmart.”
    - Ferguson, John-Paul. 2015. “The Control of Managerial Discretion: Evidence from Unionization’s Impact on Employment Segregation.
    - Behaghel, Luc, Bruno Crépon, and Thomas Le Barbanchon. 2015. “Unintended Effects of Anonymous Resumes.”
* Tuesday, April 26: Student Presentations

*Organizational Composition and Culture*

* Thursday, April 28: Is Meritocracy Good Enough?
  + Elise, Wu. 2014. “How the Meritocracy Myth Affects Women in Technology.” <http://www.npr.org/sections/alltechconsidered/2014/02/06/272646267/how-the-meritocracy-myth-affects-women-in-technology>
  + Castilla, Emilio J., and Stephen Benard. 2010. “The Paradox of Meritocracy in Organizations.” Until p. 548 “Study 1: the Paradox of Meritocracy”
  + *Optional Readings:*
    - Castilla, Emilio J. 2008. “Gender, Race, and Meritocracy in Organizational Careers.” Until p. 1491 “Research Setting”
    - Monin, Benoît, and Dale T. Miller. 2001. “Moral Credentials and the Expression of Prejudice.”
    - Uhlmann, Eric Luis, and Geoffrey L. Cohen. 2005. “Constructed Criteria: Redefining Merit to Justify Discrimination.”
    - Uhlmann, Eric Luis, and Geoffrey L. Cohen. 2007. “I Think, Therefore It’s True.”

\*\*\* FINAL EXAM: 8:00-10:00 a.m., Tuesday, May 3. Location TBD \*\*\*