Sociology 148E: Inequality and Jobs (ID# 241752)

https://canvas.ucsd.edu/courses/49557
Fall 2023, Wednesdays 5-7:50pm
Cognitive Science Building (CSB) 004
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Office Hours: TWTh 2:30-3:30pm or by appointment
Office Location: SSB 417 (enter through 415)

Course Description
Some people do much better than others in the world of work. Causes and consequences of this inequality will be examined: How do characteristics of individuals (e.g., class, gender, race, education, talent) and characteristics of jobs affect market outcomes? *Prerequisites:* upper-division standing. Will not receive credit for SOCI 148E and SOCC 148L.

Academic Integrity
All papers will be submitted electronically via TurnItIn (TII), which will detect plagiarism, including self-plagiarism (meaning you already submitted that paper for another course) and failure to cite your sources, including page numbers. No other means of submission will be accepted. Your TII score should be under 20%. Scores between 30%-50% is an automatic D grade, anything above 50% is an automatic F. Write in your own words! Papers without citations or references will not receive higher than a C grade. Acts of academic dishonesty, from plagiarism, utilizing AI software like ChatGPT to cheating on exams, will receive an F grade and be reported to the Academic Honesty committee. Dishonesty in all forms undermine any institution's ability to certify students' knowledge and abilities. If you're unsure about your writing, you can utilize the writing resources on campus, or simply visit the instructor during office hours and share what you've written up to that point via the Share Screen function on Zoom. For more, visit the academic integrity office: https://academicintegrity.ucsd.edu/.

Photo and Audio/Video Recording Policy
Taking pictures or audio/video recording in class without the consent of *everyone* in the class violates the UCSD Code of Conduct 10.25 Privacy Policy: "Making a video recording, audio recording, taking photographs, or streaming audio/video of any person in a location where the person has a reasonable expectation of privacy, without that person's knowledge and express consent…of all recorded parties."

Grading (all assignments submitted via Canvas)[1]

Survey due April 16, 5pm	10%
4/5 quizzes via Respondus Lockdown Browser	20%
Writing two 800-1000 word essays (submit to Turn It In)	40%
Participation	10%
Final Exam Online (no fault)	20%

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[1] The Gradebook on Canvas only calculates combined assignments submitted. Late assignments that receive a zero aren't automatically graded, and are often late. To better calculate your current grade, add the points you received from completed assignments and divide them by the amount of points the assignments were worth—use this grading scale as your guide.

Totals	100%
Mid-Quarter Evaluation via Canvas	2% (extra credit)
CAPE Evaluation	3% (extra credit)

Letter of Recommendation Statement
If you anticipate needing a letter of recommendation, please be mindful that as a contingent faculty member, my time at UCSD may be short. Reasonably, I cannot be expected to remember former students who didn't take the time to get to know me. Letters are strictly for applications into graduate programs, social science ones in particular. Also, as a Lecturer, I have no access to the official UCSD letterhead that would give the letter a more official look. Please give me at least 30 days in advance of the application deadline.

Participation
Attendance is required. Please come to class on time. If you're late or can't attend for any reason, please be courteous and let me know in advance. It's difficult to teach when interrupted. However, there are good interruptions to have, such as asking questions in response to the teaching content/reading. Please attend and participate in order to receive full credit.

Late Work Policy
The Survey is the only assignment that *cannot* be submitted late. Quizzes will be held towards the end of class. You have six days to make up a missed quiz, and after that they turn to zero, unless excused. The only excuses for missed quizzes are medical, family emergency, and proof of faulty internet connection that prevents your taking the quiz (please screen shot problem and send to instructor). If the first paper is over one week late without valid excuse it will not receive full credit. If the second paper is over three days late it will not receive full credit.
Late Quizzes: If you miss a quiz and can't make it up during office hours, you have the option of taking it in the Triton Testing Center (TTC). If you think you won't be able to make it to class on a day we have a Quiz, you should establish an account with the TTC:
https://tritontesting.ucsd.edu/for-students/creating-student-account.html

Incomplete Policy
At the end of the quarter, if you need an Incomplete grade, only medical or other documented hardship will warrant it. That buys you ten more weeks to complete the missing assignment(s). If no work was submitted during the quarter, you will not be eligible.

Prompt Questions/Two Essays
For the writing assignment, you can respond to as few/many prompt questions as you like per paper, so long as you have written 800-1000 words by the end of Week 5 and a *combined* 1750-2000 words by the end of the quarter. Write in Times New Roman font size 12, double-spaced with 1" margins. If you prefer to write a family history project or something else pertaining to Jobs and Inequality, please seek permission from me no later than the second Friday of the quarter. The first paper is due Friday of Week 5, 11:59pm. Second papers are due Friday of Week 10, 11:59pm.

Writing Rules/Guidelines, aka "Checklist"
- Each Paper is 800-1000 words (not including headings, titles, and works cited).

- o For the first paper, choose *among* prompt questions 1-5.
- o For the second paper, choose *among* questions 6-10.
- You can choose as few/many questions within that range to answer, so long as you reach the word count of 800-1000 words (words in titles and works cited not included).
- Write prompt question that you're responding to *as your title*
  - o Papers that don't follow this rule automatically lose 10% of points
  - o Your thesis is your response to the question
- *Avoid* colloquial statements/loose language
  - o For example: "throughout history" is a common one. How far back are we talking? Let's stick to what can be proved
- Cite facts and figures whenever you enter them in the text
  - o Citation Format: (author last name year: page number(s))
- Write in your own words
  - o Quotes should be no more than one sentence
- List all sources you cited in your Works Cited
  - o Have at least two in-class reading sources if you only respond to one prompt, otherwise have at least three in-class reading sources for the entire paper. If you want, you can also add scholarly sources that are not on the syllabus on top of the quota for in-class reading sources.
  - o **Reference readings, not lectures**. Prove that you read!
  - o **Works Cited formats**:
    - ▪ Article format: Author last name, first name. Year. "Article Title." *Journal Title* Volume.Number: page range of entire article
      - Example: Calderón-Zaks, Michael. 2022. "Technological Change *before* Globalization: Race and Declining Employment for Mexicans on Railroads, 1945-1970." *Journal of World-Systems Research* 28.1: 77-97.
    - ▪ Book format: Author last name, first name. Year. *Title*. Publisher home location: publisher.
      - Example: Ngai, Mae. 2003. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton, NJ: Princeton University Press.
- Your TurnItIn score should be under 20%. Scores between 30%-50% is an automatic D grade, anything above 50% is an automatic F
- If all of the above criteria are met and you make sound arguments, you can get the full points.

Readings
The readings (and films, too) can be found online while your Virtual Private Network (VPN) is on. If you do not have UCSD's VPN app, you can download it here:
https://blink.ucsd.edu/technology/network/connections/off-campus/VPN/index.html
You may also have to login to the UCSD Library for some sources.

Schedule
Week One: October 4: Introductions and The Stratified World of Work
- Stephen McNamee. 2023. *The Meritocracy Myth: Who Gets Ahead and Why?* Rowman & Littlefield, pp. 1-18

- Karl Marx and Fredrich Engels. 1848. *The Communist Manifesto.* https://www.marxists.org/admin/books/manifesto/Manifesto.pdf, pp. 27-40
- Bill Fletcher. 2020. "Race Is About More Than Discrimination: Racial Capitalism, the Settler State, and the Challenges Facing Organized Labor in the United States." *Monthly Review* 72.3: 21-31
- Barbara Ehrenreich. 2018. "Nickel and Dimed." Eds. David Grusky and Jasmine Hill. *Inequality for the 21st Century: A Reader.* Routledge, pp. 107-114
- Margaret Andersen and Patricia Hill Collins. 2018. "Why Race, Class and Gender Matter." Eds. David Grusky and Jasmine Hill. *Inequality for the 21st Century: A Reader.* Routledge, pp. 400-401
- **Prompt: What social processes do you find to be the root of today's stratified world of labor/work?**

Week Two: October 11: How to Get the Job/Gain Promotion
- McNamee, *The Meritocracy* Myth, pp. 69-88
- Elizabeth Higginbotham and Margaret Andersen, Eds. 2016. *Race and Ethnicity in Society: The Changing Landscape.* Cengage.
    - Adia Harvey Wingfield. "Racializing the Glass Escalator," pp. 167-173
    - Deidre Royster. "Race and the Invisible Hand," pp. 186-195
- France Windance Twine. 2023. "Whiteness as a Form of Geek Capital in Silicon Valley." Eds. Rikke Andreassen et al, *The Routledge International Handbook of New Critical Race and Whiteness Studies.* Routledge, pp. 27-43
- Quiz 1
- **Prompt: How critical is networking to getting the job or promotion?**

Week Three: October 18: State's Role and Policy
- McNamee, *The Meritocracy* Myth, pp. 171-206
- Jennifer Pierce. 2013. "White Racism, Social Class, and the Backlash against Affirmative Action." *Sociology Compass* 7.11: 914-926
- Ira Katznelson. 2005. "When Affirmative Action was White." *History & Policy*, 10 November
- Sasha Lilley. 2006. "On Neoliberalism: An Interview with David Harvey." *Monthly Review,* June 19. https://mronline.org/2006/06/19/on-neoliberalism-an-interview-with-david-harvey/
- Mike Davis. 2022. "Mike Davis Revisits His 1986 Labor History Classic, *Prisoners of the American Dream.*" *Jacobin*, October 31
- **Prompt: How does the state contribute to economic inequalities? What can it do to reduce them?**

Week Four: October 25: Unions' Impact
- Ruth Milkman. 2013. "Back to the Future? US Labour in the New Gilded Age." *British Journal of Industrial Relations*, 51.4: 645-665
- Josh Bivens et al. 2017. "How Today's Unions Help Working People: Giving Workers the Power to Improve their Jobs and Unrig the Economy." *Economic Policy Institute*, August 24.
- Quiz 2
- **Prompt: How have unions reduced inequality? What are their limits?**

Week Five: November 1: Race
- Edna Bonacich, Sabrina Alimahomed, and Jake Wilson. 2008. "The Racialization of Global Labor." *American Behavioral Scientist*, 52.3: 342-355
- Herbert Hill. 1995. "The Importance of Race in American Labor History." *International Journal of Politics, Culture, and Society* 9.2: 317-343
- Josh Bivens et al. 2023. "Unions Promote Racial Equality." *Economic Policy Institute*, July 31.
- Marianne Bertrand and Sendhil Mullainathan. 2018. "Are Emily and Greg more Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination." Eds. David Grusky and Jasmine Hill. *Inequality for the 21st Century: A Reader.* Routledge, pp. 304-308
- **Prompt: How systematically widespread is racial discrimination in employment?**

Week Six: November 8: Gender
- Emily Chang. 2018. *Brotopia: Breaking up the Boys' Club of Silicon Valley.* Penguin, pp. 22-44
- Abigail Saguy and Mallory Rees. 2021. "Gender, Power, and Harassment: Sociology in the #MeToo Era." *Annual Review of Sociology* 47: 417-435
- Adia Harvey Wingfield. 2021. "The (Un)Managed Heart: The Racial Contours of Emotion Work in Gendered Occupations." *Annual Review of Sociology* 47: 197-212
- Elise Gould and Katherine DeCourcy. 2023. "Gender Wage Gap Widens Even as Low-Wage Workers See Strong Gains." *Economic Policy Institute*, March 29
- Quiz 3
- **Prompt: Based on the readings, how has the social construction of gender artificially distinguished wages and working conditions?**

Week Seven: November 15: Immigration Status on Wages (via Zoom)
- Jill Lindsey Harrison and Sarah Lloyd. 2012. "Illegality at Work: Deportability and the Productive New Era of Immigration Enforcement." *Antipode* 44.2: 365-385
- Payal Banerjee. 2006. "Indian Technology Workers in the United States: The H-1B Visa, Flexible Production, and the Racialization of Labor." *Critical Sociology* 32.2-3: 425-445
- Daniel Costa. 2022. "Threatening Migrants and Shortchanging Workers." *Economic Policy Institute*, December 15
- **Prompt: Based on the readings, how does immigration status affect wages, across skill levels and education?**

Week Eight: November 22: Technological Changes
- James Boggs. 1963. *The American Revolution: Pages from a Negro Worker's Notebook.* New York: Monthly Review, Chapter 2: The Challenge of Automation
- Bruce Schneier and Davi Ottenheimer. 2023. "Robots are Already Killing People: The AI Boom Underscores a Problem that has Existed for Years." *The Atlantic*, 6 September.
- Michael Calderón-Zaks. 2022. "Technological Change *before* Globalization: Race and Declining Employment for Mexicans on Railroads, 1945-1970." *Journal of World-Systems Research* 28.1(Winter/Spring): 77-97
- Karl Benedikt Frey and Ebrahim Rahbari. 2016. "Do Labor-Saving Technologies Spell the Death of Jobs in the Developing World?" Working Paper, 2016 Brookings Blum Roundtable

- Lois Beckett and Kari Paul. 2023. "'[Bargaining for Our Veery Existence:' Why the Battle over AI is Being Fought in Hollywood](#)." *The Guardian*, July 22
- Quiz 4
- **Prompt: Based on the readings, how have technological changes mitigated or exacerbated economic inequality?**

Week Nine: November 29: Globalization
- Saskia Sassen. 1992. "[Why Migration](#)?" *Race, Poverty & the Environment* 4.2: 15-20
- Edna Bonacich and Richard Appelbaum. 2005. "[The Return of the Sweatshop](#)." Ed. Nancy Kleniewski, *Cities and Society.* Blackwell, pp. 127-143
- Peter Cole. 2009. "[A Tale of Two Towns: Globalization and Rural Deindustrialization in the U.S](#)." *Working USA: The Journal of Labor and Society* 12: 539-562
- **Prompt: Based on the readings, has globalization reduced economic inequality or widened it? Please explain.**

Week 10: December 6: Current Strike Wave!
- McNamee, *[The Meritocracy Myth, pp. 207-232](#)*
- Celine McNicholas and Josh Bivins. 2023. "[It's Not Just the Actors—Workers Across the Economy are Demanding Better Pay and Safer Jobs](#)." *Economic Policy Institute*, July 18
- Hamilton Nolan. 2023. "[This is How it Spreads](#)." *In These Times*, April 20
- _____. 2023. "[Strikes are Stronger than Laws](#)." *In These Times*, January 9
- *The Economist.* 2023. "[Joe Biden's Love of Unions Runs into a Giant Strike](#)." September 13
- Quiz 5
- **Prompt: Based on the readings, how do you predict the current wave of strikes will manifest? Are you optimistic or pessimistic? Please explain.**

Final Exam (as of September 5, 2023): Thursday, December 14, 7-10pm