

046 RECEIVED
19 APR 2012

Washington State University
MAJOR CURRICULAR CHANGE FORM -- COURSE
(Submit original signed form and ten copies to the Registrar's Office, zip 1035.)

Future Effective Date: 01/15/2013 ☒ New course ☐ Temporary course ☐ Drop service course
(effective date cannot be retroactive) ☐ There is a course fee associated with this course (see instructions)

- ☐ Variable credit _____ ☐ Repeat credit (cumulative maximum _____ hours)
☐ Increase credit (former credit _____) ☐ Lecture-lab ratio (former ratio _____)
☒ Number (former number SOC 592) ☐ Prefix (former prefix _____)
☐ Crosslisting (between WSU departments) ☐ Cooperative listing (UI prefix and number _____)
(Must have both departmental signatures) taught by: WSU ☐ UI ☐ jointly taught ☐
☐ Conjoint listing (400/500) ☐ S, F grading
☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
☐ Request to meet GER in _____ (Must have GenEd Committee Approval) ☐ Fulfills GER lab (L) requirement
☐ Professional course (Pharmacy & Vet Med only) ☐ Graduate credit (professional programs only)
☐ Other (please list request) _____

SOC 574 Labor Market Inequality
course prefix course no. title

3	3	0	0
credit	lecture hrs	lab hrs	studio hrs
	per week	per week	per week

graduate standing or instructor permission
prerequisite

Description (20 words or less) Course provides an overview of research on the causes and consequences of inequality in U.S. work organizations.

Instructor: Julie Kmec Phone number: 335-8760 Email: jkmec@wsu.edu
Contact: Lisa J. McIntyre Phone number: 335-4595 Email: ljmcint@wsu.edu
Campus Zip Code: 4020

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

Lisa J. McIntyre 26 April 2012
Chair/date

Carol Smy 8/27/12
Dean/date

General Education Com/date

Chair (if crosslisted/interdisciplinary)*

Dean (if crosslisted/interdisciplinary)*

Graduate Studies Com/date

All-University Writing Com/date

Academic Affairs Com/date

Senate/date

If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided on each impacted unit and college.

Rationale for request:

I am requesting a unique course number for my graduate seminar, Labor Market Inequality. I have taught this course 3 times since 2002, with an average enrollment of about 16 students per course. It will be taught on a 3-year rotation, in keeping with the department's policy for graduate seminar offerings. This course has previously been listed as Soc 592, Special Topics in Sociology. There are caps on the number of 592 courses that graduate students may take, and thus it is necessary to assign regularly taught courses a distinct number, so students can enroll in graduate level courses.

Impact on other units in Pullman and other branches: None

Current and complete syllabus

Sociology XXX: Labor Market Inequality

Professor Julie Kmec

jkmec@wsu.edu

Office Phone: 335-8760

Office Location: Wilson-Short 217

Office Hours: Tuesdays, 9-10:30 & by appointment

Course Overview and Objectives

This seminar provides an overview of research on the topic of inequality in U.S. workplaces. We concentrate on places of work because wage labor is the primary source of income for the majority of adults in the U.S. Thus, labor market dynamics are a substantial piece of the puzzle regarding economic stratification. Where we work also shapes our social identity; the work setting is a centerpiece of contemporary society so individuals' experiences at work also inform our understanding of broader social dynamics outside of work.

Most research on labor market stratification uses data about workers (e.g., their education, age, work experience) to test theories that attempt to account for race and/or sex differences in work outcomes. While this body of research has confirmed an association between work outcomes and workers' characteristics, it is limited in explaining labor market stratification because it fails to examine the *mechanisms* that produce variation in the amount of inequality across work settings. The readings and assignments in this seminar reflect the assumption that we cannot understand ascriptive labor market inequality without examining these mechanisms. To study these mechanisms, this seminar draws on literature from sociology, economics, management, psychology, and legal scholarship.

By the end of this course you will be able to:

1. Understand the multiple causes and consequences of inequality in U.S. work organizations
2. Identify ways that social context including political and legal contexts influence workplace inequality.
3. Think critically about the ways inequality arises.
4. Communicate in written and oral form more effectively.
5. Peer review more successfully.
6. Recognize and draw connections between labor markets and their other sociological areas.

Course Readings

A collection of readings available from JSTOR or on the course website:
(<http://cooley.libarts.wsu.edu/jkmec/gradsem/>).

Course Requirements

1. This is a graduate seminar. I will make presentations each week to frame the issues and insure that important points are covered. However, students shoulder a major share of the responsibility for making this course succeed. Thus, I expect students to complete assigned readings in advance of the class meeting, attend class on a regular basis, raise discussion questions/comments during the class meeting, help organize a class (see below, #2), and make a research presentation (see below, #5). I will enforce class norms that allow each student's voice to be heard (e.g., interrupting others violates class norms, as does lengthy discussion of personal stories seemingly related to course material, etc.), but each student is responsible to place her/his ideas and insights before the class. The emphasis is on the quality – not the quantity – of student participation. It is for this reason that students must complete the required readings and reflect on them in advance of the class meeting. (10%)
2. Co-leading two (this number may change depending on class enrollment) class meetings. Each student will lead the discussion during one of the class sessions. For your session, you will give a brief presentation summarizing the main arguments from the readings and providing an overview of common themes in that week's readings. You should provide copies of a list of approximately 6 analytic and open-ended discussion questions covering the week's reading (e.g., contrasting different perspectives, analyzing underlying assumptions) which you will distribute to the class. Following your presentation, you will facilitate the class discussion and encourage participation by other students. Students will sign up to lead class in Week 1. (20%)
3. An approximately 15-20 page term paper (see options A-C below) on a topic related to the class due **May 1, (by 5pm)**. (40%).
4. Peer-review. You will write a review of another student's draft of her/his term paper and share comments one-on-one in class during the 12th week of the semester. View this exercise as practice for reviewing articles and improving your academic writing. Guidelines on peer-review to follow.(12.5%)
5. Oral presentation of paper to class during last weeks of the semester. As part of your oral presentation grade, you will identify how course concepts apply to each student presentation, write this up, and turn it in. (12.5%)

Paper Option A:

Pick a concept discussed in the course readings (e.g., "gendered institution," "statistical discrimination") and give examples of how this concept has been used in sociological theory and research. Cite the specific researchers who have used this concept. Following this, critically analyze how researchers have built on or departed from the original use of this concept in their own work.

Paper Option B:

A journal-type article on a topic related to the study of stratification in the labor market, involving the analysis of data of your choice.

Paper Option C:

A research proposal on a topic related to the study of labor market stratification. (the same as Option B but without the data analysis).

Paper topics must be approved in advance. You are responsible for discussing your topic with me before the paper's due date.

Miscellaneous:

- If you violate standards of conduct set forth by the university, I will assign you an "F" for the course (a sanction allowed by WAC 504-26-405). I will report all instances of violations of academic integrity, no matter how minor, to the Office of Student Standards and Accountability. Violations of standards of conduct include, but are not limited to: use of unauthorized materials in taking quizzes, tests, or examinations, or giving or receiving unauthorized assistance by any means, including talking, copying information from another student, using electronic devices, or taking an examination for another student.; use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; acquisition or possession of tests or other academic material belonging to a member of the university faculty or staff when acquired without the permission of the university faculty or staff member; unauthorized collaboration on assignments; intentionally obtaining unauthorized knowledge of examination materials; unauthorized multiple submission of the same work; Fabrication, which includes, but is not limited to: Submitting a false excuse for absence or tardiness or a false explanation for failing to complete a class requirement or scheduled examination at the appointed date and time, engaging in any behavior for the purpose of gaining an unfair advantage specifically prohibited by a faculty member in the course syllabus or class discussion, and Plagiarism which refers to presenting the information, ideas, or phrasing of another person as the student's own work without proper acknowledgment of the source. This includes submitting a commercially prepared paper or research project or submitting for academic credit any work done by someone else. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (see WAC 504-26-010 for additional violations, <http://apps.leg.wa.gov/wac/default.aspx?cite=504-26-010>).
- I am committed to providing assistance to help students living with disabilities be successful in this course. Reasonable accommodations are available for students with a documented disability. Please go to the Access Center (217 Washington Building) during the first week of the semester to seek information or to qualify for accommodations. All accommodations MUST be approved through the Access Center. To make an appointment, call 335-3417.
- WSU is committed to maintaining a safe environment of its faculty, staff, and students. The university has developed a resource to ensure this safety, the Campus Safety Plan (<http://safetyplan.wsu.edu>). It contains a listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. In addition, the WSU emergency management website (<http://oem.wsu.edu/emergencies>) provides additional campus safety information. All students are requested to bookmark on their computers and become familiar with the WSU ALERT system (<http://alert.wsu.edu>) to read about warning and emergency notifications. All students are requested to register their emergency contact information for the Crisis Communication System (CCS). To do so, go to myWSU, enter your network ID and password, and look for the Emergency Notification box on the right side of the page. Click on "register" and follow the directions. Finally, if you need help evaluating your area in terms of safety and emergency management or have any recommendations, contact the University Emergency Management Coordinator at tapfer@wsu.edu or 335-7471 or visit here: <http://oem.wsu.edu>.

Grading:

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	60-66%
F	59% and below

Tentative Course Schedule

Week 1, January 14: Introduction to Course

Week 2, January 21: Overview of Organizational Inequality (Gender and Race)

Reskin, Barbara F. 2003. "Including Mechanisms in Our Models of Ascriptive Inequality." *American Sociological Review*, 68: 1-21.

Hirsh, Elizabeth and Youngjoo Cha. 2008. "Understanding Employment Discrimination: A Multilevel Approach." *Sociology Compass* 2: 1989-2007.

Tomaskovic-Devey, Donald, Catherine Zimmer, Kevin Stainback, Corre Robinson, Tiffany Taylor, Tricia McTague. 2006. "Documenting Desegregation: Segregation in American Workplaces by Race, Ethnicity, and Sex, 1966-2003." *American Sociological Review* 71:565-588.

Bridges, William and Robert Nelson. 1999. "Chapter 1: Law, Markets, and the Institutional Construction of Gender Inequality in Pay." (pages 1-15 only) in *Legalizing Gender Inequality: Courts, Markets, and Unequal Pay for Women in America*. Cambridge; Cambridge University press.

Week 3, January 28: Social Psychological Accounts of Inequality

Baron, James N. and Jeffrey Pfeffer. 1994. "The Social Psychology of Organizations and Inequality." *Social Psychology Quarterly* 57:190-209.

Heilman, Madeline. 1995. "Sex Stereotypes and Their Effects in the Workplace." *Journal of Social Behavior and Personality* 10:3-26.

Bowen, Chieh-Chen, Janet K Swim, and Rick Jacobs. 2000. "Evaluating Gender Biases on Actual Job Performance of Real People: A Meta-Analysis." *Journal of Applied Social Psychology* 30:2194-2215.

Perry, Elissa L., Allison Davis-Blake, and Carol Kulik. 1994. "Explaining Gender-Based Selection Decisions: A Synthesis of Contextual and Cognitive Approaches." *Academy of Management Review* 19:786-820.

Week 4, February 4: Stereotypes, Taste Discrimination, and Statistical Discrimination

Browne, Irene and Ivy Kennelly. 1999. "Stereotypes and Realities: Images of Black Women in the Labor Market. Pp. 302-326 in *Latinas and African American Women in the Labor Market* edited by Irene Browne. New York: Russell Sage.

Pager, Devah Bruce Western, and Bart Bonikowski. 2009. "Discrimination in a Low-Wage Labor Market. *American Sociological Review* 74: 777-799.

Pager, Devah, and Lincoln Quillian. 2005. "Walking the Talk? What Employers Say Versus What They Do." *American Sociological Review* 70: 355-380.

Correll, Shelley J, Stephen Benard, and In Paik. 2007. "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology* 112: 1297-1338.

Gorman, Elizabeth. 2005. "Gender Stereotypes Same-Gender Preferences, and Organizational Variation in the Hiring of Women: Evidence from Law Firms." *American Sociological Review* 70: 702-728.

Week 5, February 11: Social Capital, Networks, and Hiring

Trimble, Lindsey and Julie A. Kmec. 2009. "The Role of Social Networks in the Job Attainment Process." *Sociology Compass*

Steve McDonald and Glen H. Elder, Jr. 2006. "When Does Social Capital Matter? Non-Searching for Jobs Across the Life Course." *Social Forces* 85:521-550.

Smith, Sandra Susan. 2005. "Don't Put My Name on It: Social Capital Activation and Job-Finding Assistance among the Black Urban Poor." *American Journal of Sociology* 111:1-57.

Elliott, James R. 2001. "Referral Hiring and Ethnically Homogeneous Jobs: How Prevalent is the Connection and for Whom?" *Social Science Research* 30:401-425.

Week 6, February 18: Organizational Demography and Threat/Status Competition

Reskin, Barbara, Debra McBrier, and Julie Kmec. 1999. "The Determinants and Consequences of the Sex and Race Composition of Work Organizations." *Annual Review of Sociology* 25:335-61.

Cobble, Dorothy Sue. 1991. "Drawing the Line." Pp. 216-42 in *Work Engendered* edited by Ava Baron. Ithaca, NY: Cornell University Press.

Pettigrew, Thomas and Linda R. Tropp. 2000. "Does Intergroup Contact Reduce Prejudice? Recent Meta-Analytic Findings." Pp 93-114 in *Reducing Prejudice and Discrimination* edited by Stuart Oskamp. Mahwah, NJ: Lawrence Erlbaum.

Week 7, February 25: Organizational Demography, Sex Labeling, and Inter-group Processes

Kanter, Rosabeth Moss. 1977. "Some Effects of Proportions on Group Life: Skewed Sex Ratios and Responses to Women" *American Journal of Sociology* 82: 965-990.

Cohen, Lisa E., Joseph P. Broschak, and Heather A. Haveman. 1998. "And Then There Were More? The Effects of Organizational Sex Composition on the Hiring and Promotion of Managers." *American Sociological Review* 63:711-27.

Allmendinger, Jutta and J. Richard Hackman. 1995. "The More, the Better? A Four-nation Study of the Inclusion of Women in Symphony Orchestras." *Social Forces* 74: 423-60.

Week 8, March 4: Unequal Impact of "Neutral" Organizational Practices: Networks and Personnel Policies

Miller, Shazia, and James E. Rosenbaum. 1997. "Hiring in a Hobbesian World: Social Infrastructure and Employers' Use of Information." *Work and Occupations* 4: 498-523.

Kim, Marlene. 1999. "Inertia and Discrimination in the California State Civil Service." *Industrial Relations* 38:46-68.

Skuratowicz, Eva, and Chip Hunter. 2004. "Where Do Women's Jobs Come From?: Job Resegregation in an American Bank." *Work and Occupations* 31:73-110.

Week 9, March 11: Remedial Organizational Structures

Bielby, William. 2000. "How to Minimize Workplace Gender and Racial Bias." *Contemporary Sociology* 29: 120-29.

Reskin, Barbara. 2000. "The Proximate Causes of Discrimination: Research Agenda for the Twenty-First Century." *Contemporary Sociology* 29:319-29.

Goldin, Claudia and Cecilia Rouse. 2000. "Orchestrating Impartiality: The Impact of Blind Auditions on Female Musicians." *American Economic Review* 90(4):715-741.

Konrad, Alison M. and Frank Linnehan. 1995. "Formalized HRM Structures: Coordinating Equal Employment Opportunity or Concealing Organizational Practices?" *Academy of Management Journal* 38:787-820.

Reskin, Barbara. 2001. "Discrimination and Its Remedies." Pp. 567-600 in *Handbook on Labor Market Research*, edited by Ivar Berg and Arne Kalleberg. New York: Plenum.

Kalev, Alexandra, Frank Dobbin, and Erin Kelly. 2006. "Best Practices or Best Guesses? Assessing the Efficacy of Corporate Affirmative Action and Diversity Policies." *American Sociological Review* 71:589-617.

Week 10, March 25: Inequality and the Law

Schultz, Vicki. 1990. "Telling Stories about Women and Work: Judicial Interpretations of Sex Segregation in the Workplace in Title VII Cases Raising the 'Lack of Interest' Argument." *Harvard Law Review* 103:1750-1843.

Schultz, Vicki and Stephen Petterson. 1992. "Race, Gender, Work and Choice: An Empirical Study of the Lack of Interest Defense in Title VII Cases Challenging Job Segregation." *University of Chicago Law Review*

Bisom-Rapp, Susan. 1999. "Bulletproofing the Workplace: Symbol and Substance in Employment Discrimination Law Practice." *Florida State University Law Review* 26:959-1038. (read pages 959-977; skim the content on pages 1018-1038; read pages 1039-1042)

Edelman, Lauren B., Linda H. Krieger, Scott R. Eliason, Catherine R. Albiston, and Virginia Mellema. 2008. "When Organizations Rule: Judicial Deference to Institutionalized Employment Structures." Unpublished manuscript. University of California-Berkeley.

Week 11, April 1: Gender Mobility in Organizations

Reskin, Barbara F., and Debra B. McBrier. 2000. "Why Not Ascription? Organizations' Employment of Male and Female Managers." *American Sociological Review* 65: 210-33.

Bruderl, J., P. Preisendorfer, and R. Ziegler. 1993. "Upward Mobility in Organizations: The Effects of Hierarchy and Opportunity Structure." *European Sociological Review* 9:173–88.

Gorman, Elizabeth and Julie A. Kmec. 2009. "Hierarchical Rank and Women's Organizational Mobility: Glass Ceilings in Corporate Law Firms." *American Journal of Sociology* 114: 300-463.

Baron, James N., Alison Davis-Blake, and William T. Bielby. 1986. "The Structure of Opportunity: How Promotion Ladders Vary within and among Organizations." *Administrative Science Quarterly* 31:248–73.

Week 12, April 8: Peer Review of papers AND/OR student topic of choice

Helpful Hints for Reviewing Papers*:

- DO think about your favorite articles and what made them strong and compelling to you.
- DO set yourself a specific amount of time for reading the manuscript (60-75 minutes).
- DO set yourself a specific amount of time for writing your comments (60-90 minutes, plus some time to reread and think it over after writing).
- DON'T drive yourself crazy with "Can this paper be saved?" reasoning.
- DO mark the manuscript, if it helps you to read and comment efficiently. But DON'T edit, copyedit, or rewrite the manuscript yourself.
- DO spend the first paragraph of the review focusing on the strengths and contribution you see in the manuscript. The author should at least feel certain you understand what s/he was trying to do.
- One efficient way to convey that is to state what you think the paper is "really about" or what the author seems to want to do (sometimes this is the most helpful part of a review, for an author who is "too close" to the work).
- DO be specific without being overly picky. General comments are much less useful than particulars about an argument and evidence, both for the author and for the editor. However,
- DON'T give page after page of corrections.
- DON'T produce a detailed summary of the entire manuscript.
- DO be principled, fair, and generous with praise when it is warranted.
- DO violate any of these suggestions rather than say anything barbaric.

*modified from "A 'do' and 'don't' list for manuscript reviewing for *Gender & Society*" by Lisa Brush (August 1999)

Week 13, April 15: Workshop: Discussion of data available to analyze labor market/organizational inequality
Robinson, Corre L., Tiffany Taylor, Donald Tomaskovic-Devey, Cathy Zimmer, and Matthew Irvin. 2005.

"Studying Race and Sex Segregation at the Establishment-Level: Methodological Concerns and Substantive Opportunities in the Use of EEO-1 Data." *Work & Occupations* 32:5-38

Weeks 14-15, April 22, 29: In-class presentations of papers