

UNIVERSITY OF TORONTO

SOCIOLOGY SOC6012H

WORK, STRATIFICATION, AND MARKETS 1: ECONOMIC SOCIOLOGY

WINTER 2022

START DATE: JANUARY 10, 2022

Lectures: Friday 3:00-5:00pm ET

Location: Room 385

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Office hours: By appointment

Course Description:

This course offers a graduate-level introduction into economic sociology, a field of sociology that provides a sociological account of economic phenomena. The central focus is to examine how economic activities are shaped, facilitated, or even impeded by cultural values and social relations, and show that economic life cannot be fully understood outside of its social context. The course will focus on economic activities of production, consumption, and exchange and examine the social consequences of economic activity for inequality. The course will cover a wide range of settings including corporations, labor and financial markets, household economies, and markets of human goods.

This course is also designed to prepare students to take the comprehensive exam in Work, Stratification, and Markets. There is considerable overlap with the readings on the “Markets” portion of this list, and the course includes readings from the “Work” and “Inequality” portions of the list.

All course readings and materials will be posted on the Quercus Course Site.

Course Requirements and Evaluation

1. Class participation (60%):

1a) Lead class discussion (rotating, on assigned weeks): 30%

1b) Class discussion participation: 30%

2. Research proposal (1,000 words), due April 8, 2022: 40%

Participation (60% in total)

This course is a participatory seminar, and attendance and participation are mandatory. Class participation is two-fold:

First, students are asked to lead class discussion on a rotating basis. The purpose of a discussion leader is to spark conversation about the readings and guide the discussion. A good way to start a discussion is to check in with your classmates' understanding of the readings. However, note that course discussions must go beyond summarizing the readings. To start an analytic conversation, a discussion leader can develop questions to start off the discussion. Here are some of the issues that discussion leaders may consider to build upon:

- What questions are addressed by the weekly readings?
- What is the significance of that questions for key issues in the field?
- What are competing answers to that questions?
- How well does the authors address that questions, in terms of logic and methodology?
- What would be a different, valid way of addressing the same questions, preferably one you regard as superior?
- What puzzles or questions are left unanswered by the reading?
- How do the week's readings relate to other readings (for this class or for other classes) or other streams of research? Do these ideas build upon and extend earlier work—if so, how?
- How do the themes raised this week connect back to themes discussed earlier in the course?

Note: Depending on enrollment, the discussion will be led by 1-3 students each week. we will work out student responsibilities for sessions and particular readings in class.

Second, students are expected to participate in class discussions throughout the semester. Students are encouraged to think of discussion comments and questions about the course readings and materials. In brief, students are welcome to bring any comments and questions during the class discussions.

Research proposal (40%)

Students are asked to develop a brief research proposal based on one of the seminar's subjects or another topic relevant to the field of economic sociology. The research proposal should be around 1,000 words (not including references). The goal is to apply newfound knowledge from the course to develop new research questions. In other words, the goal of this assignment is to be as useful as possible for the development of students' own scholarship and intellectual journey. Students are welcome to come up with a new research proposal for this course, or integrate insights from economic sociology into a research proposal students already have, or tailor their proposals towards a project they already plan to pursue.

Proposals must integrate insights and literature from economic sociology. This assignment asks students to demonstrate understanding of the course material by applying it to a new research question in an independent project.

The proposal should include a clearly articulated research question(s), motivation and overview of existing literature, and proposed methodology. Students are not asked to conduct any empirical analysis. Week 9's class meeting will be fully dedicated to the discussion of students' research proposals, where students will be able to share their ideas for research proposals, receive feedback on their ideas, and offer feedback to other students. Research proposals are due on April 8, 2021.

Note on Late Penalty

Late submissions are accepted where there are legitimate, documented reasons beyond a student's control. Otherwise, late submissions will be accepted and they may be subject to penalties.

Academic Integrity

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. Students are expected to cite sources in all written work and presentations. See this link for tips for how to use sources well:

(<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>).

According to Section B.I.1.(e) of the Code of Behaviour on Academic Matters it is an offence "*to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.*"

By enrolling in this course, you agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the *Code of Behaviour on Academic Matters* (<http://www.artsci.utoronto.ca/osai/The-rules/code/the-code-of-behaviour-on-academic-matters>) and *Code of Student Conduct* (<http://www.vicereprovoststudents.utoronto.ca/publicationsandpolicies/codeofstudentconduct.htm>)

which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Accessibility

It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. Please see the University of Toronto Governing Council “Statement of Commitment Regarding Persons with Disabilities” at <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppnov012004.pdf>.

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. We also understand that disabilities can change over time and will do our best to accommodate you. Students seeking support must have an intake interview with a disability advisor to discuss their individual needs. In many instances it is easier to arrange certain accommodations with advance notice, so we strongly encourage you to act as quickly as possible. To schedule a registration appointment with a disability advisor, please visit Accessibility Services at <http://www.studentlife.utoronto.ca/as>, call at 416-978-8060, or email at: accessibility.services@utoronto.ca. The office is located at 455 Spadina Avenue, 4th Floor, Suite 400. Additional student resources for distressed or emergency situations can be located at distressedstudent.utoronto.ca; Health & Wellness Centre, 416-978-8030, <http://www.studentlife.utoronto.ca/hwc>, or Student Crisis Response, 416-946-7111.

Equity and Diversity

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. Additional information and reports on Equity and Diversity at the University of Toronto is available at <http://equity.hrandequity.utoronto.ca>.

Copyright Statement

Course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the *Copyright Act*, RSC 1985, c C-42. These materials are made available to you for your own study purposes, and cannot be shared outside of the class or "published" in any way. Course materials (e.g., lectures, whether in person or online) cannot be recorded without the instructor's permission. Posting course materials or any recordings you may make to other websites without the express permission of the instructor will constitute copyright infringement.

WEEK 1 (JANUARY 14). INTRODUCTION: COMPETING ANALYSES OF ECONOMIC LIFE

- ◆ Neil J. Smelser and Richard Swedberg, "Introducing Economic Sociology," in *The Handbook of Economic Sociology*, second edition, edited by Neil Smelser and Richard Swedberg. New York: Russell Sage Foundation and Princeton: Princeton University Press, 2005, pp.3-25.
- ◆ Frank Dobbin. 2004. "The Sociological View of the Economy." Pp. 1-7 in *The New Economic Sociology: A Reader*, edited by Frank Dobbin. Princeton University Press: Princeton.
- ◆ Gary Becker. 1993. "Nobel Lecture: The Economic Way of Looking at Behavior." *Journal of Political Economy* 101: 385-409.

WEEK 2 (JANUARY 21). FIRMS AND CORPORATIONS

- ◆ Annalee Saxenian, *Regional Advantage: Culture and Competition in Silicon Valley and Route 128*. Cambridge, Mass.: Harvard University Press, 1994, Introduction, pp. 1-9.
- ◆ Rakesh Khurana, "The Curse of the Superstar CEO," *Harvard Business Review*, September 2002, pp. 3-8.
- ◆ Uzzi, Brian. 1996. "The Sources and Consequences of Embeddedness for the Economic Performance of Organizations: The Network Effect." *Administrative Science Quarterly* 42(1):35-67

WEEK 3 (JANUARY 28). LABOR MARKETS-1: THE ROLE OF SOCIAL NETWORKS

- ◆ Mark Granovetter, *Getting a Job: A Study of Contacts and Careers*. Chicago: University of Chicago Press, 1995 [1974], Introduction, pp. 3-22.
- ◆ Deirdre A. Royster, *Race and the Invisible Hand*. Berkeley: University of California Press, 2003, chapter 7, pp. 144-78, "Networks of Inclusion, Networks of Exclusion."
- ◆ Pedulla, David, and Devah Pager. 2019. "Race and Networks in the Job Search Process." *American Sociological Review* 84(6): 983-1012.

WEEK 4 (FEBRUARY 4). LABOR MARKETS-2: THE IMPORTANCE OF CULTURE

- ◆ Shelley Correll, J., Stephen Benard, and In Paik, “Getting a Job: Is There a Motherhood Penalty?” *American Journal of Sociology* 2007, volume 72, pp. 1297-1338.
- ◆ Lauren Rivera, “Hiring as Cultural Matching: The Case of Elite Professional Service Firms,” *American Sociological Review* 2012, Vol. 77, pp. 999-1022.
- ◆ Christine L. Williams, *Still A Man’s World: Men Who Do Women’s Work*. Berkeley: University of California Press, 1995, chapter 1, “Gendered Jobs and Gendered Workers,” pp. 1-5.

WEEK 5 (FEBRUARY 11). FINANCIAL MARKETS AND THE RISE OF FINANCE: THE CORPORATE SECTOR

- ◆ Gerald F. Davis, *Managed by the Market: How Finance Re-Shaped America*, New York: Oxford University Press, 2009, Chapter 1, “The New Financial Capitalism,” pp. 1-30.
- ◆ Krippner, Greta. 2011. *Capitalizing on Crisis: The Political Origins of the Rise of Finance*. Cambridge: Harvard University Press. Chapter 2, “What Is Financialization?,” pp. 27-57.
- ◆ Prasad, Monica. 2012. *The Land of Too Much: American Abundance and the Paradox of Poverty*. Cambridge, MA: Harvard University Press. Pp. xi-24

WEEK 6 (FEBRUARY 18). WORK IN THE ERA OF FINANCIALIZATION

- ◆ Kalleberg, Arne. 2009. “Precarious Work, Insecure Workers: Employment Relations in Transition.” *American Sociological Review* 74(1):1-22.
- ◆ Lin, Ken-Hou and Donald Tomaskovic-Devey. 2013. “Financialization and U.S. Income Inequality, 1970–2008.” *American Journal of Sociology* 118(5): 1284-1329.
- ◆ O’Brien RL, Kiviat B. “Disparate Impact? Race, Sex, and Credit Reports in Hiring.” *Socius*. January 2018.
- ◆ Fourcade, Marion, and Kieran Healy. 2013. “Classification Situations: Life-Chances in the Neoliberal Era.” *Accounting, Organizations and Society* 38(8): 559-572.

NO CLASS ON FEBRUARY 25 (READING WEEK)

WEEK 7 (MARCH 4). THE FINANCIALIZATION OF HOUSEHOLDS

- ◆ Lin, Ken-Hou, and Megan Tobias-Neely. Chapter 5 “American Life in Debt” and Chapter 6 “A People’s Portfolio of the United States” in *Divested: Inequality in the Age of Finance*, Oxford University Press.
- ◆ Fligstein, Neil, and Adam Goldstein. “The Emergence of a Finance Culture in American Households 1989-2007.” *Socio-Economic Review* 13(3):575-601.
- ◆ Robinson, John. 2020. “Making Markets on the Margins: Housing Finance Agencies and the Racial Politics of Credit Expansion.” *American Journal of Sociology* 125(4): 974-1029.

- ◆ Quinn, Sarah L. 2019. *American Bonds: How Credit Markets Shaped a Nation*. Princeton University Press. Chapter 1: Pp. 1-21.

WEEK 8 (MARCH 11). HOUSEHOLD ECONOMIES

- ◆ Hochschild, Arlie. 2012 [1989]. *The Second Shift: Working Parents and the Revolution at Home*. New York: Viking. Chapters 1 and 2.
- ◆ Julie Brines, "Economic Dependency, Gender, and the Division of Labor at Home," *American Journal of Sociology*, volume 100, 1994, pp. 652-688.
- ◆ Kelly, Erin, Phyllis Moen, et al. 2014. "Changing Work and Work-Family Conflict: Evidence from the Work, Family, and Health Network." *American Sociological Review* 79(3):485-516.

WEEK 9 (MARCH 18). DISCUSSION OF STUDENTS' RESEARCH PROPOSALS

- ◆ No readings. Students should come prepared to discuss their ideas for the course research proposals and provide feedback to other students.

WEEK 10 (MARCH 25). MORALITY AND ECONOMIC ACTIVITY

- ◆ Foucade, Marion and Kieran Healy. 2007. "Moral Views of Market Society." *Annual Review of Sociology*. 33:285-311.
- ◆ Kiviat, Barbara. 2019. "The Moral Limits of Predictive Practices: The Case of Credit-Based Insurance Scores." *American Sociological Review*. 84(6): 1134–1158.
- ◆ Kieran Healey, *Last Best Gifts. Altruism and the Market for Human Blood and Organs*, Chicago: Chicago University Press, 2006, chapter 1, "Exchange in Human Goods".
- ◆ Rene Almeling, "The Business of Egg and Sperm Donation." *Contexts* 2017

WEEK 11 (APRIL 1). MULTIPLE MONIES: EARNINGS, INCOME, WEALTH

- ◆ Zelizer, Viviana. 2017. "The Marking of Money" Pp. 1-35 in *The Social Meaning of Money: Pin Money, Paychecks, Poor Relief and Other Currencies*. Princeton University Press.
- ◆ Western, Bruce, and Jake Rosenfeld. 2011. "Unions, Norms, and the Rise in US Wage Inequality." *American Sociological Review* 76(4):513-537.
- ◆ Nau, Michael. 2013. "Economic Elites, Investments, and Income Inequality." *Social Forces* 92: 437-461.
- ◆ Killewald, Alexandra, Fabian T. Pfeffer, and Jared N. Schachner. 2017. "Wealth Inequality and Accumulation." *Annual Review of Sociology* 43: 379-404.

WEEK 12 (APRIL 8). THE FUTURE OF ECONOMIC ACTIVITY AND THE COVID-19 PANDEMIC

- Neely MT, Carmichael D. Profiting on Crisis: How Predatory Financial Investors Have Worsened Inequality in the Coronavirus Crisis. *American Behavioral Scientist*. March 2021.
- Harris J. (2020 November 18) 'How Amazon Became a Pandemic Giant—And Why that Could be a Threat to Us All', *The Guardian*, accessed at <https://www.theguardian.com/technology/2020/nov/18/how-amazon-became-a-pandemic-giant-and-why-that-could-be-a-threat-to-us-all> on 21 May, 2021.
- Banjo, Shelly. 2020. "Tech Startups Ask Workers to Trade In Salary for Stock." *BNN Bloomberg*, April 17. URL: <https://www.bnnbloomberg.ca/tech-startups-ask-workers-to-trade-in-salary-for-stock-1.1422930> Accessed on November 30, 2020.
- Hymes, Kathryn (2021 November 01). " 'The Great Resignation' Misses The Point." *Wired*, accessed at https://www.wired.com/story/great-resignation-misses-the-point/?utm_source=pocket-newtab