# The Social Organization of Work Third Edition Randy Hodson Teresa A. Sullivan



# The Social Organization of Work

Third Edition

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# Preface for Instructors

For the past half-century few topics have so fascinated social scientists as the study of work. Scholarship has flourished in the sociology and anthropology of work, industrial sociology and psychology, labor economics, organizational studies, economic sociology, gender and work, and labor force demography. Although this growth has generated great interest and discussion among those of us with research interests in the area, we have not always been able to assimilate the new information and insights into the classroom curriculum as quickly as we would like.

One response to the new scholarship has been innovative course offerings. Many departments still offer industrial sociology and occupations and professions, but now departments are also offering courses with titles such as the sociology of work, work and family, women and work, and technology and work. Finding adequate, up-to-date information for these courses often means coordinating a series of monographs and articles and relying heavily on the class lectures and discussion to provide integrative themes.

We have faced these issues in our own courses. Hodson initially taught industrial sociology, and Sullivan taught occupations and professions. As we discussed our classes together, we began to borrow from each other's knowledge and insights. We found it difficult to teach industrial sociology without also providing material on occupations, and difficult to make sense of contemporary changes in occupations without knowledge of industrial structures and their changing dynamics. We discovered vast bodies of scholarship that neither of us had explored but that our students found exciting. We pored over materials on new microprocessor technologies and tried to understand and communicate the changes occurring in the nature of work as a result of these technologies. We lamented the lack of materials to help our students understand the methods we used to conduct our own research on work. Finally, we began to develop a more unified view of the sociology of work, a view represented in this book. This unified view highlights key themes of technology, class, gender, race and ethnicity, and globalization and allows the book to be adapted to courses focusing on occupations and professions, gender and work, or industrial sociology. Although we collaborated on each of the chapters, Hodson had primary responsibility for Chapters 1, 4-9, and 15-17. Sullivan had primary responsibility for Chapters 2, 3, and 10-14.

Students are vitally interested in an analytic approach to work, and with good reason. The social sciences are not merely part of a "liberal arts" education; they are literally "liberating" because they give students a vocabulary and perspective for understanding the world around them. Given the tremendous importance of work in our lives, understanding the work world is both intellectually satisfying and pragmatic.

Although the content of this book deals mainly with substantive issues concerning the world of work, we also hope that the book will be useful in developing students' skills of analysis, reasoning, and argumentation. We have tried to be fair in presenting competing theoretical arguments, but we have also indicated on which side we believe the weight of the evidence lies. You and the students may disagree with us. Our own students often do, and some of our best class sessions are generated from these disagreements. We have tried to identify prejudices and cultural biases that affect perceptions of work and workers. In particular, we have integrated the discussion of women and minorities into every chapter. We have also grappled with the profound changes surrounding the microelectronics revolution and the rapidly changing global economy. We discuss the influence of technology and globalization on economic development and class relations throughout the book. We have tried to be frank about the gaps that exist in social scientists' current knowledge and to point out alternative scenarios for future developments.

We also provide support for more general curricular goals by including frequent boxes that highlight cross-cultural issues and by providing tables and graphs to help students develop the skill of interpreting data. Every chapter ends with a list of key concepts and questions for thought. These materials are useful for student review, for written assignments or homework, and for examinations. We also provide a brief annotated list of additional library, internet, and media sources at the end of every chapter. Students can use these sources for further exploring issues developed in the chapter or for assistance in preparing term

papers. Both of us encourage our students to write, and the subject of work lends itself to creative and thoughtful student papers.

### Changes to the Third Edition

One of the most significant changes we have made in the Third Edition is to highlight throughout the book five key themes that help to organize the book. These themes are technology, class relations, gender, race and ethnicity, and globalization. We also use boxed and inserted material to further highlight these themes. Boxed and inserted material relevant to these five themes is highlighted in the text with special icons. These icons are first presented and explained in the "Preface for Students."

We have also added more first-hand ethnographic material in which workers speak with their own voices. In addition, we highlight the mid-range conceptual underpinnings of each section through extensive use of paragraph-level headings. We have systematically updated data, concepts, and sources, and we have rigorously edited the manuscript for length and style so that each chapter can be read in one sitting. We also give increased attention to new concerns in family-work linkages and new developments in worker participation programs. Other changes include more emphasis on women's issues and on expansion of marginal employment, expanded coverage of globalization, and a heightened emphasis on the role of microprocessor technology in transforming work.

### **Supporting Materials**

An *Instructor's Manual* is also available with the third edition and we recommend you write or call the publisher or your local Wadsworth representative to receive a copy. The *Instructor's Manual* includes a multiple-choice test bank, suggested films, role-playing exercises, lecture frameworks, and many other pedagogical suggestions and aids. The material in the *Instructor's Manual* is also available at <a href="http://sociology.wadsworth.com">http://sociology.wadsworth.com</a>. In addi-

tion, instructors may also find a great deal of material useful for classroom purposes in the websites listed at the end of chapters and throughout the text.

We hope that instructors will be able to use this book in a variety of educational settings and course titles under both the semester and quarter systems. For a course on occupations we recommend Part I, which provides a historical overview and discusses research methods for studying the world of work; Part II, which discusses individual and collective adaptations to work; Part IV, which discusses the major occupations; and Chapter 17, which discusses the future of work. For a course on industrial sociology we recommend the same starting sequence but the substitution of Part III, which discusses organizations, manufacturing, the microelectronics revolution, and service industries, for Part IV. Chapters 15 and 16, on large corporations, mergers, and the world economy, will also fit well into an industrial sociology course, depending on the number of weeks available. For a course on women and work, we recommend Chapters 1-3 on history, methods, and the work-family connection, followed by Chapter 5 on barriers at work. Chapter 10 on service work and Part IV on occupations will also be essential for a course on women and work, as well as Chapters 16 and 17 on the global economy and the future of work. For a semester course on the sociology of work we recommend the entire book, with about one chapter assigned per week along with whatever supplementary readings the instructor chooses. For a quarter-length course on the sociology of work, several chapters can be skipped while retaining the core of the book. Depending on the instructor's preferences, omitted chapters might include Chapter 4, on the experience of work, Chapter 6, on unions, Chapter 7, on organization and technology, Chapter 14, on marginal work, or Chapter 15, on large corporations.

We enjoy teaching, and we enjoy becoming better teachers. If you have questions about our text or if you have ideas for improving the text or for using the material in a particular setting, we would like to hear from you. Our addresses appear at the end of this preface. Our own teaching has been improved by our collaboration, and we are eager to continue the dialogue with others.

### **Acknowledgments**

We would like to acknowledge our debts to the many colleagues who have unfailingly assisted us. We have not always taken their advice, but we have always appreciated it, and the book has been substantially improved by their contributions. We appreciate the careful editorial work that Meera Dash and Charles M. Bonjean devoted to every chapter. We learned first-hand about corporate acquisition and reorganization when Dorsey Press, our original publisher, was acquired by Wadsworth. Paul O'Connell, Serina Beauparlant, Sheryl Fullerton, and Lin Marshall offered us extremely helpful editorial assistance and taught us much about textbook publishing. Many colleagues have shared with us their pedagogical and scholarly expertise by reading and commenting on various chapters. These include Andrew Abbott, Howard Aldrich, Robert Althauser, Ronald Aminzade, James Baron, Vern Baxter, John Bodnar, David Brain, Harley Browning, Phyllis Bubnas, Beverly Burris, Johnny Butler, Catherine Connolly, Daniel Cornfield, Sean Creighton, Tom Daymont, Nancy DiTomaso, Frank Dobbin, Michael Dreiling, Lou Dubose, Sheldon Ekland-Olson, Joe Feagin, Neil Fligstein, Ramona Ford, Eliot Freidson, Omer Galle, Maurice Garnier, Tom Gieryn, Michael Givant, Jennifer Glass, Norval Glenn, Mark Granovetter, Larry Griffin, Ein Haas, Richard Hall, John Hannigan, Heidi Hartmann, Jeff Haydu, Jane Hood, Gregory Hooks, Arne Kalleberg, Robert Kaufman, Jacqueline King, James Kluegel, Judith Langlois, Eric Larson, Laura Lein, Sanford Levinson, Susan Marshall, Garth Massey, Ruth Milkman, Delbert Miller, Joanne Miller, Jeylan Mortimer, Mary Murphree, Jan Mutchler, Janet Near, Annette Nierobisz, Brigid O'Farrell, Toby Parcel, Alan

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Finally, we would like to acknowledge the creative insights and support of our spouses, Susan Rogers and Douglas Laycock. They provided detailed comments on every chapter and always supplied whatever we lacked at the moment, whether it was conviction, energy, courage, or just appreciation.

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# **Preface for Students**

ost people will work throughout their adult lives. Work will absorb the best part of their days. College students are naturally interested in the world of work, how it is changing, and the implications of those changes for themselves and their families. In our own classes we find that students are very concerned, even worried, about their roles as future workers. We hope that this text will help you explore some of these issues by yourself and with your classmates and instructor.

The intellectual backbone of any course on work concerns the process through which work becomes more and more specialized, the transformation of specialization into stratification and inequality, and the organizational context of work. This skeletal framework informs this text, though it will often be part of the only faintly visible background. You will spend most of your time reading about topics such as the impact of the microelectronics revolution, the rapidly changing roles of women at work, and the constantly evolving world economy. Five themes, in particular, are highlighted through the use of boxed materials identified with special thematic icons. These themes are:

Technology



Race and ethnicity



Class relations



Globalization



Gender



These themes are developed throughout the book from the first to the last chapter.

Part I provides background material for the study of work. Chapter 1 offers an overview of work in past societies and identifies key themes that will be followed throughout the book. Chapter 2 explains how we study work in contemporary society. This chapter will be of value both to those wishing to specialize in the sociology of work and to others interested in understanding research findings based on studies of individuals, groups, and organizations.

Part II, made up of Chapters 3–6, deals with our work roles and how these influence our daily lives. The topics covered here include the life cycle, careers, integrating work and family, finding meaning at work, job problems, such as unemployment, disability, discrimination, and participation in unions and other collective organizations at work.

Part III, made up of Chapters 7–10, deals with the technology and organization of work. The chapters parallel the major economic sectors: agriculture and manufacturing, high-technology industries, and services. Changes in the technology and organization of work give rise to the transformation of occupations discussed in the next section.

Part IV, composed of Chapters 11–14, deals with the occupational roles that we hold and with the unique sets of skills that are needed to perform these roles. The chapters in this section focus on professionals, managers, clerical workers, sales workers, and marginal workers. (Manufacturing and service workers are discussed in Part III.)

Part V, made up of Chapters 15–17, focuses on societal-level consequences of the changing nature of work. The topics covered in this final part include the world economy and the role of huge transregional and transnational corporations in molding the world of tomorrow.

We are pleased that your instructor has adopted our book. Since you have become our student by proxy, we would like to share some of the study tips we give our own students in class. Educational studies show that the more actively you are engaged in reading and reviewing text material, the more likely you are to understand, integrate, and retain ideas. An active reader brings several senses to play in every study session. We recommend that you read and study with a pen or pencil in hand and that you make frequent notes to yourself as you identify and learn new ideas. It also helps to read key passages aloud and to use a tape-recorder or note cards to highlight core ideas for review. Try to study regularly. You will enjoy the material more if you set yourself a regular schedule for studying and reading, giving yourself sufficient time to assimilate the material.

When you begin a study session, preview the chapter to learn about its contents. At the end of every section, quiz yourself about the main points of the section and underline points that you consider to be important. At the end of

every chapter, review the key concepts. If you cannot recall the meaning of a concept, return to the text and reread the relevant paragraph or look the concept up in the glossary. All the boldface key concepts are defined in the glossary. Every chapter ends with thought questions. Even if your instructor does not assign them, try to answer them. Some are designed to be easy, and others are hard. Some do not have one correct answer but provide an opportunity to apply the material you have read. We find that students who practice these questions generally write more insightful essay exams and term papers. Read the tables. The information in them is the most current we could find. Data interpretation is an important skill for you to develop, regardless of your occupational destination.

When you review a chapter before an examination, begin with the chapter summary. It is often helpful to develop hypothetical test or essay questions to assist your review and to identify points that you want to bring up in class before the test. Additionally, discussing ideas and concepts with your classmates helps to permanently cement your learning.

The multimedia and websites at the end of each chapter will be helpful if you want to learn more about the topics in the chapter. In addition, at the back of the book there is a list of references detailing the source of every study we have cited; you might want to look some of these up in the library to deepen your knowledge or to help prepare a paper.

We are college professors by occupation, and we find our work very rewarding. We hope that you, too, will find a place in the world of work that is both satisfying and challenging. And we hope that this book will help you become better prepared for that world. After reading this text, let us know your views, either positive or negative. We are very responsive to suggestions from students. Only with feedback from students will we know if our efforts have been successful. Our addresses are listed at the end of the "Preface for Instructors."



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