



General Course Information

Course: SOCY305: Sociology of Professions and Occupations
Semester: Fall 2022 (September – December 2022)
Credits: 3
Modality: on campus
Pre-requisites: SOCY122 (Introductory Sociology) or equivalent
Class times: Tuesdays 2:30 to 4:00 PM & Fridays 4:00 to 5:30 PM
Location: Kingston Hall, room 101

Instructor Information

Professor: Dr. F. Kay, Ph.D.
Office address: Mackintosh-Corry Hall, room D-527
Office hours: 1:00 PM to 2:00 PM Tuesdays and Thursdays, and by appointment outside office hours (You are welcome to drop by during office hours – no appointment needed).
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Email: kayf@queensu.ca
Website: <http://www.queensu.ca/sociology/people/faculty/fiona-kay>

Teaching Assistants:

Spencer Huesken
Office hours: 1-3 PM Mondays
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Modality: hybrid – on campus for class; office hours on MTeams & by telephone
MTeams link: posted onQ in module, Office Hours

Joe Stieb
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Email: joe.stieb@queensu.ca
Modality: remote
MTeams link: posted onQ in module, Office Hours

COURSE DESCRIPTION

This course offers an introduction to theories and empirical studies of professions and occupations. Using theories and case studies of lawyers, physicians, engineers, scientists, accountants, social workers, and other occupational groups, this course examines historical change, social structure, market competition, hiring, career advancement, workplace interaction and culture, job satisfaction, work-life balance, demographic diversity, social service, professional ethics, retirement and other aspects of professions and occupations from the late nineteenth century to the age of globalization and digitization.

A LITTLE MORE DETAIL

As the economies of Canada and other developed nations move increasingly in the direction of knowledge-based services, a growing proportion of the labor force engages in what is thought of as “professional” work. But what *is* professional work, exactly? Can we define it? Is it useful to define it? Why do professional occupations receive greater rewards than others? Is there something distinctive about the work professionals do, and what is it? Do professions create normative communities that socialize—and exercise social control over—their members? How has professional work changed in recent decades, and do we need new theoretical models to understand those changes? This course considers sociological theory and research that has addressed these questions.

COURSE LEARNING OUTCOMES

Upon successful completion of this course students will be able to:

1. *Become familiar* with a variety of research questions and empirical studies of issues related to work and occupations.
2. *Think about* how these research questions are related to more general theories of work, social organization, and institutions.
3. *Understand* how professions and occupations are currently conceived of in terms of expert knowledge, market control, professional orders, and codes of conduct.
4. *Gain foundational knowledge* concerning important concepts and causal relationships that will help you make sense of professional work and its role in society.
5. *Critically read, analyze, and write* about sociological (both theoretical and empirical) literature on the professions and occupations.
6. *Consider various social and economic policy initiatives* by which problems related to work might be addressed.
7. *Apply* course material to real work and daily life examples.

COURSE MATERIALS

Textbook:

Sweet, Stephen and Peter Meiksins. 2020. *Changing Contours of Work*. Thousand Oaks, CA: Sage Publications. ISBN 9781071845240

The textbook is for sale in the Campus Bookstore and for (24-hour) loan at Stauffer Library Reserve Desk. The publisher's (Sage Publication) website also has the textbook available for rent. I have added a link to the page here: <https://us.sagepub.com/en-us/nam/changing-contours-of-work/book258656>

My advice: Best to buy the textbook. You will use it extensively in this course and I think the break from screen time will improve your studying.

There is also a collection of research articles assigned as required readings. Readings are listed in the course schedule (further below) and posted in the module, Course Reserves on Q for easy access.

RECOMMENDED BOOKS (No need to purchase for this course! These are additional sources for those who are interested to read more.)

- Abbott, Andrew. 1988. *The System of Professions: An Essay on the Division of Expert Labor*. Chicago, IL: University of Chicago Press. (This is a classic book in the field)
- Adams, Tracey L. 2018. *Regulating Professions*. Toronto, ON: University of Toronto Press.
- Adams, Tracey L. 2022. *Working in Canada: A Sociological Exploration*. New York, NY: Oxford University Press.
- Adams, Tracey and Sandy Welsh. 2007. *The Organization and Experience of Work*. Don Mills, ON: Thomson Nelson.
- Edgill, Stephen and Edward Granter. 2019. *The Sociology of Work: Continuity and Change in Paid and Unpaid Work*. Thousand Oaks, CA: Sage Publications, 2019. ISBN 9781526402646
- Hodson, Randy and Teresa. A. Sullivan. 2012. *The Social Organization of Work* (5th Edition). Belmont, CA: Wadsworth.
- Kalleberg, Arne L. 2011. *Good Jobs, Bad Jobs: The Rise of the Polarized and Precarious Employment System*. New York, NY: Russell Sage Foundation.
- Krahn, H. J., K. D. Hughes, and G. S. Lowe. 2015. *Work, Industrialization, and Canadian Society* (Seventh edition). Toronto, ON: Nelson.
- Leicht, Kevin T. and Mary L. Fennell. 2001. *Professional Work: A Sociological Approach*. Wiley-Blackwell.
- Pupo, Norene, Ann Duffy, and Daniel Glenday. 2017. *Crises in Canadian Work: A Critical Sociological Perspective*. Don Mills, ON: Oxford University Press.
- Susskind, R. and D. Susskind. 2015. *The Future of the Professions: How Technology will Transform the Work of Human Experts*. New York, NY: Oxford University Press.
- Vallas, Steven P. 2012. *Work: A Critique*. Cambridge, UK: Polity.
- Vallas, Steven P., William Finlay, and Amy S. Warton. 2009. *New Sociology of Work: Structures and Inequalities*. New York, NY: Oxford University Press.
- Volti, Rudi. 2012. *An Introduction to the Sociology of Work and Occupations*. Second edition. Thousand Oaks, CA: Sage Publications.

COURSE TIMELINE

Week 1: 6 & 9 September

Changing Nature of Work: Bureaucracy, Globalization, & Technology

Questions: What do we mean by the concepts of jobs, occupations, organizations, industries, and classes? How has the nature of work changed over the last 200 years? How are globalization and technology impacting contemporary work?

- Textbook: *Changing Contours of Work*, chapters 1 (Mapping the contours of work) and 2 (New products, new way of working, and the new economy)

Reminder: Weekly exercise (Quiz onQ) starts this week (available 8 AM Monday to 11:59 PM Sunday).

Week 2: 13 & 16 September

The Professions: Status, Market Control, & Professionalization

Questions: Why are some occupations designated as professions and others not? When does an occupation become a profession? Does a claim to expert knowledge define a profession? Are there other occupations that are justified in claiming knowledge and ability? How do workers in emerging fields manage encroachment on the territory of established professionals?

- Blok, Anders, Maria D. Lindstrøm, Marie L. Meilvang, and Inge K. Pederson. 2019. "Ecologies of Boundaries: Modes of Boundary Work in Professional Proto-Jurisdictions." *Symbolic Interaction* 42(4): 588-617.
 - Trotter, LaTonya. 2019. "'I'm not a Doctor. I'm a Nurse': Reparative Boundary-Work in Nurse Practitioner Education." *Social Currents* 6(2): 105-120.
 - Comeau-Vallée, Mariline and Ann Langley. 2020. "The Inter- and Intra-professional Boundary Work in Multidisciplinary Teams." *Organizational Studies* 41(12): 1649-1672.
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Week 3: 20 & 23 September

Entry to Professional Schools & Labor Markets

Questions: So, you want to be a professional—how do you get into professional school and get hired? Why do some people want to become professionals? What is the worth of a university degree? What awaits new graduates seeking full-time employment in the labor market?

- Han, Siqu. 2021. "Reproducing the Working Class? Incongruence between the Valuation of Social-Emotional Skills in School and in the Labor Market." *Sociological Perspectives* 64(3): 467-487.
- Ciabattari, Teresa, Kathleen S. Lowney, Renee A. Monson, Mary Scheuer Senter, and Jeffrey Chin. 2018. "Linking Sociology Majors to Labor Market Success." *Teaching Sociology* 46(3): 191-207 ([Read only pages 193-7!](#)).
- Textbook: *Changing Contours of Work*, chapter 3 (Economic inequality, social mobility...).

- Optional video: *Getting a Job: Sociology Major and Beyond* (posted in this week's module) [duration=27 minutes]
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Week 4: 27 & 30 September

Becoming a Professional: Identity, Socialization, & Workplace Culture

Questions: How does professional formation lead to a shift in identity? What does it mean to say: "Learning to think like a lawyer" or "To be professional" or "In my professional opinion..."? Where does professional socialization take place? (e.g., in degree programs, placements/internships or on-the-job?)

- Williams, Christine L. and Catherine Connell. 2010. "Looking Good and Sounding Right: Aesthetic Labor and Social Inequality." *Work and Occupations* 37(3): 349-377.
- Seron, Carroll, Susan S. Silbey, Erin Cech, and Brian Rubineau. 2016. "Persistence is Cultural: Professional Socialization and the Reproduction of Sex Segregation." *Work and Occupations* 43(2): 178-214.
- Sierra-Arévalo, Michael. 2021. "American Policing and the Danger Imperative." *Law & Society Review* 55(1): 70-103.

Reminder: Friday 30 September is *National Day of Truth & Reconciliation* (Afternoon classes cancelled). Our Friday class is cancelled this week.

Reminder: Fill in the anonymous check-in survey on Q by 11:59 PM Sunday.

Week 5: 4 & 7 October

Getting Ahead in Professional Careers: Earnings, Promotions, & Precarious Work

Questions: Why do some professions receive greater rewards—money, prestige, autonomy, power—than other occupations? Which occupations are rated more highly than others by the public? What accounts for the persistence of low-wage occupations? What determines the elite, high paying specialties? Who gets promoted and why? Have careers become more diverse?

- Umney, C. and L. Kretsos. 2015. "That's the Experience: Passion, Work Precarity, and Life Transitions among London Jazz Musicians." *Work and Occupations* 43(3): 313-334.
 - Sheehan, Patrick. 2021. "Unemployment Experts: Governing the Job Search in the New Economy." *Work and Occupations* 48(4): 470-497.
 - Textbook: *Changing Contours of Work*, chapter 4 (Whose jobs are secure?)
 - The "elevator pitch." See: <https://onlinebusiness.northeastern.edu/master-of-business-administration-mba/knowledge/elevator-pitch-guide/pitch-examples/>
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Monday 10 October: Thanksgiving Day holiday

11-14 October: Fall midterm break

Week 6: 18 & 21 October

Job Quality, Job Satisfaction, & Meaningful Work

Questions: What do we mean by “job quality”? What are the different dimensions of job quality? What accounts for differences among and professionals in their levels of job satisfaction? What constitutes “meaningful work”? What are the forms of nonstandard work? Are we working longer hours than ever before?

- Rai, G. S. 2013. “Job Satisfaction Among Long-Term Staff: Bureaucracy Isn’t Always Bad.” *Administration in Social Work* 37(1): 90-99.
- Neely, Megan Tobias. 2020. “The Portfolio Ideal Worker: Insecurity and Inequality in the New Economy.” *Qualitative Sociology* 43: 271-296.
- Textbook: *Changing Contours of Work*, chapter 5 (A fair day’s work?)

Midterm test: consists of multiple-choice questions. The midterm test is scheduled for Tuesday 18 October (in class). The test covers weeks 1 to 5, inclusive.

Week 7: 25 & 28 October

Perils & Pressures of Work

Questions: How do workplace stresses, injuries and risks vary across occupations? How pervasive are workplace accidents? What policies and programs exist to prevent workplace injuries? How much stress do professionals endure? What strategies do professionals use to cope with and manage stress and health risks? What are the working conditions of migrant workers, child laborers, and workers in commodity chains?

- Wallace Jean E. 2017. “Burnout, Coping and Suicide Ideation: An Application and Extension of the Job Demand-Control-Support Model.” *Journal of Workplace Behavioral Health* 32(2): 99-118.
- Badawy, Philip J. and Scott Schieman. 2021. “With Great Power Comes Greater Stress? Authority, Supervisor Support, and Work-Family Strains.” *Journal of Marriage and Family* 83: 40-56.
- Pajovic, Vesna and Kim M. Shuey. 2021. “Patterns and Stratification of Stressor Exposure among Canadian Workers.” *Canadian Review of Sociology* 58: 86-104.

Essay 1 due by 11:59 PM Monday 24 October.

Week 8: 1 & 4 November

Work-Life Interface

Questions: Is professional work more demanding work? How do work and personal lives intersect and with what consequences for professionals? What are the challenges to achieving work-life balance? Are some jobs ‘family-friendly’?

- Fuller, Sylvia and C. Elizabeth Hirsh. 2019. “‘Family-Friendly’ Jobs and Motherhood Pay Penalties: The Impact of Flexible Work Arrangements Across the Educational Spectrum.” *Work and Occupations* 46(1): 3-44.

- Hjalmsdóttir, Andrea and Valgerður S. Bjarnadóttir. 2021. “‘I Have Turned into a Foreman Here at Home’: Families and Work-life Balance in Times of COVID-19 in a Gender Equality Paradise.” *Gender, Work and Organizations* 28: 268-283.

Essay 2 due by 11:59 PM Monday 31 October.

Week 9: 8 & 11 November

Diversity in the Professions

Questions: What explains the occupational segregation of men and women? Why are some occupations considered to be “women’s work” and others to be “men’s work”? How do racial minorities fare in the professions today? What should be the roles of government, business and labor in addressing discrimination and other work-related problems? Is there a ‘business case’ for diversity?

- Stojmenovska, Dragana, Thijs Bol, and Thomas Leopold. 2017. “Does Diversity Pay? A Replication of Herring (2009).” *American Sociological Review* 82(4): 857-867.
- Aslam, Awish and Wolfgang Lehmann. 2021. “The School-to-work Transitions of Second-generation Immigrant Youth.” *Canadian Review of Sociology* 58: 492-512.
- Textbook: *Changing Contours of Work*, chapters 6 (Gender chasms...) and 7 (Race, ethnicity, and work...)

Essay 3 due by 11:59 PM Monday 7 November.

Week 10: 15 & 18 November

A ‘Calling’: The Role of Service & Volunteering

Questions: Is a profession a “calling”? Have professionals lost their service orientation? Are professionals becoming simply “knowledge-based” or “expert” occupations? Do professionals have an obligation to provide access to services for disadvantaged groups (e.g., the poor, refugees, children, animals, victims of human rights violations, those injured and without medical insurance)? More generally, what motivates people to volunteer? Is it volunteering if it is “voluntold” or remunerated?

- Bunderson, J. S. and J. A. Thompson. 2009. “The Call of the Wild: Zookeepers, Callings, and the Double-Edge Sword of Deeply Meaningful Work.” *Administrative Science Quarterly* 54: 32-57.
- Lachance, Erik L. 2021. “COVID-19 and its Impact on Volunteering: Moving Towards Virtual Volunteering.” *Leisure Sciences* 43(1): 104-110.
- Kay, Fiona and Robert Granfield. 2022. “When Altruism is Remunerated: Understanding the Bases of Voluntary Public Service among Lawyers.” *Law & Society Review* 56: 78-100.

Essay 4 due by 11:59 PM Monday 14 November.

Reminder: Fill in the anonymous check-in survey on Q by 11:59 PM Sunday.

Week 11: 22 & 25 November

Autonomy, Ethics, and Commercialism

Questions: Are professions normative communities? Do professionals have their own codes of ethics? What does it mean to be a self-regulating profession? How effective are the professions at controlling misconduct? What role have unions played in securing protections and compensation for workers? How is work being reconfigured today? What problems do platforms raise for regulators, workers, and competitors in the conventional economy?

- Adams, Tracey L. 2020. “‘This Happens All the Time’: Organizations, Rationalization and Ethical Dilemmas in Engineering.” *Work, Employment and Society* 34(6): 985-1003.
- Steven Vallas and Juliet B. Schor. 2020. “What Do Platforms Do? Understanding the Gig Economy.” *Annual Review of Sociology* 46(1): 273–94.
- Textbook: *Changing Contours of Work*, chapter 8 (Reshaping the contours of the new economy)

Week 12: 29 November & 2 December

Retirement: Bridges into Retirement & Continued Employment

Questions: When do people retire? Do professionals ‘bridge’ out from full-time careers with part-time positions, contract work, and new ventures? How many people continue to work after traditional retirement age of 65? Is ‘freedom-55’ common? Is the workplace a chilly climate for older workers?

- Komp, Kathrin. 2018. “Shifts in the Realized Retirement Age: Europe in Times of Pension Reform and Economic Crisis.” *Journal of European Social Policy* 28(2): 130-142.
- Kalenkoski, Charlene M. and Sara Helms McCarty. 2021. “In or Out or Somewhere in Between? The Determinants of Gradual Retirement.” *Journal of Family and Economic Issues* 42: 387-394.

Final examination during exam schedule

SUGGESTED TIME COMMITMENT

Students can expect to spend approximately 8 to 10 hours a week in class and studying for this course. This will include the time you spend in class, studying course material, and completing homework or preparing for your larger assignments and exams. You are encouraged to use a term at a glance and a weekly study schedule (visit [SASS](#)) that distributes the 8-10 hours per week and avoid ‘cramming’. This way you will be more likely to complete the course successfully and remember what you learned longer.

TIMING OF FINAL EXAMINATIONS

The exam dates for each Term are listed on the Faculty of Arts and Science webpage under [Important Dates](#). Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday; they are posted on the Friday before Reading Week for the

Winter Term and for the summer term, they are individually noted on the Arts and Science Online syllabi. **Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations.**

ASSESSMENT

| Component | % | # | Topics | Due date |
|---|----------|---|---|------------------------------|
| Short exercises (Quiz onQ) | 5% bonus | | | Each week by 11:59 PM Sunday |
| Midterm test | 25 | | | Tuesday 18 October in class |
| Essay assignment 4 options Choose one essay | 35 | 1 | What's to like (or not) about this job? | 11:59 PM Monday 24 October |
| | | 2 | Professional training and work issues | 11:59 PM Monday 31 October |
| | | 3 | Balancing work and family | 11:59 PM Monday 7 November |
| | | 4 | Workplace climate | 11:59 PM Monday 14 November |
| Final exam | 40 | | | Exam schedule |
| Total | 100 | | | |

- **Short exercises:** involve responding to 1-3 questions that address the week's readings and lectures. A paragraph in response to each question is sufficient. These are simple exercises that offer students an opportunity to apply what they have learned in class that week. You will be able to read and respond to the questions using Quiz function onQ. A grading rubric is posted onQ to help guide you. The weekly exercise is optional and worth a bonus of up to 5% in the course! Complete as many or as few of the weekly exercises as you like.
- **Midterm test:** consists of multiple-choice questions. The midterm test is scheduled for Tuesday 18 October (in class). The test covers weeks 1 to 5, inclusive.
- **Essay assignment:** is 15 pages in length (double-spaced). There are 4 different essay assignments (choose by topic or by the due date that you prefer). Students write only ONE essay!
- **Final exam:** consists of multiple choice, short answer, and essay style questions. The exam is 3 hours in duration. The exam takes place during the final exam schedule. The exam covers the entire semester.

GRADING METHOD

Queen's Official Grade Conversion Scale

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

| Letter Grade | Percentage | Grade Point Equivalent | Description |
|--------------|--------------|------------------------|---|
| A+ | 90-100 | 4.3 | Exceptional, outstanding, and excellent / superior performance. Normally achieved by a minority of students. Work shows mastery of subject matter, offers original insight, and/or goes beyond course expectations. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter. |
| A | 85-89 | 4.0 | |
| A- | 80-84 | 3.7 | |
| B+ | 77-79 | 3.3 | Very good, good, and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in another area. Work indicates a good command of the skills needed to work with course material, and full engagement with course requirements and activities. |
| B | 73-76 | 3.0 | |
| B- | 70-72 | 2.7 | |
| C+ | 67-69 | 2.3 | Satisfactory or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter. Adequate comprehension of course material and the skills needed to work with the course material. Student has met basic requirements for completing assigned work. |
| C | 63-66 | 2.0 | |
| C- | 60-62 | 1.7 | |
| D+ | 57-59 | 1.3 | Marginal performance. Wrote final examination and completed course requirements. Work indicates minimal command of the course materials and/or minimal participation in class activities. Some serious difficulties. Minimal pass. |
| D | 53-56 | 1.0 | |
| D- | 50-52 | 0.7 | |
| F | 49 and below | 0.0 | Failure is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit toward the degree. |

COURSE FEEDBACK

Early in the course (week 4), students will be invited to complete an anonymous survey on Q. The survey solicits feedback that will enable the instructor to make adjustments to improve the learning environment for you *while you are in the course!*

TIPS FOR SUCCESS

Asking questions: Students are welcome to ask questions in class and during posted office hours. If you wish to discuss a matter specific to you (for example, missing a test, disability

accommodation, help with a written assignment), please come by my office. I like talking with students and I would rather help you in person than send e-mail replies.

Class notes: If you miss class, ask to copy the notes from one of your classmates. Then see me to clarify anything you do not understand. I am happy to assign supplementary readings in the event of missed classes.

Grading: At the end of the semester, I compute a total score for each student (for example, 83.5 out of 100 possible points). I then make cut-points for the grades based on the class distribution of scores. I try to ensure that students who do all the readings, attend the class and participate actively can generally earn grades of B or better in my classes. Skipping readings or class is almost certain to hurt your grade.

Reading: You should expect to read and understand about 75-120 pages weekly. This is an upper-level course and the readings are challenging (but really interesting!).

POLICIES

Late Policy

In acknowledging the challenges associated with university studies and pandemic, I want to be flexible to accommodate students who are overwhelmed and having difficulty getting assignments in on time, but I need to set some time limits so that your progress in the course is not hindered and so I can offer timely feedback and assessments. You can hand in your essay assignment on the original due date listed in the course syllabus and receive a bonus reward of 1% to your final grade. If you hand in your essay after the original due date but before the flex deadline (one week later), you will not be penalized.

Here is an example of how the system will work: Essay 2 (Professional training and work issues) is due by 11:59 PM Monday 31 October via onQ. If submitted by 11:59 PM Monday 31 October via onQ, you will receive a 1% bonus added to your final grade. Otherwise, you have until 11:59 PM Monday 7 November (a week later) with no penalty. After the flex period (11:59 PM Monday 7 November), a 5% per day late penalty, including weekend days, applies.

The flex period is available to all students—no documentation is required. Short term academic consideration is therefore built into the essay assignment due dates and will not be extended past this flex period.

Remember too, there are 4 essay assignments with 4 unique due dates. You can choose which one to write based on topic (that interests you) or due date (that fits your schedule).

Advice: I recommend you aim to upload your assignment at least one hour prior to the deadline to avoid technical difficulties and late penalty.

Note: Requests for extensions and deferred exams require students come see me in my office to make arrangements (unless hospitalized or too ill to leave home—in which case, come see me when you recover).

Student number rather than name on essay assignment: I typically grade papers and exams anonymously (by student identification numbers rather than names) to avoid favoritism or other biases. Universal standards and strict deadlines are the best way I know to provide equal opportunities to all students.

ESSENTIAL REQUIREMENTS

Completion of the three core components is required to pass the course, regardless of grade. Failure to write the essay, midterm or final exam will result in a failing grade. Completion of the weekly short exercise is entirely optional (Students can earn 100% without completing the exercise quizzes).

CLASSROOM (AND ONLINE) ETIQUETTE

University is a place to share, question, and challenge ideas. Each student brings a different set of lived experiences. You can help to create a safe, respectful place for learners by promoting the following guidelines:

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on other people's lives and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's alright to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

THIS COURSE USES UNIVERSAL DESIGN FOR LEARNING—WHAT DOES THAT MEAN?

Universal Design for Learning is a framework for designing courses that removes barriers to learning wherever possible, and that moves beyond physical concerns to consider all aspects of the learning environment. So, what does this look like in our course?

I provide foundational knowledge through lectures that integrate theory, empirical applications, and policy. The lectures bring together themes from readings and situate the readings in a broader disciplinary context.

I teach to different learnings styles by presenting content in a variety of ways (e.g., lectures, readings, videos, and podcasts) and providing different types of assessments (e.g., short exercises, choice of essay assignments, and tests with combination of question formats).

I make expectations very clear. These are laid out in the syllabus. OnQ also provides modules to guide you.

I ensure course content has utility and relevance. In this course, you will read about contemporary research studies, view current data trends, and hear the lived experiences of professionals and workers more generally in the labor market. The assignments have been designed for you to apply what you are learning about the sociology of professions and occupations to workplace innovations and policies. Written assignments invite evaluation and self-reflection.

I build flexibility into the due dates in this way: There are 4 essay topics with 4 different due dates (plus a flex week!). Choose by topic or due date—whatever works best for you as a student in this course. Beyond this flexibility, **due dates are firm** in fairness to all students in our course.

I foster an accepting and supportive classroom climate. I invite active participation and questions during class. I also invite you to meet with our teaching assistants or myself in office hours for any help you need.

I rarely send announcements: I think students are bombarded with messages. I will rarely send announcements via onQ or email.

CONTACTING THE TEACHING TEAM

Use your Queen's email address to communicate with the teaching team. Teaching assistant office hours and contact information are posted on the course onQ (and page 1 of this syllabus).

Treat email as you would any professional correspondence—be polite; address your email with a greeting (e.g., “Dear Professor Kay”); sign your email with a salutation (“Sincerely”) and your full name. In the subject heading make reference to the course number and topic of your message (e.g., “SOCY305, request for meeting”). When you receive a reply, acknowledge receipt by saying “Thank you for your help” (if a question is answered) or stating agreement (if a meeting time is set). These basic communication skills will be an asset to you in your career beyond university.

Use class time and office hours to discuss course content; use e-mail to book an appointment outside office hours if you have a class conflict with office hours. I strive to respond to e-mail messages within 2 working days (48 hours) except weekends.

ACCOMMODATIONS FOR DISABILITIES

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at [Senate in November 2016](#). If you are a student with a disability and think you may need academic

accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the [QSAS website](#).

ACADEMIC CONSIDERATION FOR STUDENTS IN EXTENUATING CIRCUMSTANCES

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to:

- Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)
- Responses to traumatic events (e.g., death of a loved one, divorce, sexual assault, etc.)
- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the [portal where a request can be submitted](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

For guidance on **submitting requests**, please see refer to the Resource Guides available on the [Academic Consideration website](#) under "Applying for Academic Consideration."

N.B: The COVID-19 pandemic is an evolving situation. If you have symptoms or are deemed a close contact of someone with COVID, please access our COVID-Related Absence Reference Guide on the [Academic Consideration website](#). This guide will provide you with information on applying for consideration, the types of documentation (including non-medical documentation) you can use to support your request, as well as insight into how the Faculty office will assess these requests.

If you need to request academic consideration for this course, you will be required to provide the following name and email address to ensure it reaches our team accordingly:

Instructor's name: Dr. F. Kay

Instructor's email address: kayf@queensu.ca

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their Professors/Course Coordinators as soon as possible once Consideration has been verified. Any delay in contact may limit the Consideration options available.

Please follow up with me using email within 2 days of receiving verification of your Consideration request.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see the Faculty of Arts and Science Academic Consideration website.

Short version from Dr. Kay: If you are ever in doubt about whether you are eligible for an extension, please reach out to me. I would much rather hear about a case where I cannot grant an extension than not hear about a case where I can grant an extension.

ACADEMIC INTEGRITY

University standard version: Queen's students, faculty, administrators and staff all have responsibilities for upholding the [fundamental values of academic integrity](#); honesty, trust, fairness, respect, responsibility and courage. These values are central to the building, nurturing, and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the [Senate Report on Principles and Priorities](#)).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see [Academic Regulation 1](#)), on the [Arts and Science website](#), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery, use of forged materials, contract cheating, unauthorized use of intellectual property, unauthorized collaboration, failure to abide by academic rules, departure from the core values of academic integrity, and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions appropriate to the severity of the departure that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Please note that we have had issues in the past with unintended plagiarism in this course. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>
- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
- http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Short version from Dr. Kay: You do not need to cheat. You do not want to cheat. Very bad things will happen if you cheat. Do not cheat.

COPYRIGHT OF COURSE MATERIALS

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the instructor's intellectual property. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for

distribution (including note sharing sites), posting, sale or other means of dissemination without the instructor's *express consent*. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

TURNITIN STATEMENT

This course uses Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely to detect plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to select the authenticity of work as a part of a larger process.

OTHER GRADING MATTERS

Grade Reappraisal: If you wish to have an assignment re-graded, I encourage you to first meet with your assigned teaching assistant to go over the essay. Our teaching assistants are happy to provide feedback after essay completion. If after meeting with your teaching assistant, you feel the essay merits a higher grade, you may submit a written request via email to me outlining why you think the assignment deserves a different grade (*Helpful tip:* try to craft a paragraph that highlights the strengths of your assignment so I can read the assignment in a new light). The request must reference the comments provided. Please note, the grade can go up, down or stay the same. Grade reappraisals must be submitted within 2 weeks of the grade posting onQ.

Re-writes and Supplemental Work: There are no re-writes on exams in this class and no extra credit work will be given. These practices violate university regulations and are unfair to other students.
