Sociology 303
Sociology of Professions and Occupations
Winter 2017
Tuesdays 11:30 AM to 12:50 PM and Fridays 1:00 to 2:20 PM
Mackintosh-Corry Hall, Room B-201

Professor: Dr. F. Kay
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Telephone: 533-6000 ext. 74486
Office Hours: 1:00 to 3:00 PM Tuesdays (or by appointment)
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Alexandra Cieslowski, 9acc58@queensu.ca

COURSE DESCRIPTION: This course offers an introduction to theories and empirical studies on 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, career advancement, workplace interaction and culture, job satisfaction, demographic diversity, social service, and other aspects of occupations and professions from the late nineteenth century to the age of globalization.

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 in order to understand those changes? This course considers the sociological theory and research that has addressed these questions, from the mid-twentieth century to today.
**PREREQUISITES:** Sociology 122 (Introductory Sociology) or equivalent.

**LEARNING OBJECTIVES**
The main goal of this course is to foster an understanding of the professions and the sociology of work and occupations more broadly.

My teaching goals are for students to:
- *Become familiar* with a variety of research questions and empirical studies of issues related to work and occupations.
- *Think about* how these research questions are related to more general theories of work, social organization, and institutions.
- *Understand* how professions and occupations are currently conceived of in terms of expert knowledge, market control, professional orders, and codes of conduct.
- *Critically read, analyze, and write* about sociological (both theoretical and empirical) literature on the professions and occupations.
- *Consider various social and economic policy initiatives* by which problems related to work might be addressed.
- *Apply* course material to real work and daily life examples.

**REQUIRED READINGS**


There is also a collection of articles and book chapters. These readings are available on Q and in the Queen’s library system. A reading list is provided on the following pages.

**RECOMMENDED BOOKS** (Good general references for those feeling a bit lost)


EVALUATION

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<thead>
<tr>
<th>Requirement</th>
<th>Proportion</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>weekly in class</td>
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<tr>
<td>Midterm exam</td>
<td>25%</td>
<td>14 February 2017</td>
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<tr>
<td>Essay 1 or 2</td>
<td>25%</td>
<td>7 March 2017</td>
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<tr>
<td>Final exam</td>
<td>40%</td>
<td>April 2017 exam schedule</td>
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DETAILED REQUIREMENTS

Participation (short assignments): Come to class prepared to discuss the week’s readings. Participation will be in the form of short writing assignments, group project discussions and quizzes that address assigned reading material. I will drop your lowest 2 scores from the grade calculation (or you may elect to skip 2 assignments in the event of missed classes). These assignments are worth 10% of the final grade.

Midterm exam: The midterm exam is scheduled during regular class time and consists of multiple choice and short answer questions. The midterm exam is worth 25% of the final grade.

Essay: The assignment is 15 pages in length (double-spaced). The questions ask you to integrate, reflect on, and apply the issues, theories and research findings in the readings and lectures. You will need to do some additional research. There are two different assignments (choose the topic that you prefer). The essay is worth 25% of the final grade.

Final exam: The final exam consists of multiple-choice and short answer questions. The exam is 3 hours in duration. The exam covers the entire semester and is worth 40% of the final grade.

COURSE POLICIES AND FRIENDLY REMINDERS

- **Fairness**: 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.

- **Exams**: The midterm exam is 14 February 2017 during regular class time, and the final exam will be set by the university. If you have other plans for these dates (weddings, holidays, etc.), you cannot take this course at this time. If others have plans for you (your parents booked your ticket without telling you), you will not be allowed to reschedule your exam.

- **The assignment**: is due in class on 7 March 2017. If you meet this deadline, you will receive one bonus mark over the assigned mark. If you need extra time, your paper is due in class on 14 March 2017 (no bonus mark). I strongly encourage you to aim for the first deadline and start this assignment well in advance of the deadline. Extensions beyond the 14 March 2017 deadline, if granted, will be granted only with a penalty.
• **Make-up process for a missed class:** In order to make up for any in-class work during a missed day of class, you may see me to complete a short assignment. This assignment must be submitted within 2 weeks of the missed class. The assignment consists of a 1,000 word summary and analysis of a designated research article in the field of sociology of work and professions. The option is available to all students and no documentation is required to receive the assignment and extension.

• **Class notes:** If you miss class, copy the notes from one of your classmates. Then see the teaching assistant or myself to clarify anything you do not understand. I am happy to assign supplementary readings in the event of missed classes. I will make topic outlines available on Q.

• **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 reading, attend lectures, and participate actively can generally earn grades of B or better in my classes. Blowing off readings or lectures is almost certain to hurt your grade.

• **Attendance:** I do not take attendance in class, but missing lecture more than twice is likely to compromise your ability to succeed in the course.

• **Reading:** This is a reading-intensive upper-division course. You should read and understand about 60 to 100 tough pages weekly. The readings are not typically repeated in lecture and the lectures are not duplicated in the readings. Lectures and readings complement each other.

• **Reaching us:** I encourage students to post questions to the class discussion board on Q. Often other students have the same question or concern. The teaching assistant and I will respond regularly to questions on this platform, benefiting all students with shared information.

• **Reaching me with questions specific to you:** You will need to visit my office for questions regarding disability accommodations, missed classes, and extensions. Use e-mail to request an appointment outside posted office hours (and note “SOCY303” in the subject line).

• **Plagiarism/academic:** You do not need to cheat. You do not want to cheat. Bad things will happen if you cheat. Do not cheat.

• **Detailed department/university policies** (attached).
COURSE READING SCHEDULE
SOCIOLOGY 303: SOCIOLOGY OF PROFESSIONS AND OCCUPATIONS

*Indicates required readings. Other readings listed are recommended.

Week 1
10 and 13 January
Introduction: Sociology of Work, Occupations and Professions

Questions: What do we mean by the concepts of jobs, occupations, organizations, industries, and classes? What have been the main changes to occupations in the 20th century? How are occupations likely to continue to change in the 21st century?

10 January: Changing occupational structure


13 January: Theory and definitions in work and occupations
*Volti book, chapters 1-3 & 15.


Week 2
17 and 20 January
Knowledge claims

Questions: Does a claim to expert knowledge define a profession? Are there other occupations that are justified in claiming knowledge and ability?

17 & 20 January: Expert knowledge claims
*Volti book, chapter 5.


Week 3
24 and 26 January
Professional Status and Professionalization
*Questions: Why are some occupations designated as professions and others not? When does an occupation become a profession?*

24 & 26 January: Becoming a profession


Week 4
31 January and 3 February
Professions as Monopoly: Market Control and Jurisdictional Conflicts
*Questions: Why do professions receive greater rewards—money, prestige, autonomy, power—than other occupations? Which occupations are rated more highly than others by the public? How stable are these rankings over time? What accounts for the persistence of low-wage occupations? Is their competition between the professions?*

31 January: Professions as monopoly

3 February: Jurisdictional conflicts
Week 5  
7 and 10 February  
Entry to Professional Schools and Labor Markets  
*Question*: So you want to be a professional—How do you get into professional school and get hired?

**7 February: Entry to professional schools**  


**10 February: Hiring and labor markets**  
*Volti book, chapter 7.*


Week 6  
14 and 17 February  
Becoming a Professional: Identity and Socialization  
*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 or on-the-job?)

**14 February: Midterm test in class.**

**17 February: Identity and socialization**  
*Volti book, chapter 8.*


Week 7
21 and 24 February
Reading Week
*No assigned readings

Week 8
28 February and 3 March
Getting Ahead in Professional Careers
Questions: What matters for moving up career ladders? What determines the elite, high paying specialties? Who gets promoted and why?

28 February & 3 March: Promotions and careers


Week 9
7 and 10 March
Job Quality, Job Satisfaction, and Work-Life Balance
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”? Is professional work more demanding work? How do work and personal lives intersect and with what consequences?

7 March: Job quality and job satisfaction


10 March: Work-life balance

Week 10
14 and 17 March
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?

14 March: Essays 1 & 2 due in class.

14 & 17 March: Ethics & Self-regulation


Week 11
21 and 24 March
A Calling: The Role of Service
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)?

21 March: A ‘calling’ to the profession

24 March: Service orientation of professions (access to justice, healthcare)
Week 12
28 and 31 March
Diversity in the Professions and the Business Case for Diversity
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”? On what basis were women and racial/ethnic minorities banned from the professions? 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?

28 March: Diversity in the workplace


31 March: Policies aimed at curbing discrimination


Week 13
4 and 7 April
Contemporary Changes: Bureaucracies, Autonomy, and Globalization
Questions: How has the changing organizational context of professional work changed the structure and operation of professional occupations? Have physicians, accountants and lawyers lost their autonomy? Do professionals increasingly work in bureaucracies? How has globalization changed the way professionals do their work?

4 April: Bureaucracies

7 April: Globalization


Final examination: April exam schedule.
ESSAY 1: What’s to like (or not) about this job?

Due: 7 March 2017 in class

Choose an occupation that you would like to know more about. You can focus on a specific job within the occupation or an occupation overall. If you choose a specific job, be sure to discuss it in relation to its broader occupational context.

Part 1: Job Context: Your paper should include a definition of the job or occupation, what kind of work is involved, and a brief historical overview (e.g., How and why did this job/occupation come about? What changes have occurred and why?).

Part 2: Demographics of the Job: You should discuss the following in the Canadian context:
1) Demographic composition (gender, race/ethnicity, age, etc.). Has it changed over time?
2) General training and compensation data (salary/wage range) for this type of work. You may refer to Statistics Canada or if the job requires registration or membership, their association home page.

Part 3: Job Issues: What you see as one or two important issues this job/occupation faces and why? These issues may be identified by someone in the job, a newspaper article, websites linked to the job or a research article on this occupation (or job). Refer to at least two academic journal articles that discuss this issue and discuss their relevant findings in your paper. The sample questions below may help you think about these issues in relation to the topics covered in the course. Discuss what strategies or solutions you propose to address these issues or how would you “reconstruct” this job/occupation for the future in relation to the issues you raise.

Below are some typical issues that you may choose to examine through your research:
1) Satisfaction and Alienation: What are the most satisfying or alienating/stressful aspects of this job? Are there health or safety issues that affect this job/occupation or those who hold it? Can a worker make a reasonable living? If not, discuss. Does it offer other intrinsic rewards? What other compensation issues arise?
2) How Technology Influences Work: How is this job typically organized and how does technology influence this type of work? Is this job highly skilled? Is this job/occupation generally “upgrading” or “deskilling”? To whom is this job/occupation responsible? Is it closely supervised or not? How much autonomy? What appear to be the job/occupational trends for the future?
3) Class, Race and Gender: Does this job seem to be equally represented by gender and a diversity of ethnic/racial groups or does one gender or race/ethnic community seem to be dominant? How does this impact on the work experiences of those under-represented groups? Has the workforce changed in any major way (e.g., demographics, education, etc.)? Do any inequalities exist in this job/occupation? (e.g., discrimination, harassment, tokenism, exploitation, abusive practices, systemic advantages, disadvantages)?
4) Work and Family: What are the challenges of balancing the demands of this job with having a family? What time commitment does this job/occupation take? Does it allow for flexibility in scheduling? How compatible is this job/occupation with family/childcare responsibilities? How conducive is it to nontraditional work patterns or arrangements?
Use your course readings and lecture material where relevant to help you discuss the issues you have chosen. **You will need to do some outside reading on your job/occupation.** How many sources you need depends on what issues you choose to cover, and how comprehensive the sources are. Be sure to cite whatever sources you use. You may find the following journals helpful for finding academic journal articles: *Work and Occupations, Journal of Vocational Behavior, Journal of Organizational Behavior, Administrative Science Quarterly,* and *Work, Employment and Society.*

The essay (the bibliography does not count in the page limit) represents 25% of course grade. I will evaluate how well you can apply course concepts and material to analyze key topics or issues in relation to a job/occupation and the issues you examine.

**Formatting Requirements**

**Length:** Maximum of 15 pages, excluding list of references (strictly imposed).

**Font:** Use Times New Roman font 12 (which is what this is).

**Page Numbers:** Insert page numbers.

**Spacing:** Double-space all of the text.

**Margins:** Use default margins (2 cm).

**References:** Use A.S.A. format.

**Cover page:** Be sure to include your student ID number (check it twice) in the TOP RIGHT corner of the page. Elsewhere on the cover page include a title for your paper, course number and title, instructor’s name, and date.
ESSAY 2: Professional Training and Work Issues

Due: 7 March 2017 in class

For this project you will select one profession and you will address the questions below about your profession of choice. Possible professions include: physician, veterinarian, lawyer, accountant, engineer, dentist, scientist, architect, teacher, registered nurse, registered social worker (if your profession of interest is not on the list, see me for approval). Your paper should include a definition of the profession and a description of what kind of work is involved.

Part 1: Training, Education and Certification: This information is to be based on university degree requirements as well as mandatory training or qualifying exams of the Provincial Association for your chosen profession. Provide a summary of the following information on the requirements for:

1) applying to the program (e.g., standardized exam scores, GPA, years of undergraduate training or degree, and other considerations—for example, moral character);
2) completing the program (e.g., length of program, costs, practicum component);
3) Provincial membership certification or licensure (e.g., standardized examination, special ceremony, continuing education). Are there any requirements that surprised you?

Part 2: Demographics of the Profession: Using the same web pages, or possibly the Canadian Association website or Statistics Canada, collect information on the Ontario or Canadian membership of your chosen profession. Examples include: the number of members, average salaries and breakdowns of where they work (e.g., by specialty or employment setting), gender and/or racial/ethnic composition, age or years of experience of members, and foreign trained representation if available. Indicate whether any of these demographics have changed over time.

Part 3: Professional Issues: From the provincial and/or national association web pages, identify what you think are two important issues this profession faces and why. These issues might include: recruitment in general or of specific types of members (e.g., women, international recruits), recruitment to specific areas (e.g., more needed in certain specialties, employment settings or locations), or member stress/wellness. Refer to at least two academic journal articles that discuss this issue and discuss their relevant findings in your paper. Discuss whether you think this issue is unique to this particular profession. Discuss what strategies or solutions you would propose or how you might change or reconstruct this occupation for the future in relation to the issues you raise.

Use your course readings and lecture material where relevant to help you discuss the issues you have chosen. You will need to do some outside reading on your job/occupation. How many sources you need depends on what issues you choose to cover, and how comprehensive the sources are. Be sure to cite whatever sources you use. You may find the following journals helpful for finding academic journal articles: Work and Occupations, Journal of Vocational Behavior, Journal of Organizational Behavior, Administrative Science Quarterly, and Work, Employment and Society.
The essay (the bibliography does not count in the page limit) represents 25% of course grade. I will evaluate the presentation of your data, the clarity and logic of your analyses, and the completeness of your project.

**Formatting Requirements**

**Length:** Maximum of 15 pages, excluding list of references (strictly imposed).

**Font:** Use Times New Roman font 12 (which is what this is).

**Page Numbers:** Insert page numbers.

**Spacing:** Double-space all of the text.

**Margins:** Use default margins (2 cm).

**References:** Use A.S.A. format.

**Cover page:** Be sure to include your student ID number (check it twice) in the TOP RIGHT corner of the page. Elsewhere on the cover page include a title for your paper, course number and title, instructor’s name, and date.
A REMINDER OF OTHER POLICIES

Make-up Examinations:
Arrangements for special examinations may be made directly with the professor. Circumstances for missing an exam include, but are not necessarily limited to: verified illness, participation in athletic events or other group activities sponsored by the university, serious family emergencies, subpoenas, jury duty, military service, and religious observances. It is the responsibility of the student to notify the instructor of such circumstances as far in advance as possible.

Essay Extensions:
All requests for an essay extension due to health reasons or family emergency (such as death of a family member) must be accompanied by official written documentation. This is in fairness to all students in the class.

Final Exam:
As noted in Academic Regulation 8.2.1, “the final examination in any class offered in a term or session (including Summer Term) must be written on the campus on which it was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office.” The exam period is listed in the key dates prior to the start of the academic year in the Faculty of Arts and Science Academic Calendar and on the Office of the University Registrar’s webpage. A detailed exam schedule for the Fall Term is posted before the Thanksgiving holiday; for the Winter Term it is posted the Friday before Reading Week, and for the Summer Term the window of dates is noted on the Arts and Science Online syllabus prior to the start of the course. 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.

There are no re-writes on any exams in this class and no extra credit work will be given. If you anticipate any difficulties meeting any of the class requirements, please make sure to discuss your concerns with the professor before the deadline.

Accessibility
Queen’s University is committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. Your course syllabus, assignments and exams are available in an accessible format or with appropriate communication supports upon request. Please contact me directly.

Academic Accommodation:
Queen’s University is committed to achieving full accessibility for persons 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 of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: http://www.queensu.ca/studentwellness/accessibility-services/

E-mail: Place “SOCY303” in the subject line. When sending e-mail messages, remember to address the recipient by name, sign the e-mail note with your full name, use your Queen’s e-mail account, and use full words and sentences for clarity of expression. Treat e-mails as you would any other professional communication.

Classroom etiquette:
- You are entitled to a good learning environment in the classroom. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave.
- Students are to use laptops only for note-taking. Do not text, check e-mail or surf the internet during class. This disrupts other students’ learning and is disrespectful to me.
- Videotaping and recording lectures is strictly forbidden without written permission in advance from the instructor.
Copyright of Course Materials (lectures and power point slides):
This material is designed for use as part of SOCY303 at Queen's University and is the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright here: http://library.queensu.ca/copyright.

Academic Integrity:

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see wwwacademicintegrity.org). 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 http://www.queensu.ca/secretariat/policies senate/report-principles-and-priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/ regulations/academicregulations/regulation-1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery 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 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.

The Freedom of Information and Protection of Privacy legislation disallows the practice of having students retrieve assignments and exams from a public place (e.g., outside a professor’s office, the department office, etc.) or posting grades on office doors or via e-mail. Examination results must be returned to students individually. Students can retrieve their tests and essays from their Teaching Assistant in class and at my office.

Grade Reappraisal: Within two weeks of the date of the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one’s mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

Posting of Grades: The Freedom of Information and Protection of Privacy legislation disallows the practice of having students retrieve assignments and exams from a public place (e.g., outside a professor’s office, the department office, etc.) or posting grades on office doors or on-line. Assignments and examination results must be returned to students individually, during class or during the professor’s office hours.

Useful websites at Queen’s University
Peer Academic Support Service: http://www.queensu.ca/artsci/pass
Faculty of Arts & Science Advising Services & Resources: http://www.queensu.ca/artsci/advising/index.html
Health, Counseling & Disability Services: http://www.queensu-hcds.org/
The Ban Righ Foundation: http://www.queensu.ca/dsao/ind/banrighmain.htm
International Centre: http://www.queensu.ca/quic
The Writing Centre: http://queensu.ca/writingcentre
Arts & Science Undergraduate Society (ASUS): www.asus.queensu.ca/acsfacts
Queen’s Official Grade Conversion Scale

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