Sociology 305
Sociology of Professions and Occupations
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Winter 2019
Mondays 11:30 AM to 12:50 PM and Thursdays 1:00 to 2:20 PM
Kinesiology 101

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Office Hours: 1:00 to 3:00 PM Mondays (or by appointment)
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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.

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 the sociological theory and research that has addressed these questions.
**PREREQUISITES:** Sociology 122 (Introductory Sociology) or equivalent.

**STUDENT 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.
- *Gain foundational knowledge* concerning important concepts and causal relationships that will help you make sense of professional work and its role in society.
- *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.

**COURSE SCHEDULE**

**Week 1: 7 & 10 January**

**Changing Nature of Work: Bureaucracy, Technology, & Globalization**

*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? How are technology and globalization impacting contemporary work?

*Readings:*

  Volti book, chapters 4-6 (1-3 are nonessential background reading).

**Week 2: 14 & 17 January**

**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?

**Readings:**

**Week 3: 21 & 24 January**

**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?

**Readings:**

**Week 4: 28 & 31 January**

**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 or on-the-job?)

**Readings:**
- Volti book, chapter 8.
Week 5: 4 & 7 February

Getting Ahead in Professional Careers: Earnings & Promotions
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 matters for moving up career ladders? What determines the elite, high paying specialties? Who gets promoted and why?

Readings:


Week 6: 11 & 14 February

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”?

Readings:
Volti book, chapter 11.


Week 7: 18-22 February

Family Day & Reading Week
*No assigned readings
**Week 8: 25 & 28 February**

**Work & Stress: Coping & Health**

*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?*

*Readings:*
- Volti book, chapter 12.

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**Week 9: 4 & 7 March**

**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?*

*Readings:*

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**Week 10: 11 & 14 March**

**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”? On what basis were women and racial/ethnic minorities barred 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? Is there a ‘business case’ for diversity?*

*Readings:*
**Week 11: 18 & 21 March**

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)?

*Readings:*


**Week 12: 25 & 28 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?

*Readings:*


**Week 13: 29 March & 2 April**

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?

*Readings:*


*Final examination during exam schedule (11-27 April)*
**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. Readings are listed in the course schedule (prior pages).

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


**Grading Scheme**

<table>
<thead>
<tr>
<th>Component</th>
<th>%</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short exercises</td>
<td>10</td>
<td>in class each week</td>
</tr>
<tr>
<td>Essay assignment</td>
<td>45</td>
<td>14 February, 28 February, or 11 March</td>
</tr>
<tr>
<td>Final exam</td>
<td>45</td>
<td>April 2019 exam schedule</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
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<tr>
<td>B+</td>
<td>77-79</td>
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<tr>
<td>B</td>
<td>73-76</td>
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<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
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<tr>
<td>C</td>
<td>63-66</td>
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<tr>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
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<tr>
<td>D</td>
<td>53-56</td>
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<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>

**Late Policy**

**Essay:** Please note that there are 3 essays with 3 different due dates in this course. Choose the topic that you prefer (or choose by the due date that you prefer). Late essays will receive a deduction of 10% per week late. I find this works to students’ benefit—if you need extra time, it’s better to have a full week and a single deduction rather than day-by-day point deductions. Essays will not be accepted after 2 weeks late without medical or other official documentation.

**Exercises:** If you miss class when there is an in-class exercise, you have the option to make up the missed marks by completing a 1,000-word (about 2 pages single-spaced or 4 pages double-spaced) assignment. ‘Make-up’ assignments are available from the professor. The make-up
assignment is due 2 weeks from the date of the missed assignment and is to be handed in (paper copy) at the start of class. Assignments will not be accepted after this 2 week period.

The short assignment is intended to compensate for missed class time. This option is available to all students – whether they were ill or not. No documentation or reason for the absence is required.

**Final exam:** To defer the final exam students must apply directly to the Faculty of Arts/Science student advising office. Deferred exams will be granted if it is determined that just cause is shown by the student. Official written documentation is required. This is in fairness to all students. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a separate test date. Without appropriate documentation or a university valid reason for missing an exam, you will receive a zero for that portion of your grade.

**OTHER GRADING MATTERS**

**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. Grades for short exercises will be posted on Q each week.

**ACADEMIC INTEGRITY**

Queen’s students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see [www.academicintegrity.org](http://www.academicintegrity.org)) and by the quality of courage. These values and qualities 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.

Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at Integrity@Queen's University, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.
ACADEMIC INTEGRITY (SHORT VERSION): You do not need to cheat. You do not want to cheat. Very bad things will happen if you cheat. Do not cheat.

TURNITIN
Queen’s University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content, and Turnitin 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 determine the authenticity of work as a part of a larger process.

COPYRIGHT OF COURSE MATERIALS (lectures, power point slides, syllabus, assignments)
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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. SOCY305 is available in an accessible format or with appropriate communication supports upon request. Please contact me directly at my office.

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/

ACADEMIC CONSIDERATION FOR STUDENTS IN EXTENUATING CIRCUMSTANCES
The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf) was approved in April, 2017. Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. 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 they submit a request at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools should refer to the protocol for their home Faculty.

LOCATION AND TIMING OF FINAL EXAMINATIONS
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.

OTHER 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, essay extension, disability accommodation, assistance with essay research and writing), please come by my office. I enjoy talking with students and I would rather help you in person than fire off e-mail replies.

E-mail: 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.

Class notes: If you miss class, ask to copy the notes from one of your classmates. Then see the teaching assistant or professor to clarify anything you do not understand. I am happy to assign supplementary readings in the event of missed classes. I will make PowerPoint outlines for each week available on Q for everyone.

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 the 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: We will not be taking attendance in class, but missing lecture more than twice is likely to compromise your grade.

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**Reading**: This is a reading-intensive upper-division course. You should read and understand about 75-100 tough pages weekly (before the appropriate lecture). Readings are not repeated in lecture and the lectures are not duplicated in the readings. Rather, the readings and lectures in combination form an integrated whole.

**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. This is to protect the privacy rights of students in class.

**Useful Websites Worth Sharing**

Peer Academic Support Service: [http://www.queensu.ca/artsci/pass](http://www.queensu.ca/artsci/pass)
Faculty of Arts & Science Advising Services & Resources: [http://www.queensu.ca/artsci/advising/index.html](http://www.queensu.ca/artsci/advising/index.html)
The Ban Righ Foundation: [http://www.queensu.ca/dsao/ind/banrighmain.htm](http://www.queensu.ca/dsao/ind/banrighmain.htm)
International Centre: [http://www.queensu.ca/quic](http://www.queensu.ca/quic)
The Writing Centre: [http://queensu.ca/writingcentre](http://queensu.ca/writingcentre)
Arts & Science Undergraduate Society (ASUS): [www.asus.queensu.ca/acsfacts](http://www.asus.queensu.ca/acsfacts)
TEACHING PHILOSOPHY AND GOALS

Respect for students: The other points flow from this one. I respect those students who must make work, family or other commitments their top priority. Nevertheless, to benefit from the class and to earn high grades, you will need to allocate time and energy to do the work.

Fairness: I typically grade major essays and exams anonymously (by student identification numbers rather than names) to avoid favoritism or other biases. I also grade exams (short answer and essay responses) one question at a time rather than each student’s exam paper one at a time. Research shows these strategies reduce bias. Universal standards and strict deadlines are the best way I know to provide equal opportunities to all students.

High standards: I reserve grades of A for outstanding work that engages course materials with original thought and creativity or a mastery of technical skills. You can receive a B by doing all of the work well and a C by meeting all course requirements.

Connecting theory, research and policy: I emphasize the links between theory, research, and application. We explore research studies and case studies in class to demonstrate how theory informs research and how the results of research inform policy initiatives. These applications serve to make course content meaningful and relevant.

Active learning and participation by students: I encourage in-class discussion and participation of students through the small group and individual assignments. I have found students not only engage enthusiastically with these tasks, but they also perform better on tests as a result.

Open to diverse perspectives: Sharing your experiences and understandings, publicly or privately, enriches the course for you and your classmates. I seek to promote a free and constructive exchange of diverse ideas.

Accessibility: I will be available to you during scheduled office hours and flexible in arranging appointments outside these hours.

Accountability: You will have the opportunity to evaluate me and to critique the course in time for me to make changes that will benefit you. If you think I have failed to live up to the principles listed here, please let me know about it.

Enthusiasm: I cannot expect you to really engage the course materials if am bored with them. Therefore, I make every effort to design lectures and assignments, as well as to choose readings, that are current, relevant, and intellectually engaging.

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