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 sociological theory and research that has addressed these questions.
**Prerequisites:** SOCY122 (Introductory Sociology) or equivalent.

**Intended Student 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.

**Assessment of Learning Outcomes**
Assessment of learning outcomes will take place through in-class writing assignments, an essay assignment, and a final examination.

**Required Readings**

There is also a collection of research articles. These articles are available on-line in the Queen’s library system. The textbook is for sale in the Campus Bookstore and for loan at Stauffer Library Reserve Desk. Readings are listed in the course schedule (next page).

**Recommended Books** (Good general references for those feeling a bit lost)

**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? How has the nature of work changed over the last 200 years? 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?

• Pupo, Duffy and Glenday, book, chapters 1 & 2.

**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? How do workers in emerging fields manage encroachment on the territory of established professionals?

• 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.

**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? What is the worth of a university degree? What is the labor market for millennials and Gen. Z seeking full-time employment?

• Pupo, Duffy and Glenday, book, chapter 8.

**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?)


**Week 5: 4 & 7 February**

**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?

*Essay 1 due Friday 7 February in class.*

• Pupo, Duffy and Glenday, book, chapter 3.


**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”? What are the forms of nonstandard work? Are we working longer hours than ever before?

*Essay 2 due Friday 14 February in class.*

• Pupo, Duffy and Glenday, book, chapter 6.


**Week 7: 18 & 21 February**

**Family Day & Reading Week: no classes, no assigned readings.**
Week 8: 25 & 28 February

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?

*Essay 3 due Friday 28 February in class.

- Pupo, Duffy and Glenday, book, chapter 9.

Week 9: 3 & 6 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? Are some jobs ‘family-friendly’?

*Essay 4 due Friday 6 March in class.

- Pupo, Duffy and Glenday, book, chapter 7.

Week 10: 10 & 13 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?

Week 11: 17 & 20 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)? What motivates people to volunteer?


Week 12: 24 & 27 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? What role have unions played in securing protections and compensation for workers?

- Pupo, Duffy and Glenday, book, chapters 8 & 11.

Week 13: 31 March & 3 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? Is the workplace a chilly climate for older workers?

- Pupo, Duffy and Glenday, book, chapters 10 & 12.

*Final examination during exam schedule (April 2020)*
Grading Scheme

<table>
<thead>
<tr>
<th>Component</th>
<th>%</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short in-class writing</td>
<td>20</td>
<td>In class each week</td>
</tr>
<tr>
<td>assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay assignment (choose</td>
<td>40</td>
<td>Due date (bonus 5%)</td>
</tr>
<tr>
<td>one)</td>
<td></td>
<td>Due date after grace period</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(no late penalty during grace period)</td>
</tr>
<tr>
<td>#1</td>
<td></td>
<td>#1 Friday 7 February Tuesday 11 February</td>
</tr>
<tr>
<td>#2</td>
<td></td>
<td>#2 Friday 14 February Tuesday 18 February</td>
</tr>
<tr>
<td>#3</td>
<td></td>
<td>#3 Friday 28 February Tuesday 3 March</td>
</tr>
<tr>
<td>#4</td>
<td></td>
<td>#4 Friday 6 March Tuesday 10 March</td>
</tr>
<tr>
<td>Final exam</td>
<td>40</td>
<td>April exam schedule</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluation

- **Short in-class writing assignments**: involve responding to questions that address the week’s readings and lecture. I will drop your lowest 4 scores from the grade calculation (or you may elect to skip 4 assignments in the event of missed classes). *Remember to bring loose-leaf lined paper and a pen to class.*

- **Essay assignment**: is 15-20 pages in length (double-spaced). There are 4 different essay assignments (choose by topic or by the due date that you prefer).

- **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:

```
<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>
```
LOCATION AND 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; for the Winter Term they are posted on the Friday before Reading Week, 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.** Also, as indicated in Academic Regulation 8.3, students must write all final examination in all on-campus courses on the Kingston campus.

LATE POLICY
The essay assignment will be distributed in the first week of classes. Please note that there are 4 essays with 4 different due dates in this course. Choose the topic that you prefer (or choose by the due date that you prefer). There is a due date for each essay (always a Friday) and a grace period (with no late penalty) until next class (Tuesday). The grace period is available to all students—no documentation is required. Students who submit their essay on time (the Friday) will receive a 5% bonus on their essay grade. **The rationale is to reward students who submit assignments on time whilst not penalizing those who need a little extra time.** Submit your essay assignment in class on the due date. Essays submitted after the Tuesday final due date will receive a penalty of 10% per day late (Late essays can be submitted to the assignment drop box in the wall beside the Sociology Department main office, room D-431 Mackintosh-Corry Hall).

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.

ACADEMIC INTEGRITY
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 (see www.academicintegrity.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 and their behavior 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/artscl/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see https://www.queensu.ca/artsci/students-at-queens/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.

Plagiarism: 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

**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.

**COPYRIGHT OF COURSE MATERIALS** *(lectures, power point slides, syllabus, assignments)*
This material is designed for use as part of SOCY305 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](http://library.queensu.ca/copyright).

**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 of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf). 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 at: [http://www.queensu.ca/studentwellness/accessibility-services/](http://www.queensu.ca/studentwellness/accessibility-services/)

**ACADEMIC CONSIDERATIONS FOR STUDENTS IN EXTENUATING CIRCUMSTANCES**
Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at [http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf](http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf)
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 at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:
Instructor name: Dr. F. Kay
Instructor e-mail address: kayf@queensu.ca

**OTHER GRADING MATTERS**

*Grade Reappraisal:* Within two weeks of the date of the exam/essay 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.

**TIPS FOR SUCCESS**

*Asking questions:* Students are welcome to ask questions in class and during 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.

*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. Use e-mail to send me a disability accommodation letter or to book an appointment outside office hours. Direct questions regarding course content in class and in office hours.

*Class notes:* If you have to 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.

*PowerPoint slides:* I occasionally use PowerPoint, but not every class. Slides provide an outline and graphs.
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.

Reading: This is a reading-intensive upper-division course. You should read and understand about 75-100 tough pages weekly (before lecture). Readings are not repeated in lectures and lectures are not duplicated in readings. Rather, 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.
- Do not text, check e-mail or surf the internet during class. This disrupts other students in their ability to learn and is disrespectful to me.
- Videotaping and recording lectures are strictly forbidden without written permission in advance from the instructor. This is to protect the privacy rights of students in class.

Useful Websites at Queen’s University
- Counselling Services: https://www.queensu.ca/studentwellness/counselling-services
- Queen’s Student Accessibility Services (QSAS): https://www.queensu.ca/studentwellness/accessibility-services
- Accommodations Explained: https://www.queensu.ca/studentwellness/accessibility-services/accommodations-explained
- On-Campus Services: Student Academic Success Services (SASS), Adaptive Technology Centre, Regional Assessment Resource Centre, Tutoring, Career Services: https://www.queensu.ca/studentwellness/accessibility-services/campus-services
- Student Academic Success Services (SASS): http://sass.queensu.ca/
- Career Services: events, workshops, career counselling, drop-in career advising, and resources (e.g., tip sheets). Career Services also partners with organizations recruiting employees, internship and educational candidates: https://careers.queensu.ca/
- Peer Academic Support Service (PASS) and Academic Advising: https://www.queensu.ca/artsci/undergrad-students/pass-academic-advising
- Four Directions Indigenous Student Centre at https://www.queensu.ca/fourdirections/home
- Ban Righ Foundation (women returning to education or continuing education while juggling family responsibilities): https://banrighcentre.queensu.ca/services-and-programs/
- International Centre (QUIC): https://quic.queensu.ca/
- Arts & Science Undergraduate Society (ASUS): https://www.queensasus.com/