In modern societies, a person’s work largely determines her or his economic standard of living, social status, quality of daily life, and even personal identity. This course is a graduate-level seminar that gives in-depth attention to selected topics in the sociological study of work. We will examine: how work is organized (division of labor, bureaucracy), the changing nature of work (globalization, technology), how hiring takes place, who gets ahead at work and why, the case of professional work, precarious work, workplace cultures, work-life balance, volunteer work, diversity in the workplace, autonomy and ethics at work, and retirement. The course is not intended to provide a survey of the entire field of the sociology of work. The primary focus will be on contemporary Canada, but there will be some attention to historical and international comparisons.

**Learning Objectives**

- The course will help you develop a more nuanced understanding of the dominant theoretical traditions in the sociology of work. This knowledge is fundamental to teaching sociology of work at the college or university level and to conducting original research in the area.
- I will help you work through selected empirical pieces by some of the very best scholars in the field of work and occupations. As you develop your own research style, it is beneficial to see how others have translated propositions into testable hypotheses, devised appropriate methodologies to test them, and presented the results to diverse audiences.
- The course will stimulate your thinking about questions at the intersection of social science and work. These include how we produce our knowledge, its relevance to lives outside the academy, and the utility of work theories and academics themselves. Such big-picture considerations may help you to choose the level of abstraction at which you
wish to work and the contribution that you can make as teachers and researchers studying the sociology of work and occupations.

- Finally, a graduate seminar should encourage your professional socialization as you make the transition from student to independent social scientist. I will share information on the process of publishing, peer-review, funding, and policy work that will show you another side of the research and publication process.

**REQUIRED READINGS:**
You will also read some challenging research articles throughout the semester, but I’ve limited the number of **required** readings to just a few per week – emphasizing classical works and contemporary developments. Readings are available on Q and in the Queen’s library system. Readings are listed in the course schedule (below). I have also listed “local” readings (not required) that consist of publications by myself in collaboration with Queen’s graduate students and colleagues elsewhere.

**COURSE SCHEDULE**

**Week 1: 10 September**
**Changing Nature of Work: Division of Labor, Bureaucracy, Technology, & Globalization**

**Readings:**


**Local:**

**Week 2: 17 September**

The Professions: Status, Market Control, & Professionalization

**Readings:**


**Local:**


**Week 3: 24 September**

Entry to Professional Schools & Labor Markets

**Readings:**


**Local:**

**Week 4: 1 October**
**Professional Work: Identity, Socialization, & Workplace Culture**

**Readings:**


**Local:**


**Week 5: 8 October (Thanksgiving Day Holiday—no class today)**

**Week 6: 15 October**
**Getting Ahead at Work: Earnings, Promotions, & Precarious Work**

**Readings:**


**Local:**


**Week 7: 22 October**
**Job Quality, Job Satisfaction, & Meaningful Work**

**Readings:**


**Local:**


**Week 8: 29 October**  
**Work & Stress: Coping & Health**

**Readings:**

**Local:**

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**Week 9: 5 November**  
**Work-Life Interface**

**Readings:**

**Local:**
**Week 10: 12 November**

**Diversity at Work**

**Readings:**


**Local:**


**Week 11: 19 November**

**A ‘Calling’: The Role of Service & Volunteering**

**Readings:**


**Local:**

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**Week 12: 26 November**

**Autonomy, Ethics, and Commercialism**

**Readings:**


**Local:**


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**Week 13: 3 December**

**Retirement: Bridges into Retirement & Continued Employment**

**Readings:**


**Recommended Books** (Good general references)


REQUIREMENTS

Read, attend the seminar faithfully, be mentally as well as physically present, discuss thoughtfully and dispute constructively, write a good paper.

1. An original seminar project is required of all students (length: 20-25 pages double-spaced). This may take the form of a research proposal or prospectus, a conference paper, a manuscript that you intend to submit for journal publication, or a write-up of your initial foray into a new area. Every student is starting in a different place, so I expect great variation in the sorts of projects that you produce. **Do not waste your time on a paper that will only be used to meet course requirements. The seminar project should advance your own career and research agenda.** A basic two-page brainstorming proposal is due on 1 October 2018.

2. Presentation skills are increasingly important to social researchers.
   a. Each student will be responsible for leading several (approximately 2-3, depending on class enrollment) short and informal discussions of the readings (10 minute presentation followed by 30 minute class discussion).
   b. In addition, every student will give two short (5-10 minute) PowerPoint presentations, showing plans and results of their essay research on 1 October and 3 December 2018. These are not a big part of your grade, but (in my humble opinion) truly essential to your professional success.

3. Seminars are constructed in interaction. I will provide a brief set-up at each meeting and try to provide an environment in which everyone feels comfortable participating, but responsibility for the seminar is borne collectively. This means that you must come to class prepared to discuss the readings (preferably with written comments and at least one question of your own) and to have considered how the course materials will affect your work. A rough guideline: **everyone should speak at least once during each course meeting.**

Your course grade is determined by written work and seminar participation. I intend to weight participation at 20%, seminar project at 60%, and presentations at 20%. **Active seminar participation is a necessary but not sufficient condition to earning an “A” grade.**

**Grading Scheme**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations (2-3)</td>
<td>20</td>
</tr>
<tr>
<td>Research project (20-25 pages)</td>
<td>60</td>
</tr>
<tr>
<td>Participation</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>100%</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>
</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>

**Course Policies and Friendly Reminders**

**Late Policy**

**Essay:** 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. I will only give ‘incompletes’ in truly extraordinary circumstances. You do not want an incomplete hanging over your head. In almost every case, it is better to turn in “work in progress” than to delay said progress by taking an incomplete.

**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.

**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)**
This material is designed for use as part of SOCY935 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).

**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. SOCY935 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/](http://www.queensu.ca/studentwellness/accessibility-services/)
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](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](http://www.queensu.ca/artsci/accommodations). Students in other Faculties and Schools should refer to the protocol for their home Faculty.

**Other Tips for Success**

**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.

**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.
- In a discussion seminar, it is essential that all participants stay focused on the group and the conversation. For that reason, the use of laptop computers, tablets, cellphones and other mobile electronic devices is not permitted during class discussions. Remember to bring paper and pens/pencils to class each week as well as printed readings (or printed notes) and questions. The use of a laptop computer is permitted for students giving a PowerPoint presentation.
- Videotaping and recording seminars is strictly forbidden. This is to protect the privacy rights of students in class.

**Useful Websites Worth Sharing**

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)
SOCIOLOGY 395
Sociology of Work and Occupation
Research Essay

An original seminar project is required of all students. This may take the form of a research proposal or prospectus, a conference paper, a manuscript that you intend to submit for journal publication, or a write-up of your initial foray into a new area. Every student is starting in a different place, so I expect great variation in the sorts of projects that you produce. Do not waste your time on a paper that will only be used to meet course requirements. The seminar project should advance your own career and research agenda. A basic two-page brainstorming proposal is due on 1 October 2018.

The project should be typed, double-spaced on 8 1/2 by 11 inch paper with one-inch margins. It is due Monday 10th December 2018 at noon (office D-527 MC). You may bring your assignment to me at my office or to the Sociology Department main office essay drop box (located in the wall directly beside the Department main office, room D-431 Mackintosh-Corry Hall).

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. I will only give ‘incompletes’ in truly extraordinary circumstances. You do not want an incomplete hanging over your head. In almost every case, it is better to turn in “work in progress” than to delay said progress by taking an incomplete.

You will also be responsible to give two short (5-10 minute) PowerPoint presentations, showing plans and results of your essay research on 1 October (plans) and 3 December 2018 (results). These are not a big part of your grade, but (in my humble opinion) truly essential to your professional success.

You should clearly cite references to scholarly sources in the paper. These sources must be cited in the paper and the bibliography. Referencing style must adhere to A.S.A. format.