

**THE UNIVERSITY OF CALGARY  
FACULTY OF SOCIAL SCIENCES  
DEPARTMENT OF SOCIOLOGY**

**The Sociology of Work  
Sociology 393.01  
Fall 2012**

**Instructor:** Dr. Jean E. Wallace  
**Class:** Tuesday and Thursday, 2:00-3:15  
**Location:** Kinesiology B Block, Room 126

**Office:** Social Sciences 914  
**Phone:** 403-220-6515  
**E-Mail:** jwallace@ucalgary.ca (for administrative questions only & with Soci 393 in the header)  
**Office Hours:** Tuesdays, 1:00-1:45; or by appointment

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**Course Objectives:** The purpose of this course is to adopt sociology as a perspective for gaining a better understanding of the meaning and nature of work. This course will provide an overview of the major concepts and topics, theoretical orientations and research methodologies fundamental to the sociology of work.

**Required Text and Articles:**

- **Text:** Hodson, R. and T.A. Sullivan (2012). *The Social Organization of Work* (5<sup>th</sup> Edition) Belmont, CA: Wadsworth. Also available as eBook via Nelsonbrain.com
- **Article #1: What's to Like About Work?:** Wallace, J.E. (2006). Work Commitment in the Legal Profession: A Study of Baby Boomers and Generation Xers. *International Journal of the Legal Profession*, 3: 137-151.  
<http://www.tandfonline.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/09695950600961293>
- **Article #2: Gender, Parenthood and Productivity:** Young, M.C., and Wallace, J.E. (2009). Family Responsibilities, Productivity, and Earnings: A Study of Gender Differences among Canadian Lawyers. *Journal of Family and Economic Issues*, 30:305-319.  
<http://www.springerlink.com.ezproxy.lib.ucalgary.ca/content/f875v37775k38p14/>

**Grading System:** Grades are entered as raw scores into the grading system. Your final letter grade is computed from the weighted sum of your raw scores. The letter grade descriptions below are from the University of Calgary calendar.

Excellent, superior performance:	A+ = 95%-100%	A = 85%-94%	A- = 80%-84%
Good, above average performance:	B+ = 77%-79%	B = 73%-76%	B- = 70%-72%
Satisfactory, basic understanding:	C+ = 67%-69%	C = 63%-66%	C- = 60%-62%
Minimal pass, marginal performance:	D+ = 55%-59%	D = 50%-54%	
Unsatisfactory performance:	F = 0%-49%		

**Exams:** There will be three exams based on lectures and the assigned readings in the text and the two research articles. You will be accountable for materials that are assigned, regardless of whether or not they are covered in class. As well, you will be accountable for information covered in class that is not reviewed in the readings.

<b>Exam:</b>	<b>Date:</b>	<b>Weight:</b>
Exam #1	October 11	35%
Exam #2	November 20	35%
Exam #3	December 6	10%

**Essays:** You will select **one** of the essay topics based on one of the two assigned readings. The essay assignment is at the end of the course outline. The essay is worth 20% of your final grade. Note that each essay has a different due date and is due in-class by the end of class at 3:15 pm.

<b>Essay:</b>	<b>Due Date:</b>	<b>Weight:</b>
Essay #1: What's to Like About Work?	October 18	20%
<b>OR</b>		
Essay #2: Gender, Parenthood & Productivity	November 8	20%

**Lecture Schedule and Reading Assignments:**

Expected lecture dates for the topics are given, although unexpected circumstances may require some changes. You should read the required readings prior to their designated class. Power Point outlines will be available on Blackboard prior to the relevant class under the link "Power Point Slides".

September 11	<b>I: INTRODUCTION</b>	
September 13 & 18	Course Introduction Studying the World of Work	Hodson & Sullivan, Chap. 2
September 20	<b>II: WHY DO WE WORK?</b>	
September 25 & 27	The Evolution of Work	Hodson & Sullivan, Chap. 1
October 2 & 4	Satisfaction and Alienation	Hodson & Sullivan, Chap. 3
October 9	Technology and Organization What's to Like about Work?	Hodson & Sullivan, Chap. 7 Wallace (2006)
<b>October 11</b>	<b>EXAM #1 (30%)</b>	
October 16 & 18	<b>III: THE CHANGING ROLE OF WOMEN</b>	
October 23 & 25	Class, Race and Gender	Hodson & Sullivan, Chap. 4
October 30	Work and Family	Hodson & Sullivan, Chap. 5
November 1 & 6	Gender, Parenthood & Productivity	Young & Wallace (2009)
November 8 & 15	Services Administrative Support and Sales	Hodson & Sullivan, Chap. 10 Hodson & Sullivan, Chap. 13
<b>November 20</b>	<b>EXAM #2 (30%)</b>	
November 22 & 27	<b>IV: GOOD VS. BAD JOBS</b>	
November 29	Professions and Professionals	Hodson & Sullivan, Chap. 11
December 4	The High-Technology Revolution Marginal Jobs	Hodson & Sullivan, Chap. 9 Hodson & Sullivan, Chap. 14
<b>December 6</b>	<b>EXAM #3 (10%)</b>	

## ADDITIONAL INFORMATION:

- You must provide advance notice to the instructor if you are unable to write an exam or submit an essay on its designated date. All requests for deferral of an exam or essay due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the physical or emotional problem rather than after recovery. Deferred exams or essay may be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, work schedules or misreading of the syllabus are not valid reasons for requesting a deferred exam or essay. Deferred exams or essays will not be granted if it is determined that just cause is not shown by the student and you will receive a 0 for that component of the course. If you have missed a test for a legitimate reason, the instructor can require you to write a make-up-test as close in time to the original test as possible or the instructor may choose to transfer the percentage weight to another course component. The make-up test may be a different format (e.g., essay, oral) than the original test at the discretion of the instructor. The scheduled date and location of the make-up exam will be at the convenience of the Sociology Department.
- Please note that requests to defer a final examination or to defer term work past the end of a term go through the Undergraduate Programs Office (UPO) and must be processed by the deadlines that are established in the U of C Calendar. You can find the forms you need online:

*Deferred Final Exam Application:*

[http://www.ucalgary.ca/registrar/files/registrar/APP%20FOR%20DF%20EXAM\\_0.pdf](http://www.ucalgary.ca/registrar/files/registrar/APP%20FOR%20DF%20EXAM_0.pdf)

*Deferred Term Work Form:*

<http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf>

You must submit these deferral forms to the Faculty of Arts Associate Dean (Students) through the UPO office: Undergraduate Programs Office, 4th Floor, MacEwan Student Centre. Only the Associate Dean approves requests for deferrals which extend beyond the end of a term. Instructors are not involved in such decisions. To make an appointment with the Associate Dean, phone (403) 220-8155.

- There are no re-writes on any exams or essays 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 exam is scheduled or the essay is due.
- If you must miss class, borrow the notes from one of your classmates. Try early on in the course to set up a “buddy system” to help each other in the event of missed classes. See the professor to clarify anything you do not understand.
- **The Freedom of Information and Protection of Privacy (FOIP)** legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside instructor’s office, the department office, etc. Term assignments must be returned to students individually, during class or during the instructor’s office hours; if students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Grades are not available through email, phone or the Sociology office. They are available on Blackboard only. When students are unable to submit papers in class, they should make arrangements to hand in their papers directly to the instructor rather than at the Sociology Department main office.
- **Academic Accommodation:** Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 295, telephone 403-220-8237). Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. **It is the student’s responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**
- **Intellectual honesty** is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. As a result, cheating or plagiarism on any assignment or examination are regarded as serious academic offenses. Students are advised to consult the University

Calendar which presents a Statement of Intellectual Honesty and definitions and penalties associated with plagiarism, cheating, and other academic misconduct.

- The University of Calgary provides a **safewalk** service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 403-220-5333. Campus Security can also be contacted from any of the “Help” phones located around Campus.
- Cell phones, pagers, Blackberries, internet surfing, watching videos, playing computer games, checking E-mail, text messaging, and listening to music are disruptive to other students in class. **Please be courteous to your classmates and professor and turn off all such devices before the class starts.** Laptop computers are to be used exclusively for the purposes of taking notes during class. Using your laptop for purposes other than taking notes (e.g., watching videos, playing solitaire, etc.) will be considered disruptive behavior. Students violating the policy will be asked to cease doing so and may be disallowed from using a laptop in future classes. Recording devices may be used only if you have permission from the professor.
- **Emergency evacuations:** In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point by the North Courtyard at MacEwan Student Centre or the University Theatre Lobby.
- Sociology Web Page: <http://www.soci.ucalgary.ca>

**Sociology 393.01**  
**Essay Assignments**  
**Fall 2012**

All students in the class are required to write **one** short essay (less than 10 pages) based on one of the two research articles assigned in this class. The essay is worth 20% of your final grade. Be sure to use specific examples from the readings and relevant sociological concepts in your essay. Please reference the page numbers for the examples you use from the assigned reading and Hodson and Sullivan's text. Please reference your class notes with the date of the lecture. You are not to use any additional materials other than the text, your class notes and the single research article that has been assigned for that essay topic. Essays must be turned in to me by 3:15 pm on their specific due date and **late essays after 3:15 pm on the day will not be accepted.**

**ESSAY TOPIC #1: WHAT'S TO LIKE ABOUT WORK?**

**Essay Reading:** *Work Commitment in the Legal Profession: A Study of Baby Boomers and Generation Xers* (Wallace, 2006)

In this essay, I want you to examine the relevance of intrinsic and extrinsic rewards in understanding lawyers' work commitment. As well, you will explore whether the same rewards are important in understanding the two generations of lawyers' commitment. In doing so, please address the following:

**Key Concepts and Arguments:** Define and describe intrinsic and extrinsic job rewards. Briefly summarize the basic arguments linking intrinsic and extrinsic job rewards to work commitment for the two generations (i.e., the rationale behind Hypotheses 3 and 5).

**Findings:** (a) According to the findings in Table 2, identify and discuss **one** reward that is significantly more important to Generation X lawyers' commitment compared to Baby Boomers' and **one** that is more important to Baby Boomers' commitment compared to Generation X lawyers'. Discuss whether or not this supports any of the hypotheses of this study and clearly identify the hypotheses that are relevant.

(b) According to the Pooled results in Table 2, **overall**, which type of rewards (intrinsic or extrinsic) appears to be more important to both generations of lawyers' work commitment? Be sure to define and describe the relevant rewards and explain how they reflect being either intrinsically or extrinsically rewarding.

**Discussion and Conclusions:** Conclude by discussing whether Hypothesis 1 is supported by the findings of this study and how you came to this conclusion. Identify and discuss a specific finding of this study that you found particularly interesting and/or surprising and explain why.

**Due in class on Thursday October 18th (3:15 pm)**

**ESSAY TOPIC #2: GENDER, PARENTHOOD AND PRODUCTIVITY**

**Essay Reading:** *Family Responsibilities, Productivity, and Earnings: A Study of Gender Differences among Canadian Lawyers* (Young and Wallace, 2009)

In this essay, I want you to examine the relevance of gender, work and family responsibilities in understanding lawyers' productivity measured in terms of their billable hours. As you'll see, women and men differ in the types of investments they make to work and family and these investments have different relationships with productivity. While this reading also examines earnings, focus on the findings regarding productivity in your essay. Please address the following:

**Key Concepts and Arguments:** Define and describe the different work and family investments lawyers in this study may make in terms of human capital, social capital and family responsibilities. Briefly explain why men are hypothesized to be more productive than women in terms of their investments.

**Findings:** (a) According to the findings in Table 3, Equation 1, identify and discuss **one** key investment that *increases* productivity and that men report more of than women (Table 2) and identify and discuss one key investment that *decreases* productivity (Table 3, Equation 1) and that women report more of than men (Table 2). (b) According to the findings in Table 3, Equation 1, **overall**, which group of investments appears to be more

important in *reducing* lawyers' productivity? Be sure to define and describe the relevant type of investment and explain how it relates gender.

**Discussion and Conclusions:** Conclude by discussing whether Hypothesis 1 (in regards to productivity) is supported and how you came to this conclusion. Identify and discuss a specific finding of this study that you found particularly interesting and/or surprising and explain why.

**Due in class on Thursday, November 8<sup>th</sup> (3:15 pm)**

**Formatting Requirements:**

**Length:** Maximum of 10 pages (strictly imposed)

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

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

**Margins:** Use default margins (e.g., 1½" left and right margins)

**Page Numbers:** Insert page numbers

**References:** You should only reference the text (i.e., Hodson & Sullivan, 2012), the particular article relevant to your essay (Wallace, 2006 or Young and Wallace, 2009) and your class notes (by lecture date). You do not need to attach a list of references.

**Identification:** Be sure to include both your name and student ID number