

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

**The Sociology of Work
Sociology 393.01
Fall 2015**

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

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Office Hours: Tuesdays and Thursdays, 1:00-1:45, after class; or by appointment

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 Readings:

- **Text:** Hodson, R. and T.A. Sullivan (2012). *The Social Organization of Work* (5th Edition) Belmont, CA: Wadsworth. Also available as eBook and eChapters via Nelsonbrain.com (<http://www.nelsonbrain.com/shop/ISBN/9781111300951?cid=APL1>), as well as used or for rent on Amazon.ca, coursesmart.com, etc.
- **Journal Articles:**
 1. Bunderson, J.S., and J.A. Thompson (2009). The Call of the Wild: Zookeepers, Callings, and the Double-edged Sword of Deeply Meaningful Work. *Administrative Science Quarterly*, 54:32-57. <http://asq.sagepub.com.ezproxy.lib.ucalgary.ca/content/54/1/32.full.pdf+html>
 2. Umney, C., and L. Kretsos (2015). "That's the Experience": Passion, Work Precarity, and Life Transitions Among London Jazz Musicians. *Work and Occupations*, 43(3):313-334. <http://wox.sagepub.com.ezproxy.lib.ucalgary.ca/content/42/3/313.full.pdf+html>
 3. Roth, L.M. (2004). Engendering Inequality: Processes of Sex-Segregation on Wall Street. *Sociological Forum*, 19(2):203-228. <http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/pdfplus/4148795.pdf?&acceptTC=true&jpdConfir=true>
 4. Williams, C.L. and C. Connell (2010). "Looking Good and Sounding Right": Aesthetic Labor and Social Inequality. *Work and Occupations*, 37(3):349-377. <http://wox.sagepub.com.ezproxy.lib.ucalgary.ca/content/37/3/349.full.pdf+html>
 5. Maroto, M. L. (2011). Professionalizing Body Art: A Marginalized Occupational Group's Use of Informal and Formal Strategies of Control. *Work and Occupations*, 38(1):101-138. <http://wox.sagepub.com.ezproxy.lib.ucalgary.ca/content/38/1/101.full.pdf+html>

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 multiple-choice exams based on lectures and the assigned readings in the text. 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 covered in the readings.

Exam:	Date:	Weight:
Exam #1	October 13	30%
Exam #2	November 19	30%
Exam #3	December 8	10%

Analytic Projects: Analytic projects are concise papers that explore different aspects of work for a particular occupation based on your personal interests. The assignments are on pages 3-5 of the course outline. **You will choose one of the options.** The paper is worth 20% of your grade. Note that each essay has a different due date and is **due in-class** by the end of class at 3:15 pm. After that time, 10% of your grade will be deducted per day.

Essay:	Due Date:	Weight:
Analytic Project 1: What's to Like (or Not) About this Job?	November 10	20%
OR		
Analytic Project 2: Professional Training and Work Issues	December 8	20%

In-Class Assignments: In-class assignments will be in the form of short writing assignments, group project discussions, or quizzes that address assigned reading material for the day. These activities will be assigned during class 5 times during the semester and each will be worth 2% of your final grade with a total value of 10%. *They will not be announced ahead of time and they cannot be made-up.*

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 D2L prior to the relevant class under the link "Power Point Slides".

I: INTRODUCTION		
September 8	Course Introduction	
September 10 & 15	Studying the World of Work	Hodson & Sullivan, Chap. 2
II: WHY DO WE WORK?		
September 17	The Evolution of Work	Hodson & Sullivan, Chap. 1
September 22	From Field, Mine, and Factory	Hodson & Sullivan, Chap. 8
September 24	How Organizations Influence Work	Hodson & Sullivan, pp. 168-181
September 29 & October 1	Satisfaction and Alienation	Hodson & Sullivan, Chap. 3

October 6	Meaningful Work: “The Call of the Wild”	Bunderson & Thompson (2009)
October 8	“That’s the Experience” How Technology Influences Work	Umney & Krestsos (2015) Hodson & Sullivan, pp. 161-168; 209-215; 221-225
October 13	EXAM #1 (30%)	
	III: WOMEN AND WORK	
October 15 & 20	Class, Race, and Gender	Hodson & Sullivan, Chap. 4
October 22 & 27	Work and Family	Hodson & Sullivan, Chap. 5
October 29	Tokenism and Segregation,: “Engendering Inequality”	Roth (2004)
November 3	Services	Hodson & Sullivan, Chap. 10
November 5	Inequality in the Retail Industry: “Looking Good & Sounding Right”	Williams & Connell
November 10	Managers	Hodson & Sullivan, Chap. 12
November 17	Administrative Support and Sales	Hodson & Sullivan, Chap. 13
November 19	EXAM #2 (30%)	
	IV: GOOD VS. BAD JOBS	
November 24	Professions and Professionals	Hodson & Sullivan, Chap. 11
November 26	Marginal Jobs	Hodson & Sullivan, Chap. 14
December 1	Professionalization: “Professionalizing Body Art”	Maroto (2011)
December 3	Getting a Job	UC Career Services
December 8	EXAM #3 (10%)	

ANALYTIC PROJECT 1: WHAT’S TO LIKE (OR NOT) ABOUT THIS JOB?

DUE: NOVEMBER 10 @ 3:15 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 consider and discuss it in relation to its broader occupational context.

Part I: 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? And (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? This may be identified by someone in the job, a newspaper article, websites linked to the job, or a research article on this 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?

After researching your job/occupation, you should focus on one of the topics from Sections II or III above as a potential job issue. For example, you might consider the following questions for one of the specific sections we have examined. Don't try to address all of these in your paper but rather focus on one of these themes.

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?

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?

Class, Race and Gender: Does this job seem to be equally represented by gender and/or race or does one gender or race 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)?

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. Please reference the page numbers for the examples you use from the assigned readings. Please reference your class notes with the date of the lecture. **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 three academic journal articles: *Work and Occupations*, *Journal of Vocational Behavior*, *Journal of Organizational Behavior*. If you know someone who currently is in this occupation, or once was, you are welcome to talk with her/him and share their perspective in your paper. Do not identify the individual in any recognizable way when taking notes or presenting their thoughts in your paper.

Your paper should be 5 pages, double-spaced (the bibliography does not count in the page limit). The paper represents 20% 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 5 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 (e.g., 1½" left and right margins)

References: Use a standardized format such as that used in the text or the assigned articles.

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

ANALYTIC PROJECT 2: PROFESSIONAL TRAINING AND WORK ISSUES

DUE: DECEMBER 8 @ 3:15 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, engineer, dentist, 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 the University of Calgary's training and degree requirements as well as the Provincial Association for your chosen profession. Provide a summary of the following information on the requirements for: (1) applying to the UC program (e.g., standardized exam scores, GPA, years of undergraduate training or degree, other considerations(e.g., moral character)); (2) completing the UC 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 Alberta 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 breakdowns, age or years experience, 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 (e.g., recruitment in general or of specific types of members (e.g., women, international recruits) or recruitment to specific areas (e.g., more needed in certain specialties, employment settings or locations); 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. Please reference the page numbers for the examples you use from the assigned readings. Please reference your class notes with the date of the lecture. **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. Be sure to cite whatever sources you use in your list of references. You may find the following journals helpful for finding three academic journal articles: *Work and Occupations*, *Journal of Vocational Behavior*, *Journal of Organizational Behavior*. If you know someone who currently is in this profession, or once was, you are welcome to talk with her/him and share their perspective in your paper. Do not identify the individual in any recognizable way when taking notes or presenting their thoughts in your paper.

Your paper should be 5 pages, double-spaced (the bibliography does not count in the page limit). This paper represents 20% of course grade. I will evaluate the presentation of your data, the clarity and reasonableness of your analyses, and the completeness of your project.

Formatting Requirements

Length: Maximum of 5 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 (e.g., 1½" left and right margins)

References: Use a standardized format such as that used in the text or the assigned articles.

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

ADDITIONAL INFORMATION

Grade Reappraisal: Within two weeks of the date 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.

Technology Use: Please note that the use of cell phones or other electronic devices is **NOT** permitted during lectures. Students who require the use of electronic devices for academic accommodation purposes are exempt from this policy, but must provide documentation from Student Accessibility Services. Please be sure to mute your cell phone and refrain from using it during class.

Email: Please e-mail me for administrative purposes only, for example to set up an appointment. Do not use e-mail as a replacement for an office visit, if there is something you want to discuss. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours. Please put the course name and number in the email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. You can expect that emails will be answered within one business day. I do not answer emails over the weekend.

Handing in Papers, Assignments: (1) The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor; (2) Protection of Privacy: The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or 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; (3) Final grades are not posted by the Sociology Department. They are only available online.

Ethics Research: Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Academic Misconduct: Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Deferrals: When possible, please provide advance notice if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component 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 health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, misreading the syllabus, and scheduling conflicts with other classes or employment are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student. 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 can choose to transfer the percentage weight to another course component. If the instructor schedules a "make up" test for you, its date and location will be at the convenience of the Department of Sociology.

Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar's Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at: http://www.ucalgary.ca/registrar/files/registrar/Sp_Su_DFE_App.pdf

Deferred Term Work Form: Deferral of term work past the end of a term also requires a form to be filled out. It's available at <http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf>

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

Student Representation: The 2015-16 Students' Union VP Academic is Stephan Guscott: email: suvpaca@ucalgary.ca. The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: arts1@ucalgary.ca, arts2@ucalgary.ca, arts3@ucalgary.ca, and arts4@ucalgary.ca. You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/provost/students/ombuds/role>

Emergency Evacuations: In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at the North Courtyard at MacEwan Student Centre. Please check these assembly point locations for all of your classes at: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk: The University of Calgary provides a "safe walk" service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the "Help" phones located around Campus.

Academic Accommodation: Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services ; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf