



UNIVERSITY OF CALGARY

Winter 2020

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: SOCIOLOGY OF WORK			
Course Number	SOCI 393		
Pre/Co-Requisites	SOCI 201		
Instructor Name	Dr. Alla Konnikov	Email	akonniko@ucalgary.ca
Instructor Email Policy	Feel free to contact me over email at any time. Please put your course number and section in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. Please 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.		
Office Location	SS 1004	Office Hours	Monday and Wednesday after class or by appointment
Telephone No.			
TA Name	Sepideh Borzoo	TA Email	sepideh.borzoo@ucalgary.ca
TA Office Location	TBA	TA Office Hours	TBA
Class Dates	Monday, Wednesday and Friday		
Class Times	13:00 - 13:50		
Class Location	ICT 122		

Course Description

Most of us spend significant portions of our lives working and acquiring skills necessary for working in particular occupation. Beyond the essential mean of economic survival, work is also a major arena of social relations where individuals meet, interact and express themselves. The social organization of work is complex. As much as work can be a source of joy, fulfillment, and wealth, it can be a source of struggle, frustration and persisting inequality. Using the sociological perspective, this course is designed to unpack this complexity by introducing the major concepts and theoretical and empirical approaches to studying different aspects of work. The content of the course is organized around major conceptual and methodological contributions. Specifically, during the course, we will trace the history of work in post-industrialized societies, including Canada; discuss the ways in which work is organized; and unpack major trends and forces on the macro, meso and micro levels that shape the contemporary work dynamic and the future of work. We will contextualize our inquiry within the growing globalization of the labour markets, increasing diversity at the work place and the growing role of technology in shaping the nature and meaning of work.

Course Objectives/Learning Outcomes

Upon successful completion of the course, students should be able:

- (1) to demonstrate knowledge on the historical development of work in post-industrialized societies
- (2) to understand and articulate the main concepts and theoretical approaches in the social organization of work
- (3) to identify the main factors on the macro, meso and micro levels that shape the nature and meaning of work
- (4) to differentiate the mechanisms that facilitate or hinder the development of professional careers
- (5) to apply the acquired theoretical knowledge to analyze and interpret work trends, everyday experiences and outcomes

Required Textbooks, Readings, Materials, Electronic Resources

The required readings contain the following textbook (available at the bookstore) and a selection of journal articles/book chapters (available through the links or uploaded to the D2L)

Textbook:

Krahn, Harvey J, Karen D. Hughes and Graham S. Lowe. 2015. *Work, Industry and Canadian Society* 7th ed. Toronto: Nelson Education.

Schedule of Lectures and Readings

(Subject to adjustments as required or in consultation with the class)

The required readings are organized in two major sections. The first section of the course is devoted to historical and theoretical perspectives to studying work, as well as to social organization of work. The second section of the course is devoted to the macro, meso and micro factors associated with the unequal work-related outcomes and experiences.

(1) Social organization of work: historical and theoretical overview

Week 1 Jan 13, 15 & 17

Industrial Capitalism & Canadian Employment Trends

Krahn, Lowe and Hughes: Chapter 1 & Chapter 3

Week 2: Jan 20, 22 & 24

Theoretical Perspectives to Studying Work / Meaning of Work

Krahn, Lowe and Hughes: Chapter 2

Bunderson, J.S., & Thompson, J.A. (2009). The Call of the Wild: Zookeepers, Callings, and the Double-edged Sword of Deeply Meaningful Work. *Administrative Science Quarterly*, 54, 32-57.

<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.2189/asqu.2009.54.1.32>

Week 3: Jan 27, 29 & 31

Work Satisfaction, Alienation and Work-Related Stress

Krahn, Lowe and Hughes: Chapter 14

Tausky, C. (1992). Work is Desirable/Loathsome: Marx vs. Freud. *Work and Occupations*, 19(1), 3-17.

<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0730888492019001001>

Week 4: Feb 3, 5 & 7

Organizing, Controlling and Managing Work

Krahn, Lowe and Hughes: Chapter 8 & Chapter 9

Simpson, R.L. (1985). Social Control of Occupations and Work. *Annual Review of Sociology*, 11, 415-436.

<https://www-annualreviews-org.ezproxy.lib.ucalgary.ca/doi/pdf/10.1146/annurev.so.11.080185.002215>

Week 5: Feb 10, 12 & 14

Skills and Regulations

Krahn, Lowe and Hughes: Chapter 10

Bourdieu, P. (1986). The forms of capital. In J. G. Richardson(Ed.), *Handbook of theory and research for the sociology of education* (pp. 241–258). New York: Greenwood.

Week 6: Feb 17, 19 & 21 (No classes / Reading week)

(2) *Who works where: Social determines of inequality at work*

Week 7: Feb 24, 26 & 28

Who Works Where: Segmentation in the Labour Markets

Krahn, Lowe and Hughes: Chapter 4 & 5

Hudson, K. (2007). The New Labor Market Segmentation: Labour Market Dualism in the New Economy. *Social Science Research*, 36(1), 286-31.

<https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0049089X06000068>

Week 8: Mar 2, 4 & 6

Globalizing Labour Markets and Canadian Migration Policy

Li, Peter S. (2002). *Destination Canada: Immigration Debates and Issues*. Oxford University Press, 2002. (Chapter 2)

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=27&docID=10334945&tm=1472073914880>

Sachar, A. (2006). *The Race for Talent: Highly Skilled Migrants and Competitive Immigration Regimes*. Toronto: University of Toronto, Legal Studies Research Paper No. 883739

<http://heinonline.org.ezproxy.lib.ucalgary.ca/HOL/Page?handle=hein.journals/nylr81&size=2&collection=journals&id=164>

Week 9: Mar 9, 11 & 13

Immigration and Ethnic Relations at Work

Fernandez, R.M. and Fernandez-Mateo, I. (2006). Network, Race and Hiring. *American Sociological Review*, 71(1), 42–71.

<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/000312240607100103>

Kalev, A., Dobbin, F. and Kelly, E. (2006). Best practices or best guesses? Diversity management and the remediation of inequality. *American Sociological Review*, 71(4), 589–617.

<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/000312240607100404>

Shan, H. (2013). Skill as a relational construct: Hiring practices from the standpoint of Chinese immigrant engineers in Canada. *Work, Employment & Society*, 27(6), 915–931.

<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0950017012474710>

Week 10: Mar 16, 18 & 20

Gender and Work: Tokenism & Occupational "Inappropriateness"

Krahn, Lowe and Hughes: Chapter 6

Kanter, R.M. (1977). Some Effects of Proportions on Group Life: Skewed Sex Ratios and Responses to Token Women. *American Journal of Sociology*, 82(5), 965–990.

<https://www-journals-uchicago-edu.ezproxy.lib.ucalgary.ca/doi/pdfplus/10.1086/226425>

Hatmaker, D.M. (2013). Engineering Identity: Gender and Professional Identity Negotiation among Women Engineers. *Gender, Work and Organization*, 20(4), 382–396.

<https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/epdf/10.1111/j.1468-0432.2012.00589.x>

Week 11: Mar 23, 25 & 27

Work & Family

Krahn, Lowe and Hughes: Chapter 7

Correll, S.J., Benard, S. and Paik, I. (2007). Getting a Job: Is there a Motherhood Penalty? *American Journal of Sociology*, 112 (5), 1297–1339.

<https://www-journals-uchicago-edu.ezproxy.lib.ucalgary.ca/doi/pdfplus/10.1086/511799>

Simon, R. W. (1995). Gender, Multiple Roles, Role Meaning and Mental Health. *Journal of Health and Social Behavior*, 36, 182-194.

<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/pdf/2137224.pdf?refreqid=excelsior%3A7e8d3206387b1b2079b9225f2fc5c29e>

Week 12: Mar 30, Apr 1 & 3

Unions, Industrial Relations & Conflict

Krahn, Lowe and Hughes: Chapter 11

Cranford, C. (2007). It's Time to Leave Machismo Behind! Challenging gender inequality in an immigrant union. *Gender & Society*, 21(3), 409-38.

<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/27640976>

Week 13 &14: Apr 6, 8 & 15 (Last day of classes)

Summary & Review

Apr 10 (Good Friday) & April 13 (Easter Monday) NO CLASS

Methods of Assessment and Grading Weights

All assignments will be based on lectures and assigned readings. Students are responsible for familiarising themselves with the assigned reading materials, which may or may not be discussed in class. Additionally, students are responsible for acquainting themselves with the information covered in class that is not reviewed in the readings.

The final grade for the course consists of the following components:

Assessment	Date	Method of Submission	Weight
Written assignment 1 Critical reflection on the readings	TBA	Uploaded to D2L	20%
Written assignment 2 Analysis of personal experience at work / selected occupation	Due Mar 9	Uploaded to D2L	20%
Take-home examination 1	Exam given: Feb 7 Exam returned: Feb 10	Submitted in class	30%
Take-home examination 2	Exam given: Apr 8 Exam returned: April 15	Submitted in class	30%

Please note there is no registrar scheduled final exam for this course.

1. Written assignment 1 (20%)

Each student will choose one week of readings (between the weeks 2 to 13), to produce a critical and integrative summary on the topic discussed in that week. The paper will include (1) an

integrative summary of the main themes and concepts discussed in the assigned readings; (2) a critical reflection on the readings; and (3) at least two sociological questions that the readings have raised. Details on the content and structure of the assignment will be delivered in the beginning of the course and posted to D2L.

2. Written assignment 2 (20%)

Each student will produce a paper analysing personal experience at work or a selected occupation elaborating on the concepts and theories learned in class. Details on the content and structure of the assignment will be delivered in the beginning of the course and posted to D2L.

3. Take-home examination 1 (30%)

The take-home examination will be written in an essay format based on the questions provided on February 7. The electronic version of the take-home examination must be submitted in class / on the D2L by noon on February 10.

4. Take-home examination 2 (30%)

The take-home examination will be written in an essay format based on the questions provided on April 8. The electronic version of the take-home examination must be submitted in class / on the D2L by noon on April 15.

Grading Scale

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

Passing Grades

There is no requirement to obtain a passing grade in each assessment in order to pass the course

OTHER ADMINISTRATIVE 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.

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 can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary
3. All assignments for this course will be submitted to the instructor via D2L system or handed in as a hard copy during class. Papers will not be accepted in the main Sociology Department office.
4. All feedback regarding assignments for this course will be provided by the instructor via email, D2L system or attached to the hard copy.
5. Final grades are not posted by the Sociology Department. They are only available online.

Research Ethics

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.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

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.html>

Absences and Deferrals

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

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 can be found at:

<https://www.ucalgary.ca/registrar/exams/deferred-exams>

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:

https://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/deferred_termwork15_0.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).

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 <https://www.ucalgary.ca/student-services/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.pdf>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit:

<https://www.ucalgary.ca/student-services/student-success>

Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives, can be found here:

<https://www.su.ucalgary.ca>.

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.