

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

**DOCTORAL SEMINAR IN SOCIOLOGY:
WORK AND PROFESSIONS
SOCIOLOGY 701.46**

FALL 2014

Instructor: Dr. Jean E. Wallace
Office: Social Sciences 914
Phone: 403-220-6515
E-Mail: jwallace@ucalgary.ca
Office Hours: Just send me a note, and we'll set up a time.
Class: Wednesdays, 12:00-3:00 SS 905

COURSE DESCRIPTION

This course is designed to provide an overview of select topics in the sociology of work and professions. There is a lot of literature in the sociology of work and professions that could be relevant to your areas of interest but we can't cover it all in 13 weeks. Instead, we will review some classic and contemporary articles that address a number of specific themes in the literature. I have selected topics that I have researched so that we can explore how research questions and research papers are developed in the course of reading journal articles.

COURSE REQUIREMENTS

Your grade will be determined by class participation, weekly reflections memos, leading two seminars, a paper proposal, and a final term paper.

Component	Date	Weight
<i>Class Participation</i>	September 10 th to December 3 rd	5%
<i>Reflective Memos</i>	Sent to me and class by noon each Tuesday prior to class for Weeks 2 through 11 (10 x 2.5% each)	25%
<i>Seminar Leadership</i>	One class from Weeks 2 through 11 One class from Week 12 or 13	10% 15%
<i>Paper Proposal</i>	October 28 th	10%
<i>Final Paper</i>	December 15 th	35%

Class Participation: All students are encouraged and expected to participate in the class discussions (*Value = 5%*).

Reflective Memos: For Weeks 2 through 11 you will send a copy of your reflective memo to me and the other students in the class by Tuesday at noon. The memos will be 4-5 pages and should not simply present summaries of the articles, but rather should be used to link the themes and issues raised across each of the assigned readings for the week. The memo should reflect more of a conversation across the articles than a linear summary of them. At the end of each memo suggest one or two research questions that might be raised by that week's readings. These memos will form part of the basis for discussion in each class (*Value=10 x 2.5% = 25%*).

Seminar Leadership: Each student will facilitate the class discussion for two classes. One class will be selected from Weeks 2 through 11, which already have assigned readings listed below (*Value = 10%*). The second class will be either Week 12 or 13. You will pick a topic of interest to you that is the basis of your final paper and select 5 readings for that class. In this class, in addition to leading the class discussion on the readings, you will provide a 10-15 minute presentation on your final paper (*Value = 15%*).

Paper Proposal: You will present a two-page topic proposal outlining your plans for your final paper. Describe the type of paper you plan to write (e.g., literature review, research paper) and the subject area. In addition to the two-page proposal, provide an annotated preliminary bibliography of the 5 readings that you have selected for the seminar you will be leading in Week 12 or 13. The bibliographic annotations should be one or two paragraphs each, describing and summarizing the article and discussing how it relates to your final paper (*Value = 10%*).

Final Paper: The final paper for this class should reflect your original and individual work on a topic of your choice that is related to the range of topics covered in this class. The length of this final paper may be 20-25 pages. The final paper may take a number of different forms that include: (1) an original research paper that may serve as a conference or journal submission; (2) a proposal for a research project that includes an extensive and critical review of the literature on this topic that may serve as a preliminary draft of your dissertation proposal; or (3) a thorough review of the literature that identifies the key issues, primary arguments and perspectives and a critical assessment of various contributions to the literature (*Value = 35%*).

TOPICS AND READINGS

Week 1: Introduction to the Course (September 10th)

1. Hodson, R. and T.A. Sullivan (2011). *The Social Organization of Work*, Belmont, CA: Wadsworth. Chapters 1 (The Evolution of Work), 2 (Studying the World of Work), and 4 (Meaningful Work).

Week 2: Control and Professional Work (September 17th)

1. Simpson, R.L. (1985). Social Control of Occupations and Work. *Annual Review of Sociology*, 11:415-436.
2. Freidson, E. (1984). The Changing Nature of Professional Control. *Annual Review of Sociology*, 10: 1-20.
3. Light, D., and Levin, S. (1988). The Changing Character of the Medical Profession: A Theoretical Overview. *Milbank Quarterly*, 66 (Supplement 2), 10-32.
4. Lincoln, J.R., and Kalleberg, A.L. (1985). Work Organization and Workforce Commitment: A Study of Plants and Employees in the U.S. and Japan. *American Sociological Review*, 50: 738-760.
5. Wallace, J.E. (1995). Corporatist Control and Organizational Commitment among Professionals: The Case of Lawyers Working in Law Firms. *Social Forces*, 73:811-839.

Week 3: The Changing Context of Professional Work (September 24th)

1. Klegon, D. (1978). The Sociology of Professions: An Emerging Perspective. *Sociology of Work and Occupations*, 5, 259-283.
2. Haug, M.R. (1988). A Reexamination of the Hypothesis of Physician Deprofessionalization. *Milbank Quarterly*, 66 (Supplement 2), 28-56.
3. Leicht, K.T., and Fennel, M.L. (1997). The Changing Organizational Context of Professional Work. *Annual Review of Sociology*, 23:307-328.
4. Wallace, J.E. (1995). Organizational and Professional Commitment in Professional and Nonprofessional Organizations. *Administrative Science Quarterly*, 40:228-255.
5. Wallace, J.E., and Kay, F.K. (2008). The Professionalism of Practicing Law: A Comparison Across Two Work Contexts. *Journal of Organizational Behavior*, 29:1021-1047.

Week 4: Meaningful Work (October 1st)

1. Roy, D. (1960). "Banana Time": Job Satisfaction and Informal Interactions. *Human Organizations*, 18:156-68.
2. Tausky, C. (1992). Work is Desirable/Loathsome: Marx vs. Freud. *Work and Occupations*, 19(1):3-17.
3. Schieman, S., and M. Young (2010). The Demands of Creative Work: Implications for Stress in the Work-Family Interface. *Social Science Research*, 39:246-259.
4. 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.
5. Wallace, J.E. (2001). Explaining Why Lawyers Want to Leave the Practice of Law. In J. Van Hoy (Ed), *Sociology of Crime, Law and Deviance, Volume 3: Legal Professions: Work, Structure and Organization* (pp. 117-145). London: Elsevier Science.

Week 5: Balancing Work and Family (October 8th)

1. Simon, R. W. (1995). Gender, Multiple Roles, Role Meaning and Mental Health. *Journal of Health and Social Behavior*, 36:182-194.
2. Milkie, M.A., and P. Peltola (1999). Playing All the Roles: Gender and the Work-Family Balancing Act. *Journal of Marriage and the Family*, 61:476-490.
3. Barnett, R.C., and K.C. Gareis (2000). Reduced-Hours Employment: The Relationship between Difficulty of Trade-Offs and Quality of Life. *Work and Occupations*, 27(2):168-187.
4. Glavin, P., and S. Schieman (2012). Work-Family Role Blurring and Work-Family Conflict: The Moderating Influence of Job Resources and Job Demands. *Work and Occupations*, 39(1):71-98.
5. Wallace, J.E. (2006). Can Women in Law Have it All: A Study of Motherhood, Career Satisfaction and Life Balance. In R. Greenwood and R. Suddaby (Eds.), *Research in the Sociology of Organizations, Volume 24: Professional Service Firms* (pp. 283-306). Elsevier Ltd.

Week 6: Gender and Earnings (October 15th)

1. Reskin, B. (1993). Sex Segregation in the Workplace. *Annual Review of Sociology*, 19:241-270.
2. Bielby, D.D., and W.T. Bielby (1988). She Works Hard for the Money: Household Responsibilities and the Allocation of Work Effort. *American Journal of Sociology*, 93: 1031-1059.
3. Reskin, B.F., and Bielby, D.B. (2005). A Sociological Perspective on Gender and Career Outcomes. *The Journal of Economic Perspectives*, 19(1):71-86.
4. Glauber, R. (2010). Women's Work and Working Conditions: Are Mother Compensated for Lost Wages? *Work and Occupations*, 39(2):115-138.
5. 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.

Week 7: The Motherhood Penalty (October 22nd)

1. Weisman, C.S., and M.A. Teitelbaum (1987). The Work-Family Role System and Physician Productivity. *Journal of Health and Social Behavior*, 28(3): 247-257.
2. Kaufman, G., and P. Uhlenberg (2000). The Influence of Parenthood on the Work Effort of Married Men and Women. *Social Forces*, 78(3): 931-949.
3. Budig, M. J. and England, P. (2001). The Wage Penalty for Motherhood. *American Sociological Review*, 66, 204-225.
4. Correll, S.J., S. Benard, and I. Paik (2007). Getting a Job: Is there a Motherhood Penalty? *American Journal of Sociology*, 112(5): 1297-1339.
5. Budig, M.J. and M.J. Hodges (2010). Differences in Disadvantage: Variation in the Motherhood Penalty across White Women's Earnings Distribution. *American Sociological Review*, 75(5):1-24.
6. Wallace, J.E. (2008). Parenthood and Commitment to the Legal Profession: Are Mothers Less Committed than Fathers? *Journal of Family and Economic Issues*, 29:478-495.

Week 8: Job Stress (October 29th)

1. Pearlin, L.I. (1989). The Sociological Study of Stress. *Journal of Health and Social Behavior*, 30:241-256.
2. Karasek, R. A. (1979). Job Demands, Job Decision Latitude, and Mental Strain: Implications for Job Redesign. *Administrative Science Quarterly*, 24, 285-308.
3. Bakker, A.B., and E. Demerouti (2007). The Job Demands-Resources Model: State of the Art. *Journal of Managerial Psychology*, 22(3): 309-328.
4. Schieman, S., Y.K. Whitestone and K. Van Gundy (2006). The Nature of Work and the Stress of Higher Status. *Journal of Health and Social Behavior*, 47:242-257.
5. Wallace, J.E. (2005). Job Stress, Depression and Work-Family Conflict amongst Lawyers: A Test of the Strain and Buffer Hypotheses. *Industrial Relations*, 60:510-537.

Week 9: Coping and Social Support (November 5th)

1. Thoits, P. A 1995. Stress, Coping, and Social Support Processes: Where are We? What Next? *Journal of Health and Social Behavior, Extra Issue*, 53-79.
2. Latack, J.C., and S. J. Havlovic (1992). Coping with Job Stress: A Conceptual Evaluation Framework for Coping Measures. *Journal of Organizational Behavior*, 12: 479-508.
3. Ross, C. E., and Mirowsky, J. 1989. Explaining the Social Patterns of Depression: Control and Problem Solving – or Support and Talking? *Journal of Health and Social Behavior*, 30, 206-219.
4. Sloan (2012). Unfair Treatment in the Workplace and Worker Well-Being: The Role of Coworker Support in a Service Work Environment. *Work and Occupations*, 39(1):3-34.
5. Wallace, J.E., and Lemaire, J. (2013). Physician Coping Styles and Emotional Exhaustion. *Industrial Relations*, 68:187-209.

Week 10: Occupational Similarity and Spousal Support (November 12th)

1. Lin, N., Woelfel, M.W., and Light, S.C. (1985). The Buffering Effect of Social Support Subsequent to an Important Life Event. *Journal of Health and Social Behavior*, 26:247-263.
2. Halbesleben, J.R., Wheller, A.R., and Rossi, A.M. (2012). The Costs and Benefits of Working with One's Spouse: A Two-Sample Examination of Spousal Support, Work-Family Conflict, and Emotional Exhaustion in Work-Linked Relationships. *Journal of Organizational Behavior*, 33: 597-615.
3. Janning, M. (2006). Put Yourself in My Work Shoes: Variations in Work-Related Spousal Support for Professional Married Coworkers. *Journal of Family Issues*, 27:85-109.
4. Sutor, J.J., and Pillemer, K. (1995). When Experience Counts Most: The Effects of Experiential and Structural Similarity on Patterns of Support and Interpersonal Stress. *Social Forces*, 73(3): 1573-1588.
5. Jovanovic, A., and Wallace, J.E. (2013). Lean on Me: An Exploratory Study of the Spousal Support Received by Physicians. *Psychology, Health and Medicine*, 18:543-551.
6. De Grood, J., and Wallace, J. (2011). In Sickness and In Health: An Exploration of Spousal Support and Occupational Similarity. *Work & Stress*, 25:272-287.

Week 11: Tokenism and Social Ties (November 19th)

1. 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.
2. Floge, L., and D.M. Merrill (1986). Tokenism Reconsidered: Male Nurses and Female Physicians in a Hospital Setting. *Social Forces*, 65: 925-947.
3. Roth, L.M. (2004). Engendering Inequality: Processes of Sex-Segregation on Wall Street. *Sociological Forum*, 19(2):203-228.
4. Wallace, J.E., and Kay, F.M. (2012). Tokenism, Organizational Segregation and Coworker Relations in Law Firms. *Social Problems*, 59:389-410.
5. Kay, F.M., and Wallace, J.E. (2009). Mentors as Social Capital: Gender, Mentor Capitalization, and Career Rewards in Law Practice. *Sociological Inquiry*, 79:418-452.

Week 12: TBA – Student Topic 1 (November 26th)

Week 13: TBA – Student Topic 2 (December 3rd)

THE SMALL PRINT

- The main Sociology Department office does not deal with course-related matters. Please speak directly to your instructor.
- **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>
- **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."
- **Ethical 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 Departmental 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.
- **Deferrals:** If possible, please provide advance notice to the instructor 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 and misreading of the syllabus 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 2014-15 Students' Union VP Academic's email is: Hana Kadri 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 Evacuation:** In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at Professional Faculties Food Court or the Education Block Food Court.
- **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.
- **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.
- **Academic Accommodation:** Students who require academic accommodation, must register with Student Accessibility Services (formerly the Disability Resource Centre) at MC 452 (or phone 403-220-8237). Please provide academic accommodation letters to the instructor as early as possible and no later than two weeks after the course begins.
 - You must provide advance notice to the instructor if you are unable to write an exam on its designated date. All requests for deferral of an exam 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 may be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferred exam. Deferred exams 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 set by 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 *Deferred Term Work Form:* <http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf> You must submit 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.
 - 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.