

SOC305H1F - Sociology of the Professions
Professor Ronit Dinovitzer
Department of Sociology
Fall 2022
Friday, 10:10am-12pm
Location: SS 1073

Instructor Information

Instructor: Dinovitzer, Ronit
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Office hours: TBA and by appointment via Zoom

Teaching Assistant

TBA

Course Description:

Becoming a professional (doctor, accountant, lawyer, engineer, nurse, etc) remains a coveted goal for many young adults and their parents. But what is a profession, and what do these disparate groups have in common? This course lays the groundwork for understanding how the “professional projects” define professions, limit entry, create internal inequalities and try to maintain their prestige. The role of policy is key to our understanding of the professions, and we will focus on the role of policies in the creation of professions, in the substance of professional work such as ethics, autonomy and commercialism, and on the role of policies in addressing social concerns of inequality and diversity in the professions.

Goals and Learning Objectives

The goal of this course is to foster an understanding of the professions and the role of social policy in the professions.

At the end of the course, students will be able:

- to critically read, analyze and write about sociological (both theoretical and empirical) literature on the professions
- to apply course material to real world and daily life examples
- to synthesize course materials from various weeks and demonstrate an understanding of the issue across various contexts

Prerequisite

The prerequisite to take this course is 1.0 SOC at the 300 or higher level. Students without this requirement will be removed at any time discovered and without notice.

Textbooks and Other Materials

The course relies on a collection of readings compiled by the instructor and available on Quercus.

Evaluation Components		
Type	Due Date	Weight
Engagement	Ongoing	10%
Essay Proposal	Oct 7	5%
Class test (in class/in person)	Oct 14	25%
Essay	Nov 5	35%
Class test (take home/online during class)	Dec 2	25%

Engagement (10%)

Our class readings and discussions do not live purely in the realm of the theoretical. Every week's lecture and readings can be connected to current events. In order to encourage you to make these connections, you will have 10 opportunities to post a link to a current event that connects to the week's readings. In addition to posting the link, you need to write a short comment about how they are related (50-70 words). These short writing exercises will be graded on a pass/fail basis, 1% per submission. There are no make-up opportunities for these assignments.

Posts are due by the start of each class, starting with Class #2. The post is meant to help you prepare for each upcoming lecture, so you will be posting based on the material we are covering that day before the class lecture for that topic.

Two class tests (2*25%) (The first test is in person, in class during class time. The second test is *take home/online* during class time)

Tests must be completed on your own and will be subject to plagiarism review. The second test is not cumulative. Some test information includes:

- Rely on the slides to study and to guide your readings.
- Focus on the main concepts and findings/lessons - and especially examples of them!
- Try to trace some themes across the readings in any given lecture: there is often one concept or point that brings them together
- *Types of questions:* Tests in this course are often application based. Example questions include:

In the article "Article Title", the author Sample Author discusses "example topic." Please define this process and provide two examples of it.

In the article "Article Title", the author Sample Author discusses "example topic." What did they find? Give an example from another reading that found something similar.

The Author "X" in their article about "X" argues that "something happens". Give two examples of this.

We learned from Author X about "something important". What does this mean and what is an example of it from a different reading?

Essay Proposal - (5%)

You will write a 250-word proposal outlining your essay topic. You will ALSO include short summaries of 4 peer-reviewed sources (journal articles or book chapters) not listed in the course syllabus along with a short description of the profession you want to study. Each summary should be about 100 words (so a total of 400 words for the summaries).

Essay (35%)

Details of the essay will be provided later in the term. The essay will require some library research and will be 2,500-3000 words (not counting bibliography), and will build on the essay proposal you submitted.

The essay must be handed to the instructor electronically via Quercus. The instructor and TA will NOT accept electronic copies of assignments via email. Do not put submissions under the office door of the instructor. The instructor is not responsible for student assignments submitted in this way. Students must always keep an extra copy of their assignment for their own records.

Notice of video recording and sharing (Download and re-use prohibited)

This course, including your participation, may be recorded on video and may be available to students in the course for viewing remotely and after each session.

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.

Procedures and Rules

1. Missed tests

Students who miss a test will receive a mark of zero; UNLESS within 48 hours (two days) of the missed test, students who wish to write the make-up test give the instructor an emailed request for special consideration which explains why the test was missed. A request should be accompanied by contact information (the student's telephone number and email address) so the date and time of the make-up test can be communicated to the student. A student who misses a test and the subsequent make-up test for a valid reason will not have

a third chance to take the test. Instead, the grade assigned for the missed test will be the same as the grade the student earns for the other test in this course.

2. Missed/Late Assignments

Time bank: In this course, we will be using time banks. Our time bank is made up of three days. This means that you each have a three-day grace period for one assignment or distributed across different assignments. If you are using your time bank credit for a particular assignment, you must inform us by using the assignment comment box on Quercus when you submit the assignment for which you are applying the time bank. You cannot use the time bank for tests.

Late penalties: Late assignments without the required steps in case of delays (see below) and outside of the time bank limits — will be penalized 5% of the assignment marks per day. The penalty will run from the day the assignment was due until the day it is submitted via Quercus.

1. If a student misses tests or submit assignments beyond the time bank for **medical reasons**, you will need to email me the instructor, not the TA, and also declare your absence on ACORN.
2. If a **personal or family crisis** prevents you from meeting a deadline, have your college registrar email me directly (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies).

Students who have been approved by me to submit a late paper (beyond the time bank) must do so within 2 days after receiving my permission.

- You are expected to keep a back-up, digital copy of your assignment.

Grade appeals

Instructors and teaching assistants take the marking of assignments very seriously, and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following rules:

- If it is a mathematical error simply alert the TA of the error.
- In the case of more substantive appeals, you must:
 1. Wait at least 24 hours after receiving your mark.
 2. Carefully re-read your assignment, all assignment guidelines and marking schemes and the grader's comments.
 3. You have up to one month from the date of return of the item to inquire about the mark beyond the course instructor. In order to meet this deadline, you must inquire about the mark with your instructor no longer than 15 days after receiving your mark. If you are not satisfied with the instructor's re-

evaluation, you may appeal to the Associate Chair, if the term work is worth at least 20% of the course mark. If your work is remarked, you must accept the resulting mark.

If you wish to appeal:

A. You must submit to the instructor a written explanation of why you think your mark should be altered. Please note statements such as “I need a higher grade to apply to X” are not compelling. Also, please note that upon re-grade your mark may go down, stay the same, or go up.

B. Attach to your written explanation your original assignment, including all of the original comments. Scan all documents and submit via email to your TA.

Communication

Email communication is rapid, convenient, and efficient—and you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules:

- All course communication should be conducted through Quercus or your utoronto account.
- All emails must include the course code (e.g., SOC 305) in the subject line.
- All emails should be signed with the student’s full name and student number.
- Emails from students will generally be answered within 72 hours of receipt.
- Treat emails as you would any other professional communication.
- Emails that ask questions that are answered in the course syllabus or website (e.g., “how much is assignment X worth”) will not receive a response.

Emails that do not follow these guidelines will not receive a response.

Academic integrity

Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices acceptable in high school may prove unacceptable in university. Know where you stand by reading the “Code of Behaviour on Academic Matters” in the Calendar of the Faculty of Arts and Science.

Normally, students will be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Assignments not submitted through Ouriginal will receive a grade of zero (0 %), unless a student instead provides, along with their position paper, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via Ouriginal) is in place because, strictly speaking, using Ouriginal is voluntary for students at the University of Toronto.

Attendance

Students are responsible for all material covered in class and in the assignment readings.

Student resources

Accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

If required, the link for the Accommodated Testing Services (ATS):

<https://lsm.utoronto.ca/ats/>

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated.

Weekly Schedule

Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.

1. SEP 9: WHAT IS A "PROFESSION"?

- a. Gorman, E. H., & Sandefur, R. L. (2011). "Golden age," quiescence, and revival: how the sociology of professions became the study of knowledge-based work. *Work and Occupations*, 38(3), 275-302.
<https://doi-org.myaccess.library.utoronto.ca/10.1177%2F0730888411417565>
- b. Anteby, M., Chan, C. K., & DiBenigno, J. (2016). Three Lenses on Occupations and Professions in Organizations: Becoming, Doing, and Relating. *The Academy of Management Annals*, 10(1), 183–244. **Read from page 187**
https://journals-scholarsportal-info.myaccess.library.utoronto.ca/details/19416520/v10i0001/183_tloopajobdar.xml

Recommended:

Evetts, Julia. "The concept of professionalism: Professional work, professional practice and learning." *International handbook of research in professional and practice-based learning*. Springer, Dordrecht, 2014. 29-56.

https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_springer_books_10_1007_978_94_017_8902_8_2

2. SEP 16: PROFESSIONAL PROJECTS

Professional projects refer to occupations' efforts to become a profession, a process that entails defining the boundaries around the profession and protecting those boundaries through social exclusion of the unqualified.

- a. Tracey L. Adams. 2004. "Inter-professional conflict and professionalization: dentistry and dental hygiene in Ontario." *Social Science and Medicine*, 58 (11), pg. 2243-2252
http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/02779536/v58i0011/2243_icapdadhio
- b. Muzio, Daniel, et al. "Towards corporate professionalization: The case of project management, management consultancy and executive search." *Current Sociology* 59.4 (2011): 443-464.
<http://journals.sagepub.com.myaccess.library.utoronto.ca/doi/pdf/10.1177/0011392111402587>
- c. *Recommended:* Starr, Paul. 1982. *The Social Transformation of American Medicine*. New York: Basic Books. (Book I, Chapter 3, pp. 79-144)
<http://hdl.handle.net.myaccess.library.utoronto.ca/2027/heb.00104.0001.001>

3. SEP 23: KNOWLEDGE CLAIMS- EXPERTS VS. EXPERTISE

- a. Stefan Timmermans. 2005. "Suicide Determination and the Professional Authority of Medical Examiners" *American Sociological Review*, 70:311-333. <http://search.proquest.com.myaccess.library.utoronto.ca/docview/218830035>
- b. Anteby M, Holm AL. Translating Expertise across Work Contexts: U.S. Puppeteers Move from Stage to Screen. *American Sociological Review*. 2021;86(2):310-340. <https://journals-sagepub-com.myaccess.library.utoronto.ca/doi/10.1177/0003122420987199>

4. SEP 30: SO YOU WANT TO BE A PROFESSIONAL? GETTING INTO PROFESSIONAL SCHOOL AND GETTING HIRED

- a. Cech, E. (2021). The Trouble with Passion. In *The Trouble with Passion*. University of California Press. Introduction. https://content.ucpress.edu/title/9780520303225/9780520303225_intro.pdf
- b. Rivera, Lauren. 2012. Hiring as Cultural Matching: The Case of Elite Professional Service Firms. *American Sociological Review*. 77: 999-1022. <http://asr.sagepub.com.myaccess.library.utoronto.ca/content/77/6/999.full>
- c. What Stanley H. Kaplan taught us about the S.A.T. By Malcolm Gladwell http://www.newyorker.com/archive/2001/12/17/011217crat_atlarge

5. OCT 7: BECOMING A PROFESSIONAL: IDENTITY/SOCIALIZATION

ESSAY PROPOSAL DUE**

- a. Karen Ho. 2009. *Liquidated: An Ethnography of Wall Street*. Durham: Duke University Press, Chapter 2. <http://read.dukeupress.edu.myaccess.library.utoronto.ca/content/liquidated>
- b. Howard S. Becker and Blanche Geer. 1958. "The Fate of Idealism in Medical School." *American Sociological Review*, Volume 23, Issue 1, pp. 50 - 56 <http://www.jstor.org.myaccess.library.utoronto.ca/stable/pdfplus/2088623.pdf?acceptTC=true>
- c. John Bliss <https://thepractice.law.harvard.edu/article/the-professional-identity-formation-of-lawyers/>
- d. *Recommended:* <http://www.nytimes.com/2016/07/10/opinion/sunday/how-wall-street-bro-talk-keeps-women-down.html>

6. OCT 14 CLASS TEST (IN PERSON DURING CLASS TIME)

Engagement Post can be about any topic of your choosing (relating to the course material)

7. OCT 21: PROFESSIONAL CAREERS – IN THE “OLD” AND “NEW” ECONOMIES

- a. Borkenhagen, C., & Martin, J. L. (2018). Status and career mobility in organizational fields: Chefs and restaurants in the United States, 1990–2013. *Social Forces*, 97(1), 1-26. <https://doi-org.myaccess.library.utoronto.ca/10.1093/sf/soy024>
- b. Max Besbris, Caitlin Petre, Professionalizing Contingency: How Journalism Schools Adapt to Deprofessionalization, *Social Forces*, Volume 98, Issue 4, June 2020, Pages 1524–1547, <https://doi.org/10.1093/sf/soz094>
- c. *Recommended:*
Stovel, K., Savage, M., & Bearman, P. (1996). Ascription into achievement: Models of career systems at Lloyds Bank, 1890-1970. *American Journal of Sociology*, 102(2), 358-399. read: 358-366 and 388-394 <https://doi-org.myaccess.library.utoronto.ca/10.1086/230950>

8. OCT 28: DIVERSITY 1: THE BUSINESS CASE FOR DIVERSITY AND POLICIES IN ACTION

- a. Edelman, L. B., Fuller, S. R., & Mara-Drita, I. (2001). Diversity rhetoric and the managerialization of law. *American Journal of Sociology*, 106(6), 1589-1641. https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_proquest_miscellaneous_60141255
- b. Twine, F. W. (2018). Technology's Invisible Women: Black Geek Girls in Silicon Valley and the Failure of Diversity Initiatives. *International Journal of Critical Diversity Studies*, 1(1), 58–79. <https://doi-org.myaccess.library.utoronto.ca/10.13169/intecritdivestud.1.1.0058>
- c. **Solutions:** Dobbin, Frank, and Alexandra Kalev. 2021. “Why Diversity Training Does Not Work and Policies to Combat Bias in the Workplace More Effectively”. *The Economist*. https://scholar.harvard.edu/files/dobbin/files/dobbin_kalev_economist_5-21-21.pdf

9. NOV 4: DIVERSITY 2: MECHANISMS - GENDER, MINORITIES AND PROFESSIONAL CAREERS

- a. Erin Cech, Brian Rubineau, Susan Silbey, Carol Seron . 2011. “Professional Role Confidence and Gendered Persistence in Engineering.” *American Sociological Review* 76.5: 641-666. <http://search.proquest.com.myaccess.library.utoronto.ca/docview/901614929?accountid=14771>
- b. Ray V. <https://hbr.org/2019/11/why-so-many-organizations-stay-white>
- c. “Why Aren’t Women Advancing More in Corporate America By Emily Bazelon” https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_proquest_miscellaneous_2184394000

d. *Recommended:*

Rethink What You “Know” About High-Achieving Women, Robin J. Ely, Pamela Stone, Colleen Ammerman (2014). *Harvard Business Review*.

<https://hbr.org/2014/12/rethink-what-you-know-about-high-achieving-women>

NOV 11: READING WEEK NO CLASS

10. NOV 18: AUTONOMY , ETHICS & COMMERCIALISM

- a. D. Muzio, J. Falconbridge, C. Gabbioneta, & R. Greenwood. “Bad Apples, Bad Barrels And Bad Cellars: A ‘Boundaries’ Perspective On Professional Misconduct,” In: *Organizational Wrongdoing*, Cambridge University Press, Edited by Don Palmer et al.

http://www.researchgate.net/publication/280385043_BAD_APPLES_BAD_BARRELS_AND_BAD_CELLARS_A_BOUNDARIES_PERSPECTIVE_ON_PROFESSIONAL_MISCONDUCT

- b. Stefan Timmermans and Hyeyoung Oh. 2010. “The Continued Social Transformation of the Medical Profession.” *Journal of Health and Social Behavior*, 51: S94-106.

<http://search.proquest.com.myaccess.library.utoronto.ca/docview/762223565?accountid=14771>

- c. **Recommended:** Christin, A., & Petre, C. (2020). Making Peace with Metrics: Relational Work in Online News Production. *Sociologica*, 14(2), 133–156.

<https://doi.org/10.6092/issn.1971-8853/11178>

11. NOV 25: THE STRESS OF HIGHER STATUS: MENTAL HEALTH, WORK/LIFE AND SATISFACTION
12.

****ESSAY DUE*****

- a. Koltai, J., Schieman, S., & Dinovitzer, R. (2018). The status–health paradox: Organizational context, stress exposure, and well-being in the legal profession. *Journal of health and social behavior*, 59(1), 20-37.

<https://myaccess.library.utoronto.ca/login?url=https://www.jstor.org/stable/26427426>

- b. Erin A. Cech & Lindsey Trimble O’Connor (2017) ‘Like second-hand smoke’: the toxic effect of workplace flexibility bias for workers’ health, *Community, Work & Family*, 20:5, 543-572

https://journals-scholarsportal-info.myaccess.library.utoronto.ca/details/13668803/v20i0005/543_sstteowfbfwh.xml

- c. Duhigg, Charles. 2019. “America’s Professional Elite: Wealthy, Successful and Miserable.”

<https://www.proquest.com/docview/2184394335/fulltextPDF/69CCE50D7B154622PQ/1?accountid=14771>

13. DEC 2: NO CLASS. ONLINE TEST DURING CLASS TIME (TEST IS NOT CUMULATIVE)