



UNIVERSITY OF CALGARY

Fall 2021

FACULTY OF ARTS

Department of Sociology

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

COURSE TITLE: THE SOCIOLOGY OF WORK			
Course Number	Sociology 393.01		
Pre/Co-Requisites	Sociology 201		
Instructor Name	Dr. Jean E. Wallace	Email	jwallace@ucalgary.ca
Instructor Email Policy	Feel free to contact me by email at any time. Please put the 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. I do not answer emails over the weekend. Please take that into account when emailing me questions about assignments or exams. Please e-mail me for administrative purposes, for example to set up an appointment or to let me know if there are any technical problems with the course materials. If you have questions or concerns that are personal or cannot be addressed via the Class Chat time, please contact me by email to set up an appointment.		
Communication	Please check the course Home Page regularly (a couple times a week) for any news or updates and please email me immediately if there are problems accessing any of the course materials.		
Office Location	N/A	Class Chat and Check In (Office Hours)	Open to the entire class on Thursdays 12:30-1:45 pm (lunch time) via Zoom
Telephone No.	Please contact me via email as I will not be on campus.		
TA Name	TBA	TA Email	TBA
TA Office Hours	TBA		
Class Date and Time	N/A		
Class Location	Online hybrid of asynchronous and live synchronous		

Please refer to the additional resources posted on D2L

Welcome Video and slides, and Course Orientation Quiz (due Sept. 10 @ 5 pm via D2L)

Course Description

This course adopts 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.

Course Objectives/Learning Outcomes

The main goal of this course is to foster an understanding of the sociology of work. My teaching goals are for students to:

- *Become familiar* with a variety of current topics and empirical studies of issues related to work.
- *Critically read, analyze, and discuss* theoretical and empirical literature on the sociology of work.
- *Discuss and apply* course material to real work and daily life examples and experiences.

Course Format

This course is a hybrid course that includes both synchronous and asynchronous components. I am offering pre-recorded, asynchronous micro-lectures that supplement the assigned readings that are posted on D2L for each module/class. Most of the lecture materials complement the readings but do not duplicate them. Both are necessary to meet the learning objectives of the course. There are four general thematic sections to the course (see below) and I will post each section of materials onto D2L in advance of that section. There are *no required scheduled meetings* with the instructor. **Students are invited to check in through weekly scheduled synchronous Zoom Class Chat and Check In on Thursdays from 12:30-1:45 pm, but these are optional, not required and not graded.** These meetings are designed to be live office hours where you will have the opportunity to ask questions and discuss the course materials. You are invited to send me questions in advance of the Thursday meetings via email or raise them during that time. I may also propose topics for discussion during this time to ensure that we're all on the same page with the materials covered that week.

This format of teaching and learning is still new for most of us. It can be stressful and uncertain. I have posted two small documents on helpful tips for taking online courses. Please check them out and feel free to share advice and/or ask questions on the Discussion Board about any of challenges you're experiencing.

Learning Resources

There is **one required text** for this course (Volti, 2012) and **ten required journal articles**. Additional resources, such as videos, newspaper articles, etc. are posted on the relevant module outline posted on D2L.

Required Text: Volti, Rudi (2012). *An Introduction to the Sociology of Work and Occupations* (2nd Edition). Sage Publications, Thousand Oaks. Hard copy available at the bookstore.

- eBook access for rent or purchase available at: <https://www.vitalsource.com/en-ca/products/an-introduction-to-the-sociology-of-work-and-rudi-volti-v9781483342412>
- Kindle eBook available at: https://www.amazon.com/Introduction-Sociology-Work-Occupations-ebook/dp/B00ELTPX4Y/ref=sr_1_1?ie=UTF8&qid=1477881150&sr=8-1&keywords=9781483342412

Additional Required Readings: The links for the articles are below and posted on D2L and you need your UCID number and password to login to the UC library to access them.

M3) Dorsey, E. R., & G. Ritzer (2016). The McDonaldization of Medicine. *JAMA neurology* 73(1):15-16. <https://jamanetwork-com.ezproxy.lib.ucalgary.ca/journals/jamaneurology/fullarticle/2469513>

- M5)** Smids, J., Nyholm, S., & Berkers, H. (2020). Robots in the Workplace: A Threat to—or Opportunity for—Meaningful Work?. *Philosophy & Technology*, 33(3):503-522. <https://link-springer-com.ezproxy.lib.ucalgary.ca/content/pdf/10.1007/s13347-019-00377-4.pdf>
- M8)** Bunderson, J.S., & 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>
- M10)** Lemaire, J., & J.E. Wallace (2010). Not All Coping Strategies are Created Equal: A Mixed Methods Study Exploring Physicians' Self-Reported Coping Strategies. *BMC Health Services Research*, 10:208. <http://bmchealthservres.biomedcentral.com/articles/10.1186/1472-6963-10-208>
- M11)** Moses, J., Bradley, G. L., & O'Callaghan, F. V. (2016). When College Students Look after Themselves: Self-care Practices and Well-being. *Journal of student affairs research and practice*, 53(3):346-359. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1080/19496591.2016.1157488?needAccess=true>
- M13)** Cuddy, A.J.C., Fiske, S.T., & Glick, P. (2004). When Professionals Become Mothers, Warmth Doesn't Cut the Ice. *Journal of Social Issues*, 59:263-274. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=14989722&site=ehost-live>
- M15)** Stratton, L.S (2020). The Determinants of Housework Time. *IZA World of Labor*. 2020 May 27. <https://wol.iza.org/uploads/articles/539/pdfs/determinants-of-housework-time.pdf?v=1>
- M16)** Clark et al (2020). "You're a Teacher, You're a Mother, You're a Worker": Gender Inequality during COVID-19 in Ireland. *Gender, Work and Organization*, 28:1352-1362. <https://onlinelibrary.wiley.com/doi/epdf/10.1111/gwao.12611>
- M19)** Heslop, R. (2011). The British Police Service: Professionalisation or 'McDonaldization'? *International Journal of Police Science and Management*, 13(4):312-321. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1350/ijps.2011.13.4.238>
- M21)** Schleef, D. (2000). "That's a Good Question!" Exploring Motivations for Law and Business School Choice. *Sociology of Education*, 73(3): 155-174. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/2673214>

Learning Technologies and Requirements

The following learning technologies are used in this course: a variety of features on **D2L** (e.g., Dropbox, quizzes), **Zoom**, and **Power Point** presentations with audio. There is a D2L site for this course which contains relevant class resources and materials. I have also posted starter tips and Q&A for using these technologies in the Discussion Board on D2L (see "*Tips for Online Learning*"). In order to successfully engage in your learning experiences at the University of Calgary, you will need reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.
- Most current laptops will have a built-in webcam, speaker and microphone

Schedule of Asynchronous Lectures and Readings

I have set up the asynchronous modules so that each one corresponds to what was previously covered in a 75-minute TR class. As such, you should plan to cover two modules per week to stay on schedule. **All of the module lectures are asynchronous so it is up to you to decide when to cover the material, but I have listed dates to help you stay on track. Please refer to the module descriptions on D2L for information and access to additional course materials.** Power Point slides with the recorded lectures will be available on D2L prior to beginning of each section to the course.

MODULE AND SUGGESTED DATE	TOPIC	READING
M1 September 7	Introduction	Volti, Introduction
I: THE CHANGING NATURE OF WORK		
M2 September 9	Industrialization and its Consequences	Volti, Chap. 3
M3 September 14	Bureaucratic Organizations "The McDonalidization of Medicine"	Volti, Chap. 4 Dorsey and Ritzer
M4 September 16	Technology and Work	Volti, Chap. 5
M5 September 21	"Robots in the Workplace"	Smids, Nyholm & Berkers
September 23	Exam 1 (20%)	
II: LIFE ON THE JOB		
M6 September 28	Who Gets What?	Volti, Chap. 10
M7 September 30	Work and its Rewards	Volti, Chap. 11
M8 October 5	"The Call of the Wild"	Bunderson & Thompson
M9 October 7	The Perils and Pressure of Work	Volti, Chap. 12
M10 October 12	"Not All Coping Strategies are Created Equal"	Lemaire & Wallace
M11 October 14	"When College Students Look after Themselves"	Moses, Bradley & O'Callaghan
October 19	Exam 2 (20%)	
III: WOMEN AND WORK		
M12 October 21	Diversity in the Workplace	Volti, Chap. 13
M13 October 26	"When Professionals become Mothers"	Cuddy et al.
M14 October 28	Work Roles and Life Roles	Volti, Chap. 14
M15 November 2	"Determinants of Housework Time"	Stratton
M16 November 4	"Gender Inequality during COVID-19"	Clark et al.
November 9-11	Reading Week	
November 16	Exam 3 (15%)	
IV: PREPARING TO WORK		
M17 November 18	Workplace Culture and Socialization	Volti, Chap. 8
M18 November 23	Professions and Professionals	Volti, Chap. 9
M19 November 25	"Professionalisation or 'McDonalidization'?"	Heslop
M20 November 30	Getting a Job	Volti, Chap. 7
M21 December 2	"Exploring Motivations"	Schleef
December 7	Exam 4 (15%)	

Methods of Assessment and Grading Weights

There are two different methods of evaluation for this course that include **four exams** and **thirteen weekly activities**. All will be submitted via D2L.

Four Online Exams (70% of your final grade): There will be four online exams that will be completed via D2L. All will be multiple choice and open-book. You can complete the exams at any point in the scheduled 24-hour period; once you start the exam you will have to complete it within the allotted time of 113 minutes. Questions will cover the assigned readings (irrespective of whether they were discussed in the recorded micro-lectures), recorded micro-lectures, activities, and videos. The exams are not cumulative and will only cover material after the last exam. Please refer to the Lecture Schedule for material covered in each exam. **You must complete an Agreement of Understanding posted on D2L prior to each exam before you will be given access to the exam.**

Exam (Weight)	Modules	Start Time	End Time	Amount of Time
Exam 1 (20%)	M1-M5	September 23 12:30 pm (lunch time)	September 24 12:30 pm (lunch time)	113 minutes
Exam 2 (20%)	M6-M11	October 19 12:30 pm (lunch time)	October 20 12:30 pm (lunch time)	113 minutes
Exam 3 (15%)	M12-M16	November 16 12:30 pm (lunch time)	November 17 12:30 pm (lunch time)	113 minutes
Exam 4 (15%)	M17-M21	December 7 12:30 pm (lunch time)	December 8 12:30 pm (lunch time)	113 minutes

Thirteen Weekly Activities (30% of your final grade): Weekly activities include short quizzes, short answer essay questions, surveys and reflections. These activities ask you to address questions related to the lecture topic that week so that you can think about and apply course material in a different way and to keep you engaged in the course. Each Weekly Assignment is accessed under the relevant module listed below. **Please note some weeks have two activities. Late activities will not be accepted.**

Weekly Activities due via D2L and worth 2-3% each (Total = 30%)

Module and Topic	Activity	Date Due via D2L
M0 Course Orientation (3%)	Quiz*	Fri. Sept. 10 @ 5:00 pm
M2 Industrialization (2%)	Short Answer**	Fri. Sept. 10 @ 5:00 pm
M3 McDonaldization (2%)	Short Answer**	Fri. Sept. 17 @ 5:00 pm
M6A Variables & Hypotheses (3%)	Quiz*	Fri. Oct. 1 @ 5:00 pm
M6B Mobility (3%)	Quiz*	Fri. Oct. 1 @ 5:00 pm
M9 Stress & Coping P1 (2%)	Reflections**	Fri. Oct. 8 @ 5:00 pm
M10 Stress & Coping P2 (2%)	Reflections**	Fri. Oct. 15 @ 5:00 pm
M12 Diversity in the Workplace (2%)	Short Answer**	Fri. Oct. 22 @ 5:00 pm
M8 Callings & Motivations (2%)	Survey **	Fri. Oct. 29 @ 5:00 pm
M15 Housework (3%)	Quiz*	Fri. Nov. 5 @ 5:00 pm
M17 Parental Traits (2%)	Survey **	Fri. Nov. 19 @ 5:00 pm
M18 Professions (2%)	Short Answer**	Fri. Nov. 26 @ 5:00 pm
M21 Exploring Career Link (2%)	Survey**	Fri. Nov. 26 @ 5:00 pm

***Quizzes** are available on Friday the week before at 5:00 pm and you have 30 minutes to complete them once you open them. Quiz scores are entered as raw scores and count for 3%.

****Grading Rubric for Short Answer, Reflections and Survey Activities:** These weekly assignments will be graded out of 4 points using the Grading Scale posted below.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following 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.

Final Exam Information

There will **not** be a Registrar Scheduled Final Exam.

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.

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 requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

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 let the student

know their rationale. If the student wishes will 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. Final grades are not posted by the Sociology Department. They are only available online.

Guidelines for Class Chat and Check In Zoom Sessions

Zoom is a video conferencing program that will allow us to meet on Thursdays at 12:30-1:45 for a “live” video conference, so that we have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. I have posted start up information and Zoom Q & A under “Tips for Online Learning” on the class Discussion Board on D2L.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. The instructor can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.). The instructor will not record the online sessions as they are optional and attendance is not required or taken. These sessions will be used to support student learning only and will not be shared or used for any other purpose.

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/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.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, recorded lectures, 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.

Recording of Lectures

Note that the audio or video recording of lectures and taking screenshots of PowerPoint slides during the lecture are not permitted without explicit authorization. The non-authorized media recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Sharing of Lecture Notes and Exam Questions

Note that publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more information, click here: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

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>

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: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

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

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>. To access the main Library website go to: <https://library.ucalgary.ca>

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.