

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

**The Sociology of Work
Sociology 393.01
Winter 2010**

Instructor: Dr. Jean E. Wallace
Class: Tuesday and Thursday, 2:00-3:15
Location: Kinesiology Complex B, Room 132

Office: Social Sciences 914
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Office Hours: Tuesday and Thursday, 1:00-1:45; 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 Text: Hodson, Randy, and Teresa A. Sullivan (2008). *The Social Organization of Work* (4th Edition) Belmont, CA: Wadsworth.

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 in-class exams that contain multiple-choice questions. All three exams will be based on lectures and the assigned readings (i.e., in the text and all three essay readings). 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 reviewed in the readings.

Exam:	Date:	Weight:
Exam #1	Tuesday February 23	35%
Exam #2	Tuesday March 30	35%
Exam #3	Thursday April 15	10%

Essay Assignment: You will select **one** of the essay topics based on one of the assigned readings available on Blackboard (refer to "Essay Readings"). The essay assignment is contained on pages 4 and 5 of the course outline. The essay is worth 20% of your final grade. Note that each essay has a different due date and is due in-class by the end of class at 3:15 pm. Students will be docked 10% per day for each day their paper is late. This late penalty takes effect after 3:15 pm on the day the paper is due and also includes weekends and holidays.

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

	I: INTRODUCTION	
January 12	Course Introduction	
January 14 & 19	The Evolution of Work	Hodson & Sullivan, Chap. 1
January 21 & 26	Studying the World of Work	Hodson & Sullivan, Chap. 2
	II: WHY DO WE WORK?	
January 28 & February 2	Meaningful Work	Hodson & Sullivan, Chap. 3
February 4	What's to Like about Work?	Wallace (2006)
February 9 & 11	The Future of Work	Hodson & Sullivan, Chap. 17
February 16 & 18	Reading Week	
February 23	EXAM #1 (35%)	
	III: THE CHANGING ROLE OF WOMEN	
February 25 & March 2	Class, Race and Gender	Hodson & Sullivan, Chap. 4
March 4 & 9	Work and Family	Hodson & Sullivan, Chap. 5
March 11	Gender, Parenthood & Productivity	Young & Wallace (2009)
March 16 & 18	Services	Hodson & Sullivan, Chap. 10
March 23 & 25	Administrative Support and Sales	Hodson & Sullivan, Chap. 13
March 30	EXAM #2 (35%)	
	IV: GOOD VS. BAD JOBS	
April 1	Professions and Professionals	Hodson & Sullivan, Chap. 11
April 6	Work Demands and Supports	Wallace & Lemaire (2007)
April 8	Changing Technology	Hodson & Sullivan, Chap. 7
April 13	Marginal Jobs	Hodson & Sullivan, Chap. 14
April 15	EXAM #3 (10%)	

ADDITIONAL INFORMATION:

- 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. Without appropriate documentation or a university valid reason for missing an exam, you will receive a zero for that portion of your grade.
- There are no re-writes on any exams or essays in this class and no extra credit work will be given. If you anticipate any difficulties meeting any of the class requirements, please make sure to discuss your concerns with the professor before the deadline.

- 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.
- The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside instructor’s office, the department office, etc. Term assignments must be returned to students individually, during class or during the instructor’s 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. Grades are not available through email, phone or the Sociology office. They are available on Blackboard only.
- When students are unable to submit papers in class, they should make arrangements to hand in their papers directly to the instructor rather than at the Sociology Department main office.
- **Academic Accommodation:** Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 295, telephone 403-220-8237). Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. **It is the student’s responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**
- Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. As a result, cheating or plagiarism on any assignment or examination are regarded as serious academic offenses. Students are advised to consult the University Calendar which presents a Statement of Intellectual Honesty and definitions and penalties associated with plagiarism, cheating, and other academic misconduct.
- The University of Calgary provides a **safewalk** service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 403-220-5333. 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 and other electronic devices may be used only if you have permission from the professor.
- Sociology Web Page: <http://www.soci.ucalgary.ca>

Sociology 393.01
Essay Assignment
Winter 2010

All students in the class are required to write a short essay (less than 10 pages) on any **one** of three topics assigned from one of the readings available on Blackboard under “Essay Readings”. The essay is worth 20% of your final grade. Be sure to use specific examples from the readings and relevant sociological concepts in your essay. Please reference the page numbers for the examples you use from the assigned reading and Hodson and Sullivan’s text. You are not to use any additional materials other than the text, your class notes and the single reading that has been assigned for that essay topic. Essays must be turned in to me by 3:15 pm on their specific due date. Students will be docked 10% per day for each day their paper is late and this late penalty takes effect after 3:15 pm on the day the paper is due.

Essay #1	Due: Tuesday February 23 rd
Essay #2	Due: Thursday, March 25 th
Essay #3	Due: Tuesday, April 20 th

**PICK ONE AND ONLY ONE OF THE FOLLOWING ESSAY TOPICS
AND BE SURE TO SUBMIT IT BY ITS APPROPRIATE DUE DATE**

ESSAY TOPIC #1: WHAT’S TO LIKE ABOUT WORK?

Essay Reading: *Work Commitment in the Legal Profession: A Study of Baby Boomers and Generation Xers* (Wallace, 2006)

In this essay, I want you to examine the relevance of intrinsic and extrinsic rewards in understanding lawyers’ work commitment. As well, you will explore whether the same rewards are important in understanding the two generations of lawyers’ commitment. In doing so, please address the following:
Key Concepts and Arguments: Define and describe intrinsic and extrinsic job rewards. Briefly summarize the basic arguments linking intrinsic and extrinsic job rewards to work commitment for the two generations (i.e., the rationale behind Hypotheses 3 and 5).

Findings: (a) According to the findings in Table 2, identify and discuss one reward that is significantly more important to Generation X lawyers’ commitment compared to Baby Boomers’ and one that is more important to Baby Boomers’ commitment compared to Generation X lawyers’. Discuss whether or not this supports any of the hypotheses of this study and clearly identify the hypotheses that are relevant. (b) According to the Pooled results in Table 2, overall, which type of rewards (intrinsic or extrinsic) appears to be more important to both generations of lawyers’ work commitment? Be sure to define and describe the relevant rewards and explain how they reflect being either intrinsically or extrinsically rewarding.

Discussion and Conclusions: Conclude by discussing whether Hypothesis 1 is supported by the findings of this study and how you came to this conclusion. Identify and discuss a specific finding of this study that you found particularly interesting and/or surprising and explain why.

Due: in class on Tuesday February 23rd (3:15 pm)

ESSAY TOPIC #2: GENDER, PARENTHOOD AND PRODUCTIVITY

Essay Reading: *Family Responsibilities, Productivity, and Earnings: A Study of Gender Differences among Canadian Lawyers* (Young and Wallace, 2009)

In this essay, I want you to examine the relevance of gender, work and family responsibilities in understanding lawyers’ productivity measured in terms of their billable hours. As you’ll see, women and

men differ in the types of investments they make to work and family and these investments have different relationships with productivity. While this reading also examines earnings, focus on the findings regarding productivity in your essay. Please address the following:

Key Concepts and Arguments: Define and describe the different work and family investments lawyers in this study may make in terms of human capital, social capital and family responsibilities. Briefly explain why men are hypothesized to be more productive than women in terms of their investments.

Findings: (a) According to the findings in Table 3, Equation 1, identify and discuss one key investment that *increases* productivity and that men report more of than women (Table 2) and identify and discuss one key investment that *decreases* productivity (Table 3, Equation 1) and that women report more of than men (Table 2). (b) According to the findings in Table 3, Equation 1, overall, which group of investments appears to be more important in *reducing* lawyers' productivity? Be sure to define and describe the relevant type of investment and explain how it relates gender.

Discussion and Conclusions: Conclude by discussing whether Hypothesis 1 (in regards to productivity) is supported and how you came to this conclusion. Identify and discuss a specific finding of this study that you found particularly interesting and/or surprising and explain why.

Due: in class on Thursday, March 25th (3:15 pm)

ESSAY TOPIC #3: WORK DEMANDS AND SUPPORTS

Essay Reading: *On Physician Well Being – You'll get by with a Little Help from your Friends* (Wallace and Lemaire, 2007)

In this essay, I want you to think about the work conditions that physicians face and how some are related to the specific attribute of professions referred to as altruism. As well, I want you to see if having certain resources in one's work environment is helpful in buffering, or protecting, physicians from the harmful effects of certain work demands. In doing so, please address the following in your essay:

Key Concepts and Arguments: Define and describe the professional attribute of altruism. Briefly identify and discuss one work demand and one work resource examined in this study that may reflect the professional attribute of altruism.

Findings: (a) According to the findings in Table 2, Equation 1, identify and discuss whether the variables you selected as reflecting altruism appear important to physicians' well being. Discuss whether these findings support any of the hypotheses of this study and identify the relevant hypotheses. (b) According to the findings in Table 2, Equations 2-5, identify and discuss one work resource that appears important in reducing the negative effect of a work demand on physician well being. Be sure to define and describe the resource and explain how it relates to the specific work demand and physician well being.

Discussion and Conclusions: Conclude by discussing whether Hypothesis 1 is supported by the findings of this study and how you came to this conclusion. Identify and discuss a specific finding of this study that you found particularly interesting and/or surprising and explain why.

Due: to my office on Tuesday, April 20th (3:15 pm)

Formatting Requirements:

Length: Maximum of 10 pages (strictly imposed)

Font: Use Times New Roman font 12 (which is what this is)

Spacing: Double-space all of the text

Margins: Use default margins (e.g., 1½" left and right margins)

Page Numbers: Insert page numbers

References: You should only reference the text (i.e., Hodson & Sullivan, 2008), the particular article relevant to your essay and your class notes (by lecture date). You do not need to attach a list of references.

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