

University of Toronto
SOC352H1S: New Topics in Sociology: Social Psychology of Work
Wednesday 12:00 p.m. to 3:00 p.m.
Winter 2019
MY 330, Myhal Centre for Engineering Innovation and Entrepreneurship, 55 St. George
Street.

Instructor Information

Instructor:

Lawrence Williams

Office Location: Room 335 (725 Spadina Avenue, Department of Sociology)

Email address: Lawrence.Williams@mail.utoronto.ca

Office hours: Wednesday 10:45 a.m. to 11:45 a.m., 725 Spadina Avenue, Room 335

Quercus/Course web site: Quercus

Teaching Assistant:

TBA

Office Location: Room 225 (725 Spadina Avenue, Department of Sociology)

Office Hours: TBA

Course Description

The Social Psychology of Work course will explore some of the main theoretical and research-based themes that relate to the individual and social experiences of work. We will focus on core questions around the characteristics and conditions of work and occupations that shape the experience of the self-concept and identity – including classic themes about job control, autonomy, challenge, complexity, and authority. Other features of the course will include the ways that interpersonal dynamics and organizational structures shape individual psychological and social experiences both at work and beyond the boundaries of the workplace. We will also address important questions about the aspects of health, well-being, and quality of life as they relate to the social psychology of work.

IMPORTANT NOTE: The prerequisite to take SOCSOC352H1S is SOC201H1, SOC202H1, SOC204H1 & 1.0 FCE from SOC251H1, SOC252H1, SOC254H1. Students without this prerequisite can be removed at any time without notice.

Course Objectives

The ultimate goal of this course is to teach you how to analyze work from a social psychological perspective. To achieve this, you will learn how to:

1. Engage with classical and contemporary social psychological studies of work.
2. Describe and utilize social psychological concepts to gain insight into how individuals experience work.
3. Examine how paid and unpaid work impact individuals' private lives, self-concepts, and sense of selves.
4. Draw connections between social psychology, sociology, industrial-organizational psychology, and other fields relevant to the social psychological study of work.

Textbooks and Other Materials

All readings are available on Quercus under "Required Readings."

Class Format and Requirements

This is an intensive reading, lecture, and discussion-based course. All readings for the week are expected to have been read before class, and students should come prepared with questions to pose to the class.

Evaluation

Participation (Ongoing).....	10%
Essay Proposal (due February 6).....	10%
Test 1 (February 27).....	25%
Research Essay (due March 27).....	30%
Test 2 (April 3).....	25%
	100%

Participation – Ongoing – 10% of Final Grade

Your total participation grade is based on your performance in *both* lectures and tutorials. Lecture participation will be assessed by the instructor based on overall attendance and participation over the course of the semester. Given the small size of this class, it is imperative that you read the required readings before class, come with questions about the readings, and engage in discussion throughout the class. Part of your participation will include a short presentation of your Research Essay in the final two lectures of the course (specific presentation dates to be determined by Week 8).

Tutorials take place after lecture (from 2:10 p.m. to 3:00 p.m.) on dates to be announced during the first lecture. Tutorials will be assessed by the teaching assistant based on overall attendance and participation over the course of the semester. As with the lectures, please come to tutorials with questions and engage with both the material and the rest of the class during tutorials.

Essay Proposal – Due February 6 at 12:10 p.m. – 10% of Final Grade

In this assignment, you must outline your topic and state a preliminary research question for your research essay. You should include summaries of 4 peer-reviewed sources (journal articles or book chapters) *not* listed in the course syllabus along with tentative hypotheses of what you expect to find out about your topic as you continue the essay writing process in the Research Essay assignment. The goal of the proposal is to have you identify a topic related to the social psychology of work, utilize *two* psychological theories to explain that topic, locate sources on that topic, and begin to craft an argument that will help you refine your search for other materials.

Formatting:

- Essay Proposals must be between 1000 and 1500 words (12-point font, Times New Roman, double spaced).
- A bibliography must be provided. Please use ASA style formatting.

Please submit a hardcopy at the beginning of class on February 6 and upload your paper to Turnitin.com (via Quercus) by Wednesday, February 6 at 12:10 p.m.

*More details will be provided on Quercus and during class discussions.

Research Essay: Due Wednesday, March 27 at 12:10 p.m. – 30% of Final Grade

Your essay must utilize *two* psychological theories to discuss a topic related to the social psychology of work. A minimum of 3 course readings should be used alongside a minimum of 5 outside peer-reviewed sources (i.e., journal articles or academic books). Your essay should build on what you proposed earlier in the term, given the feedback that you received.

Formatting:

- Essays must be between 2000 and 2500 words (12-point font, Times New Roman, double spaced).
- A bibliography must be provided. Please use ASA style formatting.

Please submit a hardcopy at the beginning of class on March 27 and upload your paper to Turnitin.com (via Quercus) by Wednesday, March 27 at 12:10 p.m.

*More details will be provided on Quercus and during class discussions.

Test 1 – February 27, in-class from 12:10 p.m. to 2:00 p.m. – 25% of Final Grade

This test will cover class materials and readings from Week 1 to Week 6. It will consist of short answer and long answer questions.

Test 2 – April 3, in-class from 12:10 p.m. to 2:00 p.m. – 25% of Final Grade

This test will cover class materials and readings from Week 7 to Week 11. It will consist of short answer and long answer questions.

Procedures and Rules

Attendance

Attendance is mandatory, and students are responsible for all material presented in class. Students who do not attend class are responsible for obtaining information about any announcements that may have been made in class. They are also responsible for obtaining any desired notes on class discussions and/or lectures from other students in the class.

Proper documentation from a University of Toronto Student Medical Certificate or college registrar is required to justify an absence.

Deadlines

Late work will not be accepted unless submitted with proper documentation from your physician and a University of Toronto Student Medical Certificate, or from your college registrar. See below for details.

Documentation from your Physician or College Registrar

If you miss a test or a paper deadline, do not contact the instructor unless you have followed the steps described here.

In case of illness, you must supply a duly completed Verification of Student Illness or Injury form (available at www.illnessverification.utoronto.ca). A doctor's note is acceptable but **MUST** contain the start and anticipated end date of the illness. The note or form must be placed in a sealed envelope, addressed to the instructor, and submitted with your work at class or during office hours, within seven days of the missed assignment.

If a personal or family crisis prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). The letter must be placed in a sealed envelope, addressed to the instructor, and submitted with your work at class or during office hours.

Make-Up Tests

Students who miss the test for a valid reason and wish to take a make-up test must give the instructor a written request **within three days** of the missed test for special consideration which

explains why the test was missed, accompanied by proper documentation from a physician or college registrar (see above). 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, and the mark assigned for the test will be a zero.

Late Assignments

To request accommodation for a **late assignment** you must present your case to the instructor via email.

- In order not to be considered late, assignments must be submitted by the due date listed on the syllabus in-class as a hardcopy and on Turnitin.com. ***You are expected to keep a back-up, hard copy of your assignment in case it is lost.***
- For lateness *beyond your control*, the documentation must indicate that you were unable to engage in school work *on the due date of the assignment* for a ONE day extension.
 - For a longer extension, you must prove that you were unable to engage in school work for a longer period or provide documentation that you encountered an exceptional, unforeseen circumstance. Note that all term work must be submitted *on or before the last day of classes*. Students who for reasons beyond their control wish to seek an extension of this deadline must obtain approval from their instructor for an extension of the deadline. This extension may be for no longer than 5 days after the end of the final examination period. If additional time beyond this period is required, students must petition through the Office of the Registrar for a further extension of the deadline
- Late assignments for reasons that are *within your control* will be penalized 5% marks per day. The penalty will run from the day the assignment was due until the day it is submitted in the 300-level sociology assignment dropbox and Turnitin.com. The penalty period does include weekends and holidays. Assignments that are more than 7 days late will not be accepted.

Electronic Communication and Electronic Learning Technology

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

- Assignments will not be accepted via email. See above for how to submit them.
- All course communication should be conducted through Quercus or your utoronto account.
- All emails must include the course code (e.g., SOC352) 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 [or 3 business days] of receipt.
- Treat emails as you would any other professional communication. Proofread. Use appropriate language.

- 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.

Classroom Etiquette

Students are expected to arrive at class on time. Laptop usage is allowed in class, they should be used for notes only. Other uses (e.g., emailing, web surfing) will result in the student being required to turn off the laptop.

- Videotaping and recording class discussions is strictly forbidden without written permission from the instructor.

Essay Submission

Papers are to be submitted at the beginning of the class on the due date in **two** forms: a hardcopy given to the instructor, and an electronic copy submitted on Turnitin.com.

“Students agree that by taking this course all required papers may be subject to submission for textual similarity review to *Turnitin.com* for the detection of plagiarism. All submitted papers will be included as source documents in the *Turnitin.com* reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University’s use of the *Turnitin.com* service are described on the *Turnitin.com* web site.”

Assignments not submitted through *Turnitin* will receive a grade of zero (0 %) **unless a student instead provides, along with their essay**, 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 *Turnitin*) is in place because, strictly speaking, using *Turnitin* is voluntary for students at the University of Toronto.

Plagiarism

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.

Accessibility Needs

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: disability.services@utoronto.ca or <http://studentlife.utoronto.ca/accessibility>.

Equity & Diversity

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.

Course Schedule

Students are expected to complete all required readings prior to each lecture. Note: every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.

January 9, Week 1 – Introduction

NO READINGS

January 16, Week 2 – Work Motivation I: Overview of Social Psychological and Industrial-Organizational Psychological Theories

Hinsz, Verlin B. 2008. “The Social Context of Work Motivation: A Social-Psychological Perspective.” Pp. 553-568 in *Work Motivation: Past, Present, and Future*. Edited by Ruth Kanfer, Gilad Chen, and Robert D. Pritchard. New York, NY: Routledge.

Latham, Gary P., and Marie-Helene Budworth. 2014. “The Study of Work Motivation in the 20th Century.” Pp. 353-382 in *Historical Perspectives in Industrial and Organizational Psychology*, edited by Laura L. Koppes.

January 23, Week 3 – Work Motivation II: Self-Determination and Expectancy Theories

Gagne, Marylene, and Edward L. Deci. 2005. “Self-Determination Theory and Work Motivation.” *Journal of Organizational Behavior* 26(4): 331-362.

Lunenburg, Fred C. 2011. “Expectancy Theory of Motivation: Motivating by Altering Expectations.” *International Journal of Management, Business, and Administration* 15(1): 1-6.

January 30, Week 4 – Career Anchors and Vocational Choice

Holland, John L. 1959. “A Theory of Vocational Choice” and “Comment” by Edward S. Bordin. *Journal of Counseling Psychology* 6(1): 35-45.

Schein, Edgar H., and John Van Maanen. 2016. “Career Anchors and Job/Role Planning: Tools for Career and Talent Management.” *Organizational Dynamics* 45: 165-173.

February 6, Week 5 – Happenstance Learning and Life Design Theories

ESSAY PROPOSAL DUE IN-CLASS AT 12:10 p.m.

Krumboltz, John D. 2009. “The Happenstance Learning Theory.” *Journal of Career Assessment* 17(2): 135-154.

Savickas, Mark L. 2012. "Life Design: A Paradigm for Career Intervention in the 21st Century." *Journal of Counseling and Development* 90(1): 13-19.

February 13, Week 6 – Career Identity and Reflexivity

Grote, Gudela, and Sabine Raeder. 2009. "Careers and Identity in Flexible Working: Do Flexible Identities Fare Better?" *Human Relations* 62(2): 219-244.

Williams, Lawrence H. 2018. "Thinking about Careers: Reflexivity as Bounded by Previous, Ongoing, and Imagined Experience." *Journal of Critical Realism* 17(1): 46-62.

February 20: NO CLASS – READING WEEK

February 27, Week 7 – TEST 1, in-class from 12:10 p.m. to 2:00 p.m.

NO READINGS

March 6, Week 8 – Job Loss and Recovery

Latack, Janina C., and Janelle B. Dozier. 1986. "After the Ax Falls: Job Loss as a Career Transition." *The Academy of Management Review* 11(2): 375-392.

Zikic, Jelena, and Ute-Christine Klehe. 2006. "Job Loss as a Blessing in Disguise: The Role of Career Exploration and Career Planning in Predicting Reemployment Quality." *Journal of Vocational Behavior* 69: 391-409

March 13, Week 9 – Burnout and Meaning at Work I

Cherniss, Cary. 1995. *Beyond Burnout: Helping Teachers, Nurses, Therapists & Lawyers Recover from Stress & Disillusionment*. New York, NY: Routledge. Read p. ix – 104.

March 20, Week 10 – Burnout and Meaning at Work II
PAPER PRESENTATIONS I

Cherniss, Cary. 1995. *Beyond Burnout: Helping Teachers, Nurses, Therapists & Lawyers Recover from Stress & Disillusionment*. New York, NY: Routledge. Read p. 107 – 189.

March 27, Week 11 – To Be Employed, or Not to Be Employed? That is the Question...
PAPER PRESENTATIONS II
RESEARCH ESSAY DUE IN CLASS AT 12:10 p.m.

Jahoda, Marie. 1981. "Work, Employment and Unemployment: Values, Theories and Approaches in Social Research," *American Psychologist* 36: 184-191.

Jahoda, Marie. 1988. "Economic Recession and Mental Health: Some Conceptual Issues," *Journal of Social Issues* 44: 13-22.

Cole, Matthew. 2007. "Re-Thinking Unemployment: A Challenge to the Legacy of Jahoda et al."
Sociology 41(6):1133-1149.

April 3, Week 12 – TEST 2, in-class from 12:10 p.m. to 2:00 p.m.

NO READINGS