

**SOC305H1S - Sociology of the Professions**  
**Professor Ronit Dinovitzer**  
**Department of Sociology**  
**Winter 2022**  
**Friday, 12pm-2pm**

**Instructor Information**

Instructor: Dinovitzer, Ronit  
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Office hours: TBA

**Teaching Assistant**

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**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

**Textbooks and Other Materials**

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

## Evaluation Components:

Type	Date(s) Due	Weight
1. Engagement	Ongoing	10%
2. Online timed class test	Feb 18	25%
3. Essay Proposal	March 4	5%
4. Essay	April 1	35%
5. Online timed class test	April 8	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 12pm (Toronto time) the day 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 online timed class tests (2\*25%) (held ONLINE during class time) (Feb 18 and April 4)

Class tests will be essay based, open book, and held during class time but in your own space (not in the classroom). Please ensure access to a computer and internet connection during class time. Tests must be completed on your own and will be subject to plagiarism review.

### Essay Proposal – One page (5%)

You will write a one-page proposal outlining your essay topic and initial sources. You should include 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.

### 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).

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, will be recorded on video and will 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 comment option on Quercus. *You cannot use the time bank for the online timed 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.

If a student misses tests or submit assignments beyond the time bank for medical reasons, the student must contact me (not the TA) within 2 days of the missed test and declare their absence on the system (ACORN). For other reasons, such as family emergencies or personal reasons, they **must** have the college registrar email me. 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. Please note: I will not consider requests for extensions unless the situation is sudden, an emergency, or extraordinarily beyond control.

### 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. JAN 14: WHAT IS A "PROFESSION"?

- a. Elizabeth H. Gorman and Rebecca L. Sandefur. 2011. "Golden Age," Quiescence, and Revival: How the Sociology of Professions Became the Study of Knowledge-Based Work  
<http://wox.sagepub.com.myaccess.library.utoronto.ca/content/38/3/275.abstract>
- 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.  
[https://journals-scholarsportal-info.myaccess.library.utoronto.ca/details/19416520/v10i0001/183\\_tlooapiobdar.xml](https://journals-scholarsportal.info.myaccess.library.utoronto.ca/details/19416520/v10i0001/183_tlooapiobdar.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://pdfs.semanticscholar.org/9544/da26c6381374fab0dd2b399d1a0120a80e59.pdf>

### 2. JAN 21: 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
  - a. [http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolver/02779536/v58i0011/2243\\_icapdadhio](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolver/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.
  - a. <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)
  - a. <http://hdl.handle.net.myaccess.library.utoronto.ca/2027/heb.00104.0001.001>

### 3. JAN 28: KNOWLEDGE CLAIMS- EXPERTS VS. EXPERTISE

1. Gorman, E.H. and Vallas, S.P. (2020), "Introduction: Expertise and the Changing Structure of Professional Work", Gorman, E.H. and Vallas, S.P. (Ed.) *Professional Work: Knowledge, Power and Social Inequalities (Research in the Sociology of Work, Vol. 34)*, Emerald Publishing Limited, Bingley, pp. 1-8.
    - a. <https://doi-org.myaccess.library.utoronto.ca/10.1108/S0277-283320200000034004>
  2. Stefan Timmermans. 2005. "Suicide Determination and the Professional Authority of Medical Examiners" *American Sociological Review*, 70:311-333.
    - a. <http://search.proquest.com.myaccess.library.utoronto.ca/docview/218830035>
  3. 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.
    - a. <https://journals-sagepub-com.myaccess.library.utoronto.ca/doi/10.1177/0003122420987199>
- 4. FEB 4: 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](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](http://www.newyorker.com/archive/2001/12/17/011217crat_atlarge)
- 5. FEB 11: BECOMING A PROFESSIONAL: IDENTITY/SOCIALIZATION**
- a. Karen Ho. 2009. *Liquidated: An Ethnography of Wall Street*. Durham: Duke University Press, Chapter 2.
    - a. <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. FEB 18 CLASS TEST (ONLINE DURING CLASS TIME)**

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

**\*FEBRUARY 25: READING WEEK NO CLASS\***

**7. MARCH 4: PROFESSIONAL CAREERS**

- a. 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.  
<https://doi-org.myaccess.library.utoronto.ca/10.1086/230950>
- b. 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>
- c. *Recommended:*  
Dinovitzer, R., & Garth, B. (2020). The New Place of Corporate Law Firms in the Structuring of Elite Legal Careers. *Law & Social Inquiry*, 45(2), 339-371.  
<https://www-cambridge-org.myaccess.library.utoronto.ca/core/journals/law-and-social-inquiry/article/new-place-of-corporate-law-firms-in-the-structuring-of-elite-legal-careers/B76954D485F48563E6CCFFC453228906>

**8. MARCH 11: DIVERSITY 1: THE BUSINESS CASE FOR DIVERSITY AND POLICIES IN ACTION**

- a. Scott E. Page. 2007. "Making the Difference: Applying a Logic of Diversity." *Academy of Management Perspectives*, 21:6.
  - i. <http://simplelink.library.utoronto.ca/url.cfm/445332>
- 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. Louise Marie Roth. 2007. "Women on Wall Street: Despite Diversity Measures, Wall Street Remains Vulnerable to Sex Discrimination Charges." *Academy of Management Perspectives* 21: 24-35.
  - i. <http://www.jstor.org.myaccess.library.utoronto.ca/stable/pdfplus/4166285.pdf?acceptTC=true>
- d. **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](https://scholar.harvard.edu/files/dobbin/files/dobbin_kalev_economist_5-21-21.pdf)

## 9. MARCH 18: DIVERSITY 2: MECHANISMS - GENDER, MINORITIES AND PROFESSIONAL CAREERS

- a. Erin Cech, Brian Rubineau, Susan Silbey, Caroll Seron . 2011. "Professional Role Confidence and Gendered Persistence in Engineering." *American Sociological Review* 76.5: 641-666.
  - a. <http://search.proquest.com.myaccess.library.utoronto.ca/docview/901614929?accountid=14771>
- b. Ray V. "A Theory of Racialized Organizations." *American Sociological Review*. 2019;84(1):26-53. doi:10.1177/0003122418822335
  - a. See also 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://www.nytimes.com/interactive/2019/02/21/magazine/women-corporate-america.html>
- 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>

## 10. MARCH 25: 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.
  - a. [http://www.researchgate.net/publication/280385043\\_BAD\\_APPLES\\_BAD\\_BARRELS\\_AND\\_BAD\\_CELLARS\\_A\\_BOUNDARIES\\_PERSPECTIVE\\_ON\\_PROFESSIONAL\\_MISCONDUCT](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.
  - a. <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. APRIL 1: THE STRESS OF HIGHER STATUS: MENTAL HEALTH, WORK/LIFE AND SATISFACTION**  
**\*\*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.
  - i. <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
  - i. [https://journals-scholarsportal-info.myaccess.library.utoronto.ca/details/13668803/v20i0005/543\\_sstteowfbfwh.xml](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.nytimes.com/interactive/2019/02/21/magazine/elite-professionals-jobs-happiness.html>

**12. APRIL 8: NO CLASS. ONLINE TEST DURING CLASS TIME**