

**SOC305H1S - Sociology of the Professions**  
**Professor Ronit Dinovitzer**  
**Department of Sociology**  
**Fall 2024**  
**Friday, 9:10am-11am**

**Instructor Information**

Instructor: Dinovitzer, Ronit  
Email address: ronit.dinovitzer@utoronto.ca  
Office hours: TBA and by appointment via Zoom

**Teaching Assistant**

Email:  
Office hours: TBA and by appointment via Zoom

**Prerequisites: The prerequisite to take this course is completion of 1.0 SOC at the 200-level or higher. Students without this requirement will be removed from the class whenever discovered and without notice.**

**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	Due Date	Weight
Engagement	Ongoing	5%
Essay Proposal	Oct 4	10%
Class test (in class/in person)	Oct 11	25%
Essay	Nov 22	35%
Class test (online during class time)	Nov 29	25%

### Engagement (5%)

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 make 5 submissions that 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 submissions will be graded on a pass/fail basis, 1% per submission. There are no make-up opportunities for these assignments. You will choose which 5 weeks to post.

Posts are due by the start of 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 (so you post about Class #2 *before* Class #2).

### Two class tests (2\*25%) (The first test is in person, in class during class time. The second test is *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 (10%)**

You will write a 400 word proposal outlining your essay topic (details TBA). Your proposal should cite and link to 4 peer-reviewed sources (journal articles or book chapters) not listed in the course syllabus.

### **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.

## **Procedures and Rules**

### **1. Missed tests/Late Assignments**

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 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.

Students who miss a paper deadline or a test will receive a mark of zero for that paper or test unless the reason is a circumstance beyond their control. **Within three days** of missing a paper deadline or test, students must send the instructor a request for consideration. Students must document their request with one of the following:

- Absence declaration via ACORN
- U of T Verification of Illness or Injury Form
- College Registrar's letter (e.g., in case of personal/family crisis or emergency)
- Letter of Academic Accommodation from Accessibility Services

### **2. Late Assignments - Time Bank**

Time bank: In this course, we will be using time banks. Our time bank is made up of 72 hours total across all assignments in the course. This means that you have a 72-hour grace period to be used as you need (e.g. for one assignment or distributed across different assignments). The time bank will be calculated using 12-hour time blocks, meaning you have 6 time blocks total (6\*12 hours=72 hours). For example, if

you use 12 hours for your proposal, that means you have 60 hours left to use for your essay.

To use your time bank credit, you must inform us by using the assignment comment box on Quercus when you submit the assignment. Do not notify us by email.

You cannot use the time bank for tests.

*Late penalties:* Late assignments outside of the time bank limits and circumstances described above 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.

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.

‘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 is 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 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 Turnitin) is in place because, strictly speaking, using Turnitin is voluntary for students at the University of Toronto.

## Generative Artificial Intelligence

In this course, you may use generative artificial intelligence (AI) tools, including ChatGPT and GitHub Copilot, as learning aids and to contribute to your understanding of course materials. However, any submitted work (term paper, CRPs, in-class activities, online contributions) needs to be your own. Students who choose to use generative artificial intelligence tools as they work through the essays in this course must document this work in an appendix. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work. Any content produced by an artificial intelligence tool must be cited appropriately. Many organizations that publish standard citation formats are now providing information on citing generative AI (e.g., MLA: <https://style.mla.org/citing-generative-ai/>).

*Failure to disclose the use of generative AI in the submission of course work will be treated as an academic offense.* While some generative AI tools are currently available for free in Canada, please be warned that these tools have not been vetted by the University of Toronto and might not meet University guidelines or requirements for privacy, intellectual property, security, accessibility, and records retention.

Generative AI may produce content which is incorrect or misleading, or inconsistent with the expectations of this course. These tools may even provide citations to sources that don’t exist—and submitting work with false citations is an academic offense. These tools may be subject to service interruptions, software modifications, and pricing changes during the semester.

## **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/>

## 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 6: 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](https://journals-scholarsportal-info.myaccess.library.utoronto.ca/details/19416520/v10i0001/183_tloopajobdar.xml)
- c. *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](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_springer_books_10_1007_978_94_017_8902_8_2)

### 2. SEP 13: 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/resolver/02779536/v58i0011/2243\\_icapdadhio](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolver/02779536/v58i0011/2243_icapdadhio)
- b. Brydges, M., Dunn, J. R., Agarwal, G., & Tavares, W. (2022). At odds: How intraprofessional conflict and stratification has stalled the Ontario paramedic professionalization project. *Journal of Professions and Organization*, 9(3), 333-347.
  - [https://librarysearch.library.utoronto.ca/permalink/01UTORONTO\\_INST/fedca1/cdi\\_crossref\\_primary\\_10\\_1093\\_jpo\\_joac016](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_crossref_primary_10_1093_jpo_joac016)
- 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 20: 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>
- c. *RECOMMENDED*

Noordegraaf, Mirko. "Protective or connective professionalism? How connected professionals can (still) act as autonomous and authoritative experts." *Journal of professions and organization* 7.2 (2020): 205-223., [https://librarysearch.library.utoronto.ca/permalink/01UTORONTO\\_INST/fedca1/cdi\\_oup\\_primary\\_10\\_1093\\_jpo\\_joaa011](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_oup_primary_10_1093_jpo_joaa011)

**4. SEP 27: 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)
- d. *Recommended*
  - Binder, A. J., Davis, D. B., & Bloom, N. (2016). Career Funneling: How Elite Students Learn to Define and Desire "Prestigious" Jobs. *Sociology of Education*, 89(1), 20-39. <https://doi-org.myaccess.library.utoronto.ca/10.1177/0038040715610883>
  - Jenkins, T. M. (2023). Making the Cut: Status, Credentials, and Hiring in Medicine. *Social Problems*, 70(2), 435-455. [https://librarysearch.library.utoronto.ca/permalink/01UTORONTO\\_INST/fedca1/cdi\\_crossref\\_primary\\_10\\_1093\\_socpro\\_spab046](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_crossref_primary_10_1093_socpro_spab046)

**5. OCT 4: 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. *Recommended:* <http://www.nytimes.com/2016/07/10/opinion/sunday/how-wall-street-bro-talk-keeps-women-down.html>

**6. OCT 11 CLASS TEST (IN PERSON DURING CLASS TIME)**

Note: No engagement post today

**7. OCT 18: PROFESSIONAL CAREERS**

- a. Luhr, Sigrid Willa. "Engineering inequality: Informal coaching, glass walls, and social closure in Silicon Valley." *American Journal of Sociology* 129.5 (2024): 1409-1446. <https://www-journals-uchicago-edu.myaccess.library.utoronto.ca/doi/10.1086/729506>
- 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:*
  - i. 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 25: CHANGING ECONOMY, CHANGING PROFESSIONS:**

- a. Besbris, Max, and Caitlin Petre. "Professionalizing contingency: How journalism schools adapt to deprofessionalization." *Social Forces* 98.4 (2020): 1524-1547.  
[https://librarysearch.library.utoronto.ca/permalink/01UTORONTO\\_INST/fe\\_dca1/cdi\\_gale\\_incontextgauss\\_ISN\\_A634003490](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fe_dca1/cdi_gale_incontextgauss_ISN_A634003490)
- b. Faulconbridge, J., Sarwar, A., Spring, M. (2023) How Professionals Adapt to Artificial Intelligence: The Role of Intertwined Boundary Work. *Journal of Management Studies*

[https://librarysearch.library.utoronto.ca/permalink/01UTORONTO\\_INST/fedca1/cdi\\_crossref\\_primary\\_10\\_1111\\_joms\\_12936](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_crossref_primary_10_1111_joms_12936)

c. *Recommended* :

- i. Hénaut, L., Lena, J. C., & Accominotti, F. (2023). Polyoccupationalism: Expertise Stretch and Status Stretch in the Postindustrial Era. *American Sociological Review*, 88(5), 872-900. <https://doi-org.myaccess.library.utoronto.ca/10.1177/00031224231190942>
- ii. Mickey, E. L. (2022). The Organization of Networking and Gender Inequality in the New Economy: Evidence from the Tech Industry. *Work and Occupations*, 49(4), 383-420. <https://doi-org.myaccess.library.utoronto.ca/10.1177/07308884221102134>

**\*\*Nov 1: Fall Reading Week No class\*\***

**9. NOV 8: INEQUITIES IN PROFESSIONAL CAREERS**

- a. "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](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_proquest_miscellaneous_2184394000)
- b. Ray V. <https://hbr.org/2019/11/why-so-many-organizations-stay-white>
- c. Erin Cech, Brian Rubineau, Susan Silbey, Carroll 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>
- d. *Recommended*:
  - a. Ashley, L., Boussebaa, M., Friedman, S., Harrington, B., Heusinkveld, S., Gustafsson, S., & Muzio, D. (2023). Professions and inequality: Challenges, controversies, and opportunities. *Journal of Professions and Organization*, 10(1), 80-98.  
[https://librarysearch.library.utoronto.ca/permalink/01UTORONTO\\_INST/fedca1/cdi\\_crossref\\_primary\\_10\\_1093\\_jpo\\_joac014](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_crossref_primary_10_1093_jpo_joac014)
  - b. 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. NOV 15: 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\\_ba\\_d\\_barrels\\_and\\_bad\\_cellars\\_a\\_boundaries\\_perspective\\_on\\_professional\\_misconduct](http://www.researchgate.net/publication/280385043_bad_apples_ba_d_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 22: THE STRESS OF HIGHER STATUS: MENTAL HEALTH, WORK/LIFE AND SATISFACTION

### \*\*ESSAY DUE\*\*

- a. Michel, A., 2022. Embodying the Market: The Emergence of the Body Entrepreneur. *Administrative Science Quarterly*, p.00018392221135606.  
<https://journals-sagepub-com.myaccess.library.utoronto.ca/doi/epub/10.1177/00018392221135606>
- 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](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>

## 12. Nov 29: ONLINE TEST DURING CLASS TIME (test is not cumulative)