Instructor Information
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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:

<table>
<thead>
<tr>
<th>Type</th>
<th>Date(s) Due</th>
<th>Weight</th>
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<tbody>
<tr>
<td>1. Engagement</td>
<td>Ongoing</td>
<td>10%</td>
</tr>
<tr>
<td>2. Online timed class test</td>
<td>Feb 18</td>
<td>25%</td>
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<tr>
<td>3. Essay Proposal</td>
<td>March 4</td>
<td>5%</td>
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<tr>
<td>4. Essay</td>
<td>April 1</td>
<td>35%</td>
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<tr>
<td>5. Online timed class test</td>
<td>April 8</td>
<td>25%</td>
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#### 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.

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**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](http://studentlife.utoronto.ca/accessibility) as soon as possible.

If required, the link for the Accommodated Testing Services (ATS): [https://lsm.utoronto.ca/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”?**
   
   
   [http://wox.sagepub.com.myaccess.library.utoronto.ca/content/38/3/275.abstract](http://wox.sagepub.com.myaccess.library.utoronto.ca/content/38/3/275.abstract)

   
   [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:**


   [https://pdfs.semanticscholar.org/9544/da26c6381374fab0dd2b399d1a0120a80e59.pdf](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. [http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/02779536/v58i0011/2243_icapdadgio](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/02779536/v58i0011/2243_icapdadgio)


      a. [http://hdl.handle.net.myaccess.library.utoronto.ca/2027/heb.00104.0001.001](http://hdl.handle.net.myaccess.library.utoronto.ca/2027/heb.00104.0001.001)

3. **JAN 28: KNOWLEDGE CLAIMS- EXPERTS VS. EXPERTISE**
   a. https://doi-org.myaccess.library.utoronto.ca/10.1108/S0277-283320200000034004


4. **FEB 4: SO YOU WANT TO BE A PROFESSIONAL? GETTING INTO PROFESSIONAL SCHOOL AND GETTING HIRED**

5. **FEB 11: BECOMING A PROFESSIONAL: IDENTITY/SOCIALIZATION**
   a. http://read.dukeupress.edu.myaccess.library.utoronto.ca/content/liquidated
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**
      [https://doi-org.myaccess.library.utoronto.ca/10.1086/230950](https://doi-org.myaccess.library.utoronto.ca/10.1086/230950)
      [https://doi-org.myaccess.library.utoronto.ca/10.1093/sf/soy024](https://doi-org.myaccess.library.utoronto.ca/10.1093/sf/soy024)
   c. **Recommended**: 

8. **MARCH 11: DIVERSITY 1: THE BUSINESS CASE FOR DIVERSITY AND POLICIES IN ACTION**
      i. [http://simplelink.library.utoronto.ca/url.cfm/445332](http://simplelink.library.utoronto.ca/url.cfm/445332)
      [https://doi-org.myaccess.library.utoronto.ca/10.13169/intecritdivestud.1.1.0058](https://doi-org.myaccess.library.utoronto.ca/10.13169/intecritdivestud.1.1.0058)
9. **March 18: Diversity 2: Mechanisms - Gender, Minorities and Professional Careers**

   

   


   d. **Recommended:**


10. **March 25: Autonomy, Ethics & Commercialism**


11. **APRIL 1: THE STRESS OF HIGHER STATUS: MENTAL HEALTH, WORK/LIFE AND SATISFACTION**

**ESSAY DUE**


   i. [https://journals-scholarsportal-info.myaccess.library.utoronto.ca/details/13668803/v20i0005/543_sstteowfbfw.xml](https://journals-scholarsportal-info.myaccess.library.utoronto.ca/details/13668803/v20i0005/543_sstteowfbfw.xml)


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