

**The University of Georgia**

**Sociology 6850**

**Sociology of Occupations**

Thursday 3:30—6:15, Baldwin Hall 114A

Instructor:	Joseph C. Hermanowicz	Term:	Spring, 2007
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E-mail:	jch1@uga.edu	Office Hours:	By Appointment

Purpose:

The course provides an overview of work, workers and their worlds in contemporary life by focusing on a number of topics that ground the sociological study of occupations, including: professions and professionalization; careers; recruitment and socialization to work; the intersection of gender and family with work; work and well-being; and “dirty work”.

Format:

The course is structured by lectures and discussion; student presentations on designated topics and readings; and a semester-long research project. The research project may take a variety of forms, such as:

- A research proposal for subsequent work, such as a Master’s Thesis.
- A critical review of a body of literature.
- A dissertation proposal.
- A dissertation chapter.
- A spin-off article from an available data set.
- Substantial revision of an existing paper in preparation for publication.
- An article-draft based on original fieldwork.
- An alternative project negotiated with the instructor.

Readings:

The required readings for the course are listed on the course schedule. They are available through the UGA Library electronic course reserves: <http://gil.uga.edu/>. The password is: **gooddog**

Requirements:

Attendance is obligatory. Grades are based on four requirements:

Class Presentation I	25 pts.
Class Presentation II	25 pts.
Exam I	50 pts.
Exam II	50 pts.
<u>Paper</u>	<u>100 pts.</u>
Total	250 pts.

Grading Scale:

233-250 pts.	= A
225-232 pts.	= A-
220-224 pts.	= B+
208-219 pts.	= B
200-207 pts.	= B-
195-199 pts.	= C+
183-194 pts.	= C
175-182 pts.	= C-
150-174 pts.	= D
0-149 pts.	= F

Academic Honesty:

All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work. “A Culture of Honesty” and materials related to University policies governing academic work, including the disciplinary actions that will automatically be taken if a student violates academic honesty policies, may be found at:

<http://www.uga.edu/ovpi/honesty/acadhon.htm>

Core Questions for Reading:

One of the best ways to approach a body of literature—in order to eventually understand its geography and topography—is to engage a series of works with standard questions that elicit their essential features. You are of course free to utilize questions you find most useful to understand and codify pieces of work. I have listed below 5 basic questions that I and others have found especially helpful in grounding a large body of diverse work.

1. What is the author's main point?
2. What evidence does the author use to argue that point?
3. What is the theoretical approach of the author?
4. To which other piece of work could this piece be compared and contrasted:
  - a. To highlight key similarities and differences?
  - b. To begin to map, or codify, competing approaches?
5. What questions does the reading raise? Identify 3 questions you would like to discuss in class.

## Course Schedule

*The course syllabus is a general plan for the course;  
deviations announced to the class by the instructor may be necessary.*

Jan. 11:        Introduction and Background

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Jan. 18:        PART I: Professions: Classic and Contemporary Formulations

Sutherland, Edwin H. 1937. *The Professional Thief: By a Professional Thief*. (Annotated and interpreted by E. H. Sutherland.) Chicago: University of Chicago Press. Pp. v-ix; 3-26; 197-228.

PART II: Professions and Professionalization

Wilensky, Harold. 1964. "The Professionalization of Everyone?" *American Journal of Sociology* 70:137-158.

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Jan. 25:        PART I: Presentation—Professions

Parsons, Talcott. 1954. "The Professions and Social Structure." In *Essays in Sociological Theory*, 34-49. New York: Free Press. Article originally published in 1939.

Abbott, Andrew. 1988. *The System of Professions: An Essay on the Division of Expert Labor*. Chicago: University of Chicago Press. Pp. 86-113; 117-176.

PART II: Work and Well-Being

Ludwig, Arnold M. 1995. "Mental Illness within the Professions," & "Mental Symptoms and Creative Activity." In *The Price of Greatness*, 126-175. New York: Guilford.

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Feb 1:         PART I: Occupations

Leidner, Robin. 1993. "Working on People" & "Over the Counter: McDonald's." In *Fast Food, Fast Talk: Service Work and the Routinization of Everyday Life*, 1-23; 44-85. Berkeley: University of California Press.

Hermanowicz, Joseph C. 1998. "Academic Worlds." In *The Stars Are Not Enough: Scientists—Their Passions and Professions*, 45-67. Chicago: University of Chicago Press.

PART II: Presentation—Occupations

Trice, Harrison M. 1993. *Occupational Subcultures in the Workplace*. Ithaca, NY: ILR Press. Pp. 20-111.

Dubin, Robert. 1992. *Central Life Interests*. New Brunswick, NJ: Transaction. Pp. 31-59; 91-157.

**Proposals Due:** Turn-in a 1-2 pp. typed description of your term project.

Feb. 8: PART I: Careers

Faulkner, Robert. 1985. "Career Problems, Comparative Failure, and Going Commercial." In *Hollywood Studio Musicians: Their Work and Careers in the Recording Industry*, 51-94. New York: University Press of America.

Thomas, Robert J. 1989. "Blue-collar Careers: Meaning and Choice in a World of Constraints." In Michael B. Arthur, Douglas T. Hall, and Barbara S. Lawrence (eds.) *Handbook of Career Theory*, 354-379. Cambridge: Cambridge University Press.

PART II: Presentation—Careers

Van Maanen, John. 1977. "Experiencing Organization: Notes on the Meaning of Careers and Socialization." In John Van Maanen (ed.), *Organizational Careers: Some New Perspectives*, 15-45. New York: John Wiley.

Merton, Robert K. 1973. "The Matthew Effect in Science" In *The Sociology of Science: Theoretical and Empirical Investigations*, 439-459. Chicago: University of Chicago Press. Article originally published in 1968.

Feb. 15: **Exam—I**

Feb. 22: PART I: Ambition

Brim, Gilbert. 1992. "Our Drive for Growth and Mastery." In *Ambition*, 9-27. New York: Basic.

Guetzkow, Joshua, Michele Lamont and Gregoire Mallard. 2004. "What is Originality in the Humanities and the Social Sciences?" *American Sociological Review* 69:190-212.

Merton, Robert K. 1968. "Continuities in the Theory of Social Structure and Anomie." In *Social Theory and Social Structure*, 215-248. New York: Free Press.

PART II: Presentation—Gender, Work, and Family

Sonnert, Gerhard and Gerald Holton. 1995. *Gender Differences in Science Careers*. New Brunswick, NJ: Rutgers University Press. Pp. 1-63.

Mar 1: PART I: Dirty Work

Thompson, William E. and Jackie L. Harred. 1992. "Topless Dancers: Managing Stigma in a Deviant Occupation." *Deviant Behavior* 13: 291-311.

Ashforth, Blake, E. and Glen E. Kreiner. 1999. "How Can You Do It? Dirty Work and the Challenge of Constructing a Positive Identity." *Academy of Management Review* 24(3): 413-434.

PART II: Presentation—Work and Leisure

Nippert-Eng, Chistena E. 1995. "Introduction—Negotiating Home and Work: From Integration to Segmentation," "Territories of the Self: Recognizing the Home-Work Boundary," "Conclusion—Beyond Home and Work: Boundary Theory." In *Home and Work*, 1-33; 34-104; 277-292. Chicago: University of Chicago Press.

Mar. 8: PART I: The Chicago School—Overview

Hughes, Everett C. 1958. "Work and the Self," and "Mistakes at Work." In *Men and their Work*, 42-55; 88-101. Glencoe, IL: Free Press.

Hughes, Everett C. 1971. "The Humble and the Proud: The Comparative Study of Occupations." In *The Sociological Eye: Selected Papers*, 417-427. New Brunswick, NJ: Transaction.

PART II: Presentation—The Chicago School

Becker, Howard S. 1982. "Art Worlds and Collective Activity" and "Integrated Professionals, Mavericks, Folk Artists, and Native Artists." In *Art Worlds*, 1-39; 226-271. Berkeley: University of California Press.

Becker, Howard S. 1951. "The Professional Dance Musician and His Audience." *American Journal of Sociology* 57:136-144.

Cressey, Paul G. 1932. "A Night in a Taxi-Dance Hall" and "The Life Cycle of the Taxi-Dancer." In *The Taxi-Dance Hall*, 3-16, 84-106. Chicago: University of Chicago Press.

Donovan, Frances. 1929. "Getting a Job." In *The Saleslady*, 4-18. Chicago: University of Chicago Press.

Haas, Jack. 2003. "Learning Real Feelings: A Study of High Steel Ironworkers' Reactions to Fear and Danger." In Douglas Harper and Helene M. Lawson (eds.), *The Cultural Study of Work*, 228-245. New York: Rowman and Littlefield.

Lawson, Helene M. 2003. "Working on Hair." In Douglas Harper and Helene M. Lawson (eds.), *The Cultural Study of Work*, 370-396. New York: Rowman and Littlefield.

Henslin, James. 1974. "The Underlife of Cabdriving: A Study in Exploitation and Punishment." In Phyllis L. Stewart and Muriel G. Cantor (eds.), *Varieties of Work Experience*, 67-79. New York: John Wiley.

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Mar. 15: Spring Break

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Mar. 22: Presentation—Recruitment and Socialization

Lortie, Dan C. 1975. “The Limits of Socialization,” In *Schoolteacher: A Sociological Study*, 55-81. Chicago: University of Chicago Press.

Light, Donald. 1980. “The Moral Career of the Psychiatric Resident” & “Training for Uncertainty and Control.” In *Becoming Psychiatrists*, 241-258; 278-296. New York: Norton.

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**Mar. 29: Exam—II**

Apr. 5: Projects—I

Apr. 12: Projects—II

Apr. 19: Projects—III

Apr. 26: Projects—IV

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**May 3: Papers Due**  
Hard copy only  
Instructor’s office  
No later than 5 p.m.

### Human Rights:

The Department of Sociology has a Human Rights Committee for the resolution of student grievances. Any student registered for a sociology course at the University who feels that he or she has not been treated in a fair or professional manner by an instructor is advised to follow these procedures:

- 1) The student should discuss his or her problems with the instructor of the course, unless extenuating circumstances prohibit such discussion.
- 2) If that discussion does not resolve the grievance, the student should then discuss the problem with the Head of the Sociology Department.
- 3) If that discussion does not resolve the grievance to the student's satisfaction, the student may request the activation of the Human Rights Committee by submitting a letter to the Chair of the Committee.

The Human Rights Committee will have the responsibility of investigating all charges in accordance with procedures on file in the Sociology Department, copies of which are available to students. The Committee will also have the responsibility of making recommendations in writing to the Head, copies of which will be made available to the student and instructor. The Department Head will review the recommendations, and make a decision, in writing, with copies to the student and instructor. Any appeal of that decision must be made to the Dean of the College of Arts and Sciences.