This course will combine theories of professions and theories of gender in examining the role of professions in contemporary society. It will introduce students to alternative views of professions and professionals, tracing the institutionalization of professional power and professional structure in the 20th century, as well as changing professional roles in the face of increasing bureaucratization of professional work. It then will shift to an examination of the role of gender in professional entry and professional work, exploring alternative explanations for gender-based differences. It will look specifically at how these forces operate in the professions of medicine, law, and academics.

The course will meet from 11:00 am – 12:15 pm on Tuesdays and Thursdays.

The course will have one required book, available in paperback from the bookstore: *Arrowsmith*, a novel by Sinclair Lewis

In addition to this book, there will be a series of required readings each week available from CourseWork.

**Course Grading and Assignments**

Grading in this class will be on the basis of the following assignments, each of which is described in more detail below:

- Term paper – due at the end of the last class period – 50% of grade
- Short paper – due at the end of week 5 – 20% of grade
- Short (1-2 page) reaction papers to the reading – select 5 weeks, turn in by Tuesday of the following week (Thursday for week 1) – 20% of grade
- Class participation – 10% of grade
Reaction paper to readings

All students in this course are expected to turn in a series of 5 short reaction papers to the assigned readings for the week. The specifics of the assignment include:

- Each should be approximately 1-2 pages in length (double spaced)
- Summarize the principal points contained in the assigned readings that caught your attention
- Describe your reaction to these points – e.g., how are they connected with each other; points you disagree with; how do they relate to materials from previous weeks, etc.
- The reading-summary assignment is due at the end of class the Tuesday following the week in which the readings were assigned (e.g., the summary for week 2 is due on the Tuesday of week 3)

I will not accept reading summaries that are turned in late (except by prior arrangement for illness or special circumstances).

NOTE: If you choose 10 to summarize, you must turn it in to my office by Thursday June 2 at 5pm.

Short paper assignment

Each student will write a short paper on the topic of professional ethics. It should be 4-5 pages long (double-spaced), and will be worth 20% of your grade. It is due at 12:15 on Thursday, April 28 – the end of the 5th week of class.

For this paper, I would like you to:

1) Summarize the historical roots of codes of professional ethics, using materials from the reading.
2) Describe in your own words the relationship between the power granted to professions by society and the state, and the ethics that govern the profession – i.e., is there potential for professional power and professional ethics to overlap in positive ways? In negative ways?
3) Choose a current social issue (from your own experience; from the news; etc.) that involves a profession (you can use a loose definition of profession in this case – I will accept ‘business leadership’ as a profession) and issues of professional ethics. Describe how the role of professional ethics in (1) and (2) relate to the real world situation, and what we can learn about professional ethics from that situation.

You don’t have to do a lot of additional literature research for this assignment – although you should provide some reference as to where you got your information about the current problem relating to professional ethics.
Term Paper assignment

The major assignment for this course is a term paper. It will be due at 12:15 pm on Tuesday, May 31, the final class period. Your grade on the paper will comprise 50% of your grade for the class. The length requirement is:

- for those registered in Soc 165: 8-10 pages
- for those registered in Soc 265: 12-14 pages.

As this is a class on professions, the paper should be on professions. However you can choose to approach professions in one of three ways:

1) Choose a profession other than law, medicine, or academics, and do a thorough analysis of its history and its current structure. Using the various theoretical models of professions and professional activities we have discussed, explain why this occupation qualifies as a profession. In what ways was it similar to/different from the three professions we have focused on? How has it used its professional powers to influence its jurisdiction over work? How has it used that power to define membership? to exclude certain groups? How has its jurisdiction/work changed in recent times?

2) Choose one of the professions we have focused on (i.e., law, medicine, or academics), and extend our analysis from class in more depth – historically, culturally, politically, economically, how has the profession evolved, and how has the current work of that profession been shaped? If this is your topic, be sure that your principal sources are new references, and not those we have read in class.

3) Choose one of the professions we have focused on (i.e., law, medicine, or academics), and analyze an aspect of that profession we have not discussed. An example might be how that profession has/has not been open to certain racial or ethnic groups. Take a historical perspective, and use the analogy of our examination the role of gender in admission to the profession and the allocation of professional work.

Given my heavy teaching load, I am unable to read first drafts. If you need assistance in this area, let me know and I can direct you to one of the sources Stanford offers to assist students in preparing written work.
List of weekly course topics and required reading

Week 1 March 29, 31  Introduction to the course and the concept of a profession

The first week of the course will provide a general introduction to the course and an introduction to the concept of a profession. It will distinguish between common uses of the word (e.g., “professional athlete”) and occupational categories of specialized knowledge (e.g., medicine, law, academics). It will offer a means of categorizing various occupational groups as professions or not.

Assigned Readings:
- Lewis, *Arrowsmith* pp. 1-43

Week 2  April 5, 7  Classical views of professionals as agents of reason

The classical view of members of professions is as disinterested agents of knowledge and reason, who exercise that knowledge on behalf of others, guided by classical codes of ethics. Professional self-interest does not enter into this view.

Assigned Readings:
- Carr-Saunders and Wilson. *The Professions* 1933, pp. 418-441
- Merton, Robert. *The Student Physician*, 1957, pp. 3-21
- Parsons, Talcott. *The Social System*, 1951, pp. 428-479
- Lewis, *Arrowsmith* pp. 44-89

Week 3  April 12, 14  Professionals as agents of power

Writers such as Andrew Abbott and Elliot Freidson have offered a view of professions that views the exercise of power as a principal goal of professional action. This may be power over entry into the profession (Abbott’s concept of “professional jurisdiction”) or power over the use of knowledge (Freidson’s “Institutionalization of Formal Knowledge”).

Assigned Readings:
- Lewis, *Arrowsmith* pp. 90-132
Week 4  April 19, 21  Organizational control of professional work and the bureaucratization of professions. The issue of proletarianization of professionals will be considered.

**Assigned Readings:**
- Draper, E. *The Company Doctor* 2003, pp. 8-22, 29-52
- Albert, Tanya Med staff-hospital fights turn nasty and more litigious *American Medical News* April 19, 2004
- Lewis, Arrowsmith  pp. 133-191

Week 5  April 26, 28  The Role of Gender in Professions

Neither view (professions as agents of reason, professions as agents of power) fully addresses the issue of gender in professions. None the less throughout history and in contemporary Western society gender has played a major role in professional identity and power. After reviewing previous explicit barriers to women’s entry into professions we will look at recent gender-based issues such as professional entry, professional specialization, intra-professional status, professional rewards, and professional leadership. Are there aspects of professional culture that create gender-based professional roles?

**Assigned Readings:**
- Reskin and Roos. *Job Queues, Gender Queues*. pp. 3-68
- Babcock and Laschever. *Women Don’t Ask*, pp. 164-179
- Margolis and Fisher. *Unlocking the Clubhouse*  pp. 61-92

Week 6  May 3, 5  Gender-based barriers to professional entry and practice

We will now turn to an examination of gender differences in professional work, using medicine as the example for study. Do women disproportionately enter certain lower status professional categories (e.g., primary care medicine) because they prefer these to higher status categories (e.g., surgery), or because their entry to higher status categories is blocked? Do women physicians practice a different style of medicine than men?

**Assigned Reading:**
- Cooper-Patrick. Race, Gender, and Partnership in the Patient-Physician Relationship. JAMA 1999;282:583-589
- Roter et al. Sex Differences in Patients’ and Physicians’ Communication During Primary Care Medical Visits. Medical Care 1991, 29: 1083-1093.
- Roter. How Physician Gender Shapes the Communication and Evaluation of Medical
Week 7  May 10, 12  The profession of medicine

**Guest Speaker Thursday May 12: Iris Litt, MD, Stanford School of Medicine**

The first class meeting will examine in more depth the change that has taken place over the last 2-3 decades in the entry of women to medicine, and their career patterns within the profession. Dr. Iris Litt of the School of Medicine will join the class on May 15 to discuss issues of gender in medicine.

**Assigned Reading:**
- Lewis, *Arrowsmith* pp. 270-339

Week 8  May 17, 19  The profession of law

The first class will look at the role of power in structuring the legal profession. It will also examine in more depth the marked increase in women in law as well as patterns of occupational segregation within the law. Additional issues will be identified for inclusion through consultation with colleagues in law and Sociology. The second class period will have a guest speaker discussing the changing nature of the legal profession.

**Assigned Readings:**
- Nusbaum, M. Lawyers Push to Keep the Office At Bay. *New York Times* 9/7/03

Lewis, *Arrowsmith* pp. 340-398
Week 9 May 24, 26 The profession of academics

Guest Speaker Thursday May 26: Prof. Paula England, Stanford Department of Sociology

The first class period will trace the evolution of the academic profession, focusing on the institutionalization of academic freedom and the establishment of the tenure process. It will address the overlapping of the tenure clock and the biological clock, and gender-based patterns of attaining tenure. Issues of gender-based affirmative action and gender bias in the evaluation of academic work will be explored. Gender differences in areas of study and academic administration will be covered. Prof. Estele Freedman of the Stanford History Department will join the class on May 29 to discuss with us the changing nature of the academic profession.

Assigned Readings:
Stanford Faculty Women’s Caucus (Paula Findlen, Estelle Freedman, Nancy Kollmann, Cecilia Ridgeway, Mary Louise Roberts, Debra Satz) The Status of Women on the Stanford Faculty Report to the Faculty Senate. Spring, 1998
Massachusetts Institute of Technology. A Study on the Status of Women Faculty in Science at MIT, 1999
Lewis, Arrowsmith pp. 399-450

Week 10 May 31, June 2 To close the course we will look at the issue of women professionals and family, and how/whether women’s disproportionate family responsibilities affect the trajectory of their professional careers.

Assigned Readings:
Babcock and Laschever. Women Don’t Ask, pp. 180-185