

**SOC207H1: THE SOCIOLOGY OF WORK AND OCCUPATIONS  
WINTER 2013**

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**Instructors Name and Contact:**

Sarah Reid ([sarah.reid@utoronto.ca](mailto:sarah.reid@utoronto.ca))  
Marisa Young ([marisa.young@utoronto.ca](mailto:marisa.young@utoronto.ca))

**Office:**  
**Class Hours and Location:**  
**Office Hours:**

Department of Sociology, Room 225  
Monday 2-4 @ MB 128  
By Appointment

**Teaching Assistant Name and Contact:**

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**Prerequisite:**  
**Exclusion:**

SOC101Y1 or SOC102H1 or SOC103H1  
SOC207Y1

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*\*Important Note: Students without the prerequisite will be removed from the course without notice*

### **COURSE OVERVIEW AND OBJECTIVES**

How have work and occupations changed in the past few centuries? What are the different theoretical perspectives of studying work? Who does what type of work? Does work intensify ethnic-racial and gender inequalities? How do managers seek to control work? How do we define “good” versus “bad” jobs? What is the purpose of unions? What are the psychological impacts of work? These are just some of the questions we address in this class.

We will begin by exploring important changes in work. Next, we will discuss different theories of opportunities and inequalities in labor markets. Moving from this broad view to a close look inside workplaces, we then focus on relationships between managers, workers and customers in factory, service and professional work. These first three segments of the course introduce key concepts that assist in our understanding of work.

The final segment of the course focuses on more contemporary issues, and addresses the following questions: What constitutes “good” versus “bad” jobs? How do workers organize to protect themselves against bad work conditions? Do migrant workers experience economic opportunity or exploitation? Is a better type of work organization—such as worker ownership—possible? And finally, how do work conditions affect our lives daily, in terms of our personal relationships, physical health, and mental well-being? We will address these questions in turn, highlighting key debates in the area.

This course will place importance on how class, gender, ethnic and race relations shape the organization, meaning, and experience of work and occupations. Students will be given the opportunity to learn important concepts and frameworks used to evaluate current and previous states of work and occupations, which will help develop crucial analytical and critical thinking skills.

### **COURSE REQUIREMENTS AND EVALUATION**

#### **Critical Writing Assignment Proposal (15%)**

Due in class January 28. Assignment details will be discussed in class.

#### **Mid-Term (30%)**

In class February 11. Test will consist of a mixture of multiple choice and short answer questions.

#### **Critical Review Assignment (30%)**

Due in class March 4. Details will be discussed in class.

#### **Final Test (25%)**

In class April 1. Test will consist of multiple choice items from the entire term (non-cumulative).

## READINGS

### Text (available at the U of T bookstore):

Krahn, Harvey, Graham Lowe and Karen Hughes. 2011. Work, Industry and Canadian Society, Sixth Edition. Toronto: Thompson Nelson.

All other assigned Readings will be available on Blackboard (You must log in to the Portal to access the materials:

<https://portal.utoronto.ca/webapps/portal/frameset.jsp>

See 'Course Schedule' for weekly topics and required readings

## COURSE POLICIES

### I. Attendance, Participation, and Preparation

Students are responsible for reading and analyzing a considerable amount of material for each class. You should come to class prepared to discuss any questions you have and engage meaningfully and critically with the material. Given time restrictions, we may not cover every aspect of the readings during class periods. However, all materials referenced on the syllabus will be covered on the tests. Students are encouraged to express related opinions, questions and insights about the readings in class. While time restrictions place limits on the extent and depth of these discussions, we encourage students to also use the "Discussion Board" in Blackboard to post questions or engage in dialogue about substantive, course-specific topics. We will be checking in on Blackboard to review and contribute to the discussion throughout the semester.

**Accessibility Needs:** The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: [disability.services@utoronto.ca](mailto:disability.services@utoronto.ca) or <http://studentlife.utoronto.ca/accessibility>

### II. Communication

**\*\*Important Note about Contacting Sarah or Marisa, and TA's\*\*** Between January 7 and February 11 please contact Sarah or [TA HERE] for all course inquiries. After February 11<sup>th</sup>, please contact Marisa or [TA HERE] for all course inquiries.

**Course Web Site:** Blackboard is the primary medium that will be used to communicate important course information with the class.

The course website prepared on the Blackboard system will contain the course syllabus, lecture slides (posted prior to lectures), assignment and test information, and grades. We also email students important course announcements via Blackboard Administrator, however, **students are responsible for the content of all course materials and for checking Blackboard regularly.**

**Email: THINK BEFORE YOU SEND!** Email to the instructor should be carefully considered before being sent. If you have an administrative question it is likely outlined in the syllabus. Nothing will be conveyed in a separate email to you that has been covered during the class period. Make sure your email does not function as a written record of your irregular attendance. Correspondence through email must be sent from an official U of T address. You can expect us to respond to your email within 2 business days, not counting the weekends.

Please also be sure to include "SOC207" in the subject line. **All students are responsible for checking their official utoronto.ca email addresses regularly, especially prior to lecture time.**

**Technology:** Please do not record lectures without our consent. Please turn on silent mode for mobile devices during lectures.

### III. Assignment Policies

**Due Dates:** All assignments are to be submitted in class and in hard copy on the specified due date. We do not accept electronic submissions.

**Late Penalties:** Late assignments will be **penalized 10% for every day they are late-no exceptions**. Late papers that exceed a 7 days past the original due date will not be accepted and will be assigned a grade of zero. No make-up assignments are offered in this course.

**Submission of Late Assignments:** If you choose to submit the assignment after the designated due date, please stamp and submit them to the 200-level drop-box in room 225 of the Department of Sociology (725 Spadina Ave). The hours of operation are from Monday to Friday 9-5pm. *If you choose this option you must email either Sarah or Marisa to let us know. We do not check this box regularly.*

#### Tips for Successful Writing in this Course

**Visit the Writing Centre:** All students are encouraged to use their available writing centres. Writing tutors provide help you to think through your ideas, develop a thesis, organize your paper, present your evidence effectively, argue logically, and express yourself more clearly and concisely. Proofreading and copyediting for spelling, grammar, or format are *not* within the primary scope of the writing centres' services.

**Plagiarism and Academic Integrity:** Plagiarism occurs when one person presents *as one's own* the words or ideas of another. This includes quoting sources, paraphrasing, or summarizing source materials without indicating through the use of proper citation methods that the specific material in question was quoted, paraphrased, or summarized from that source. Plagiarism also includes handing in work that you have submitted in other courses in the past. All suspected instances of plagiarism, *without exception* will be reported to the university for investigation and appropriate handling.  
[www.artsci.utoronto.ca/osai/students](http://www.artsci.utoronto.ca/osai/students)

#### IV. Test Policies

Students who miss tests will be assigned a mark of 0 unless they provide appropriate documentation (see below).

##### IF YOU MISS A TEST YOU MUST:

1. Notify me via email of your absence no more than 24 hours from the scheduled test date;
2. Present medical documentation (details below) to me at my request. **Medical Documentation:** You must submit an original University of Toronto Student Medical Certificate. The Student Medical Certificate is available on the University of Toronto's web site and may be completed by a Health Services physician or by your own physician:  
<http://www.healthservice.utoronto.ca/pdfs/medcert.htm>. **Failure to provide official documentation will not be accepted and will result in a test grade of zero**

#### IV. Grades and Writing Resources

Be sure to check the UofT writing web site <http://www.utoronto.ca/writing> for very valuable information, including the meaning of marks ("What does a 'C' mean?"), how to write essay tests, and lots more. Also, refer to the grade scale in the undergraduate calendar <http://www.artsandscience.utoronto.ca/ofr/calendar/rules.htm>

**Posting Marks:** Barring unforeseen circumstances, all tests will be graded and marks posted within two sessions of the test date. Final course grades will be available on ROSI.

\*\*\*\*\*CLASS TOPICS AND SCHEDULE\*\*\*\*\*

SOC207: Work & Occupations Course Schedule 2013		
SESSION 1 Instructor: Sarah Reid		
Date Session #	Topics	Readings
<b>JAN 7: Week 1</b>	Historical Transformations: Capitalist Development, Immigrant Labour and Women's Work	Krahn, Lowe, and Hughes: Pp. 1-11; 18-26; 223-229; 446-448
<b>JAN 14: Week 2</b>	The Changing World of Work: From Fordism to Flexibility	Krahn, Lowe, and Hughes: Pp. 239-243; 272-281  Luxton, Meg and June Corman. 2001. "Restructuring Hilton Works" Chapter 4 in <i>Getting by in Hard</i>
<b>JAN 21: Week 3</b>	Opportunities and Inequalities in Paid Work I: Supply-Side and Demand-Side Perspectives	Krahn, Lowe, and Hughes: Pp. 124-159  Li, Peter. 2003. "Human Capital of Immigrants" in <i>Destination Canada: Immigration Debates and Issues</i>
<b>JAN 28: Week 4</b>	Opportunities and Inequalities in Paid Work II: The Causes and Consequences of Labor Market Sex Segregation	Krahn, Lowe, and Hughes: 169-174; 187-217  Williams, Christine L. "Gendered Jobs and Gendered Workers." Chapter 1 in <i>Still a Man's World: Men Who Do Women's Work</i>  <i>*Proposal due beginning of class (15%)</i>
<b>FEB 4: Week 5</b>	Conflict and Control Over the Labor Process: From Technological Management to Feeling Management	Krahn, Lowe, and Hughes: Pp. 287-309  Leidner, Robin. 1999. "Emotional Labor in Service Work." <i>Annals of the American Academy of Political and Social Science</i> 561:81-95.
<b>FEB 11: Week 6</b>	<i>Midterm Test (30%)</i>	
<b>FEB 18: Week 7</b>	<i>READING WEEK</i>	

**SOC207: Work & Occupations Course Schedule 2013**

**SESSION 2**

**Instructor: Marisa Young**

<b>FEB 25: Week 8</b>	Good Jobs/Bad Jobs and Worker Resistance (Unions and Strikes)	<p>Krahn, Lowe, and Hughes: 109-120; 343-357; 369-378; 389-398</p> <p>Cranford et al. 2006. "The Gender of Precarious Employment in Canada" Chapter 5 in Vivian Shalla's <i>Working in a Global Era: A Canadian Perspective</i>. Pp. 99-101.</p> <p><i>Supplementary:</i> Yates, Charolette. 2005. "Segmented labour, united unions? How unions in Canada cope with increased diversity." <i>Transfer: European Review of Labour and Research</i>, 11(4): 617-628. <u>Movie clip: Made in Dagenham</u></p>
<b>MARCH 4 : Week 9</b>	The Meaning of Work and Alienation: Job Satisfaction and Exploitation in the 21 <sup>st</sup> Century	<p>Krahn, Lowe, and Hughes: 413-450</p> <p><i>*Critical Review Assignment due at beginning of class (30%)*</i></p>
<b>MARCH 11: Week 10</b>	Employee Ownership and Cooperatives: Strategies to Achieving the Ideal Workplace Experience	<p>Krahn, Lowe, and Hughes: 329-336</p> <p>Brown, Leslie. 1997. "Organizations for the 21st Century? Co-operatives and "New" Forms of Organization" <i>Canadian Journal of Sociology</i>. 22(1):65-93. <u>Movie clip: Cooperation at Work - The Mondragon Experience</u></p>
<b>MARCH 18: Week 11</b>	Migrant Labour in Canada and the U.S.: North America's Invisible Worker	<p><u>Parreñas, Rhacel Salazer. 2000. "Migrant Filipina Domestic Workers and the International Division of Reproductive Labor." <i>Gender &amp; Society</i>, 14(5):.</u></p> <p>Basok, Tanya. 2004. Post-national citizenship, social exclusion and migrants rights: Mexican seasonal workers in Canada" <i>Citizenship Studies</i> 8(1): 47-64</p> <p><i>Supplementary:</i> Schlosser, Eric. "In the Strawberry Fields" Pp. 75-108 in <i>Reefer Madness: Sex, Drugs, and Cheap Labor in the American Black Market</i>. <u>Movie: Chain of Love</u></p>
<b>MARCH 25: Week 12</b>	Work & Family, Stress and Health: The Social-Psychological and Physical Consequences of Work	<p>Krahn, Lowe, and Hughes: 451-457</p> <p>Tausig, Mark. (2013). "Sociology of Work and Well-Being". Pp. 433-456 in <i>The Handbook of Sociology of Mental Health</i>. 2<sup>nd</sup> Ed. London: Springer.</p> <p>Simon, Robin. 1995. "Gender, Multiple Roles, Role Meaning, and Mental Health." <i>Journal of Health and Social Behavior</i> 36:182-194.</p>
<b>APRIL 1: Week 13</b>	<b><i>In-Class Final Exam (25%)</i></b>	

**\*\*IMPORTANT NOTE\*\*** This is a tentative schedule. Unforeseen circumstances sometimes require flexibility in scheduling. If that occurs, I will notify students in advance and provide a revised schedule.