

University of Toronto - Sociology
Winter 2019
SOC207H1S “Sociology of Work and Occupations”

Monday 2:10p.m. - 4:00p.m.
Location: SS2118

Instructor: Melissa Godbout
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Office Hours: Monday 1:00pm - 2:00pm, by appointment
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Course Description

How have work and occupations changed over time? What are some of the key theoretical perspectives for studying work? Who does what type of work? How do we define “good” versus “bad” jobs? How can we understand unemployment trends? What are some of the key factors which affect occupational mobility? Does work exacerbate ethnic-racial and gender inequalities? Do migrant workers experience economic opportunity or exploitation? How do workers organize to protect themselves against bad working conditions? What are the psychological impacts of work in our daily lives?

To answer these questions, we will begin by exploring important historical changes in work and occupations. Next, we will focus on different theories of opportunity and inequality in labor markets. We then move to a closer look inside workplaces, looking at issues of worker control and resistance. Finally, we will examine how work conditions affect our daily lives in terms of relationships, health, and psychological well-being.

Prerequisite:

Successful completion of 0.5 SOC FCE at the 100 level (SOC101Y1 or SOC102H1 or SOC100H1). The Department of Sociology does not waive prerequisites. Students without this prerequisite will be removed at any time discovered and without notice.

Course Objectives

The goal of this course is to provide students with a broad understanding of sociological perspectives of work and occupations through ongoing and active engagement of course material. By the end of the course, students will be able to:

- Define key foundational concepts central to understanding the sociology of work and occupations
- Identify and discuss important issues and changes related to contemporary work
- Evaluate current sociological debates about work
- Discuss the implications of work for social inequality (class, race/ethnicity, gender)
- Think creatively about possible solutions and strategies for some of the central contemporary issues in work and occupations

Required Readings:

Available at the UofT Bookstore: Krahn, H.J., K.D. Hughes, and G.S. Lowe. (2014). Work, Industry, and Canadian Society. 7th Edition. Toronto: Nelson.

Additional course readings will available on Quercus.

Accessibility Needs:

If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

Description of Evaluation Components

Evaluation Component	Grade Weight	Due Date
Online Discussion	25%	Ongoing throughout term
Midterm In-Class Test	25%	February 11, 2019
Final Paper	25%	March 25, 2019
Final In-Class Test	25%	April 1, 2019

Online Discussion (25%): Active participation in online discussion on Quercus is a significant component of this course. There will be total of **five** discussion questions posted over the term (see Weekly Topics below). Questions will be posted on Mondays during discussion weeks and students must make a minimum of **two** discussion board posts for each of the questions by 11:59pm on Sundays. To help facilitate this, students will be assigned to “Online Discussion Groups” on Quercus at the beginning of term. The focus of the posts will be on developing “discussion” between group members and not on students providing individual or disconnected responses to the question. As result, if a student misses a post, there will be no make up opportunity and late posts will not be accepted. Although students will be in groups, work will be assessed individually. Each week, students' discussion board posts will be evaluated out of a total of 5 marks based on (1) the substantive quality of the posts in their contribution to the discussion and the question posed, (2) engaging course material, and (3) meeting the administrative requirements per post (e.g. word count, coherence, etc.). More details will be provided to students in class and a Guidelines document will be available on Quercus in Week 1.

Final Paper (25%): Students will choose an occupation/job that they would like to know more about and write a final paper analyzing the occupation/job in terms of context, demographics, important issues, and strategies used to address these issues. The goal of the paper will be to demonstrate a strong grasp of course material through critical analysis, making clear claims, and supporting these claims with evidence. More details will be provided to students in class and a Guidelines document will be available on Quercus in Week 2.

In-Class Tests (2 x 25%): There will be two in class tests: a midterm on February 11 and a final test on April 1. Tests will cover material from both readings and lectures in order to evaluate students' comprehension of course material. Tests will not be cumulative. More details will be provided to students in class.

Late Work and Missed Test Policies

Handing in Work: Discussion Board posts will be submitted directly to Quercus. The Final Paper must be submitted twice by the due date/time: (1) one electronic copy to Quercus, and (2) one electronic copy to Turnitin (see below). Assignments and course work will never be accepted via email.

Turnitin Submission Policy: *“Normally, students will be required to submit their course essays to Turnitin for 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 Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com website.”*

Assignments not submitted through Turnitin will receive a grade of zero (0%) unless a student instead provides, along with their paper, sufficient secondary material (e.g. reading notes, outlines of 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.

Deadlines: Discussion board posts are due by 11:59pm on Sundays during discussion weeks (see asterisks on Weekly Schedule below). The Final Paper is due by 2:10pm on March 25. Tests will be written in class on February 11 and April 1.

Late Work: All requests for consideration of late work must be submitted directly to the Instructor, not to the Teaching Assistant.

- Discussion Board Posts: There is no make up opportunity for missed discussion board posts and late posts will not be accepted for any reason.
- Final Paper: Late work will never be accepted without proper documentation from a student's physician, college registrar, or Accessibility Services (see below). This must be provided within 3 days of the paper due date. As such, there are no per day penalties for late work. Work must be submitted on time, or appropriate documentation provided for acceptance of late submission.
- Missed Tests: Students who miss a test will receive a mark of zero unless reasons beyond their control prevent them from taking it. Within 3 days of the test date, students who wish to write the make-up test must provide the Instructor with a written request for consideration accompanied by appropriate documentation (see below). If approved, the make-up test time and location will be communicated to the student. A student who misses the subsequent make-up test for a valid reason (additional documentation required) will not have a third opportunity to take the test. Instead, the grade assigned for the missed test will be the same as the student earns for the other test in this course.

You are expected to keep backup copies of your work in case it is lost. Emails drafts of your work to yourself regularly in case of computer malfunction. Technical difficulties or lost work are insufficient reasons for requesting to submit work late.

Documentation from Your Physician, College Registrar, or Accessibility Services

If you do miss the final paper deadline or a test, do not contact the Instructor or Teaching Assistant unless you have followed the steps described here within 3 days of the due date/test date.

In case of **illness**, you must supply a duly completed Verification of Student Illness Form (available at www.illnessverification.utoronto.ca). A doctor's note is also acceptable and while it does not need to specify the illness, it **MUST** state the start and anticipated end date of the illness. The Verification of Student Illness form or doctor's note **MUST** also state that you were ill on the due date of the assignment for a one day extension. For a longer extension, you must prove you were sick during a longer period.

If a **personal or family crisis** prevents you from meeting a deadline, you must obtain a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). This letter must specify the length of the extension that is justified under the circumstances.

If you are registered with **Accessibility Services**, your counselor will send an email to the Instructor on your behalf if you ask them to (with a one week extension the norm).

Supporting documentation must be provided to Melissa Godbout by email or in a sealed envelope addressed to Melissa Godbout. When your paper is ready, submit to Quercus and Turnitin by the revised due date/time. Email your Teaching Assistant right away to notify them that your paper has been submitted.

Course Policies and Expectations

Attendance: Responsibility for being aware of what the Instructor says in Lectures (including administrative announcements) rests solely with the student. If a student is unable to attend a class, they are responsible for obtaining the information presented and should not contact the Instructor or Teaching Assistant for this information. For this reason, it is strongly encouraged that students have a “buddy” in the class who is willing to share lecture notes.

Classroom Etiquette: It is extremely important to foster a learning environment that is courteous and respectful to all in the class. Part of this involves ensuring that we are not causing unnecessary distractions for all those present in the class. These are some basic rules that will help everyone have the best learning experience possible:

- **Laptop Use:** Laptop use in class is restricted to note-taking. Using laptops for other activities (e.g., emailing, browsing the web, social media, watching videos, etc) will result in the student being required to turn the laptop off and not bring it to future classes.
- **Cellphones - Turn them Off:** Please ensure cell phones are turned off for the duration of the class. This includes ensuring the ringers are off as well as using cell phones for non-class related activities (e.g., texting, social media, etc.).
- **Recordings - Video/Audio/Photo:** Videotaping, audio recording, or taking photos in class (or of things written on the board) is strictly forbidden without the Instructor's consent.

Course Communication with the Instructor and TA: Students will receive a response within two business days (except for weekends and holidays). Following the below guidelines on every communication will ensure you receive a prompt response (emails which do not, may not receive a response):

- Course Code in Subject Line: All email communications must include SOC207H1S in the subject line.
- UTORONTO Email Account: All emails must be sent from students' utoronto email account.
- Signature: All emails must be signed with students' full names and student number.
- Professional Etiquette: Treat emails to the Instructor and TA as you would any other professional communication. Avoid the use of emoticons, slang, inappropriate language, or acronyms.

Getting Help From Your Teaching Assistant: Your TA will hold scheduled office hours throughout the term and respond to your emails and questions about course material. Please be judicious in your use of email. Use it only for questions that are brief and specific. Before sending a question by email, be sure to carefully check the syllabus, course announcements, or guidelines documents (all available on Quercus) to see if an answer is already available. Emails should not be seen as an alternative to doing the assigned readings, attending lectures, or familiarizing yourself with course documents. Expect to receive a response from your TA within two business days (except for weekends or holidays). For more in-depth discussions of the lectures, readings, or work completed, take advantage of your TA's office hours.

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, please follow the below guidelines:

- Step 1: Wait 24 hours: Before contacting the TA with inquiries about your grade, students should wait 24 hours. This allows the student to take time to review the work and carefully consider the grader's comments. In addition, this will also allow you to take some time to review the guidelines and expectations for the assignment within the context of the comments you have received.
- Step 2: Contact your TA: After 24 hours, contact your TA with questions you might have. We strongly encourage you to see your TA during office hours for in-depth discussions of your grade. If you are still unsatisfied, within one week of receiving your grade, submit a written explanation to your TA of why you think the mark should be changed. Please note that statements such as “I need a higher grade to go to X or to keep my average GPA”, “It is not fair”, or “I got a higher grade on a different assignment/in a different class, so I deserve one on this assignment” are not compelling arguments. Instead, you want to make a clear and strong substantive case for why you perceive your grade should be changed. The TA will review your work, the original comments, and respond to you with their re-assessment within two business days.
- Step 3: Contact the Instructor: Should you still be unsatisfied with your mark after the TA's re-assessment, you can submit a written explanation via email to the Instructor. As in Step 2, you will want to make a strong substantive case for why the grade should be changed. This written request must be submitted within 3 business days of receiving the TA's re-assessment of your work. Once received, the Instructor will complete a re-marking of your work and provide feedback within two business days. Please note that with the Instructor's re-grade your mark may go up, stay the same, or go down. The grade provided by the Instructor will be final and not subject to further re-assessment.

Academic Integrity

Cheating and misrepresentation of work will not be tolerated. Students who commit an academic offense face serious penalties. Claiming you didn't realize referencing had to be done in a certain way, didn't know the rules, or didn't "intend" to do it, are not a sufficient rationales for lenience in academic offenses.

Avoid plagiarism by citing properly. Practices acceptable in high school may prove unacceptable in University. Students are expected to appropriately cite sources in all written work. A first rule of thumb: each time you use a sequence of three or more words written by someone else, use quotation marks and give the source with page number. Whenever paraphrasing or discussing someone else's specific ideas, even if these are not direct quotes, you must provide appropriate citations.

You are expected to have read and understood the on-line document: "How Not to Plagiarize" (<http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize>).

By enrolling in this course, students agree to abide by the University's rules regarding academic conduct, as outlined in the Calendar.

You are expected to be familiar with the "Code of Behavior on Academic Matters" (www.governingcouncil.utoronto.ca/policies/behavac.htm) and the "Code of Student Conduct" (www.governingcouncil.utoronto.ca/policies/studentc.htm) which spell out your rights, your duties, and provide all the details on grading regulations and academic offenses at the University of Toronto.

Weekly Topics and Assigned Readings

Students are expected to complete all readings before each lecture.

* indicates weeks when discussion questions will be posted (see evaluation components above)

January 7: *Introduction to the Course - Historical Transformations in Work*

- Krahn, Hughes, & Lowe -- Chapter 1

January 14: *The Changing World of Work: Contemporary Debates & Evidence*

- Krahn, Hughes, & Lowe -- Chapter 2

January 21: *Good Jobs, Bad Jobs, No Jobs* *

- Krahn, Hughes, & Lowe -- Chapter 4

January 28: *Opportunities and Inequalities in the Labor Market* *

- Krahn, Hughes, & Lowe -- Chapter 5

February 4: *Household, Family, and Unpaid Work*

- Krahn, Hughes, & Lowe -- Chapter 7

February 11: (((*In-Class Midterm Test*)))

February 18: *Reading Week - No Classes*

February 25: *Gender and Paid Employment **

- Krahn, Hughes, & Lowe -- Chapter 6

March 4: *Worker Control and Resistance **

- Krahn, Hughes, & Lowe -- Chapter 10
- Krahn, Hughes, & Lowe -- Chapter 11(pp. 327-333, 356-360)

March 11: *Migrant Labor: The Invisible Worker **

- Parrenas, R.S. (2000). "Migrant Filipina Domestic Workers and the International Division of Reproductive Labor". *Gender & Society*, 14(5): 560-580.
- Basok, T., D. Belanger, and E. Rivas. (2014). "Reproducing Deportability: Migrant Agricultural Workers in South-western Ontario". *Journal of Ethnic and Migration Studies*, 40(9): 1394-1413.

Film: El Contrato

March 18: *Work Values and Worker Orientations*

- Krahn, Hughes, & Lowe -- Chapter 13

**March 25: *Job Satisfaction, Alienation, and Work-Related Stress*
(((Final Paper Due)))**

- Krahn, Hughes, & Lowe -- Chapter 14

April 1: (((*In-Class Final Test*)))

Note: Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the Instructor.